# THE USE OF INFORMAL LANGUAGE IN ACADEMIC WRITING BY THE STUDENTS OF ENGLISH TEACHER EDUCATION DEPARTMENT AT UIN SUNAN AMPEL SURABAYA

# THESIS

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#### ABSTRACT

Sholihah, Z. (2018). The Use of Informal Language in Academic Writing by The Students of English Teacher Education Department at Uin Sunan Ampel Surabaya. A thesis. English Teacher Education Department, Faculty of tarbiyah and teacher training, Sunan Ampel State Islamic University, Surabaya, Advisor: Dr. M. Salik, M.Ag & Rakhmawati, M.Pd.

Keyword: Informal Language, Academic Writing, Teachers' response

Academic writing is one of writing which written for academic purposes. This kind of writing has standard rule where the language used in academic writing should be formal. Recently, informal language is frequently used by the writers in academic writing. This leads the researcher to do further research about informal language in English Teacher Education Department. This study wants to know if students of English Teacher Education Department at UIN Sunan Ampel Surabaya use informal language in their thesis proposal. The researcher focuses on three research questions; 1) What are the elements of informality used in academic writing? 2) what are the element of informality which are the most frequently occurred? 3) how is the teachers' response on informal language used in academic writing?. To answer those research questions, the researcher used qualitative method by analyzing document and interviewing the teachers. The first data is taken from the students' thesis proposal in academic writing in three classes. Meanwhile, the second data is gained from interviewing the teachers who taught in three classes which become the sample of this research. Those three research questions have been found. 1) The result of the first research question shows that nine elements of informality found in students' theses proposal. They are unattended anaphoric pronouns, first person pronoun, construction, initial conjunctions and conjunctive adverb, sentence fragment, listing expression, direct question, adverb in initial or final position, and second person pronoun. 2) The result of the second research question shows that the elements which are frequently occurred are initial conjunctions and conjunctive, first person pronoun and unattended anaphoric pronoun. 3) The result of the third research question shows that teachers respond to all elements of informality which are used by the students except for adverb in initial or final position. However, the eight elements used by the students are not corrected by all the teachers. The finding also shows that all the teachers respond to elements of informality selectively. Most of the response given to each elements of informality is indirect. The teachers most like to tell the students that error is found but they do not give the correct form to the students. The teachers wants the students to look for the error by themselves.

#### ABSTRAK

Sholihah, Z. (2018). The Use of Informal Language in Academic Writing by The Students of English Teacher Education Department at Uin Sunan Ampel Surabaya. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya, UIN SUnan AMpel, Surabaya, English Teacher Education Department, Faculty of tarbiyah and teacher training, Sunan Ampel State Islamic University, Surabaya, Advisor: Dr. M. Salik, M.Ag & Rakhmawati, M.Pd.

Kata kunci : Informal language, Academic Writing, Teachers' response

Academic writing adalah salah satu tulisan yang ditulis untuk tujuan akademis. Bentuk tulisan ini mempunyai standar yaitu menggunankan bahasa formal dipenulisan akademik. Baru-baru ini, bahasa informal sering digunakan oleh para penulis dalam penulisan akademik. Hal ini membuat peniliti melakukan penelitian lebih lanjut tentang informal language in Pendidikan Bahasa Inggris. Penelitian ini ingin mengetahui apakah ada mahasiswa dari pendidikan bahasa inggris ini bahasa yang tidak formal dalam proposalnya. Peneliti menggunakan memfokuskan tiga pertanyaan : 1). Apa saja unsure-unsur informalitas yang digunakan dalam penulisan akademik? 2). Apa saja elemen informalitas yang sering digunakan? 3). Bagaimana tanggapan para dosen terhadap bahasa informal vang digunakan dalam p<mark>en</mark>ulisan akademik? Untuk menjawab pertanyaan penelitian tersebut, peneliti menggunakan metode kualitatif dengan menganalisis dokumen dan mewawancarai guru. Data pertama diambil dari proposal para mahasiswa di tiga kelas. Sementara itu, data kedua diperoleh dari wawancara guru yang mengajar di tiga kelas yang dijadikan sampel. Ketiga pertanyaan penelitian tersebut telah ditemukan. 1) Hasil dari pertanyaan pertama menunjukkan bahwa ada unsur informalitas yang ditemukan dalam tesis mahasiswa. Unsur informalitas tersebut adalah unattended anaphoric pronoun, first person pronoun, contraction, initial conjunction or conjunctive adverb, fragment sentences, listing expression, direct question, adverb in initial or final position dan second person pronoun. 2) Hasil dari pertanyaan penelitian kedua menunjukkan unsur-unsur yang sering digunakan adalah initial conjunction or conjunctive adverb, first person pronoun dan unattended anaphoric pronoun. 3) Hasil dari pertanyaan ketiga menunjukkan bahwa dosen member respon terhadap kecuali satu elemen yaitu adverb in initial or final position. Namun, 8 elemen tersebut tidak dikoreksi oleh semua dosen. Temuan ini menunjukkan bahwa semua guru menanggapi unsur-unsur informalitas secara selektif. Sebagian besar dosen merespon secara tidak langsung terhadap unsur-unsur informalitas. Para dosen rata-rata memberitahu jika ada kesalahan pada proposalnya, namun mereka tidak membenarkannya, Para dosen menginginkan agar para mahasiswa mencari kesalahan sendiri.

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### LIST OF ABBREVIATION

UIN	: Universitas Islam Negeri		
ETED	: English Teacher Education Department		
MICASE	: Michigan Corpus of Spoken Academic English		
IMF	: International Monetary Fund		
Can't	: Cannot		
Isn't	: Is not		
It's	: It is		
Couldn't	: Could not		
Don't	: Do not		
Won't	: Will not		
Haven't	: Have not		
Can't	: Cannot		
I'11	: I will		
Didn't	: Did not		
It's	: It is		
Doesn't	: We're		
That's	: That is		

#### **CHAPTER 1**

#### **INTRODUCTION**

This chapter discusses the introduction of the study that explains the reason conducting this research, and the research question that would bring this research to some cases. Objective of the study that presents the aim of this research and significant of the study are also provided in this chapter. Furthermore, this chapter presents the scope and limitation and the definition of key terms that can explain each variable that is used in this research.

#### A. Background of the Study

Writing is very important in today's society. There are many considerations why this is important. First, writing is way to communicate with other people besides speaking. People will judge person from their writing because it is the tool of communication. The purpose of communication is to deliver the message, information, ideas and opinion to people. Meanwhile, if the writer delivers the message or information in the wrong way, the reader will get the misunderstanding. The second consideration, writing is the primary basic upon which work, learning, and intellectual will be judged in college, workplace and community.<sup>1</sup> In university, college students are often required to make writing as the task. A scholar should even make thesis as the requirement of bachelor degree. A scholarship hunter also should make essay as the requirement in order to enrolling the scholarship. Furthermore, worker should make application letter

<sup>&</sup>lt;sup>1</sup> Alice Oshima, Ann Hogue, "Introduction to academic writing" (Pearson Education, 2007), 3

before applying a job. These important things of writing are the reasons why writing skill should be developed.

Writing can be divided into many kinds of categories. One of the main divides is formal writing and informal writing.<sup>2</sup> The difference between them is, informal writing is similar to spoken language. It does not have systematic rules and structure. Informal writing tends to be personal writing. The example of the informal writing is a letter which will be sent to friends or family. Meanwhile, formal writing has systematic rule and structures. It also needs technique and particular discipline to write. The example of formal writing is academic writing.

Academic writing can be defined as kind of writing which is written for academic purposes. It has to follow the rules in accordance to the agreement.<sup>3</sup> Academic writing is usually used in school or college. There are many kinds of academic writing which are usually made by the college students like essay, proposal and thesis. Those writings should have the characteristics as the rule of academic writing.

To make a good academic writing, the students have to follow its characteristics. One of the characteristics is using formal language. The aim of using formal language is to make the reader understand easily and avoid the misunderstanding. According to Heylighen and Dewaele, the usage of formal language is to avoid the ambiguity, misinterpretation and confusion of

<sup>&</sup>lt;sup>2</sup> Dorothy, E. Zemachand Lisa A. Rumisek, "Academic writing from paragraph to essay", (Macmillan, 2005), 4.

<sup>&</sup>lt;sup>3</sup> Paul oliver, "Writing your thesis" (Great Britain: Sage, 2004), 14

expression.<sup>4</sup> In addition, Brown & Levinson mention that formal language is characterized by detachment, accuracy, rigidity and heaviness. This means that formal writing should use the language style which is appropriate and clear to make the reader understand easily.

In academic writing, informal language should be avoided. It is because of some reasons. First, informal language is contrast to the formal language where it puts a daily spoken language in academic writing. For the example is; the students writes "won't" instead of "will not". In spoken, it is casually allowed to be used but forbidden in academic writing. Second, informal language causes the ambiguity which make the reader confused. For example, the students often use anaphoric pronoun (this, that) which refers to antecedents of varying length. This informal language will make the reader confused where the "this/that" refers to. These two reasons are supported by the definition of informal language where informal language is more flexible, direct, implicit, and involved, but less informative.<sup>5</sup>

Informal language in academic writing can be identified by a set of features. It is usually called by element of informality. This element indicates the existence of informal language in students' writing which have a high chance to be occurred. Some experts have different opinion about decisive elements. It is found that three experts mention different elements in their book. However, there are two same elements found in their books. They are listing expression and construction.

<sup>&</sup>lt;sup>4</sup>Ken Hyland, Feng (Kevin) Jiang, *Is academic writing becoming more informal?*,entre for Applied English Studies, University of Hong Kong, Hong Kong. 2017 <sup>5</sup> Ibid 13

Nowadays, academic writing is becoming more informal. Adel, Fairclough and Foster assumed that writing in many domains has become informal in the past years. Ken Hyland, in his research stated that from 1965-2015, the domain from linguistic, sociology, electrical engineering and biology has slowly increased in some elements of informality. This bring consideration for the researcher to continue on analyzing the informal language used in academic writing in these recent years. Moreover, Leedham also found greater informality in undergraduate essays.<sup>6</sup> This finding also leads to the importance of investigating the level of informal language used by college students particularly at English teacher education department of UIN Sunan Ampel Surabaya.

There are some reasons why this study is conducted in English teacher education department of UIN Sunan Ampel Surabaya. First, this university required the students to write a thesis as the demand of getting bachelor degree. Each faculty of this university has rule in writing a thesis based on the major. Second, this university has English Teacher Education Department (ETED) where the students have to write the thesis in English considering their major they learn. Third, the students are educated to be an English teacher where they have to master all the aspects of English especially writing. Fourth, academic writing becomes part of subject in English Teacher Education Department to prepare the students in writing academically,. The students are required to join the class of writing in sequent. The subjects which have to be taken are paragraph writing, essay writing, argumentative writing, and academic writing. The researcher will

<sup>&</sup>lt;sup>6</sup> Ken Hyland, Feng (Kevin) Jiang, Is academic writing becoming...4

take academic writing class to be researched as it is the last step before writing the thesis.

Before conducting this study, the researcher do preliminary research to both the students and the teacher in academic writing class. There are two results of preliminary research. The first one is that the students of English Teacher Education Department revealed that they are not taught about the language which should be used in academic writing. This problem have made the researcher assumes that there will be informal language in students' writing. The second one is the teachers have different perspective in language used by the students. Several teachers stated that some elements of informality should be corrected and some other teachers stated that it should not be corrected.

There are many studies previously conducted by the researcher. The first one was conducted by Ken Hyland and Feng Kevin Jiang at University of East Anglia Hongkong in 2017. The title is "Is Academic Writing becoming more Informal?". This study investigated several journals in different corpus to find if today's writing becoming more informal. The second one is conducted by Mogh. Sabrowi in State Islamic University of Sunan Ampel Surabaya. The title is "Students' reflection on challenges in academic writing at state islamic university of sunan ampel Surabaya". The third one is conducted by Hamzah at Universitas Negeri Padangena in academic year 2011. The title is "An Analysis Of The Written Grammatical Errors Produced By Freshment Students In English Writing. This study investigated the grammatical error in writing which is produced by the freshmen students. The forth one is conducted by Diah Suciati at IAIN Sunan Ampel Surabaya in academic year 2012. The title is "An analysis of organization in the English composition which is produced by writing 1 students of the English education department faculty of tarbiyah at IAIN Sunan Ampel Surabaya thesis". This study investigated the organization in English composition which is produced by the students in writing.

The difference with the previous study is that this research focuses on identifying the informal language used by the students in academic writing, meanwhile the previous study focuses on another characteristics of academic writing, such as grammatical error or the organization of idea. Furthermore, the first previous study focuses on the development of the use of informal language in some journals from 1965 to 2015.

In short, this research would identify the use of informal language in academic writing by the students of English Teacher Education Department of Uinsa. The researcher also wants to know the teachers' response toward informal language used by the students. Therefore, the researcher conducted this research is to make the students more aware of language style used in academic writing. The teachers are also expect to aware of the need to respond on the students' academic writing in language aspect.

### **B.** Research Question

Based on the background above, this study is guided the following research question:

1. What are the elements of informality used in academic writing by the students?

- 2. What is the element of informality which is the most frequently occurred in academic writing by the students?
- 3. How is the teachers' response on informal language used in academic writing by the students?

### C. Objectives of the Study

According to the research question above, it can be figure out the purpose of the study as follow:

- 1. to describe the element of informality used by the students,
- 2. to find out the elements of informality which is the most frequently occurred in academic writing by the students,
- 3. to describe the teacher's response on informal language used by the students.

#### **D.** Significance of the Study

Below are the advantages of conducting this study.

- a. For the student teacher: This study will grow the students' awareness of informal language used in academic writing. They will know that informal language should be avoided in term of writing academically.
- b. For the English teachers: the teacher aware of students' level of using informal language in academic writing. They also will aware of the need to correct the students' writing in language aspect.
- c. For the reader: they will get the information that the use of informal language in academic writing should be avoided because it causes the ambiguity and fuzziness for the reader.

d. For further researcher: this study is expected to be useful for the further researcher who is interested in the same topic to do deep analysis in informal language used by the students. There are many elements from different theories that can be used to analyze further. This research is also can be inspiration for the further researcher to analyze in the same area. There are many characteristics of academic writing which should be analyzed too.

### E. Scope and Limitation

The researcher does not analyze the whole students' writing of academic writing. In English, there are many kinds of academic writing. They are journal, thesis research and essay. This study analyzes the thesis proposal where it is part of thesis research. Thesis proposal has three chapters in it. It is made by the students in academic writing class on final test.

This study does not analyze the whole characteristics of academic writing. Academic writing has several characteristics which are; using correct grammar and punctuation, using cautious language, avoiding subjective and emotive language, using linking word and phrases, using correct referencing, clearing and concising language, avoiding informal language and using correct spelling. This study investigates only on informal language used by the students.

The researcher does not analyze the whole elements of informality in students' academic writing. The study only limits the analysis using the element of informality adapted from John M Swales and Christine B Feak to analyze the students' writing. These include, first person pronouns, unattended anaphoric pronouns, split infinitives, initial conjunctions or conjunctive adverbs, sentence final preposition, listing expressions, second person pronouns/determiners to refer to the reader (you and your), contractions, direct questions and exclamations. Those elements helped the researcher to analyze the students' writing.

The study also investigates the teachers' response toward informal language used by the students. In teaching learning process of writing class, the response can be given in form of peer correction, oral correction and written correction. This research only limit the response in written correction where the teachers respond it in the paper. The written correction can be given selectively, comprehensively, directly or indirectly.

### F. Definition of Key Term

In order to have the same idea and concept in this study, the researcher tried to explain some related terms as follows:

1. Informal Language

The meaning of informal language in this research is language style made by the students in their academic writing which characterized by expressions that are often taken from spoken English. According to Melin and Lange informal language used is mainly connected to spoken language.<sup>7</sup> The type of this language style is appropriate for informal journal writing, reflections, personal letters and creative works. It is also usually acceptable to write from the first-person perspective (using "I") in this type of writing.

<sup>&</sup>lt;sup>7</sup> David Claesson, "academic awareness in students' paper: an investigation of information packaging and subjective projective in students papers at university level." 2013.

The use of the informal language in academic writing causes the ambiguity and confusion.

2. Academic Writing

The meaning of academic writing here is a writing made by the students which should use formal language. In this case, the academic writing is thesis proposal made by the students of English teacher education department in the fifth semester. Academic Writing is also a subject in English Teacher Education Department Students of English Teacher Education Department to join Academic Writing class in order to be able to write academically. There are many kinds of academic writing in college such as essay, journal, abstract and thesis. The researcher analyzed the students' writing that is thesis proposal in final test of academic writing.

3. Teachers' response

There are many definitions of teachers' response in English language teaching. In this research, teachers' response can be defined as error correction or error feedback which is given by the teachers to the students' writing. The response which given here is written correction. According to Ferris, there are six kinds of written correction which can be given to students. They are; selective, comprehensive, direct and indirect.<sup>8</sup> Those corrections can be used to respond the students' error on informal language.

<sup>&</sup>lt;sup>8</sup> Key Hyland, Eri Anan, "teachers' perception of error....30

#### **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses about all of related review of the study. There are four main points which are discussed here. They are; the definition of academic writing, the definition of informal language, elements of informality and teachers' response in informal language. In addition, some previous study is revealed in this chapter.

### **A. Theoretical Framework**

1. Definition of Academic writing

Academic is the word relating to education, especially in college or university. Graduate students face a variety of writing tasks throughout the chosen degree programs. These tasks will vary from one degree program to another. However, they are similar in two aspects. First, the tasks become progressively more complex and demanding the farther it is in the program. Second, in general they need to be written "academically". Although certain assigned writing in some fields may require personal reflection and thus may be somewhat more informal.<sup>1</sup>

Academic writing has some considerations which should be concerned by the writer.<sup>2</sup>

1) Audience

Considering the audience is part of writing. The understanding of the audience will affect the content of writing. In university, the audience

<sup>&</sup>lt;sup>1</sup> Jhon M.Swales, Cristine B Feak, Academic Writing for Graduate Students:essential skills and tasks (2012), 57 <sup>2</sup> Ibid, 60

will be an instructor who is presumably quite knowledgeable about the assigned writing topic. The possible audience in university will include advisors, thesis committees, and those will review the research at conference or publish paper.

2) Purpose

Audience, purpose, and strategy is typically interconnected. The writer is propose for instruction if the audience knows less than the writers. The second situation commonly happens for the graduate students writer.

3) Organization

Academic writing is expected to follow the organization to make the reader understand the content even there are some language errors. The reader cannot get the information if the writer does not write in the appropriate format structured.

4) Style

The style of academic writing is different from daily communication. Academic writer should make sure that the writing is written in appropriate style. The style of academic writing is formal.<sup>3</sup> The communication between reader and writer should be conveyed clearly. The style of academic writing is different from other kind of writing. Deciding what is academic or not is further complicated by the fact that academic style differs from one area of study to another. For instance,

<sup>&</sup>lt;sup>3</sup> Tatyana Yakhontova, "English Academic Writing for Students and Researchers", Ivan Franko National University of Lviv, 2003.25

contractions (e.g. *don't*) may be used in Philosophy but are not widely used in many other fields.

Based on the statements above, it is can be concluded that academic style is not used in all academic settings. Research based on the Michigan Corpus of Spoken Academic English (MICASE) shows that academic and research speech in linguistic terms, is more casual conversation than written academic English.

There are many perspectives about academic style. Most of them come from individual perspective rather than research. This kind of issue is conflicting and vague. It should come as no surprise that despite a sizeable amount of research, academic writing is in fact poorly understood by teachers and students alike.<sup>4</sup>

5) Flow

Another consideration for successful communication is flow. Flow is derived to move from one statement to in a text to a text. Next sentence discuss the same thing with the previous one. Then next paragraph should be connected to the previous paragraph. Giving a clear connection of ideas is important to help the reader follow the text.

### 6) Presentation

For non native speaker, small error in language in papers written are accepted by most instructor, for example mistaken in article or

<sup>&</sup>lt;sup>4</sup>Ken Hyland, Feng (Kevin) Jiang, "Is academic writing......45

preposition usage. However, error which are not acceptable are considered as lack of writing quality.

- 2. Informal Language
  - a. Definition of informal language

Informal Language is characterized by expressions that are often taken from spoken English.<sup>5</sup> This type of language is appropriate for informal journal writing, reflections, personal letters and creative works.

A fully formal research writing style was standard in most disciplines until fairly recently. This style was associated with objectivity, the experimental method, and the disappearance of the researcher from the text. For example, in 1934 Albert Einstein wrote that there was no place for "I" in scientific writing. Although this style continues to predominate in certain fields, in others the need for strict formality has been relaxed. This formal academic style has a number of typical features: the avoidance of the first and second person pronouns "I" and "you," of contractions such as "isn't," and of colloquial expression such as "pretty nice."

Heylighen and Dewaele stated that: "A formal style is characterized by detachment, accuracy, rigidity and heaviness. An informal style is more flexible, direct, implicit, and involved, but less informative".<sup>6</sup> In academic writing, formality helps to avoid ambiguity

<sup>&</sup>lt;sup>5</sup>Dornan, Edward A. and Charles W. Dawe. *The Brief English Handbook*. (New York: HarperCollins College Publishers, 1994) 65

<sup>&</sup>lt;sup>6</sup>Ken Hyland, Feng (Kevin) Jiang, "Is academic writing becoming more informal?", entre for Applied English Studies, (University of Hong Kong, Hong Kong 2017). 70

and misinterpretation by minimizing the context-dependence and fuzziness of expressions.

b. The element of informality

Informality is generally contrasted to formality. There are many perspectives about the element of informality, but this research uses the theory adapted from John M Swales and Christine B Feak .<sup>7</sup>.

1) First person pronoun

First person pronoun is pronouns which refer to the author or personal experience. The pronouns included into this are *I*, *my*, *me*, *mine*, *we*, *our*, *us* and *ours*. In avoiding the use of first person pronoun in academic writing, passive voice can be used to replace first person pronoun. Seone in her research, suggests that to reduce the use of the passive, an increase for first person pronoun is needed.<sup>8</sup> Below is the example of first person pronoun and the formal form in academic writing;

"In this paper I argue that small incentives can lead to a greater participation in survey" (Informal language)

"This paper argues that small incentives can lead to a greater participation in survey" (Formal language)

This element is often considered as a marker of informality. The aim of avoiding the first person pronoun is to convey impersonal stance, avoid personal experience and independent argument. According to Hyland, the logic behind avoiding the

<sup>&</sup>lt;sup>7</sup> Christoper N Candlin and Ken Hyland, "Applied linguistics and language study", Longman; London and New York 2002. 25

<sup>&</sup>lt;sup>8</sup> Ken Hyland, Feng (Kevin) Jiang, "Is academic writing....45

authorial I was that by eliminating self reference.<sup>9</sup> First person pronoun is one of element which is frequently used by the authors. Since 1965 to 2015, first person pronoun rises over three domains (sociology, electrical, biology). This element is one of element which rises frequently used by the author among the other elements.<sup>10</sup>

2) Unattended anaphoric pronouns

Unattended anaphoric pronoun is initial pronoun in which refers to previous long sentence. The form of this element includes this, these, that, those and it. Swales stated that this unattended anaphoric pronoun is supposed to be unfinished story from previous sentence in which signed by these pronouns.<sup>11</sup> To avoid the unattended anaphoric pronoun, the pronouns should be followed by an appropriate noun. Geisle and Jordan stated that the demonstrative is said to be attended, supported or has associated nominal or followed by a summary word.<sup>12</sup>

John Swales in his book, giving the example of unattended anaphoric pronoun and the formal form; <sup>13</sup>

<sup>&</sup>lt;sup>9</sup> Ken Hyland, Feng (Kevin) Jiang, "Is academic writing....45 <sup>10</sup> Ibid 46

<sup>&</sup>lt;sup>11</sup> John M. Swales, "Attended and Unattended "this" in academic writing: A long and unfinished story", Universiti teknologi Malaysia; university of Michigan 2005. 01

<sup>&</sup>lt;sup>12</sup> Ibid 2

<sup>&</sup>lt;sup>13</sup> Ibid 1

Table 2.1 The example of unattended Anaphoric Pronoun

Informal form	Formal form
a. The temperature will fall	d. The temperature will fall
below freezing tonight.	below freezing tonight.
b. It will be as low as $-5$	a. It will be as low as $-5$
degrees Celsius in some	degrees Celsius in some
areas.	areas.
c. This may cause frost	b. This condition cause frost
damage to plants.	damage to plants.

The basic principle that seems to be operating in the example above is that *it* (point a) should be chosen if it refers to an entity typically a noun phrase, such as "the temperature". In contrast, *this* (poin b) is selected when the writer wishes to refer to a larger entity, typically an entire proposition (usually a sentence, but sometimes a clause) that has already been stated.<sup>14</sup> In the example above, *this* refers to the sentence in point b.

The purpose of avoiding this element is to help the reader understand the content easily. Swales and Feak argue that following this with an appropriate noun reduces possible comprehension difficulties by readers and helps make the writer appear more professional and authoritative.<sup>15</sup> Hyland in his research, stated that beside first person pronoun, unattended

 <sup>&</sup>lt;sup>14</sup> John M. Swales, "Attended and Unattended "this" in academic writing...1
 <sup>15</sup> Ken Hyland, Feng (Kevin) Jiang, "Is academic writing....46

anaphoric pronoun is also frequently occurred in journals from different domain in 1965 till 2005.<sup>16</sup>

3) Split infinitives

Split infinitive is an infinitive that has an adverb between to and the verb stem or to infinitive which is separated by an adverb. this split infinitive should be avoided because it makes an ambiguity.<sup>17</sup> The example of split infinitive is;

"The president proceeded to sharply admonish the reporters." (Informal language)

"The president proceeded sharply to admonish the reporters" (Formal language).

### 4) Initial conjunctions and conjunctive adverbs

Initial conjunction is conjunction such as *and*, *but*, *so*, *or*, *since*, *because and before* which are located in the beginning of the sentence. Conjunctions have one job that is to connect the words, phrases or clauses. It also can clarify what the writer is saying. Their presence provides smooth transitions from one idea to another. Those conjunctions therefore are not allowed to be used in the beginning of the sentence. The example of this element is "And the students will get the result". The word *And* could not be the beginning of the sentence.

Some adverbs are used as transitions between sentences. These are called conjunctive adverbs, but they are not conjunctions

<sup>16</sup> Ibid

<sup>&</sup>lt;sup>17</sup> Cristina ONU, "Adverb vr the splitting of the infinitive" universitateadin Pitesti, 2005.

These and cannot be used to join two sentences. words and phrases are often useful to show the logical transitions between paragraphs. Conjunctive adverb is included anyway, beside. furthermore, however. indeed. instead. likewise. meanwhile, moreover, nevertheless, next, now, otherwise, still, then, therefore, and thus which are located in the beginning of the sentence. Robbin said that those conjunctive adverb and the sentence can be separated by semicolon (;) and comma (,) or by comma slice only.<sup>18</sup> He also gives the example of this element. It can be seen below.

> "You are a fool; *moreover*, you dress badly." "You are a fool, *moreover*, you dress badly." "We ate our meal; *then* we had dessert." "We ate our meal, *and then* we had dessert"

Robbin also stated that conjunctive adverb can be placed anywhere including in the beginning of the sentence. There are many forms of conjunction and conjunctive adverb, but according to Hyland in his research, the conjunction and conjunctive adverb occurred in most of journal are *and*, *but*, *so*, *or*, *however*, *also*, *thus*, *yet*, *indeed* and *again*.

5) Sentence fragment

A sentence fragment is a piece of information that is punctuated as a sentence but that lacks some of the characteristics

<sup>&</sup>lt;sup>18</sup> Robbin L. Simmons, "the conjunctive adverb", (thechompchomp.com, accessed on July 05, 2018)

of a complete sentence. Sentence fragment is usually missed out one of element in a sentence such as subject, predicate or object. Meanwhile, academic writing should present a complete information. Below is the example of sentence fragment;

"but not for want for trying".

6) Listing expressions

Listing expression is an expression like *and so on, etc, and so forth.* This expression demands the reader to guess the further information by itself. This means that this expression is not clear. According to John Swales, listing expressions is imprecise and require readers to fill in the missing information.<sup>19</sup> The example of this element is "These semiconductors can be used in robots, CD players, etc."

7) Second person pronouns

Second person pronoun is determiners which refer to the reader. The forms of second person pronoun is *you*, *your* and *yours*. This element is commonly used in daily conversation than in academic writing. This element is not allowed to be in academic writing because it caused of creating the sense of intimacy in academic writing. Key Hyland stated that;

"You carries a more encompassing meaning than rhetorically focusing on an individual reader, seeking instead to engage with an audience by

<sup>&</sup>lt;sup>19</sup> Jhon M.Swales, Cristine B Feak, Academic Writing in graduate...23

recruiting its members into a world of shared experiences".<sup>20</sup>

To avoid the use of second person pronoun, John Swales suggest to use passive voice in change.<sup>21</sup> Below is the example of second person pronoun in academic writing;

"you can see the result in table 1" (Informal form)"The result can be seen in table 1" (Formal form)8) Contractions

Contraction is a way to mash together two words in order to make them shorter. It is also way to make writing seems more conversational and make the reader feel included in the writing. The example of contraction is *don't, can't,* and *won't.* It is commonly used in daily conversation, so that the use of contraction in academic writing makes sound of informal.

9) Direct questions

Direct question is not usually used in academic writing. Direct question can be a very effective means to draw the reader's attention to a point, but it may be particularly useful when laying out an argument or research questions to be answered. However, direct question in the middle of paragraph is not commonly happened. Below is the example of direct question.

"What can be done to lower costs?".

<sup>&</sup>lt;sup>20</sup> Ken Hyland, Feng (Kevin) Jiang, "Is academic ......48

<sup>&</sup>lt;sup>21</sup> Jhon M.Swales, Cristine B Feak, Academic Writing in graduate...23

10) Adverb in initial or final position

Adverb in initial or final position is an adverb located on the first sentence and in the end of the sentence. According to John Swales, adverb is supposed to be in the middle of sentence. For the example;

"This model was developed by the International Monetary Fund (IMF) originally and was adapted by Lalonde and Muir (2007) later." (Informal form) "This model was originally developed by the International Monetary Fund (IMF) and was later adapted by Lalonde" (Formal form).

3. Teachers' responses on informal language

To reduce the use of informal language, the students need response from the teacher to their product. According to Ferris, not all non native teachers have same perspective to the element of informality. <sup>22</sup> Some teacher in ETED Uinsa stated that not all the elements of informality is being corrected.

Response is giving correction or feedback to students' error. Response in writing can be given by the reader, audience, the teacher or students' peer. <sup>23</sup> There are two kind of response that are written response and oral response. Written response is usually given by the teacher in students' paper. Meanwhile oral response is usually given in face to face.

The purpose of responding is to revise and improve the students' writing. The teacher usually responds to the students' error in different

<sup>&</sup>lt;sup>22</sup> Dana Feris, "response to students writing; implication for second language students", London, 2003.42

<sup>&</sup>lt;sup>23</sup> Anthony Seow, "How to respond to student writing". Institute of Education Singapore.

aspects like the content, punctuation, language issues or error. In this case, not all the teacher' in writing responds to those all aspect. Sometimes they responds only to the content and the grammatical error but do not respond to the language style used by the students. As teacher of writing, they should give feedback that is not only focused on students' content, ideas, and global organization but also in language issues or error.<sup>24</sup> Language issues or error are includes grammatical error and language style.

In this case, the students will be confused if the teacher respond to all categories in the same time, but this does not mean the teacher should ignore the language issues by the students. There are specific issues and technique for responding to language concerns that need attention.<sup>25</sup> Some questions regarding this issue are given to the teacher in order to get the various answer of teacher's respond in informal language. Dana Feris in his book, convey four following questions reflected the concerns of researcher and teachers regarding the error feedback of formal language error treatment.<sup>26</sup>

- 1. What is an error? Should we mark for "errors" or "style"?
- 2. Should error feedback be "selective" or "comprehensive"?
- 3. Should error feedback be *direct* or *indirect*?
- 4. Does error feedback help students at all? ("Error feedback" 84)

The first question is about definition of error and an overview of

what the "treatment of error". There are many opinions about the language

 <sup>&</sup>lt;sup>24</sup>Dana Ferris, "Preparing teachers to respond to students' writing". California State University.
 Vol 165-193, 2007.

<sup>&</sup>lt;sup>25</sup>Ibid, 176

<sup>&</sup>lt;sup>26</sup>Dana R. Ferris, John S. Hedgcock, "Teaching ESL Composition: Purpose, process, and practice". Lawrence Erlbaum Associates. New Jersey, London 2005.

used by the students in academic writing. Several teachers stated that informal language is style and it does not need to be corrected. There are many theories also stated that informal language is an error. This first question is related to second question.

The second question is that comprehensive feedback refers to a teacher who correct all the errors in a learner's written work. In this case, the teachers are asked if they correct all element of informality which occurred in students' thesis proposal. Selective feedback refers to a teacher who select specific error to be corrected and ignores other error. <sup>27</sup> It is important to know the teachers' perspective on what error they would correct. Ferris cautioned second language writing teachers against correcting too much, especially when the structures or language being corrected is not erroneous.<sup>28</sup> What teachers need to bear in mind, according to Ferris is to be cautious of stylistic differences and erroneous linguistic constructions. If student writing is correct but may not be written the way the teacher would write, correction may not be necessary, as there may be differences in composing styles.

There may be a fine line between what needs correction and what does not, but it is relatively easy for a teacher to determine if student language is accurate and clear. If the language is correct and the meaning is clear, there is no need for correction. Most advanced learners of a

<sup>&</sup>lt;sup>27</sup>Simon Andersson, "Comprehensive or selective feedback that is the question". Amneslararprogramet, 2011. 04

<sup>&</sup>lt;sup>28</sup> Key Hyland, Eri Anan, "teachers' perception of error: the effect of first language and experience". University of London. Vol 509-519, 2006. 45

language can easily produce correct language, but the meaning may not be clear to the teacher as a reader. In such a case, it is necessary for students to improve the structures to communicate their meaning more effectively. Ferris suggests that teachers might usefully choose to correct errors which are specific to the genre being produced, those which most disturb readers, those which most interfere with text comprehensibility or those which are made most consistently by the student.<sup>29</sup>

The third question is about direct feedback and indirect feedback. Direct feedback is given to the student explicitly. The teacher directly give comment and pointed out the the error. According to Bitchener, direct feedback is usually given by the teacher upon noticing a grammatical mistake by providing the correct answer or the expected response above or near the linguistic or grammatical error.<sup>30</sup> In addition, Lee stated that direct feedback may be appropriate in a situation when errors are 'untreatable' that are not susceptible to self-correction such as sentence structure and word choice. The teacher points out directly the error and give the comment.<sup>31</sup> It can be suggested correction from the teacher to make it clear.

In indirect feedback, teacher provides students writing with an indication that an error has been made, but requires the students to selfcorrect. Indirect feedback is given to students by the teacher implicitly.

<sup>&</sup>lt;sup>29</sup> Key Hyland, Eri Anan, "teachers' perception of error....17

 <sup>&</sup>lt;sup>30</sup> Fatemeh Nematzadeh and Hossein Siahpoosh, "the effect of teacher direct and indirect feedback on irain intermediate EFL learners' written performance" (Islamic Azad University, 2017). 02
 <sup>31</sup> Ibid 2

The teacher does not comment directly to the students error. According to Feris and Robert, they stated that indirect feedback is a strategy of providing feedback usually used by teachers to help students correct their errors by indicating an error without providing the correct form.<sup>32</sup> Indirect feedback takes place when teacher aware of existing the error in students' writing but do not provide the correct form. In doing so, the teacher only provide general clue regarding the location like giving underline, a circle, a code, a mark, highlight. The teachers ask the students to correct by themselves. In this case, most experts agree that indirect feedback clearly has the most potential for helping the students.<sup>33</sup>

#### **B.** Previous Study

The researcher found some studies related to informal language in academic writing:

The study was conducted by Ken Hyland and Feng Kevin Jiang at university of east Angalia Hongkong in year 2017. The title is "*Is Academic Writing becoming more Informal*?"by.<sup>34</sup> This study has three research questions, the first one is "*is academic writing becoming informal*?". The second is "*if it is becoming informal, in what ways*?". The last is "*in what discipline the academic writing become informal*?".The study research several journals with different discipline to be the object. The result shows that academic writing is becoming informal in over years from 1965 – 2015, but the most dominant is in linguistics

<sup>&</sup>lt;sup>32</sup> Fatemeh Nematzadeh and Hossein Siahpoosh, "the effect of teacher direct and indirect...3 <sup>33</sup>Dana R. Ferris, John S. Hedgcock, " Teaching ESL..... 269

<sup>&</sup>lt;sup>34</sup>Ken Hyland, Feng (Kevin) Jiang, "*Is academic writing becoming more informal?*" entre for Applied English Studies, University of Hong Kong, Hong Kong.

discipline. The most frequent informal language used in all disciplines are first person pronoun, unattended reference and sentence beginning with conjunction. This study investigated the increase of journal in term of informal language, meanwhile this paper focuses on the element of informality used by the students of English Department and the teacher's respond on it. This paper also has been conducted at UIN Sunan Ampel Surabaya in 2018.

The study is conducted by Moch. Sabrowi in year 2015 at UIN sunan Ampel Surabaya. the title is "*Students' reflection on challenges in academic writing at state islamic university of sunan ampel Surabaya*".<sup>35</sup> The researcher focused on finding out the difficulties in academic writing faced by the sixth semester students of 2014/2015 academic year as their challenges and students' reflection on the challenge at English teacher education department of state Islamic university of Sunan Ampel Surabaya. The result of this study shows that the difficulties faced by the students is writing the introduction, searching for appropriate literature using database and library resource and the last is difficulties in the language problem. The finding of this study informs the reader that there are still difficulties in language faced by college students of ETED UIN Sunan Ampel Surabaya. This current study then focuses on analyzing the language style used by the students in the same area.

The study was conducted by Hamzah in year 2012 at Fakultas Bahasa and Seni Universitas Negeri Padang. The title is "An Analysis Of The Written Grammatical Errors Produced By Freshment Students In English Writing" in year

<sup>&</sup>lt;sup>35</sup> Moch.Sabrowi, "students' reflection on challenges in in academic writing at state Islamic university of Sunan Ampel Surabaya" (UIN Sunan Ampel:2015). 45

2012. The question of this study is about the common errors made by Indonesian speaking learners on written production of English, the classification of those errors and the distribution of those errors in their categories. The findings of the study reveal that the errors can be grouped into fifteen categories ranging from severe errors to mild errors. The categories for severe errors are word choice, verb group, article, preposition, plurality and spelling. The finding above had concluded that this paper is different from the previous research. Both have the similarities in area of academic writing error.

The study was conducted by Diah Suciati in year 2012 at IAIN Sunan Ampel Surabaya. the title is "An analysis of organization in the English composition which is produced by writing 1 students of the English education department faculty of tarbiyah at IAIN Sunan Ampel Surabaya thesis". The question of this study is about the problem faced by writing 1 students of English Education department and the cause of the organization's problem. From those research question, the result shows that the problem faced by writing 1 students are classified into five. They are topic sentence problems, supporting sentence problems, concluding sentence problems, unity problems, and coherence problems. Whereas, the causes of those organization problem also classified into five. They are the cause of the topic sentence problem is the matching of topic sentence with the genre of paragraph, the cause of supporting sentence problem is the difficulty in finding facts, the cause of concluding sentence problem is the worry that their concluding sentence does not represent the content of paragraph, the cause of unity problem is the difficulty in keeping the supporting sentence in order that it does not deviate from the topic, the cause of coherence problem is the lack understanding in using transition signal. Those result indicated that the differences between this study and this paper is focus that given in the writing. If this research discussed about the organization, so this paper discussed about the language used by the students.



### **CHAPTER III**

#### **RESEARCH METHOD**

This chapter discusses about; (a) research design (b) research setting (c) data and the source of data (d) data collection technique (e) research instrument (f) data analyzing technique.

#### A. Research Design

In this step, the researcher is required to choose what kind of method is appropriate to this study. The researcher uses descriptive qualitative since it describes the informal language used in student' academic writing and the response from the teacher toward the informal language used by the students. This is relevant to William Trochim's statement that "Descriptive studies are design primarily to describe what is going on or what exist."<sup>1</sup> Due to this research aimed to describe the form of informal language which occurs in students' thesis proposal and teachers' response on informal language used.

#### **B.** Research Setting

This research is conducted in UIN Sunan Ampel Surabaya exactly at English Teacher Education Department of Tarbiyah and Keguruan Faculty in academic writing class on academic year 2017-2018. There are 4 classes of academic writing in fifth semester. They are A, B, C, D with different teachers. Each class has around 25 students. There are 3 classes of academic writing which is used as the sample. Each class was taken 5 students' writing. The total sample is 15 students' documents. The researcher only took the data from classes that the

<sup>&</sup>lt;sup>1</sup> William M.K. Trochim, "The research methods Knowledge Base", 2<sup>nd</sup> Edition (Ithaca,

N.Y.:Cornell Custom Publishing, 1999), 5

teacher willingly to be interviewed to get the subsidiary data. There are four reasons why the researcher chooses the students of English Department as the object in academic year 2015/2016. The first is because the students are from English Teacher Education Department which they have to write the academic writing called Thesis in English as the requirement to get bachelor degree. The second is that students of academic writing class in year 2015/2016 is latest conducted. Based upon previous study, informal language is increasingly occurred in academic writing year by year. It is better to know the latest development from the students. The third reason is that the students teacher have to be able to aware of the language style used in academic writing in order to teach their students in the future. The forth reason is the student have to join the academic writing class in the fifth semester in order to improve the writing skill in academic context. The aim of this course is to prepare the students to make thesis correctly and appropriately with the agreement. In addition, this research is conducted in

#### C. Research Instrument

The main data which is obtained from the research in the matrix of

Data are required to undertake the findings of this study. Those data can be obtained by using these following instruments:

- The first instrument is informal language matrix containing the element of informality. (See appendix 1)
- 2. The other instrument is interview guideline. This guideline helps the researcher to find the answer of the second research question in which is about the teachers' response in element of informality. (See appendix 2)

Before the instruments used to get the data, the researcher has checked the validity of the instruments to one of the teacher in academic writing. However, the researcher chooses the teacher that is different from the teacher who has been interviewed.

#### **D.** Data and source data

The main data which is obtained from this research is students' theses proposal in academic writing. This data is obtained from the students' thesis proposal of English Teacher Education Department in Uin Sunan Ampel Surabaya. The subsidiary data is obtained from interview the teachers of Academic writing classes.

This research used snow ball sampling as the sample technique. Snow ball sampling is a sample that posses certain characteristics are selected and asked to refer others with similar characteristics.<sup>2</sup> In this research, the sample is taken based on the class where the students join in academic writing class. The teacher gained the data by analyzing the students' theses proposal from A class which probably contained elements of informality. The analysis then continued to B class which probably containing another kind of elements of informality. It is then continued to C class which probably contained different element of informality. In addition, the sample size in snow ball sampling cannot be determined before the research is conducted.<sup>3</sup> The reason is that the sampling is continued during the study until having achieved informational redundancy or saturation. The point at which no new information or themes are emerging from the data. In this research,

<sup>3</sup> Ibid 141

<sup>&</sup>lt;sup>2</sup> William M.K. Trochim, "The research methods...141

the researcher took the data from three classes randomly. As a result, the researcher found 15 students' theses proposal in three classes that can be used as the data of this research. In detail, each classes is taken five students' theses proposal.

This research then continued to gain the data from interviewing the teacher in academic writing class. The researcher decided to interview the teacher who taught in A, B, C classes which become the sample of this research. It is relevant to what Berg said that "a bond or link exists between the initial sample and others in the same target population, allowing a series of referral to be made within a circle of acquaintance".<sup>4</sup>

### E. Data Collection Technique

1. Content analysis

To get the data from the first research question, the researcher analyze the content of students' theses proposal. Content analysis is a research method for studying documents and communication artifact, which might be texts of various formats, pictures, audio or video.<sup>5</sup> In this research, the researcher analyze the informal language used in students' thesis proposal through reading. With reading, the researcher could find the informal language used in students' thesis proposal. To analyze the content of students' thesis proposal, the researcher collected thesis proposal of the students in academic writing class. The researcher then categorized the documents based on the classes which have been chosen as

<sup>&</sup>lt;sup>4</sup> Rowland Atkinson and John Flint, "Assessing hidden and hard to reach population: snowball research strategies", (university of Surrey.2001) 01

<sup>&</sup>lt;sup>5</sup> Yang Zhang and Barbara M. Wildemuth, "qualitative analysis content". 1966

the sample. The classes are A, B and C. After categorizing the document, the researcher then analyzed the data.

2. Interview

This study used the interview as the instrument to get the data of the third research question. Interviews are an appropriate method when there is a need to collect in-depth information on people's opinions, thoughts, experiences, and feelings.<sup>6</sup> In this study, the researcher interviewed the teachers from A, B and C class where the students' theses proposal are used to be the sample to answer the first research question. This interview conducted in form of structured-interview. In structured interview, the questions are asked in a set or standardized order and the interviewer will not deviate from the interview schedule or probe beyond the answers received.<sup>7</sup> Some interviewers use an interview guideline that serves as a checklist to ensure that all respondents provide information on the same topics. In this study, the researcher interviewed the teachers using interview guideline. The interview guideline contains four questions with the checklist about teachers' response on elements of informality. The interview guideline can be seen in appendix 2.

# F. Data Analysis Technique

The first data is gained from analyzing students' theses proposal. After the documents of students' theses proposal are collected, the analysis of the theses is conducted. The steps of conducting the analysis are explained below.

<sup>&</sup>lt;sup>6</sup> Easwaramoorthy & Fataneh Zarinpoush, "*Interviewing for research*"*h*; Canada volunteerism initiative (1998).

<sup>&</sup>lt;sup>7</sup> Ibid 15

1. Categorizing the data

Before the researcher start analyzing the data, the researcher categorized the data based on the class that the students attended. There are three classes with five students in each classes.

2. Reading the content

Throughout the analysis, the researcher have to read the students' theses proposal to be able to find the informal language used by them.

3. Coding the elements

Before analyzing the data, the researcher decided to code the elements used with different color. To make it easier to be categorized the elements found is highlighted as below:

- a. First person pronouns are highlighted in light grey
- b. Unattended anaphoric pronouns are highlighted in yellow
- c. Split infinitives are highlighted in light brown
- d. Initial conjunction or conjunctive adverbs are highlighted in dark green
- e. Sentence fragments are highlighted in blue
- f. Listing expressions are highlighted in light green
- g. Second person pronouns are highlighted in red
- h. Constructions are highlighted in pink
- i. Direct questions are highlighted in purple
- j. Adverbs in initial and final position are highlighted in dark grey
- 4. Counting the number of each elements of informality

After categorizing and coding the data, the researcher count the number of element of informality in each students' thesis proposal.

5. Summarizing the coding

All of the elements found are presented in the form of table. The table is differed to each student.

6. Drawing the conclusion

The conclusion is taken after the analysis of the sample is done and presented in form of tables.

The next data in gained from interviewing the teachers. As the data from the interview gathered, the steps of gaining the data are presented below:

1. Translating the guideline

It is assumed that translating the guideline into Indonesian could help the interview getting easier to get the data and depth information from the subjects.

2. Presenting the data in the form of narration

To make the explanation clearer, the researcher explained the result in form of narration.

3. Interpreting the result

After getting the data from interview, the researcher analyzes it based on the need to answer the research question.

#### **CHAPTER IV**

# **RESEARCH FINDING AND DISCUSSION**

This chapter presents research finding and discussion. The research finding contains the result gained the source of the data that is thesis proposal of academic writing class. These findings are the result to answer the three research questions. Those research questions are; what the elements of informality used in academic writing by the students, what the element of informality which is the most frequently used in academic writing by the students and the last is how the teachers' response on informal language used in academic writing by the students. These findings will be discussed in the discussion section. Discussion then will relate the finding with the theories used by the researcher.

## A. Findings

After the research is conducted, it is gained some data from analyzing the students' theses proposal and interviewing the teachers from A, B and C class. The result is explained in this section where the researcher separate the finding into three based on the research questions. The data of first and second research questions are gained from analyzing the students' theses proposal. Meanwhile, the data of the third research question is gained from interviewing the teachers. The data is also obtained with the help of the instrument which is prepared before. The instruments are element of informality matrix and interview guideline. Those instruments help the researcher to obtain these findings.

# 1. The element of informality used in students' academic writing

Based upon the analysis of informal language, it is discovered that some elements of informality are used in students' thesis proposal. There are nine elements of informality found consisting of first person pronoun, unattended anaphoric pronoun, initial conjunction or conjunctive adverb, sentence fragment, listing expression, second person pronoun, direct question and adverb in initial or final position. All the nine elements did not occur in all classes. Each class found different element of informality in students' theses proposal. Hence, this finding is classified based on the classes. There are three different classes which are A, B and C class. The detail explanation about the finding is explained below.

a. The elements of informality in A class

In A class, eight elements of informality are found in students' theses proposal. The elements consist of first person pronoun, unattended anaphoric pronoun, initial conjunction or conjunctive adverb, sentence fragment, listing expression, second person pronoun, direct question and adverb in initial or final position. However, all the eight elements did not occur in all students' thesis proposal of A class. Each class has different elements which are used.

# Table 4.1

Elements of informality in students' theses proposal of A class

NoElement of informalityStudents12341Unattended anaphoric pronouns $$ $$ $$ 2Initial conjunctions and conjunctive adverbs $$ $$ $$	5 √ √
1Unattended anaphoric pronouns $\sqrt{1}$ $\sqrt{1}$ $\sqrt{1}$ 2Initial conjunctions and $\sqrt{1}$ $\sqrt{1}$ $\sqrt{1}$	5 ~ ~
I     pronouns     V     V     V       2     Initial conjunctions and     V     V     V	
3 Listing expressions $\sqrt{-}$ $\sqrt{-}$	$\checkmark$
4 Adverb in initial or final $\sqrt{-\sqrt{-\sqrt{-\sqrt{-\sqrt{-\sqrt{-\sqrt{-\sqrt{-\sqrt{-\sqrt{-\sqrt{-\sqrt{-\sqrt{$	
5 First person pronouns - $$	
6 Sentence fragment - $$ -	-
7 Second person pronouns $$	-
8 Direct questions - $$	-

The table above shows that the eight elements spreads to different students' theses proposal. Some elements occurred in all students' theses proposal meanwhile some of them do not occurred. As can be seen in the table that unattended anaphoric pronoun and initial conjunction or conjunctive adverb occurred in all students' theses proposal. Meanwhile, listing expression and adverb in initial or final position occurred in four students' theses proposal. Listing expression occurred in all student' theses proposal except for student 2 and adverb in initial or final position occurred in all students' theses proposal except for student 3. First person pronoun and sentence fragment occurred in two students' theses proposal. First person pronoun is used by student 2 and 5. Sentence fragment is used by student 2 and 3. The last two elements occurred in one student's thesis proposal. They are second person pronoun which is used by student 1 and direct question which is used by student 2. In conclusion, eight elements are found in students' theses proposal of A class.

b. The elements of informality in B class

In B class, the number of elements of informality are the same as A class. There are eight elements of informality found in students' theses proposal of B class. The elements consist of first person pronoun, unattended anaphoric pronoun, initial conjunction or conjunctive adverb, sentence fragment, listing expression, second person pronoun, direct question and adverb in initial or final position. However, all the eight elements did not occur in all students' thesis proposal of B class. This can be explained in the table below.

Elements of informality in students' theses proposal of B class						
No	No Elements of informality –		S	Students		
NO			2	3	4	5
1	First person pronouns		$\checkmark$			
2	Unattended anaphoric pronouns	$\checkmark$	$\checkmark$		$\checkmark$	$\checkmark$

Table 4.2Elements of informality in students' theses proposal of B class

3	Initial conjunctions or conjunctive adverbs	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	
4	Listing expressions	$\checkmark$	$\checkmark$	-	$\checkmark$	$\checkmark$
5	Sentence fragment	$\checkmark$	_	$\checkmark$	-	
6	Second person pronouns	-	$\checkmark$	-	$\checkmark$	$\checkmark$
7	Direct questions	-	$\checkmark$	-	-	-
8	Adverb in initial or final position	-	-	-	$\checkmark$	-

The table above shows that the eight elements of informality in B class spreads to different students' theses proposal. There are some elements which occurred in all five theses proposal but there are also some elements occurred in a few theses proposal. As can be seen in the table that first person pronoun, unattended anaphoric pronoun and initial conjunction or conjunctive adverb occurred in all elements meanwhile the three other elements occurred in several students' theses proposal. For the examples are listing expression is used by all students except for student 3, sentence fragment is used by student 1, 3 and 5, second person pronoun is used by students 2, 4 and 5. Furthermore, the two elements are used by one student. Direct question in used by student 2 and adverb in initial or final position is used by student 4. The explanation above leads the researcher to drew the conclusion that in B class is found eight elements of informality.

c. The elements of informality in C class

In C class, the number of elements of informality is fewer occurred than other classes. There are seven elements of informality found in this class. The elements consist of first person pronoun, unattended anaphoric pronoun, initial conjunction or conjunctive adverb, sentence fragment, listing expression, direct question and adverb in initial or final position. However, same case as the other classes that all the seven elements did not occur in all students' thesis proposal of B class. This can be explained in the table below.

		Table 4.3		
Elements	s of inf <mark>orn</mark>	nality in students	s' theses propo	sal of C class

					Y	
			S	Students	s	
No	Element of informality					
-		1	2	3	4	5
1	Initial conjunctions and conjunctive adverbs	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$
2	Unattended anaphoric pronouns	$\checkmark$	-	$\checkmark$	$\checkmark$	$\checkmark$
3	Listing expressions	-	$\checkmark$	$\checkmark$	$\checkmark$	-
4	First person pronouns	$\checkmark$	$\checkmark$	-	$\checkmark$	-
5	Contraction	-	$\checkmark$	$\checkmark$	-	$\checkmark$
6	Sentence fragment	-	-	-	-	$\checkmark$
7	Direct questions	-	-	-	$\checkmark$	-

The table above shows. There are seven elements found in this class. As like the other classes, the seven elements did not occurred in

all students' theses proposal. Some elements occurred in all students' theses proposal, meanwhile some of them did not occurred. Initial conjunction or conjunctive adverb occurred in all students' theses proposal. As can be seen in the table that unattended anaphoric pronoun is used by all students except for student 2. The other elements like listing expression, first person pronoun and contraction are used by three students. Meanwhile, the two other elements are used once by the students. sentence fragment is used by student 5 meanwhile direct question is used by student 4. In conclusion, the total number of elements of informality in C class is seven.

### 2. The element of informality which is frequently occurred

After discovering the elements which are used by the students, the researcher found that each elements have different total number. It means that there are several element which is often used by the students. This becomes consideration for the researcher to categorize elements from the smallest to the biggest number. This following table which show the number of each elements.

No	Element of informality		Class		
		А	В	С	
1	Initial conjunctions and conjunctive adverbs	32	47	20	99
2	First person pronouns	12	76	11	99
3	Unattended anaphoric pronouns	34	23	12	69
4	Listing expressions	11	15	9	35
5	Contraction	0	0	24	24
6	Adverb in initial or final position	19	4	0	23
7	Second person pronouns	1	14	0	15
8	Sentence fragment	1	5	1	7
9	Direct questions	2	1	4	7
				/	

Table 4.4The total number of element of informality in students' thesis

As it is mentioned previously that there are nine elements of informality in three classes which is consisting of fifteen students' theses proposal. Each class has different number of elements of informality. This means that each student used element of informality in different frequency. In A class which is consisting of five theses proposal used eight elements of informality in total. However from the eight elements, there are three elements which are frequently used. They are initial conjunctions and conjunctive adverbs, unattended anaphoric pronouns and adverb in initial or final position. In B class, as it is mentioned previously that there are also eight elements used in this class. However, the three elements which are frequently used are initial conjunctions and conjunctive adverbs, first person pronouns and unattended anaphoric pronouns. In C class, as mentioned previously that there are seven elements used in this class. However, there are three elements which are frequently used by the students. The three elements are contraction, initial conjunctions or conjunctive adverbs and unattended anaphoric pronouns.

In the three classes, it can be concluded that there are nine elements of informality in total used by the fifteen students. From the nine elements, there are three elements which are frequently used by the fifteen students. The elements are initial conjunctions or conjunctive adverbs, first person pronouns and unattended anaphoric pronouns. The three elements has different number of frequency. Initial conjunction or conjunctive adverb and first person pronoun are used 99 times meanwhile unattended anaphoric pronoun is used 69 times. A form of initial conjunction or conjunctive adverb in students' theses proposal which are frequently occurred are but, and, so, because and then. Those conjunction or conjunctive adverb is used by the students to begin the sentence. The example is "But, the difficulties to develop a paragraph or essay are still founded in undergraduate students..". Meanwhile the form of first person pronoun which are frequently occurred are I, we and our. The example is "Writing is as a tool to express our unspoken idea need to be completed". The form of unattended anaphoric pronoun which are frequently occurred are *it* and *this*. The example of the form is "This consists of the various procedures and *techniques that are going*...". Those forms of elements are used many times by the students. (see appendix 3)

The next three elements which are usually used by the students are listing expression, contraction and adverb in initial or final position. It is found that there are 35 number of listing expression found in students' theses proposal. Meanwhile, the researcher found 24 number of elements and 23 number of adverb in initial or final position in student' theses proposal. The forms of listing expression which are frequently occurred are *etc, many more*, and *and others*. For the example from students' sentence is "The second is unwritten material, such as video, picture, and others". The forms of contraction which are frequently occurred are *don't, couldn't, can't* and *it's*. The example of the sentence is "mobile become the most important thing when the lecturer can't attending...". The forms of adverb in initial or final position which are frequently occurred are *actually, usually* and *unfortunately*. The example of the adverb in initial position is "Actually it contains of questions that is given to students to get the students' answer". Those forms of elements are quite often used by the fifteen students.

There are also some elements which are seldom used by the fifteen students. They are direct question, sentence fragment and second person pronoun (see table 4.4). Direct question and sentence fragment are only used seven times in fifteen students' theses proposal. Meanwhile second person pronoun is only used fifteen times in fifteen students' theses proposal. The example of direct question's form is *"why does teacher need to use it in*  *teaching activity?*". The research question in students' theses proposal is not counted to this element. Furthermore, the example of sentence fragment is *"A sequence instruction to do something"*. The example of second person pronoun's form in students' theses proposal is *"you received 1 point for each of the questions you answered correctly"*. This kind of element is frequently used by the students to suggest the reader.

# 3. Teachers' responses on informal language

Another data in this research is obtained from the teachers who taught in three classes which are A, B and C class. The researcher interviewed the teachers about the responses on informal language. After interviewing the teacher, the data is finally gained.

The result of the interview shows that the teachers categorized informal language as an error where it should be corrected. They also agreed that giving feedback to the students' error can improve the students' writing. However, the teachers also tend to be selective in choosing which elements that will be corrected. From the nine elements of informality found, the teachers give feedback on all elements except for adverb in initial or final position. However, each teacher has different perspective on which elements should be corrected.

As it is mentioned that eight elements of informality are corrected in academic writing class. However, the use of those eight elements are not corrected by all the three teachers. All the teachers agree on correcting against four elements. They are initial conjunction, sentence fragment, listing contraction and contraction. Meanwhile not all the teachers argue that the use of first person pronoun, second person pronoun, direct question and unattended anaphoric pronoun are needed to be corrected. The teacher 2 and 3 need to correct the use of first person pronoun while the teacher 1 allow this element is used in students' thesis proposal. According to Teacher 1 and 2, second person pronoun is also needed to be corrected while teacher 3 said that students are allowed to use them in their thesis proposal. When the students used direct question in their thesis proposal, teacher 1 and 3 will correct them but teacher 2 ignored them. The use of unattended pronoun is allowed by teacher 1 and 2, but it is not allowed by teacher 3. This explanation can be seen in table below.

# Table 4.5

No	Element of informality	_	Teacher	
		1	2	3
1	Initial conjunctions and conjunctive adverbs	Direct	Indirect	Indirect
2	Sentence fragment	Direct	Indirect	Indirect
3	Listing expressions	Indirect	Indirect	Direct
4	Contraction	Indirect	Indirect	Direct
5	First person pronouns	-	Indirect	Direct
6	Second person pronouns	Indirect	Indirect	-
7	Direct questions	Direct	-	Indirect
8	Unattended anaphoric pronouns	_	_	Direct

### The teachers' response toward element of informality

As it is mentioned in previous paragraph that teachers in academic writing class is corrected to eight elements of informality. However, in eight elements of informality, teachers have different perspective on how to correct to each elements. It can be seen in the table above that teacher 1 usually commented directly to the use of initial conjunction or conjunctive adverb, sentence fragment and direct question. Teacher 1 usually commented to those elements by giving red mark and giving note about the error. Meanwhile, the use of listing expression, contraction and second person pronoun are corrected by the teacher 1 indirectly. The teacher is usually gives red mark on these elements to point out the error, but the teachers do not give explanation why it is categorized as error.

The teacher 2 who taught in B class is always respond to the elements indirectly. According to him, this kind of respond will help the students to improve their writing by looking for the error by themselves. The indirect response which is given by the teacher here is giving the note in the end of the text.

The teacher 3 who taught in C class usually respond to four elements of informality directly. The four elements are listing expression, contraction and first person pronoun. The teacher here usually gives a mark in the location where the error occurred. The teacher then give the explanation and write the example of the right form of the error. Beside giving response directly, the teachers also respond to three elements of informality indirectly. The elements are initial conjunction or conjunctive adverb, sentence fragment and direct question. The direct response which is given to the students is usually by underlining the word to point out the error.

All the teacher who taught in A, B and C class argued that the correction which is given to the students' writing is be able to improve the students' writing. This argument is led the teachers to give the best way to correct the students' writing.

#### **B.** Discussion

Fifteen thesis proposal are used to be the sample of this research. Each thesis proposal has different characteristics. Those thesis proposal is analyzed one by one based on the research questions. First, the thesis proposal is analyzed the elements of informality occurred. Second, the thesis proposal is analyzed the most frequent element occurred. Third, the responses from the teacher toward informal language is analyzed as well. The result of the research question can be seen in research finding. After the data are presented, then those are discussed in this discussion section.

# 1. The element of informality used in students' academic writing

Based upon the finding, the researcher found nine elements in the students' thesis proposal. All the elements above are unattended anaphoric pronouns, first person pronoun, contraction, initial conjunctions and conjunctive adverbs, sentence fragment, listing expression and direct question, adverb in initial or final position and second person pronouns. Those elements are used in each classes of A,B and C.

The following tables present the form of informal language found in students' theses proposal. The tables do not present all the forms found, since many forms are found in students' theses proposal. Only some forms will be presented based upon the the element of informality which has been analyzed.

Table 4.6The forms of first person pronoun in students' thesis proposal

No	Informal form	Formal form
1	Then In the answering of the	In the answering of the
-	participant. <i>I</i> will record the	participant, then the
	responses.	researcher will record the
		responses.
2	We have know that if mastering	It is known that mastering
	vocabulary make understanding	vocabulary make
		understanding english
		understanding english
3	My research is same with the	This research is same with
	previous study because the reading	the previous study because
	strategies	the reading strategies
	Surdegies	the reducing strategres
4	Vocabulary is one of English basic	Vocabulary is one of
	skill that influence our English	English basic skill that
	language ability.	influence English language
	lunguage aonty.	ability.
	$T_{a} = 1$ (1002) (1)	
5	Temple, et al. (1998) states	Temple, et al. (1998) states
	"description is discourse that help us	"description is discourse that
	visualize	help to visualize
6	Tell <i>me</i> about your experience in	Tell about experience in
	using "Grammarly"!	using "Grammarly"!

The finding of this research shows that there are 99 number of first person pronoun found in students' thesis proposal. The table above then presents the forms used by the students. The forms are *I*, *we*, *my*, *our*, *us* and *me*. Those pronouns refer to the author of the thesis proposal, meanwhile the

language of academic writing should be impersonal.<sup>1</sup> These pronouns automatically could not be used in those thesis proposal.

To avoid using first person pronoun, it suggests to use passive voice or simply omitted.<sup>2</sup> The first form in the table, the pronoun I could be omitted and replaced by the word "researcher". The second form, the pronoun *we* could be replaced by passive voice form. The other pronoun like my, our, us and *me* could be omitted.

Table 4	.7	
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The form of unattended anaphoric pronoun in students' thesis proposal

No	Informal form	Formal form
1	speaking material in learning	speaking material in
1	English. It is because teachers have	learning English. This
	to include some components that	<i>consideration</i> is done because
	become	teachers have to include some
		components that become
2	score result from the teacher, and	score result from the
	field notes. <i>Those</i> are used as the	
	basic data in analyzing the idea and	Those documents are used as
	as the measure	the basic data in analyzing the
		idea and as the measure
3	that the capacity of intelligence	1 5
	reached 80% at the age of 8 years.	intelligence reached 80% at
	This shows the importance of	the age of 8 years. This fact
	providing	shows the importance of
		providing

The finding of this research shows that the students in academic

writing class used unattended anaphoric pronoun in their theses proposal.

<sup>&</sup>lt;sup>1</sup> Ken Hyland, Feng (Kevin) Jiang, "Is academic writing....45

<sup>&</sup>lt;sup>2</sup> Ibid 45

There are 69 number of unattended anaphoric pronoun found. The table above then shows the forms of the element. Three different forms are found, they are *it*, *this* and *those*. Those pronouns are not allowed in academic writing.

The three examples of unattended anaphoric pronoun above should be avoided in academic writing. The pronoun *it, this* and *those* in the example, is unattended where it refer to the previous sentence. To avoid the use of unattended anaphoric pronoun, the students should put appropriate noun after the pronoun. According to Swales and Feak, following *this* with an appropriate noun reduces possible comprehension difficulties by readers.<sup>3</sup> However in the first example, the researcher added the word *consideration* after the pronoun *it*. The second example, the word documents added after the pronoun those. The third example, the word *fact* added after the pronoun *this*. Those additional words added to help the reader understand easily about the content.

Table 4.8

The form of initial conjunction or conjunctive adverb in students' theses proposal

No	Informal form	Formal form
1		This way will enrich students' own idea in writing easily, because they do not pay attention
2	<i>So</i> , students can learn to speak and apply English in daily life.	Students hence can learn to speak and apply English in daily life.

<sup>&</sup>lt;sup>3</sup> John M. Swales, "Attended and Unattended "this" in academic writing...1

3	on that issue or neutral position. <i>And</i> both of them have	on that issue or neutral position. Both of them have
4	<i>But</i> , the difficulties to develop a paragraph or essay are still founded	The difficulties to develop a paragraph or essay however are still founded
5	<i>Howeve</i> r, writing assessment is one of the most important aspects to make	writing assessment is however one of the most important aspects to make
6	<i>Then</i> to solve the problem, pre test ,post test and questionnaire was taken to collect the data.	To solve the problem, pre test ,post test and questionnaire was then taken to collect the data.

Based on the finding, initial conjunction or conjunctive adverb is also found in students' theses proposal. There 99 number of element in three classes. The table above represents the forms of initial conjunction or conjunctive adverb in students' theses proposal. This research however found 12 forms of this element. They are *because, so, and, but, however, then, therefore, moreover, since, beside, thus* and *before.* Those conjunctions and conjunctive adverb should be placed in the middle of sentence or between two clauses. The first example above, the conjunction because should be moved to the middle of the sentence without changing the meaning of the content. Meanwhile, the third and forth example should omit the initial conjunction, because the sentence has been independent.

In Hyland's research, there are 10 forms of conjunction and conjunctive adverb used in most of journals, they are *and*, *but*, *so*, *or*, *however*, *also*, *thus*, *yet*, *indeed* and *again*.<sup>4</sup> This means that there are several elements which are not found in this research such as *also*, *yet*,

<sup>&</sup>lt;sup>4</sup> Ken Hyland, Feng (Kevin) Jiang, "Is academic writing ... 47

*indeed*, and *again*. There are also several elements which are not commonly used in the most journal consisting of *then*, *therefore*, *moreover*, *since*, *beside*, and *before*. The example of forms can be seen in appendix.

 Table 4.9

 The form of sentence fragment in students' theses proposal

No	Informal form	Formal form
1	vocabulary material with	vocabulary material with
	interest. For example by using	interest. The example of
	smart guess.	media is smart guess.
2	make understanding english	make understanding
	skill become easy. Especially for	english skill become easy,
1	listening skill	especially for listening skill

The table above shows that the students used sentence fragment in their thesis proposal. There are 7 number of sentence fragment found. In academic writing, a sentence should be completed and consisted of subject, predicate and an object. According to Hyland, academic writing should be clear, complete and not ambiguous.<sup>5</sup> Hence, sentence fragment is included into informal language. The students meanwhile used phrase in a paragraph of thesis proposal. The first example above, the student do not put the predicate and let it stand alone. The second example, meanwhile the students put a dependent clause stand alone, the clause should join the previous sentence to make it complete.

<sup>&</sup>lt;sup>5</sup> Ken Hyland, Feng (Kevin) Jiang, "Is academic writing ... 2

Table 4.10
The form of listing expression in students' theses proposal

No	Informal form	Formal form
1	the lens of activity theory,	the lens of activity theory,
	Metadiscourse, close reading,	metadiscourse and close
	and <i>etc</i> .	reading.
2	which include the character,	the character, the shape, the
	the shape, the color, and others.	color, and visual.
3	printed materials, such as	printed materials, such as
	books, magazines, newspaper,	books, magazines, newspaper,
	novel, text, and so on.	novel and text.
4	raising research questions	raising research questions
	based on the rationale; indicating	based on the rationale and
	the gap; and many others.	indicating the gap.

Based on the finding, listing expression is used by the students in their theses proposal. There are 35 number of listing expression. The table above then shows the forms of listing expression which is used. The forms which are used by the students are *etc*, *and others*, *so on*, *many others*, and *many more*. These words indicates that there are other words which are not mentioned by the author and the writer demands the readers to guess the further information by themselves. According to John Swales, listing expressions is imprecise and require readers to fill in the missing information.<sup>6</sup> This expression is not allowed in academic writing because it gives no clear information. To avoid the use of listing expression, the students should mention all the information to the readers.

<sup>&</sup>lt;sup>6</sup> Jhon M.Swales, Cristine B Feak, Academic Writing...23

## Table 4.11

The form of second person pronoun in students' theses proposal

No	Informal form	Formal form
1	Except for the last question of each set, <i>you</i> received 1 point for each of the questions <i>you</i> answered correctly	Except for the last question of each set, it can be received 1 point for each of the questions which is answered correctly
2		If the differences cannot be heard then the meaning that is expressed by such differences does not makes sense.

Second person pronoun is also found in students' theses proposal. There are 15 number of second person pronoun found. The table above shows the form of the element. The form *you* in the example above is not allowed to be in academic writing because it pointed to the reader directly. Hyland also stated that second person pronoun can attempt to get the reader on board and carry them along with an argument.<sup>7</sup> This second person pronoun should be avoided in academic writing. To avoid the use of second person pronoun, the students could use passive voice. It is supported by the argument from John Swales, he also stated that passive voice is needed change second person pronoun.<sup>8</sup> The first example in the table could be changed to passive voice to omit the pronoun *you*. However, not all second person pronoun could be changed by passive voice.

<sup>&</sup>lt;sup>7</sup> Ken Hyland, Feng (Kevin) Jiang, "Is academic ......48

<sup>&</sup>lt;sup>8</sup> Jhon M.Swales, Cristine B Feak, Academic Writing for graduate...23

# Table 4.12

The form of contraction in students' theses proposal

No	Informal form	Formal form
1	It won't help concentration	It will not help concentration
	and it will lead to bad reading	and it will lead to bad reading
	approaches	approaches
2	They haven't many	They have not many vocabulary
	vocabulary that support their	that support their capability in
	capability in English skill.	English skill.
3	The problem is the can't	The problem is they cannot
	arrange the whole	arrange the whole
4	I'll make the students or the	It will make the students or the
	teacher	teacher
5	broken or c <mark>ouldn't</mark> work	
	smoothly like	smoothly like

Another element which is found in students' theses proposal is contraction. Based on the finding, there are 24 number of contraction. The table above presents the various forms of contraction made by the students in their thesis proposal. The forms are consisting of *won't*, *haven't*, *can't*, *I'll*, *couldn't*, *didn't*, *it's*, *doesn't*, *we're*, *that's* and *don't*. This forms are not allowed in academic writing because it makes writing sound informal. In academic writing, a word should be written in original form. The first example in the table above shows that the students write *won't* instead of *will not*. In the second example, the students write *can't* instead of *cannot*. In the forth example, the students write *l'll* instead of *I will*. The fifth example,

the students write *couldn't* instead of *could not*. the students should avoid using this element in their theses proposal.

The next element which is found in students' theses proposal is direct question. Form of direct question is found in the middle of the paragraph. Research question however are not counted as informal language because it helps to get the readers' attention to a point.<sup>9</sup> Meanwhile, the researcher found some forms in the middle of the paragraph. The example of the form is "why does teacher need to use it in teaching activity?". This direct question is not commonly happened in academic writing, meanwhile direct question is more common.<sup>10</sup> The form of direct question could be changed into indirect question "what teacher needs to use it in teaching activity. The other example can be seen in appendix.

# Table 4.13

The form of adverb in initial or final position in students' theses proposal

No	Informal form	Formal form
1	<i>Naturally,</i> in the process of understanding the text becomes an important process of teaching learning reading skill in the class.	In the process of understanding the text naturally becomes an
2	<i>Mostly</i> of the previous studies only looking for the proof whether the using of freewriting give an improvement to their writing ability or not.	Most of the previous studies only looking for the proof whether the using of freewriting give an improvement to their writing ability or not.

<sup>&</sup>lt;sup>9</sup> Jhon M.Swales, Cristine B Feak, *Academic Writing for graduate...23* <sup>10</sup> Ibid 24

3	<i>Usually,</i> it contains object's name, kind of the object, etc.	It usually contains object's name, kind of the object, etc.
4	<i>Certainly,</i> this observation is purposed for English Education Department.	

The other element which is found in students' theses proposal is adverb in initial or final position. There are 23 number of this element. The table above represents the forms of adverb in initial or final position in students' theses proposal. The students put adverb *naturally, mostly, usually* and *certainly* in the beginning of the sentence. Although, adverb is originally placed in the middle of sentence.<sup>11</sup>

In this research has found out that there are nine elements found in students' theses proposal. They are unattended anaphoric pronouns, first person pronoun, contraction, sentence initial conjunctions, sentence fragment, listing expression and direct question, adverb in initial or final position and second person pronouns. Meanwhile the researcher found out that there is difference between this finding and the theory from John M Swales and Christine B Feak. In this theory, there are ten elements existed in academic writing. Meanwhile, in this finding, split infinitive is not used at all by the students.

<sup>&</sup>lt;sup>11</sup> Jhon M.Swales, Cristine B Feak, Academic Writing for graduate...23

### 2. The element of informality which is frequently used

The finding found that initial conjunction and conjunctive adverb, first person pronoun and unattended anaphoric pronoun are the most element frequently used by the students in academic class. The number of initial conjunction or conjunctive adverb and first person pronoun is 99, while the number of unattended anaphoric pronoun is 69. This finding is same as the finding from Hyland in his research. Hyland in his research stated that the most frequently elements used in several journal is unattended anaphoric pronouns, first person pronoun, and initial conjunctions and conjunctive adverb.<sup>12</sup>

# 3. Teachers' responses on informal language

The result of the third research questions are founded. The teachers of academic writing class have different opinion on how to respond the element of informality. First of all, all teachers agreed that informal language used in academic writing is an erroneous. They believed that informal language should be corrected. However, the finding also shows that all the teachers respond to element of informality selectively. It means that the teachers do not respond to all the elements. It is relevant to the suggestion from Feris, he suggests that second language writing teachers against correcting too much, especially when the structures or language being corrected is not erroneous.<sup>13</sup> In other word, he suggest to correct rather than style; however, in that suggestion, Feris also stated that erroneous should be corrected, meanwhile

<sup>&</sup>lt;sup>12</sup> Ken Hyland, Feng (Kevin) Jiang, "Is academic becoming......48

<sup>&</sup>lt;sup>13</sup> Key Hyland, Eri Anan, "teachers' perception of error: the effect of first language and experience". University of London. Vol 509-519, 2006.

all the teachers agree that not all element of informality is corrected. It can be concluded that not all the teachers agree that not all element of informality is erroneous. As what stated by Feris again, what teachers need to bear in mind is the teachers should be cautious of stylistic differences and erroneous linguistic contractions. If student writing is correct but may not be written the way the teacher would write, correction may not be necessary, as there may be differences in composing styles.<sup>14</sup>

The teachers' responses to element informality is variety. Teacher 1 corrected to the eight element, teacher 2 and 3 corrected to seven elements. According to Faris, the correction should only given to erroneous rather than stylistics.<sup>15</sup> The three teachers stated that they do not correct all the elements of informality. They only correct what they think that it is error. Although all the teachers said that informal language is an erroneous, but they do not think that all the elements are erroneous.

The first teacher has the same perspective as the second teacher in not giving correction toward unattended anaphoric pronoun. The second teacher has the same perspective as the third teacher in not giving the correction toward split infinitive. Meanwhile, all the three teachers have the same opinion in not giving correction toward adverb in initial or final position element. This means all the teachers agree on giving correction toward initial conjunctions and conjunctive adverbs, sentence fragment and contraction. The finding can be seen in table 4.5.

 <sup>&</sup>lt;sup>14</sup> Key Hyland, Eri Anan, "teachers' perception of error...45
 <sup>15</sup> Ibid 64

Those teachers' perspectives on how to correct element of informality is quite different from Feris' finding in his research. Feris stated that three non native teachers from different country more concern to first person pronoun and initial conjunction and conjunctive adverb.<sup>16</sup> However, first person pronoun is corrected by the second teacher and the third teacher. Meanwhile the first teacher stated that first person pronoun is stylistics which is not should be corrected. The differences is that the first teacher is the one who have different perspective on element of informality, and the non native teachers in previous study have no concern on sentence fragment and contraction.

Furthermore, the three teachers have different ways to respond to each elements. This can be seen in table 4.5 that teacher 1 responds directly to students' theses proposal only given to four elements. They are split infinitive, initial conjunction or conjunctive adverbs, sentence fragment and contraction. The teacher 2 does not respond directly to element of informality. The teacher responds indirectly to all element of informality. Meanwhile, the teacher 3 responds directly to four elements. They are first person pronoun, unattended anaphoric pronoun, listing expression and contraction.

In this case, the teachers' response are mostly same as the suggestion from Faris in his book on how to respond to language style used in academic wriitng. Feris suggests that responding directly should be given to the elements which are fewer occured in students' writing. It supports by Lee that

<sup>&</sup>lt;sup>16</sup> Key Hyland, Eri Anan, "teachers' perception of error...46

stated direct feedback may be appropriate in a situation when errors are untreatable that are not susceptible to self-correction such as sentence structure and word choice. The teacher points out directly the error and give the comment; meanwhile, in A class where taught by teacher 1, direct feedback is given to three elements. They are split infinitive, sentence fragment and direct question. Those three elements seldom used by the students in their thesis proposal. Although, there are some elements which are seldom used but it is given indirect feedback. In B class taught by teacher 2, the teacher respond indirectly to most of the elements. There are some elements which are frequently used and given indirect feedback. The elements are first person pronoun, initial conjunction or conjunctive adverb and listing expression. In C class taught by teacher 3, direct feedback is given to three elements which are not frequently used. They are first person pronoun, unattended anaphoric pronoun and listing expression. Although, there is one element which is frequently used by it is given direct feedback. This means that the teachers' response is mostly same as the suggestion from Feris in his book.

All the teachers agree that response which is given to students' writing by the teachers could reduce the use of informal language in the next project writing. It means that response to students' writing is needed to help the students aware of appropriate language used in their thesis proposal.

#### **CHAPTER V**

#### **CONCLUSION AND SUGGESTION**

### A. Conclusion

Based on the finding and discussion, the researcher concluded this study as follow:

- 1. Students of English Teacher Education Department in the fifth semester used nine kinds of element of informality in their thesis proposal. The nine elements are unattended anaphoric pronouns, first person pronoun, construction, sentence initial conjunctions, sentence fragment, listing expression, direct question, adverb in initial or final position and second person pronouns. The element which is not used is split infinitive.
- 2. There are nine elements of informality in students' thesis proposal. The total number of element of informality in students' thesis proposal is 378 number. From 378 number of element, it is found that 26 % is dominated by Initial conjunctions and conjunctive adverbs, 26% is first person pronoun and 18,5% is unattended anaphoric pronoun. The other element such as listing expression dominated 9%, construction dominated 6.5%, Adverb in initial or final position dominated 6%, second person pronoun dominated 4%, sentence fragment dominated 2% and direct question dominated 2%. It can be concluded that initial conjunction or conjunctive adverb, first person pronoun and unattended anaphoric pronoun are the most frequently element occurred in students' thesis proposal.
- 3. The teachers of academic writing class have different opinion on how to correct the element of informality. The result of the third research question

shows that teachers respond to all elements of informality which are used by the students except for adverb in initial or final position. However, the eight elements used by the students are not corrected by all the teachers. The finding also shows that all the teachers respond to elements of informality selectively. Most of the response given to each elements of informality is indirect. The teachers most like to tell the students that error is found but they do not give the correct form to the students. The teachers wants the students to look for the error by themselves.

## **B.** Suggestion

Based on the conclusion above, some suggestions are intended to the students of ETED, the teacher and the next researcher who has the same topic as here. The suggestion are as follow:

1. For the students

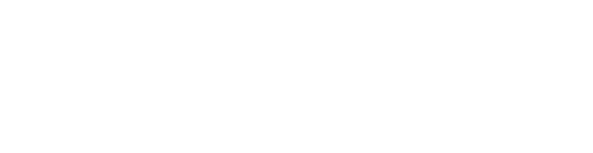
The students are expected to learn more about the characteristics of academic writing especially in language style. The students should more aware of using language style in academic writing. In addition, the students should also follow the response from the teacher, so that the informal language which they used can be reduced.

2. For the teachers

The teachers of academic writing class are suggested to respond to students' writing based on the occurrence of using informal language in their thesis proposal. The teachers are also suggested to explain the appropriate language used in academic writing in the beginning of the course.

3. For the next researcher

For the next researcher who is interested in the same topic, it is suggested to analyze the informal language in selecting a word for academic writing. A word like *found out* in academic writing is better to be placed by *discover*. Selecting a word like the example in academic writing is also important. The next researcher can use another theory from different experts.



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