

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the research result of the study refers to the proposed of the research problem. The findings related to the content analysis of the “Informal Languages Made the Students’ of IAIN Tulungagung in Writing Research Report”. The research finding discusses the result of data analysis. It also discusses the data description.

A. Result of Research

In this chapter, the researcher presented te data on students’ thesis analysis of Informal Languages Made the Students’ of IAIN Tulungagung. The researcher presented and analyzed the data which had been collected through content analysis documentation randomly. It was conducted for 20 students’ theses in last five years 2014-2018. Based on the result of the study, it revealed that there were four types of informal language found multi word, emotive language, use of question and constracted form.

B. Data Description

From the result of analysis, the types of informal words classification into four categories: (1) Multi word verb; (2) Emotive Language; (3) Use of question; (4) Constracted form. The followings are the detail description of students’ thesis analysis in each category.

1. Multi Word

Multi word verb is part of informal language in academic writing. According to Haba (2011) multi word verb or phrasal is verb consists of a basic verb + another word or verb verb Many multi word verb serve an idiomatic purpose. This means that they should not be taken literally, rather, they have a figurative or metaphorical meaning. Multi-word verbs such as 'look up (an entry in an encyclopaedia)' or 'go out of (a building)' are often used in spoken English but are considered too informal for academic writing. Multi-word verbs always have a more formal equivalent; in this case 'consult' and 'leave'. Multi word verb consist of more than one word. Multi-word verbs are verbs that consist of more than one word. There are three types of multi-word verbs: prepositional verbs, phrasal verbs, and phrasal-prepositional verbs. Many multi-word verbs serve an idiomatic purpose. This means that they should not be taken literally; rather, they have a figurative or metaphorical meaning. The following datum present the form of informal language found in students' theses proposal:

Datum 1

Informal : *Up to now*, English has the highest sequence to dominate language the world.

Formal : *The newest*, English has the highest sequence to dominate language the world.

Analysis : In the sentences above, the writer uses a word "*Up to now*". This one is inappropriate use of language because it includes multi word and considering as informal word for academic writing. Otherwise, the suitable word that have to use is "*the newest*" as formal word.

Datum 2

Informal : Thus, the student must have *a lot of* vocabularies to support their skill.

Formal : Thus, the student must have *many* vocabularies to support their skill.

Analysis : In the sentences above, the writer uses a word "*a lot of*". This word is informal word from "many" and "much". Moreover, "*a alot of*" can be use as quantifier for countable nouns and uncountable nouns and it includes multi word and considering as informal word for academic writing. Then, the word vocabularies is a countable nouns, so the appropriate quantifier to use is "many" as a formal word.

Datum 3

Informal : This creativity can *rise up* the writing class situation is support and the way teachers ask and teach them also

same, so it can make student easier to transfer their ideas in a piece of paper.

Formal : This creativity can *arise* the writing class situation is support and the way teachers ask and teach them also same, so it can make student easier to transfer their ideas in a piece of paper.

Analysis : In the sentences above, the word "*rise up*" and "*arise*" both are verb. Arise has a form simple past as *arose* and past participle *arisen* means "to happen" or "to start to exist or develop". Therefore, arise is used with abstract noun and in the formal context. Meanwhile, rise means "go up" and has a form simple past as *rose* and past participle *risen* and it also includes multi word and considering as informal word for academic writing. The appropriate word to use as formal context is arise.

Datum 4

Informal : This is either especially *made up* for part of the world.

Formal : This is either especially *fabricate* for part of the world.

Analysis : In the sentences above, the writer uses a word "*made up*". This one is inappropriate use of language because it includes multi word and considering as informal word for academic writing. Otherwise, the suitable word that

have to use is "*fabricate*", that means "to invent" as formal word.

Datum 5

Informal : Like when they wanted to ask or face some problem they would say "Ustadzah, I want to ask" and his hand *was up*, or when they wanted to sharpen their pencil they would say 'I want to sharpen my pencil' while they hold on the pencil and cutter.

Formal : Like when they wanted to ask or face some problem they would say "Ustadzah, I want to ask" and his *rise the hand*, or when they wanted to sharpen their pencil they would say 'I want to sharpen my pencil' while they hold on the pencil and cutter.

Analysis : In the sentences above, the writer uses a word "*was up*". This one is inappropriate use of language because it includes multi word and considering as informal word for academic writing. Otherwise, the suitable word that have to use is "*rise the hand*", that means "to invent" as formal word.

Datum 6

Informal : An important part of narrative text is narrative mode, the *set of* method to communicate the narrative through a process narration.

Formal : An important part of narrative text is narrative mode, the *induce of* method to communicate the narrative through a process narration.

Analysis : In the sentences above, the writer uses a word "*made up*". This one is inappropriate use of language because it includes multi word and considering as informal word for academic writing. Otherwise, the suitable word that have to use is "*fabricate*", that means "to make" as formal word.

Datum 7

Informal : PQRSST also allows for better time management practices since it *breaks down* the study process in to five different steps, so instead of allotting time to study for a whole topic, the student has the option to break it down into five separate steps while still retaining the information. To formal word use *fabricate*

Formal : PQRSST also allows for better time management practices since it *collapse* the study process in to five different steps, so instead of allotting time to study for a

whole topic, the student has the option to break it down into five separate steps while still retaining the information.

Analysis : In the sentences above, the writer uses a word "*breaks down*", means "to fail or stop working". This one is inappropriate use of language because it includes multi word and considered as informal word for academic writing. Otherwise, the suitable word that have to use is "*collapse*" means "falls down suddenly" as formal word.

Datum 8

Informal : The teacher's role in the lectures so dominant for *carrying out* teaching and learning activity.

Formal : The teacher's role in the lectures so dominant for *implement* teaching and learning activity.

Analysis : In the sentences above, the writer uses a word "*carrying out*", means "to do something ". This one is inappropriate use of language because it includes multi word and considering as informal word for academic writing. Otherwise, the suitable word that have to use is "*implement*" means "to take action " as formal word.

Datum 9

Informal : If we talking about bilingual and multilingual, in Indonesua can not be seorated from the fact that Indonesia is *made up* of many ethnic groups with different languages and cultures.

Formal : If we talking about bilingual and multilingual, in Indonesua can not be seorated from the fact that Indonesia is *fabricate* of many ethnic groups with different languages and cultures.

Analysis : In the sentences above, the writer uses a word "*made up*", means " ". This one is unappropriate use of language because it includes multi word and considering as informal word for academic writing. Otherwise, the suitable word that have to use is "*fabricatet*" means " " as formal word.

Datum 10

Informal : In another reason, this method can helm the student to check pronunciation and their gramar when their *speak up*.

Formal : In another reason, this method can helm the student to check pronunciation and their gramar when their *assert*.

Analysis : In the sentences above, the writer uses a word "*speak up*", means " used to ask someone to speak louder". This

one is inappropriate use of language because it includes multi word and considering as informal word for academic writing. Otherwise, the suitable word that have to use is "*assert*" as formal word.

Datum 11

Informal : The goverment *set up* a lot of expectation from the student after learn of English student must be able to analyze social function, text structure, and language features in recount text related to the simple experience and event according to it's context.

Formal : The goverment *establish* a lot of expectation from the student after learn of English student must be able to analyze social function, text structure, and language features in recount text related to the simple experience and event according to it's context.

Analysis : In the sentences above, their mesnings have close similiarity, but in here the word "establish" is a slightly formal word and "set up" is a less formal verb than establish. The word "*set up*", means "to start or set something". This one is inappropriate use of language because it includes multi word and considering as informal word for academic writing. Otherwise, the

suitable word that have to use is “*establish*” as formal word.

Datum 12

Informal : Teacher shoul be check student understanding and choose an appropriate text to *build up* students reading competence.

Formal : Teacher shoul be check student understanding and choose an appropriate text to *advanced* students reading competence.

Analysis : In the sentences above, the writer uses a word “*build up*”, means “to make something develop” “. This one is unappropriate use of language because it includes multi word and considering as informal word for academic writing. Otherwise, the suitable word that have to use is “*advanced*” means “ a change that bring progress” as formal word.

Datum 13

Informal : The researcher also gets the score of the student’s daily assesment that included from the teacher *find out* the student reading task.

Formal : The researcher also gets the score of the student's daily assesment that included from the teacher *discover* the student reading task.

Analysis : In the sentences above, the writer uses a word "*find out*", means "to get information ". This one is unappropriate use of language because it includes multi word and considering as informal word for academic writing. Otherwise, the suitable word that have to use is "*discover*" means " to find information for someone or soemthing" as formal word.

2. Emotive Language

Emotive language could also be called emotional language. According to Weston (2000) (also known as loaded terms, emotive language, high-inference language and language-persuasive techniques) is rhetoric used to influence an audience by using words and phrases with strong connotations associated with them in order to invoke an emotional response and exploit. Loaded words and phrases have significant emotional implications and involve strongly positive or negative reactions beyond their literal meaning. Emotive language is word choice that is used to evoke emotion. Emotive language pertains to word choice. Specific diction is used to evoke

emotion in the reader. Word choice greatly effects how writing and speech is received. Different words can be used to cause different reactions in the audience.

Datum 1

Informal : Thus, from his argument can be concluded that EFL student who have limited vocabulary knowledge are less *likely* to be able to develop advanced levels of reading, listening, writing and speaking skills in the target language.

Formal : Thus, from his argument can be concluded that EFL student who have limited vocabulary knowledge are less *possible* to be able to develop advanced levels of reading, listening, writing and speaking skills in the target language.

Analysis : In the sentences above, likely and possible have similiarly meaning, but in here likely as informal word to use, because those word is less specific diction to evoke emotion in the reader. "Likely" has a meaning about something or somebody considered, meanwhile "possible" as formal word is a possible one. It means have more strong connotations to involve the reader's reaction related with their positive or negative.

Datum 2

Informal : *Unfortunately*, many facts prove that there are some problem found un the field when the teachers ask the student to answer the question that given by the teacher, or doing exercises.

Formal : *Regrettably*, many facts prove that there are some problem found un the field when the teachers ask the student to answer the question that given by the teacher, or doing exercises.

Analysis : In the sentences above, the word “unfortunatetely” as a informal word in emotive language, it follows that using a more objective styles in our writing makes the text impersonal, then there is little room for emotive language which shows our personal attitude such as unfortunately, luckily, surprisingly, thankfully is unless when writing reflectively. The appropriate use that use is “regreatably” as formal word.

Datum 3

Informal : *Hopefully*, the teacher can apply PQRST method as one of alternative method in teaching and learning process reading comprehension next future.

Formal : *The researcher happen*, the teacher can apply PQRST method as one of alternative method in teaching and learning process reading comprehension next future.

Analysis : In the sentences above, the word “hopefully” as informal word used often at the start of a sentence, to express what you would like to happen. Meanwhile, the word “the researcher happen” also have similiar meaning with hopefully, but in here tis word have more specific diction that use and clear. So, it is appropriate to build the reader’s reactions.

3. Use Question

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 layingout an argument or research questions to be answered. However, direct question in the middle of paragraph is not commonly happened.

Datum 1

Informal : Regarding that the basic competence is to write recount text, so the student have to know *what* recount text is, *what* tense and generic structure that used in recount text,

and *how* to combine the word into sentences, sentences into paragraphs ?

Formal : Regarding that the basic competence is to write recount text, so the student have to know *what* recount text is, *what* tense and generic structure that used in recount text, and *how* to combine the word into sentences, sentences into paragraphs.

Analysis : In the sentence above use question word and symbol in formal academic writing, the formal academic writing can not use question word with symbol and if the writer give question, the researcher answer in one sentence.

4. Contracted Form

Contraction is a word or phrase that has been shortened by dropping one or more letters. According to Roberts (2005) contraction is a shortened version of the written and spoken forms of a word, syllable, of word group, created by omission of internal letters and sounds. In writing, an apostrophe is used to indicate the place of the missing letters. Contractions are commonly used in speech (or written dialogue), informal forms of writing, and where space is at a premium, such as in advertising. In very formal writing, such as academic papers, grant proposals, or other works that need to appear professional, the writers do not want to use contractions at all. rely on contractions all the time in normal conversation. When people speak to each other, there is

typically an expectation that they will use contractions (*can't*, *won't*, *shouldn't*) whenever they can, as doing so saves time.

Datum 1

Informal : The student *didn't* have idea, they have difficulty choosing words and phrases that will be used as the opening word or phrase.

Formal : The student *did not* have idea, they have difficulty choosing words and phrases that will be used as the opening word or phrase.

Analysis : In the sentences use word "*didn't*" is not appropriate, because the word is informal word and sometimes "constriction" used whenever people speak. Meanwhile, the word that must used in formal, included very formal writing is "*did not*" without constraction.

Datum 2

Informal : The student lack motivation, they *don't* won to try.

Formal : The student lack motivation, they *do not* won to try.

Analysis : In the sentences above, the use of word "*don't*" is not appropriate, because the word is informal word and sometimes "constriction" used whenever people speak. Meanwhile, the word that must used in formal, included very formal writing is "*do not*" without constraction.

Datum 3

Informal : Futhermore, manay parts of daily life uses English, for example in bussiness, economic, resort, *etc.*

Formal : Futhermore, manay parts of daily life uses English, for example in bussiness, economic, resort, (must be full word)

Analysis : In the sentences above, the use of word “*etc*” is not appropriate, because the word is informal and the name is constraction form. Meanwhile, the word that must used formal word.

Datum 4

Informal : The use of language as a means of clarifying ideas and feeling is equally real, without using language *it's* hard to imagine how people can cooperate one to another.

Formal : The use of language as a means of clarifying ideas and feeling is equally real, without using language *it is* hard to imagine how people can cooperate one to another.

Analysis : In the sentences above, the use of word “*it's*” is not appropriate, because the word is informal word and sometimes “constraction” used whenever people speak.

Meanwhile, the word that must used in formal, included very formal writing is "*it is*" without contraction.

Datum 5

Informal : Simple present tense explain about event that occurred in this time in form simple or some job or action that do it continually or habit in every day, or event or act that *isn't* relation with time.

Formal : Simple present tense explain about event that occurred in this time in form simple or some job or action that do it continually or habit in every day, or event or act that *is not* relation with time.

Analysis : In the sentences above, the use of word "*isn't*" is not appropriate, because the word is informal word and sometimes "contraction" used whenever people speak. Meanwhile, the word that must used in formal, included very formal writing is "*is not*" without contraction.

Datum 6

Informal : The evidence of it is the percentages of the reearcher correctation in SMAN 1 Ngunut when the researcher conducted teaching practice in there is shown more than 50% of all student *can't* read a passage fluency, this

percentages based on the score recapitulation for student got the scores under 75, (see appendix 1).

Formal : The evidence of it is the percentages of the reearcher correctation in SMAN 1 Ngunut when the researcher conducted teaching practice in there is shown more than 50% of all student *can not* read a passage fluency, this percentages based on the score recapitulation for student got the scores under 75, (see appendix 1).

Analysis : In the sentences above, the use of word "*can't*" is not appropriate, because the word is informal word and sometimes "constraction" used whenever people speak. Meanwhile, the word that must used in formal, included very formal writing is "*can not*" without constraction.

Datum 7

Informal : Based on the explanation above, the influence student's *haven't* understand about recount text is the teacher's method in teching writing.

Formal : Based on the explanation above, the influence student's *have not* understand about recount text is the teacher's method in teching writing.

Analysis : In the sentences above, the use of word "*haven't*" is not appropriate, because the word is informal word and

sometimes “contraction” used whenever people speak. Meanwhile, the word that must used in formal, included very formal writing is “*have not*” without contraction.

C. The Types of Informality Which is Frequently Occurred

After discovering the types which are used by the students, the researcher found that each types. This following table which show the number of each types.

**Table 4.1 Table of Frequency of Type Informal Words
in Academic Writing**

.No	Doc.	Type Informal Language in Academic Writing			
		Multi word	Emotive Language	Use direct Question	Constructed Form
1.	T2	-	-	-	5
2.	T3	-	-	1	2
3.	T4	1	2	-	5
4.	T5	1	2	-	-
5.	T6	-	-	-	4
6.	T8	-	-	-	3
7.	T9	1	-	-	2
8.	T10	1	-	-	1
9.	T11	-	2	-	4
10.	T12	1	-	-	-
11.	T13	-	-	-	3
12.	T14	-	-	-	2
13.	T17	1	1	-	2
14.	T18	1	-	1	-
15.	T19	1	-	-	2

16.	T20	-	-	-	4
17.	T21	2	-	1	-
18.	T22	2	-	1	2
19.	T23	2	-	-	1
20.	T25	3	-	1	5
Total		17	7	5	47

In the five years of research report, it can be concluded that there are four elements of informality in total used by the twenty students. From the four elements, there are two elements which are frequently used by the twenty students. The elements are constructed form and multi word. The two elements has different number of frequency. Constructed form are used 47 times meanwhile multi word is used 17 times. The emotive language are used 7 times meanwhile use of question is used 5 times. A form of constructed form in students' research report which are frequently occurred are *don't, isn't, can't, haven't, it's and etc.* Those constructed form is used by the students to abridge the sentence. The example is "The student *didn't* have idea, they have difficulty choosing words and phrases that will be used as the opening word or phrase ". The student can write full word. The next form is multi word, The multi word is used 17 times. Those multi words used by the students to abridge or the students do not know the multi word is informal word to academic writing. The example is "*Up to now, English has the highest seuquence todominate language the world*". The student can use *newest* to change *up to now*.

The next elements is emotive language and use of question. It is found that there are 7 time of emotive language found in students' research report and 5

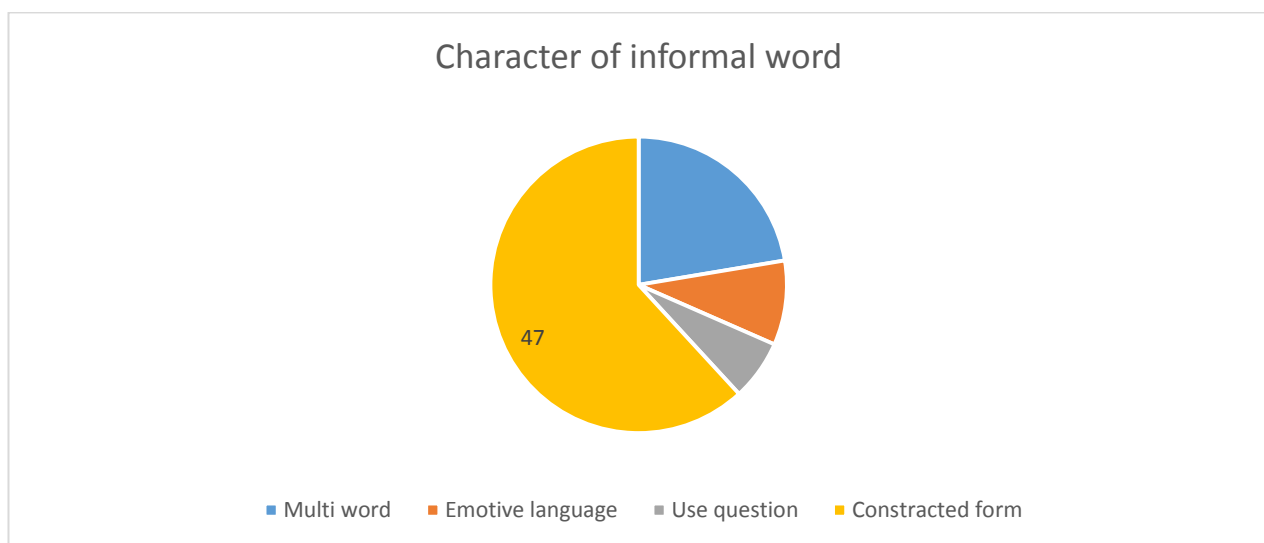
time to use of question. The forms of emotive language which are frequently occurred are *lucky*, and *and others*. For the example from students' sentence is *"Unfortunately, many facts prove that there are some problem found un the field when the teachers ask the student to answer the question that given by the teacher, or doing exercises"*. Those forms of elements are quite often used by the seven students. The last element is use of question or direct question . Direct question are only used seven times in twentyfive students' research report. The example of use of question or direct question form is *"Why student must learn to write ? because sometime they also learn to think"*. The research question in students' research report is not counted to this element. This kind of element is frequently used by the students to suggest the reader.

Table 4.2 Writing Error Frequency

No	Types of informal words	Frequency	Percentage
1	Use Multi word verb	17	22,4%
2	Use Emotive language	7	9,2%
3	Use direct question	5	6,6%
4	Use Constructed form	47	61,8%
	Total	76	100%

The table above, reseacher presentage students' research report. The multi word get 22,4%, than emotive language 9.2% and use question get 6,6%. Constructed form get more presentage with 61,8%.

Figure 4.1
Character of Informal Word



In the above researcher use pie diagram for presentage element of informality. In the diagram pie multi word are colour is blue and emotive language with colour red. The grey for use direct question and yellow for constracted form.

D. Discussion of the Findings

Based on the finding, the researcher found four type of informal writing in the students' thesis. All the character above are multi word, emotive language, use direct question and constracted form. the following is the elaboration discussions of the research findings

1. There are four types of informal languages are made by the students' of English Department at IAIN Tulungagung.

Based on the findings of the study, the researcher draws a conclusion that four types of informal languages are made by the students' thesis. The analysis present the form of informal language found in students' research report. First, the finding of this research shows that many students (17 number) used multi word verb in students' research report.

The other type which is found in students' research report is emotive language. There are seven number of this type. Based on the findings, represents the forms of emotive language in students' research report. Although, emotive language is originally word but emotive language is very crucial to use in academic writing. In line Weston (2000) state also known as loaded terms, emotive language, high-inference language and language persuasive techniques, is rhetoric used to influence an audience by using words and phrases with strong connotations associated with them in order to invoke an emotional response and exploit. According to Fillmore, Kay, and O'Connor (1988) state this emotive writing is very persuasive in nature, it loses the essence of a formal writing and makes it look very subjective rather than objective. Further, the reasons for not using it in easy writing are as follows make the issue look more significant than it actually, create a negative impact on readers, evoke strong emotional response, and emotive language a deliberate attempt to play with reader's mind.

The next type which is found in students' theses proposal is direct question. Form of direct question is found in the middle of the paragraph, any five student used. The student use direct question because the student usually use direct translation from Indonesian to English.

Another type which is found in students' research report is contraction. Based on the finding, there are 47 number of contraction. The findings presents the various forms of contraction made by the students in their thesis. In line Roberts (2005) contraction is a shortened version of the written and spoken forms of a word, syllable, of word group, created by omission of internal letters and sounds. Contractions are commonly used in speech (or written dialogue), informal forms of writing, and where space is at a premium, such as in advertising. In very formal writing, such as academic papers, grant proposals, or other works that need to appear professional, the writers do not want to use contractions at all.

In this research, the researcher know student research report condition. The researcher use sample from 20 student research report in Faculty of tarbiyah and teacher training at IAIN Tulungagung in year 2014-2018. The finding found that the constracted form and multi word are the most element frequently used by the students in students research report. The number of constracted form is 47, while the number of multi word is 17. From those explanation, it can be concluce that this research in line with Zaidatus (2018) stated that the most frequently elements used in several journal is unattended anaphoric pronouns, first person pronoun, and initial conjunctions and

conjunctive adverb. From regarding on the result of data analysis, it found that four kinds of type of informality in their research report. The four types are multi word, emotive language, use of question and constracted forms. The previous researcher also had proved that kinds of informality also used in their research such as the previous research which conducted in library research by Abu & Diana (2012) showed that their research used constracted and multi word as informal style.

The frequency that used in each type based on the result of the data computation reveals that multi word verb had 17 frequency (22.4%), emotive language had 7 frequency (9.2%), direct question had 5 frequency (6,6%), and constracted form had 47 frequency (61.8%). It means that the most of students' thesis of English Department at IAIN Tulungagung used constracted form as infomal language in thesis. It is in line with Ahmad & Islan (2018) stated that mayority student use informal word on their thesis proposal and stuents thought that formal word more harder than informal word to be learned