

## **CHAPTER IV**

### **FINDINGS**

In this chapter, the writer provides the findings of the research including speech acts found in the scientific articles written by native speakers of English; syntactical realizations of scientific articles written by native speakers of English; and coherence found in scientific articles written by native speakers of English.

#### **A. Speech Acts Found in Scientific Articles Written by Native Speakers of English**

Speech acts found in some scientific articles that are studied are commonly included to assertive acts or representatives acts. Searle (as cited in Levinson, 1983:240 in Indraswuri et al, 2015: 3) states that assertive is the act that makes the speaker believe in something to be truth in some propositions. This is match to the statements written by scientists who write scientific article to persuade the readers believing the writer's thought. However, there is also some directives act found in the articles. Directive acts use to get someone else to do something (Hidayat, 2016: 6). The more explanations and the result of analyzing data are presented as below:

##### **1. Assertive Acts**

Assertive act is the most speech act which can be found in the data. Some assertive acts which are found are claiming act, assuring act, arguing act, informing act, conjecturing act, asserting act, reporting act and explaining act. The result is displayed below.

a. Claiming

1) Datum **1.Ab.003.L.05**

*While there is a general belief that speakers commence their discourse with information that is shared prior to telling information that updates the common ground, **our analysis of a corpus of monologue and dialogue shows that matters are not so simple.***

This sentence applies a declarative sentence, seen from the pattern where the subjects of each clause (i.e. *there; speakers commences their discourse with information; our analysis of a corpus of monologue and dialogue*) are put forward predicates.

Taking a look by the first clause, where the statement is ‘*while there is ...*’, because the pattern of sentence is SV (i.e. Subject Verb), then it can be concluded whether this statement is a declarative sentence. Besides, the function of this statement is to attract the readers’ belief by claiming a statement about doing an analysis of a corpus both in monologue and dialogue are not simple. The situation can be drawn, as what required by a claiming act here, the writer wants the readers to believe that what s/he did in analyzing the corpus is not something simple.

The previous conditions can be seen by this sequence. The writer imagines that some readers will think that what s/he writes is not true, thus, writing a corpus is something simple, as an opposition. However, the writer is sure to write that it is not that simple because s/he has a reason to say it. Finally, s/he

writes the statement in order to drive the readers' belief to think that working with such corpus is something which is not simple.

2) Datum **1.In.016.Par2.L.01.P.2**

*While it is true to say that the exact manner in how meaningless phonetic units are reinterpreted as meaningful linguistic units within a mind remains unknown – though see Cutler (2012) for ideas about how phonological structure is encoded and decoded into lexicogrammatical units – we assume that hearers as a matter of course unproblematically reinterpret phonetic structure as linguistic structure in numerous daily communicative events.*

Considering the sentence pattern in datum **1.In.016.Par2.L.01.P.2**, the form can be taken as *while* which functions as a conjunction, followed by *it is true to say* which indicates the pattern Subject Verb Complement following to infinitive followed by verb 'say', hence it can be concluded as a declarative sentence. The sentence of declarative can be used to performing a claiming. Before judging that this statement is a claiming pattern, the function of why the writer state this is s/he wants the readers to believe that meaningless phonetic units can be reinterpreted as a meaningful linguistics units. The writer also emphasizes the clause '*it is true*' as a strong statement to judge that the following statement s/he writes is true. The writer needs to write '*it is true*' to ensure the readers, which means, some of readers in writer's thought think that it is not true according to what s/he states. Thus, in the base of some reasons above, this statement can be classified into a claiming statement.

b. Assuring

1. Datum **1.Me.030.Par1.L.10.P.3**

*This was done to enable the groups to share the experience so that each participant could know how much context they shared with their cohort..*

Considering the pattern used in this sentence (i.e. S followed by V), thus, this sentence can be categorized into declarative sentence. A declarative sentence is able to be used in assuring act. The writer wants to ensure the writer that ‘*this*’ as what is done by the writer is something that can enable the groups to share the experience, taking a good effect by doing ‘*this*’. Analyzing this sentence must understand to whom ‘*this*’ refers to. By highlighting the context of the statement (i.e. understanding datum **1.Me.029.Par1.L.09.P.3** and **1.Me.028.Par1.L.07.P.3**), ‘*this*’ as the writer means refers to playing the video in the recording studio. By this, the writer aims to ensure the reader that playing the video in the recording studio for each group is able to sharpen individual’s understanding of context and their cohort. The precondition is the writer assumes that the readers are thinking of something that s/he wants to be true. Then, by stating this, ‘to enable sharpen the individual’s understanding of context and their cohort,’ then the writer wants the readers to remove their worry.

2. Datum **2.Li.024.Par3.L.07.P.54**

*But that distinction has not always been insisted upon (e.g., DeKeyser 1998) and, what with the variations on FonF that have ensued, the distinction appears to be less insisted upon today (e.g., in Nassaji and Fotos 2011).*

Considering from the pattern found in this sentence, i.e. Subject (*that distinction*) followed by Verb (*has not always been insisted*), then this sentence is categorized into a declarative sentence. A declarative sentence is suitable to apply in an assuring act. Assuring here is to remove the readers' worry that the statement is not true. By this, in order to remove the readers' worry about rightness of the statement wrote by the writer, the writer then provides some examples which can be gathered from various references (i.e. *e.g., DeKeyser 1998* and *e.g., in Nassaji and Fotos 2011*). A various reference is able to indicate that the statement is just not something which cannot be taken its responsibility.

c. Arguing

1. Datum **1.Me.037.Par2.L.08.P.3**

*However, unlike her we do not feel that the solution is to abandon the notion of tone groups and instead argue that the fuzziness of the location of the boundaries is irrelevant to the discussion of intonational meaning.*

The statement's form consists of subject (i.e. *we*), and verb phrase (i.e. *do not feel*) at the beginning of the sentence.

Considering this form, where we can find SV means that it is a declarative sentence. Besides, a declarative sentence also can be used to implement an arguing act (cf. p.). Considering the function of stating this sentence, the writer wants the reader to know that the writer has a different thought through a statement stated by Barth Weingarten (cf. datum **1.Me.036.Par2.L.06.P.3**). Besides inviting the readers to know, the writer also creates an argument that the fuzziness of the location of the boundaries is irrelevant to the discussion of intonational meaning. Arguing act here is detected by the presence of an oppositional idea derived by the writer, indicated by ‘*unlike her, we do not feel that ...*’. The writer gives an opposite idea, then s/he also proposes the argument i.e. ‘*and instead argue that the fuzziness of the location of the boundaries is irrelevant to the discussion of intonational meaning*. Thus, this statement can be categorized into an arguing act.

## 2. Datum **2.Li.050.Par10.L.1.P.56**

*Naturally, acquisition research and linguistics must go hand-in-hand, since “in order to analyze how language is learned, acquisition researchers need to know the exact nature of what is learned” (Niemeier and Achard 2000, 2).*

The sentence pattern of this datum is SV, where the subject is *acquisition research and linguistics* and the verb is *must go*. Actually, there are some clauses in this sentence, however, the

main clause has SV pattern, thus, this sentence becomes the object to analyze. Accordingly, considering from the pattern used, then this sentence can be categorized into a declarative sentence. In this sentence, the writer provides an idea about *acquisition research and linguistics must go hand-in-hand*, and it is done *naturally*. Besides stating a thought, the writer also provides an evidence to support the writer's idea, i.e. *since "in order to analyze how language is learned, acquisition researchers need to know the exact nature of what is learned"* (Niemeier and Achard 2000, 2). Accordingly, this datum functions as an arguing act. Thus, a declarative sentence can be used to represent an arguing act.

d. Informing

1. Datum **1.Ab.005.L.11**

*In our analysis we combine (i) a speech functional analysis, (ii) a description of a hierarchy of informational foci and (iii) prosody in order to develop a detailed description of how speakers manage information flow in real time.*

The sentence form here consists of Subject (i.e. *we*) and Verb (i.e. *combine*), then it can be concluded that this sentence is a kind of a declarative sentence seen from SV pattern it has. A declarative sentence can be used to implement informing act. In this sentence, the writer's intention is to inform the reader about the content of his/her analysis, indicated by '*in our analysis we*

*combine ...*’ then the writer provides some details about what s/he combined in his/her analysis (i.e. (i) *a speech functional analysis*, (ii) *a description of a hierarchy of informational foci* and (iii) *prosody*). The writer’s aim to inform is, s/he is sure that the readers have already known yet about the content of information s/he has, but the reader(s) also want to know. Then, the writer wants the readers to know about the content s/he informing. Finally, the writer states this sentence to inform the readers. Hence, the function of this sentence is to inform the readers about the analysis condition done by the writer.

## 2. Datum **2.Ab.001.L.01**

*This is a position paper aimed at the interface between meaning-oriented linguistics generally and instructed language learning.*

It is obvious to say that the form of this sentence in the beginning is SV (i.e. the subject is ‘*this*’ and the verb is ‘*is*’). Then, the type of the sentence is declarative sentence. The sentence contains pointing about the aim of the paper by the words ‘*this is a position paper aimed at*’. Thus, the writer wants to inform the readers about the aim of writing the paper explicitly. The precondition by the writer’s thought is, the reader has already known yet about the paper’s aim. Then the writer is sure that the readers want to know the aim, because of assuming this, then the writer state this information to inform the readers



which affect to make the readers know about the aim of the paper.

e. Conjecturing

1. Datum **2.Con.251.Par7.L.12.P.71**

*For the time being, if even linguists do not agree on the semantic value of a particular grammatical form, then perhaps teachers and teacher educators need not be too concerned about the ultimate validity of their own insights.*

The form of the sentence is SV where the subject is come forward than the verb. This sentence consists of some clauses. The subject of first clause is *linguist*, and the verb is *do not agree*. For next clause, the subject is *the teachers and teacher educators*, meanwhile the verb is *need not be too concerned*. Considering the pattern of the sentence i.e. SV, this sentence can be categorized into a declarative sentence. Next, the writer's intention writing this sentence can be emphasized into the presence of *perhaps* in the second clause. The word *perhaps* can be categorized into an element of uncertainty. The presence of uncertainty can drive this sentence into a conjecturing act. Hence, this sentence is a conjecturing act.

2. Datum **2.Con.252.Par7.L.15.P.71**

*Their insights might well surpass whatever guidance is given in many published treatments.*

The form of this sentence consists of SV form. The subjects of each clause are *their insights* and *guidance*. Meanwhile the verbs are *might well surpass* and *is given*. Considering the pattern found where the pattern is SV, thus this sentence can be classed as a kind of a declarative sentence. Besides, this sentence contains an element of uncertainty, i.e. the presence of the word *might* at the first clause. This uncertainty then indicates that the writer's sure about what has s/he says is less sure. The sequence is drawn as follow, the writer wants the reader to know about *their insight* (cf. datum **2.Con.251.Par7.L.12.P.71** that '*their*' refers to teachers and teachers educators) which probably well surpass. However, the writer also provides an element of uncertainty i.e. *might* which indicates an uncertain of what s/he states. Thus, by this sequence, the writer states a conjecturing act.

f. Asserting

1. Datum **1.Me.045.Par3.L.11.P.4**

*In our data the number of tone groups per increment produced by the individual speakers found in monologues ranged from 3.5 to 8.2 with a mean of 4.7.*

This sentence has a subject and verb pattern where the subject is '*the number of tone groups per increment produce by the individual speakers*' meanwhile the verb is '*found*'. Thus, because the pattern is SV, this sentence can be classified to a

declarative sentence. In this sentence, the writer provides the number of tone groups, which means presenting the data that is based on the fact and can be tested the rightness of what s/he says. Thus, the impact of presenting this sentence, the writer wants the readers to know then believe that what s/he finds is number ranged from 3.5 to 8.2 with a mean of 4.7. Considering in giving the truth and inviting the readers to believe what the writer has asserted, this function of sentence can be categorized into an asserting act.

2. Datum **2.Con.245.Par6.L.07.P.70**

*This call for an expanded role for second-language teachers' explicit knowledge of the target language structure echoes a similar call regarding foreign-language teachers made by Lantolf (2009).*

The pattern of this sentence is SV seen within the subject '*This call for an expanded role for second-language teachers' explicit knowledge of the target language structure*' and the verb of sentence, '*echoes*'. By this, this sentence can be categorized into a declarative sentence seen by its pattern. Besides, the writer wants the readers to believe that what s/he writes is true, by accomplishing the truth which mentioning a name and a year (i.e. Lantof and 2009) as a strong certainty. Thus, by this the writer wants the impact of stating this sentence drives the

readers to believe that what s/he writes is true. Accordingly, this sentence can be categorized into an asserting act.

3. Datum **3.Me.099.Par5.L.02.P.7**

*A key element in Foucault's understanding of discourse formations is how those in positions of power in institutions act as 'authorities of delimitation' (Foucault 1989 [1969], 41–42).*

The pattern of this sentence is SV, where the subject is 'A key element in Foucault's understanding of discourse formations' whether the verb is 'is'. Considering the pattern, this sentence can be categorized into a declarative sentence. In this sentence, it contains a function as driving the readers to believe what has been written by the writer by providing a certainty element, that is mentioning the reference (i.e. *Foucault 1989 [1969], 41–42*). This reference is a strong element to invite the readers believe that what is said can be justified its truthfulness. Hence, this sentence can be categorized into an asserting act.

g. Reporting

1. Datum **1.Me.139.Par18.L.07.P.12**

*The speaker judged that this was only realised through the addition of still surviving*

The sentence pattern of this sentence is SV, where the subject is 'the speaker' and the verb is 'judged'. Accordingly, this sentence can be classified into a declarative sentence. This declarative sentence can be used as a form to report information.

This sentence gives an information where the activity in the content of the sentence, i.e. the judgment of the speaker has been done. Because of informing an activity which has been done, which impact the readers know the result of activity, this sentence can be categorized into a reporting act.

2. Datum **2.Con.243.Par6.L.03.P.70**

*The approach, termed Focus on Form and Meaning (FFM), expands upon FFI in that it would tie particular linguistic meanings to particular linguistic forms.*

This sentence pattern is applying SV pattern where the subject is ‘*The approach, termed Focus on Form and Meaning (FFM)*’ and the verb is ‘*expands*’. Considering the pattern found, thus this sentence can be classified into a declarative sentence which is able to be used in reporting act. The writer provides an information where it has happened and the writer wants the readers to know for what has been done through the approach which termed as FFM. The key element which means that this has been done is the presence of the word ‘*would*’ which means it has been done in the past, although the verb used is presenting a present verb (i.e. expands). However, the writer presents a present verb within consideration of it is a true and fact of what s/he found. Considering to this, the sentence function is reporting and classified into a reporting act.

3. Datum **3.Fi.126.Par3.L.01.P.9**

*Here we have the expression of the EMI gaze, emanating from a deeper discourse formation constructing the accepted and legitimate rules and regulations, the practices, the behaviors, and ultimately the subjects of higher education in the world today.*

The sentence pattern is SV where the subject is ‘we’ and the verb is ‘have’. Considering the pattern found, then this sentence can be categorized into a declarative sentence which is suitable to form a reporting sentence. This sentence contains the result of the writer’s investigation indicated by ‘here, we have the expression of the EMI gaze, emanating from a deeper discourse formation...’. The writer wants the readers to get useful information about what s/he investigates. Thus, by providing this information, the readers then know the result of investigated information provided by the writer. By this, this sentence then can be classified into a reporting act.

#### h. Explaining

##### 1. Datum **1.Re.254.Par12.L.10.P.21**

*To make sense of our data we divided it into what we labelled congruent and non-congruent examples and examined the lexicogrammatical realisation of the focal item in the increment final tone group.*

The first sentence consist of a verb phrase, i.e. *to make*, next is the existence of a noun phrase i.e. ‘*sense of our data*’. However, the core of the sentence is using pattern SV where the subject is *we* and the verb is *divided*. Considering this, the sentence pattern

can be classified into a declarative sentence. Besides, this sentence provides information in details about the element which is able to make sense of the writer's data, i.e. seen from the part '*it into what we labelled congruent and non-congruent examples and examined the lexicogrammatical realisation of the focal item in the increment final tone group*'. The writer wants the readers to know the information in detail by describing about the things which is able to make sense of the writer's data. Thus, this sentence is able to classified into an explaining act.\

2. Datum **2.Con.241.Par5.L.07.P.70**

*In practice, of course, learners will not always make the most felicitous choices (not even native speakers do that), but, guided by both the meanings and the facts of usage, these learners are better off than their peers who have either no direction or else suffer from misdirection.*

This sentence pattern can be categorized into a SV pattern considering from subject, i.e. *learners* and verb *will not always make*. Thus, this sentence can be categorized into a declarative sentence. The writer wants the readers know the information about the learners in practice in details. S/he provides the information in describing the condition of the learners in selecting felicitous choices. Because of this consideration, then the writer provides a explaining act.

3. Datum **3.Me.108.Par6.L.06.P.7**

*This means that in any analysis of storylines emergent in interaction, it is interesting not only to consider instances in which the gaze is, in effect, accepted and owned by the gazed-upon, but also instances in which it is resisted, and beyond this, the effect of resistance.*

The sentence has a subject i.e. *this* and a verb, i.e. *means* which construct a SV form. According to the form used, the sentence can be categorized into a SV form which can be classified into a declarative form. The writer provides words '*this means that*' which has a mean to describe and explain in details following with the conditions of '*any analysis of storylines emergent in interaction, it is ...*'. The writer wants the readers know in details about the situations in analysis of storylines s/he means. By considering this, thus this sentence functions as explaining act.

## 2. Directive Acts

### a. Datum **1.Me.129.Par17.L.18.P.11**

*See Brazil (1997, 40–66) and O'Grady (2010, 157–200) for a more comprehensive description of the systems of key and termination.*

The pattern of this sentence is VO, where the verb is '*see*' and the object is '*Brazil*'. Considering the pattern, then this sentence is classified into an imperative sentence. The subject of this sentence is omitted because of the pattern which commonly used in imperative sentence. Furthermore, the subject here is actually *you* which directly stands for the reader. Thus, the complete sentence should be '*you see*



*Brazil ...*'. Considering the pattern of the sentence which is an imperative sentence, thus this sentence must be a directive act. The writer gives an offer for the readers if the readers need some more explanations provided by the writer, then the reader may open the information delivered by the writer. However, if the readers feel enough for information s/he has, then they may not open the recommendation given by the writer. Thus, the writer does not force the reader to do something, yet, the writer orders the readers to open if the readers need some more explanations. Besides, the writer also gives a certainty that what s/he explains has a source which can be verified.

b. Datum **2.Li.042.Par8.L.03.P.55**

*For discussion of the compatibility and differences between Cognitive Grammar and Columbia School, see Kirsner (2004), Langacker (2004), and Huffman (2012).*

The pattern of this sentence is an imperative sentence, seen from the verb (*see*) which comes forward from object (*Kirsner, Langacker, and Huffman*). The sentence is started by a prepositional phrase (*for discussion of ...*), followed by verb and object. Accordingly, this sentence is an imperative sentence. Because of the pattern is imperative sentence, then this sentence can be categorized as a directive act. The writer provides the readers a recommendation i.e. seeing Kirsner, Langacker and Huffman where the readers can get the discussion of the compatibility and differences between cognitive

grammar and Columbia School there. Thus, the writer does not do a force for the reader. Meanwhile s/he gives an option and recommendation if the readers need to know.

c. Datum **2.Li.073.Par16.L.05.P.57**

*See below.*

The sentence consists of verb, i.e. ‘*see*’ and object ‘*below*’, where the subject is omitted (i.e. *you*, directed to the readers). Considering the pattern used, then this sentence is categorized into an imperative sentence. Considering the pattern found, this sentence must be classified into a directive act. The writer orders the readers to see below, where below is directed to datum **2.Li.074.Par17.L.01.P.58**.

The writer asks the readers to see below because, as datum **2.Li.072.Par16.L.04.P.57** states, the writer wants the readers to get information about the constructions of subject agreement. Thus, this sentence can be categorized into a directive act.

**B. Syntactical Realizations Found in Scientific Articles Written by Native Speakers of English**

Syntactically realizations found here are mapped into some options. First is based on the sentence’s type which is included into grammatical mood, including declaratives, interrogatives, imperatives, and exclamatives. However, considering the writing type of scientific article, the exclamatives is omitted to analyze. Next is based on the sentence voice including active and passive voice. Third is considering to the complexity of the sentence used, which includes simple sentence, compound sentence and complex sentence.

For addition, the kind of phrases used in earliest statement of the writer each sentence is also considered, including noun phrase, adjective phrase, adverbial phrase, verb phrase and prepositional phrase. The more results of the finding is clearly described below.

## 1. Sentence Type or Grammatical Mood

### a. Declaratives

Considering the type sentences applied in scientific article which must be concise and so forth, following the rules of writing scientific articles, the most sentences found in scientific articles written by native speakers are classed into declaratives one. There are some data implemented as a declarative acts in some various functions of speech acts, those are claiming, assuring, arguing, informing, conjecturing, reporting and explaining. The presentation of data and data analysis is displayed below.

#### 1) Claiming

##### a) Datum **1.In.008.Par1.L.01.P.1**

***It is a truism** that speakers produce spoken language as a linear string of ordered elements in real time.*

This claiming sentence here, considering from the presence of ‘*it is a truism that ...*’ applying a declarative sentence seen from the pattern used by it, i.e. SV pattern, where the subject is ‘*it*’ and the verb is ‘*is*’. Thus, a claiming can be formed by a declarative sentence.

b) Datum **3.Fi2.135.Par1.L.02.P.9**

*They do not ascribe themselves enough authority, authenticity or knowledge to address language issues and so they do not adopt the English language related identity that would sustain such a position.*

This sentence contains a claiming based on the presence of *'they do not ascribe themselves enough authority, ...; so they do not adopt the English language related identity that ...'*. The writer wants the readers to believe what s/he states. Meanwhile, this kind of claiming uses a pattern of sentence as SV where the subject is *'they'* and the verb is *'do not ascribe'*. Thus, this sentence categorized into a declarative sentence which is suitable to apply a claiming act.

2) Assuring

a) Datum **1.Me.030.Par1.L.10.P.3**

*This was done to enable the groups to share the experience so that each participant could know how much context they shared with their cohort.*

This sentence contains *'this was done to enable the groups to share ...'* means that the writer ensures the readers about why *this* must be done. In doing ensuring, the sentence pattern is using SV where the subject is *'this'* and the verb is *'was done'*. Considering the pattern of the sentence found there, then this sentence can be classified into a declarative sentence which can be used to deliver an assuring act.

b) Datum **2.Fi5.160.Par4.L.04.P.65**

*But if that is the case, as Reid (1991) claims, then we do not need the rule of thumb to begin with.*

This sentence contains *as Reid (1991) claims*. The presence of that words is used to ensure the readers that what has stated by the writer has a certainty element which can be verified the rightness. The pattern of this sentence is started by 'but' as the conjunction and followed by 'if' as a conjunction too. Then, we can find 'that' here functions as pronouns which posits as a subject of the sentence, and followed by 'is' as the verb. By this pattern found, then this sentence can be categorized into a declarative sentence because of the pattern SV is found.

3) Arguing

a) Datum **1.Me.064.Par4.L.02.P.5**

*The element don't like is in traditional terms transitive and requires an object (Quirk et al. 1985, 53); the speaker is required to produce a further element in order to realise a grammatically adequate chain.*

The writer provides a statement of 'the speaker is required to produce a further element in order to' which means s/he argues about what should be done by the speaker and the words 'in order to' have a mean as the reason why the writer argues about it, in order to invite the readers believe

and agree with what the writer says. This sentence started with some words '*the element*' which posits it as the subject of the first clause in this sentence. Then, the subject is followed by '*don't like is*' and it acts as the verb. The second clause is also using SV pattern where the subject is *the speaker* and the verb is '*is required to produce*'. By considering the SV pattern found, then this sentence is categorized into a declarative sentence. Hence, a declarative sentence can be used to present an arguing act.

b) Datum **3.Fi2.136.Par1.L.04.P.9**

*In addition, for STEM lecturers, language is often not the chief meaning-making resource in the disciplinary discourse, where numbers, graphs, images and so forth often dominate (Airey 2012).*

In this sentence, the writer provides his/her idea about language and its relation through the disciplinary discourse. The writer gives reason and supporting idea which invites to persuade the readers that what s/he states is true. The supporting idea here is by giving a citation i.e. Airey 2012. Accordingly, this sentence functions as an arguing act. Besides, the pattern of the sentence, we can find subject in the early sentence i.e. *language* then followed by verb i.e. *is*. By following the pattern of SV, then this sentence can be categorized into a declarative sentence. A declarative sentence can be used to apply an arguing sentence.

#### 4) Informing

##### a) Datum **1.Me.049.Par1.L.01.P.4**

*In this section, we present the concept of the increment with the model in Brazil (1995) as our point of departure.*

In this sentence, the writer gives information (informing) to the readers about the concept of the increment s/he used by stating ‘*we present the concept of the increment*’. The writer wants the readers to know because the writer assumes that the readers also want to know about the content of *this section* as mentioned in datum **1.Me.049.Par1.L.01.P.4**. Then, the writer provides this statement to make the readers know. Accordingly, this sentence can be classified into an informing act. Looking at the pattern used in datum **1.Me.049.Par1.L.01.P.4**, there can be found subject followed by verb, where the subject is ‘*we*’ and the verb is ‘*present*’. Accordingly, this sentence can be categorized into a declarative sentence.

##### b) Datum **3.Ab.004.L.12**

*This discussion is followed by further background information about the context and the methodological framework adopted here, a revised version of Positioning Theory.*

The writer writes this sentence aims to inform the readers about the discussion s/he mentioned. Thus, by stating this

sentence, the writer assumes that the readers become know about the discussion mentioned by the writer. The writer also assumes that the readers want to know it, then the writer provides this sentence. Thus, this sentence can be categorized into an informing act. Besides, the pattern used by this sentence is subject i.e. *this discussion* followed by verb i.e. *is followed*. Because we find SV pattern in this sentence, then this statement can be categorized into a declarative sentence.

#### 5) Asserting

##### a) Datum **1.Re.230.Par7.L.11.P.19**

*For the overall conversation data the  $\chi^2$  was = 6.7118 with a  $df = 1$ .*

When the writer provides number as the result of gaining data and the result of analysis, thus the sentence must contains fact and truth. Accordingly, this sentence functions as an asserting act where the writer provides a fact for the readers. Discussing about the sentence pattern, this sentence started by a prepositional phrase i.e. '*For the overall conversation data*'. Next, we can find '*the  $\chi^2$* ' as the subject of the sentence, and *was* which acts as the verb. Thus, the sentence pattern is SV. In conclusion, the sentence can be categorized into a declarative sentence.



b) Datum **3.Li2.037.Par1.L.13.P.3**

*Especially in Japan, there was support among students for additional CLIL-like and ESP-like classes, which in many cases would be taught by native speakers of English.*

The writer uses *was* which indicates as a past form. And this means that what s/he says is a fact, has happened and can be verified the rightness. Thus, accordingly, it functions as an asserting act which mentions the fact and truth. Discussing about the pattern of the sentence, we can find a subject i.e. *there* and followed by *was* as the verb. Thus, because the pattern is SV, this sentence can be categorized into a declarative sentence.

6) Reporting

a) Datum **1.Me.150.Par21.L.07.P.12**

*There is widespread agreement that the tone group represents a single piece of information which is presented to the hearer, e.g., Chafe's (1994) idea unit, Cruttenden's (1997) presentation unit, Halliday and Greaves (2008) information unit and what the formalist tradition calls a sense unit, (e.g., Watson and Gibson 2004).*

The function of this sentence is to reporting the results of investigation which is had by the writer. The indication can be seen from the examples of citations had by the writer (i.e. '*e.g., Chafe's (1994) idea unit, Cruttenden's (1997) presentation unit, Halliday and Greaves (2008) information unit and what the formalist tradition calls a sense unit,*

(e.g., Watson and Gibson 2004'). The writer must investigate the theories then s/he reports it that there is widespread agreement about the tone group. The pattern of this sentence is we can find *there* in the earliest sentence acts as the subject followed by *is* acts as the verb. Thus, considering the pattern, i.e. SV, the sentence can be considered into a declarative sentence.

b) Datum **3.Li2.036.Par1.L.07.P.3**

*Meanwhile, in a comprehensive report commissioned by the British Council on the state of play of EMI at seven universities in Japan and eight universities in China, researchers found that while students in both contexts tended to see EMI as an English language learning opportunity, teachers framed it more as an 'an instructional approach to content learning, rather than as a tool for learning English' (Galloway, Kriukow, and Numajiri 2017, 33).*

The writer does a reporting act here, based on presenting sequence information gained from an investigation s/he makes. The evidence element of investigation s/he made can be seen from the words '*in a comprehensive report commissioned by the British Council on the state of play of EMI at seven universities in Japan and eight universities in China*'. Without doing an investigation, the writer must never gain that information. Thus, by this, this sentence can be classified into a reporting act. Discussing about the pattern of the sentence, we can see *researcher* in line 4

which acts as the subject, then followed by *found* which acts as the verb. Then the nucleon of the pattern sentence is SV. Thus, it can be concluded that the sentence can be categorized into a declarative sentence. A reporting act can be patterned with declarative sentence.

## 7) Explaining

### a) Datum **1.Me.148.Par21.L.03.P.12**

*A tone group is a stretch of speech which contains a single major pitch movement which is anchored to a prominent syllable known as the tonic.*

This sentence is used to explain the writer's thought about a tone group to the readers. This can be investigated from the words '*A tone group is a stretch of speech which ...*'. In this part, the writer wants the reader to know the information about a tone group in detail by describing and mentioning in detail. Thus, considering those aspects, the sentence can function as explaining act. Besides, concerning to the pattern sentence, this sentence started by a noun phrase, i.e. *A tone group*, followed by verb *is*. The sentence pattern then can be concluded as SV. Hence, this sentence can be categorized as a declarative sentence. An explaining act can be performed with declarative sentence.

### b) Datum **3.FCon.196.Par3.L.05.P.14**

*Apart from a focus on vocabulary, there is no attention to language manifested in the classroom, as there are no pedagogical moves towards a true CLIL-ization of EMI (MoncadaComas and Block 2019): a true CLIL-ization would mean explicit teaching and not the naïve notion of learning by osmosis mentioned in the introduction to this paper (Dafouz 2014).*

This sentence aims to explain the readers about CLIL-ization and its relation through language manifested in the classroom. The writer provides some detail information to clearance the readers about what s/he states. Thus, this sentence functions as explaining act. Besides, considering the pattern used by writer, we can see the writer applies SV where, the subject is ‘*there*’ and the verb is ‘*is*’ in line one. Next, in the second clause, there is also ‘*there*’ functions as the subject and ‘*are*’ acts as the verb. For third clause, there is also SV pattern, where the subject is ‘*a true CLIL-ization*’ and the verb is *would mean*. Hence, considering the consistent pattern of SV, thus this sentence can be categorized into a declarative sentence.

b. Interrogatives

1) Datum **1.SubTi.048.P.4**

*What is an increment?*

An interrogative sentence can be analyzed by the form of the sentence used by the writer, i.e. the pattern applied in the sentence in datum **1.SubTi.048.P.4** is started with a WH-

Question, i.e. *what*, then followed by *to be is*, and followed by the subject i.e. *an increment* and finished with a question mark. Thus, this sentence can be categorized into an interrogative sentence within a form as Question word + to be + S + ? The function of this sentence is inviting the readers to think about the increment s/he mentioned previously in datum **1.Me.047.Par4.L.01.P.4**. Besides, this interrogative form places as a sub title of literature review section. Thus, this sentence functions as an inviting thought through readers about next discussion.

2) Datum **2.Li.072.Par16.L.04.P.57**

*For instance, what if the construction of subject verb agreement were motivated?*

The pattern of this sentence, as previously, consists of a question word i.e. *what* and followed by conjunction *if* and noun phrases i.e. *the construction of subject verb agreement* which can be classified as the subject and verb phrase, which consists of *to be were* followed by past participle *motivated* which indicates as a passive voice. Thus, by this, this sentence can be categorized into an interrogative sentence. The function of this sentence is to invite the readers predicting about the construction of subject verb agreement if they were motivated. The key element that this sentence is inviting the readers to predict can be analyzed by

the diction of *what if*. Thus, this sentence, although the form is interrogative form, but it does not mean asking the reader, hence inviting them to predict.

c. Imperatives

1) Datum **2.Li.066.Par15.L.07.P.57**

*See Diver, Davis, and Reid (2012) on the “stickily tenacious” nature of traditional categories.*

Obviously, we can see the pattern of this sentence is VO, where the verb is *see* meanwhile, the objects here are *Diver, Davis, and Reid*. This sentence does not contain an obvious subject because the presence of subject is omitted. The subject must be *you* which direct to the receiver of this sentence that is the readers. However, the function of this sentence is to tell the readers if they need to know more about nature of traditional categories.

2) Datum **2.Fi5.165.Par5.L.03.P.65**

*Always make your verbs agree with your subjects, and you will be wrong only a small percentage of the time; try to pick and choose, and you risk making bad choices.*

The pattern of this sentence is VOV, where the verb is ‘*make*’ and the object is ‘*your verbs*’, then followed by a verb again to do an action of ‘*your verbs*’, that is ‘*agree*’. This is just for the first clause. The next clause of this sentence, there is a verb phrase in earliest clause i.e. ‘*try to pick and choose*’. Thus, according to the pattern found, this sentence can be categorized

into a directive act. The function of this sentence is inviting the readers to do a certain procedures, besides, the writer also gives a certain effect (i.e. *'and you will be wrong only a small percentage of the time'* and *'and you risk making bad choices'*) if the readers follow what s/he told. Thus, the writer gives a force for the readers to follow his/her statement. This act can be categorized into a requiring act. The more explanation is, the writer wants the readers to do a certain things, and what the writer wants cannot happen if the readers do not do that. Then, the writer states as in datum **2.Fi5.165.Par5.L.03.P.65**. So that the writer assumes that the readers will make it happen, considering the effect presented by the writer if the readers follow his/her up.

## 2. Sentence Voice

### a. Active Voice

The pattern of active voice can be applied into some functions; those are claiming, assuring, arguing, informing, reporting and explaining.

Here are the data presentations and data analysis.

#### 1) Claiming

##### a) Datum **1.In.020.Par3.L.09.P.2**

*This will enable us to examine how in extended monologues as well as conversations speakers balance their informational and interactional needs within and between increments.*

Sentence voice can be seen from the position of subject verb and object. For active voice, the position must be SVO, where the verb phrase must be base form and past tense which come after the subject. In this data, the subject (i.e. *this*) comes forward the verb phrase (i.e. *will enable*). And the format of the verb phrase is auxiliary *will* followed by *enable* as a base form. Thus, this sentence can be categorized into an active voice. Datum **1.In.020.Par3.L.09.P.2** can be categorized into a claiming because the writer wants the readers to believe what s/he says about '*this*' which, according to the writer *will enable us to ....* Thus, the active voice can be used to perform claiming act.

b) Datum **2.Con.247.Par7.L.03.P.71**

*This is a necessary direction for research.*

The pattern of this sentence is a nominal sentence where the subject is *this* followed by the verb *is* and continued to a noun phrase i.e. *a necessary direction*. Because the verb phrase is only a single verb without any additional auxiliary or modal, thus this sentence can be categorized into an active voice. In this sentence, the writer does a claim by inviting the readers to believe that what s/he says about '*this*' in datum **2.Con.247.Par7.L.03.P.71** is a necessary



direction for research without any evidence s/he makes. Thus, this sentence can be categorized into a claiming act. It means that an active voice can be applied to present a claiming act.

## 2) Assuring

### a) Datum **1.Me.039.Par2.L.14.P.3**

*Furthermore, by following the criteria set out in Tench (1996) we were able to identify the vast majority of tone group boundaries without due difficulty.*

The pattern of the sentence is considering the independent clause it has, i.e. *we were able to identify the vast majority of tone group boundaries*. Accordingly, the pattern we find here is there is a subject, i.e. *we* followed by verb i.e. *were*. The verb used is a to be without any additional past participle following it, thus this sentence can be categorized into an active voice. The sentence can be classified into an assuring act according to the function where the writer provides '*by following the criteria set out in Tench (1996) we were able to identify...*' to ensure the readers that s/he does follow a criteria to identifying his/her work. Thus this means the writer ensures the readers, removes the worry of the readers by stating in datum **1.Me.039.Par2.L.14.P.3**, which in identifying the criteria, s/he follows a verified

way. In conclusion, an active voice can also be used in assuring act.

b) Datum **2.Li.019.Par2.L.04.P.54**

*Within this broad grouping there is an inclination, consistent with functional linguistics, to view grammar not as a formal, rule-governed structure on which meaningful words are hung but as itself contributing to the communication of meaning (cf. Ellis 2002, 23).*

Consciously, we can conclude that this sentence has some clauses (i.e. *a. Within this broad grouping; b. there is an inclination; c. consistent with functional linguistics; e. to view grammar not as a formal rule-governed structure; e. on which meaningful words are hung; f. but as itself contributing to the communication of meaning (cf. Ellis 2002, 23)* and it has an independent clause, i.e. *there is an inclination*. The pattern of this independent clause is a nominal sentence, and we can find *there* as subject, *is* as verb, and *an inclination* as complement. The verb used here, (i.e. ‘*is*’) is just a single verb without any extra additions auxiliary or past participle. Thus, this can be categorized into an active voice. Besides, the presence of *cf. Ellis 2002, 23*, which means ‘compare with’ can be categorized into an assuring the readers that what has been stated by the writer, the comparison can be found in the book written by Ellis, published in 2002 page 23. By stating

the comparison, this can assure the readers that the writer's explanation is not just a claim without any evidence and the rightness can be verified. Thus, this can be stated as an assuring act. Hence, active voice can be apply to present an assuring act.

### 3) Arguing

#### a) Datum **1.In.014.Par1.L.02.P.2**

*They are units that in themselves contain no meaning but at the same time Hjelmslev (99) recognised that the same units contract function to plerematic, i.e., meaningful elements on the content plane of the linguistic sign.*

This sentence has some clauses, however, the pattern of first clause we can find a SV pattern where the subject is *they* and the verb is *are*. Considering the verb phrase it has, i.e. *are* only without any additional past participle, then this clause can be categorized into an active voice. The next clause, i.e. '*that in themselves contain no meaning*', the VP here is *contain* which has a form base, thus this is also a kind of active voice. Next, a clause '*but at the same time Hjelmslev (99) recognised that the same ...*', the VP is '*recognised*' which is recognized as past tense considering the subject i.e. *Hjelmslev* (i.e. a name of a person). Next, the presence of conjunction *that* which makes the voice of this

clause is an active voice. The writer does an arguing in this sentence, seen from the statement '*They are units that in themselves contain no meaning*'. The writer gives an idea about some units s/he mentions and tries to persuade the readers so that the readers know that his/her idea has a strong certainty. However, the writer also proposes an opposite thought derived by Hjelmslev that the same units as the writer mentioned in the first clause has a function to plerematic. Thus, the writer here gives an argumentation which can be categorized into an arguing act. In conclusion, an active voice is also able to be implemented in arguing statement.

b) Datum **1.Me.068.Par5.L.03.P.6**

*This approach is radically different from other versions of real time syntax such as Auer (1996) and Haselow (2016).*

The subject of this sentence is '*this approach*' followed by '*is*' as a single verb. Considering the form of this single verb without any additional past participle, then this sentence consciously can be categorized into an active voice. Besides, in discussing the functions of this sentence, the writer states directly an opposite thought from other existing theory, which consciously directed by '*this approach is radically different from other versions of real*

*time syntax*'. Thus, the writer proposes a different thought from an existing theory and s/he wants the readers to know so that the readers can practically follow his/her idea. In conclusion, an active voice of sentence can be applied for an arguing act.

#### 4) Informing

##### a) Datum **3.Li.025.Par2.L.01.P.3**

*Thus, while we often find the reception and incorporation of students from a range of cultural and linguistic backgrounds and English used as a lingua franca, we also frequently encounter groups entirely composed of local students who presumably are benefitting from an 'internationalized' curriculum delivered in locally emergent Englishes.*

This sentence contains some clauses. The main clause or independent clause here is '*we also frequently encounter groups entirely*' because this clause can stand alone without depended through other clause, thus this clause becomes the center of this analysis. The subject of this clause is '*we*', then, it is followed by adverbial phrase, i.e. *also frequently*, next is the verb i.e. *encounter*. The form of this verb is a base form following the subject '*we*' which no need any additional *s/es* to form in present tense. Thus, because the form is base form, this sentence then can be categorized into an active voice. Discussing about the function of this

sentence, the writer provides information or fact about what s/he does. The writer here has an authority about what s/he informed i.e. signed by the word '*frequently encounter groups entirely composed of local students*' which means that the writer has done the process of encountering and the readers should obey and believe what the writer states. Thus, accordingly, this sentence can be categorized into an informing act.

b) Datum **2.Fi5.166.Par5.L.05.P.65**

*This learner's choices, then, will be: One right and one wrong.*

The sentence here has subject i.e. *the learner's choices* and verb *will be*. According to the pattern of S+will+be+clause+conj+clause, then it can be concluded that this sentence is a kind of nominal sentence. Considering the sentence pattern of VP, the VP is *will be* then followed by two clauses, without any addition of past participle, then the sentence can be classified into an active voice. The function of this sentence is to inform the readers about the condition of *this learner's choice*. To understand the context of datum **2.Fi5.166.Par5.L.05.P.65**, we may see datum **2.Fi5.165.Par5.L.03.P.65** which explains about *this learner* and *choice* as provided in datum

**2.Fi5.166.Par5.L.05.P.65.** The context, then can be infer that as the writer's previously mentioned that by having a choice, it has a risk to choose a wrong choice. Thus, the writer informs the readers in this datum that the choice s/he mentioned in datum **2.Fi5.166.Par5.L.05.P.65** are one is right meanwhile another one is wrong. Informing here can be analyzed through the writer has an authority about the content of what s/he states to the readers and the effect, the readers become know the information given by the writer. In conclusion, an informing act can be represented with an active voice.

5) Asserting

a) Datum **1.Con.308.Par1.L.11.P.27**

*We have shown that speakers in real-time balance their informational and interactional needs and that where interaction and information are not congruent, the final tone group may not contain an expected tone movement.*

This sentence contains some clauses. There are two independent clauses which are found. First is *We have shown*; second is *the final tone group may not contain an expected tone movement*. Both two independent clauses have VP pattern as follow, first clause, the VP is *have shown*; and because it indicates a present perfect, which is indicated by present tense auxiliary i.e. *have* and followed

by past participle i.e. *shown*, thus the first independent clause can be categorized into an active voice. In second clause, the VP is *may not contain* where there is a modal *may* followed by negativity *not* then followed by a base form of verb i.e. *contain*. Accordingly, this sentence then also be categorized into an active voice. This sentence contains an fact and something true, seen from the using of present perfect (i.e. *we have shown*) which means that the writer has already done it. Thus, it must be a fact. Accordingly, this sentence can be categorized into an asserting act. Then, an asserting act can be represented within an active voice.

b) Datum **3.Fi.128.Par3.L.09.P.9**

*As for our informants' response to this gaze, we found, in general, an alignment with the official language policy of the university, as expressed (albeit vaguely) in the operative plan for multilingualism and (more explicitly) by the coordinator cited above.*

This sentence has a subject *we* then a VP *found*. The VP here consists of a single verb, and using a past tense form. Thus, this sentence consciously can be categorized into an active voice. In this sentence, the writer wants to inform the readers about fact and truth. The fact contained in this sentence is based on the writer statement, i.e. '*as for our informants' response to this gaze, we found,...*'. Thus, the



fact which provided by the writer in this statement is based on the fact that the writer found an information after conducting data collection from informants' response s/he has. In other word, the writer does an asserting act. Thus, an asserting act can be done to be applied in an active voice.

#### 6) Reporting

##### a) Datum **1.Re.286.Par22.L.01.P.25**

*We located 33 non-congruent A-event which are detailed in Table 10.*

This sentence contains two clauses, where the main clause uses an active voice. The consideration is seen from the pattern of VP used, i.e. *located*. It indicates a past tense verb which is considered from the datum **1.Re.286.Par22.L.01.P.25** is taken from the result of article 1. Thus, the writer reports what s/he did in the past to gain the data (the number found). In conclusion, a reporting act can be implemented using an active voice.

##### b) Datum **3.FCon.184.Par1.L.01.P.13**

*In this paper, we have discussed research carried out in an EMI context combining elements of Baker and Hüttner's 'student-mobility' and 'internationalization at home' modalities, which focussed to varying degrees on the six components of Dafouz and Smit's (2016) ROADMAPPING framework; English in contact with other language (Catalan and Spanish) in a multilingual environment; academic disciplines – STEM subjects and ELT – in*

*contact; the management of language and content in the EMI curriculum (the university's language policy and Carles's views on EMI); the different actors involved (in this case primarily lecturers); the practices and processes constituting EMI (as explained by lecturers in interviews); and the broader material and discourse shapers of EMI (the effects of Englishization in an HE institution).*

There are some clauses in this sentence. However, the main clause here is *we have discussed research*. This statement can be categorized into an active voice sentence, seen from VP form used. *Have discussed* indicates a present perfect verb, where the present is indicated from auxiliary *have* and perfect tense seen from auxiliary *have* combined with past participle *discussed*. Thus, this sentence can be categorized using an active voice. This sentence functions to report an investigation done by the writer. The sign is seen from the dictions chosen by the writer, i.e. *we have discussed* which means the writer has done discussing the research. The activity of the writer has done, thus, the sentence can be categorized into a reporting act.

## 7) Explaining

### a) Datum **3.Fi2.143.Par3.L.01.P.10**

*In this explanation, Raquel acknowledges that providing students with information about how to give opinions is 'typical' of an ELT, as Derek suggests.*

The VP used in this sentence is *acknowledges*. This is a base form added by s because the subject is *Raquel* which means s/he is third person singular. By this form of VP, then it can be categorized into an active voice. The writer obviously states *In this explanation*, thus this sentence functions to explain about what has been done by Raquel. Thus, this sentence functions to explain, in other word, it contains explaining act. This means that an explaining act can be represented by applying an active voice of sentence.

b) Datum **1.Re.284.Par20.L.01.P.25**

*Here the initial high key signals a shift in topic away from the finger pointing of the politicians and towards the effect of climatic disasters on people who have themselves been preoccupied with finger pointing and what it means for humans to live divorced from nature.*

The VP of main clause here is *signals*. Obviously, it is a kind of active voice because base form of verb is added s which indicates the subject is a third person singular. Thus, this sentence can be categorized into an active voice. Besides, the writer provides some details information about *the initial high key*. The evidence is *the initial high key signals a shift in topic away from the finger ...* The verb *signals* can be categorized into giving some information from the writer to the reader. The information given by the writer is in detail, thus this can be categorized into an

explaining act. In conclusion, an active voice can be used to represent explaining act.

b. Passive Voice

Passive voice is a kind of voice in sentence which heavily used in scientific writing (Greenbaum and Nelson, 2002). In this result, passive voice can be found in some kinds of speech act. Those are claiming, assuring, informing, conjecturing, reporting, asserting and explaining. The data analysis is presented below.

1) Claiming

Datum **1.Me.169.Par25.L.02.P.15**

*Yet, much is missed in Esser's (1988) analysis.*

In this sentence, the VP is '*is missed*'. Considering the pattern, i.e. to be of simple present followed by past participle, then this sentence can be categorized into a passive voice sentence. The writer conducts a claim in this sentence. It can be seen from stating a point of view thought by the writer and the writer wants the reader believe his/her thought. Besides, the writer also does not provide an evidence to support his/her claim. Thus, this sentence contains a claiming act. In conclusion, a claiming act also can be represented by stating a passive voice.

2) Assuring

a) Datum **2.Li.014.Par1.L.01.P.54**

*At least since Schmidt (1990) and Terrell (1991), attention to grammatical form has been recognized as necessary if*

*learners are to move beyond a fossilized intermediate communicative competence to a more advanced level of grammatical accuracy.*

The VP of main clause in sentence is *has been recognized*.

The sequence form of this sentence is there is an auxiliary *has* used to present tense third person singular, followed by *been*, past participle of be, and ended with *recognized*, as past participle. Thus, this sentence can be classified into a passive voice. The writer in this sentence wants to remove the readers' worry about grammatical form which is discussed as datum **2.In.013.Par2.L.06.P.54**. The writer provides a theory stated by *Schmidt (1990) and Terrell (1991)* to ensure the readers that grammatical form needs to discuss further. In conclusion, a passive voice can be used to represent an assuring act.

b) Datum **2.Li.021.Par3.L.01.P.54**

*As a corrective to a non-interventionist “focus on [holistic] meaning,” a focus on grammatical form (Focus on Form, or FonF) was originally advocated in the context of meaningful communication – essentially, an effort to make learners aware that there is form somewhere within the communication (Long 1991).*

The VP of main clause in this sentence is ‘*was advocated*’.

The form is there is a past tense to be i.e. *was* followed by a past participle, i.e. *advocated*. Thus, this sentence implies a passive voice. Next, stating a theory like what is written

aimed to ensure the readers that the writer provides a theory which can be verified the truth of the statement. Thus, an ensuring act can be represented by a passive voice.

### 3) Informing

#### a) Datum **1.Me.114.Par15.L.01.P.10**

*The communicative significance of the misalignment of the intonational and grammatical criteria is discussed in Section 4.*

The VP of this sentence is *is discussed*. The form is 'is' as to be for third person singular, followed by *discussed* as past participle. Then, this sentence can be categorized into a passive voice. In this sentence, the writer wants to inform the readers about the content exist in section 4. The writer assumes that the readers want to know about section 4, then the writer states as stated in datum **1.Me.114.Par15.L.01.P.10** which impact to the readers know the content of section 4. Thus, an informing act can be represented by a passive voice.

#### b) Datum **2.Li.016.Par1.L.09.P.54**

*Learner attention to grammatical form – or noticing through cognitive effort – can be facilitated through form-focused instruction (FFI).*

The VP of this sentence is *can be facilitated*. The form is, there is a modal i.e. *can* followed by *be* and ended by

*facilitated* as a past participle. Thus, this sentence can be categorized into a passive voice. The writer wants the readers to know about facility for the learners whom attention is in grammatical form by a FFI. The effect for the readers is, the readers know that one of facility for learner focused in grammatical form is using FFI. In conclusion, a passive voice can be used to represent an informing act.

#### 4) Conjecturing

##### a) Datum Datum **1.Me.176.Par25.L.16.P.15**

*Hence falling tones earlier in the sequence may be incorrectly classed as informationally as salient as falling tones later in the sequence.*

The VP in this sentence is *may be classed*. The form of this VP is there is a modal *may* followed by *be* then ended by past participle i.e. *classed*. In conclusion, this sentence can be categorized into a passive voice. The sentence in datum **1.Me.176.Par25.L.16.P.15** is a kind of conjecturing considered the use of modal *may* which acts as an element of uncertainty. Thus, a conjecturing act can be represented by a passive voice.

#### 5) Asserting

##### a) Datum **2.Li.032.Par5.L.09.P.55**

*(The role of social and cultural factors, in addition to “embodied” space, is emphasized in Cognitive Sociolinguistics; e.g., Pu’tz, Robinson, and Reif 2012.)*

The VP of this sentence is '*is emphasized*', where '*is*' here acts as to be of present tense, third person singular. Meanwhile *emphasized* is a past participle. Thus this sentence is a kind of passive voice. The writer provides an information i.e. fact in his/her statement. Fact is indicated by mentioning *Cognitive Sociolinguistics*; e.g., *Pu'tz, Robinson, and Reif 2012*. Thus, this sentence can be classified into an asserting act. In conclusion, an asserting act can be represented with a passive voice.

#### 6) Reporting

##### a) Datum **2.Li.033.Par5.L.13.P.55**

*This compatibility between recent practice in SLA and recent work in theoretical linguistics is made explicit and is explored from many angles in Robinson and Ellis (2008).*

VPs in this sentence are '*is made*' and '*is explored*'. The form of those VPs are same, i.e. to be *is* as a third person singular, then followed by past participle (i.e. *made* and *explored*). The writer, in datum **2.Li.033.Par5.L.13.P.55** informs the readers about something which has been investigated by him/her. This is emphasized by the presence of *many angles in Robinson and Ellis (2008)*. Thus, what done by the writer then can be verified the truth of the



writer's statement. In conclusion, a reporting act also can be implemented using a passive voice.

b) Datum **3.Fi2.152.Par5.L.04.P.11**

*She is, therefore, justified in correcting her students on this occasion because she is dealing with a very specific (and 'technical') use of vocabulary.*

The VP here is '*is justified*'. The form of this VP is, there is to be, i.e. *is* followed by *justified* as past participle. Hence, this sentence implies a passive voice. The writer in this sentence provides a report of what s/he has observed. Because what is reported in this sentence contains action verbs (i.e. justified, correcting). Thus, the writer should conduct an observation while reporting this statement to the readers. Then, it can be concluded that this sentence can be classified in reporting act. In conclusion, a passive voice can be used in reporting act.

7) Explaining

a) Datum **3.Fi2.145.Par3.L.04.P.10**

*This mystery is resolved somewhat when Raquel explains that she wishes to avoid being 'condescending' towards her students, the implication being that addressing language-related issues in her classes is tantamount to looking down on her students as incompetent users of English.*

This sentence contains some clauses. The main clause of this sentence has a VP i.e. *is resolved*. The form of this VP

is to be of third person singular present tense, i.e. *is*, then, it is followed by a past participle i.e. *resolved*. Thus, the form is passive voice. The writer wants to explain in detail about *the mystery*. The sign is seen from '*This mystery is resolved somewhat when Raquel explains that ...*' The readers can gain a detail information about the mystery s/he mentioned in this statement. Thus, this can be categorized into an explaining act. In conclusion, a passive voice is also able to be used in explaining act.

### 3. Sentence Complexity

Sentence complexity consists of simple sentence, compound sentence and complex sentence. Considering the type of scientific article, those three kinds can be found widespread. However, the most common sentence is complex sentence which are easily found. The further discussion is based on the data display below.

#### a. Simple Sentence

Simple sentence consists of these patterns, SV, SVO, SVOO, SVC, SVAdv, SVOC, SVOAdv. However, the data found which applied simple sentence is limited, some speech acts only which represented by simple sentence, i.e. claiming, informing and reporting. The further analysis is presented below.

##### 1) Claiming

###### a) Datum **1.Me.054.Par2.L.06.P.5**

*The first speaker may then acknowledge.*

This sentence form is SV where, the subject is a NP i.e. *The first speaker*, then the VP is *may acknowledge*. In this sentence, the writer gives a claim because s/he state something about his/her thought but s/he does not have a strong evidence to support the rightness of the statement. Thus, a claiming act can be represented by a simple sentence.

b) Datum **1.Me.086.Par7.L.11.P.7**

*The potential Target State is achieved only by the articulation of the N element Bill.*

The pattern of this sentence is SVO. The subject is '*The potential Target State*', meanwhile the verb is '*is achieved*' and the object is '*the articulation of the N element Bill*'. The word *by* is acted as a preposition to show the NP which places as object of this sentence. In this sentence, the writer provides a claiming act because s/he states his/her thought by the existence of word *only* without any additional evidence to support his/her statement.

2) Informing

a) Datum **1.Re.249.Par11.L.03.P.21**

*Examples 19–32 below illustrate this.*

This sentence uses form SVO, where the subject is *Examples 19–32 below*; the verb is *illustrate*; and demonstrative pronoun *this* acts as an object. In this sentence, the writer wants the readers to know that *Examples 19–32* is illustrated '*this*'. Thus, the effect of this sentence is the readers know the position of illustration of examples 19-32. In other word, a simple sentence can be used in informing act.

b) Datum **1.Me.135.Par18.L.04.P.11**

*It represented preliminary information.*

This sentence contains form SVO. Where the subject is *it*, then the verb is *represented* and the object is *preliminary information*. The writer wants to give information to the readers about it which contains information of *preliminary information*. The impact of the readers then is, they know what 'it' represented to. Thus, this sentence is a kind of informing act. In conclusion, a simple sentence can be represented by a simple sentence.

3) Reporting

Datum **1.Re.230.Par7.L.11.P.19**

*For the overall conversation data the  $\chi^2$  was = 6.7118 with a  $df$  = 1.*

This sentence pattern is SVC (i.e. Subject + Verb + Complement). The subject of this sentence is *the  $\chi^2$* , the verb is 'was' and the complement is *6.7118 with a  $df = 1$ . For the overall conversation data* is a complement too which put in the earliest sentence. Thus, because of gaining this information after doing an investigation or an observation, thus the writer reports what s/he has gained. In conclusion, this sentence can be categorized into a reporting act, and in other word, a reporting act can be represented in a simple sentence.

#### b. Compound Sentence

Compound sentence means that it is a multiple sentence consists of two or more coordinated clauses (Greenbaum and Nelson, 2002: 125). The sign is seen from the presence of coordinator conjunction. There are only claiming act, informing act, asserting act, and explaining act which found. The analysis of data is as follow:

##### 1) Claiming

Datum **2.Fi1.101.Par5.L.01.P.60**

*Other patterns are just as real but not as strong.*

This sentence contains two equal clauses; first is *other pattern are just as real*; second clause is *other pattern are just not as strong*. The existence of 'but' as a coordinator, is used to link equal clauses. Thus, the sentence in datum

**2.Fi1.101.Par5.L.01.P.60** actually contains similar clause, considering to the grammar pattern so the functions which are same, then the grammar pattern is omitted (i.e. *other pattern are just*) in second clause. However, as the alternative, there is a coordinator *but*. Accordingly, this sentence can be categorized into a compound sentence. In datum **2.Fi1.101.Par5.L.01.P.60**, the writer does a claim. This is based on the consideration of the writer states an opinion about *other pattern* within *just as real and not as strong* without any evidence to support the statement, thus the writer does a claim. In other word, a compound sentence can be used to represent a claim.

## 2) Informing

### a) Datum **1.Me.183.Par27.L.06.P.15**

*Speakers can give/demand information or physical goods and services (135–136).*

This sentence has a coordinator i.e. ‘*or*’ and ‘*and*’. Coordinator is used to link two equal clauses. There are three clauses in this sentence. First is, ‘*speakers can give/demand information*’; second is, ‘*speakers can give/demand physical goods*’; third is, ‘*speakers can give/demand services (135–136)*’. The coordinator *or* is used for an option, meanwhile *and* is used to add some information. Datum **1.Me.183.Par27.L.06.P.15** has a

function to inform the readers about what can be done by speaker in this sentence. The speakers have already done yet the action, hence the writer here conducts an informing act. The writer makes the readers know about what actions which can be done by the speakers.

b) Datum **1.Re.198.Par1.L.05.P.17**

*Table 3 surveys the speakers' use of tones in their monologues and dialogues.*

There are two clauses in datum **1.Re.198.Par1.L.05.P.17**.

The first clause is *table 3 surveys the speakers' use of tones in their monologues*; and the second clause is *table 3 surveys the speakers' use of tones in their dialogues*. The second clause omits complete grammar pattern (i.e. *table 3 surveys the speakers' use of tones in their*). Each clause is categorized into independent clause considering they can stand alone without depending on other clause. The second clause seems depending on the first clause. However, actually they are equal because the connector is a coordinator 'and'. This sentence is a kind of informing act considering where the writer informs the readers about table 3. The effect is the readers know about table 3 which is informed by the writer. Thus, a compound sentence can be used to represent a claiming act.

c) Datum Datum **1.Me.083.Par7.L.05.P.7**

*The articulation of the initial N element modifies the Initial State and creates an expectation of a following verbal element.*

There are two clauses in this sentence which is linked by a coordinator *and*. The first clause is *the articulation of the initial N element modifies the Initial State*; and the second clause is *the articulation of the initial N element creates an expectation of a following verbal element*. There can be found an ellipsis in second clause, because some grammatical pattern which has similar function and pattern can be omitted. Thus, the written clause in the sentence becomes only *creates an expectation of a following verbal element*. Accordingly, this sentence can be categorized into a compound sentence. The writer states this sentence (i.e. datum **1.Me.083.Par7.L.05.P.7**) is to inform the readers about the articulation in initial N element. The writer just carries information where the impact to the readers is the readers know about the articulation in initial N element related to *initial states* and some following verbal element. Hence, this sentence contains an informing act. Thus, a compound sentence can be used to represent an informing act.

3) Asserting



a) Datum **1.Me.101.Par10.L.07.P.8**

*The first verbal element is coded as V and the following as VI.*

There are two clauses here which linked with coordinator *and*. The first clause is *The first verbal element is coded as V*; and the second clause is *The first verbal element is coded as VI*. The grammatical pattern in the second clause is omitted considering that the readers have understood the meaning by analyzing the context. In datum **1.Me.101.Par10.L.07.P.8**, the writer gives a fact information about coding in the verbal element and the following element. Thus, here, the writer provides a fact to the readers. In conclusion, this sentence functions as an asserting act. An asserting act then can be represented by compound sentence.

b) Datum **1.Me.188.Par29.L.01.P.16**

*In (15a) there are two falling tones and in Esser's hierarchy they are of equal informational weight.*

There are two independent clauses in this sentence which linked with a coordinator *and*. The first clause is *In (15a) there are two falling tones* and the second clause is *in Esser's hierarchy they are of equal informational weight*. They can be categorized into independent clause because

they can stand alone as a complete simple sentence for each.

The function of this sentence is, the writer wants the readers to know the fact about what contains in 15a and in Esser's hierarchy. Thus, this sentence functions as an asserting act.

In conclusion, a compound sentence can be applied to an asserting act.

#### 4) Explaining

**Datum 1.Me.067.Par5.L.02.P.6**

*They are the grammatical, intonational and contextual criteria.*

In this sentence, there are three clauses which are connected by a coordinator *and*. The first clause is *they are the grammatical criteria*; the second clause is *they are the intonational criteria*; and the third is *they are the contextual criteria*. By this, this sentence is a kind of compound sentence. In datum **1.Me.067.Par5.L.02.P.6**, the writer gives detail information about *they* by mentioning some aspects about them. Thus, briefly this sentence can be categorized into explaining act. In conclusion, a compound sentence can be used to represent an explaining act.

#### c. Complex Sentence

The most sentences used by the writer are complex sentence. Considering the type of scientific research, then the writer seems prefer to implement a complex sentence in almost all the sentence.

The reason probably because of giving a concise and detail information, then the writers apply this sentence in most.

1) Claiming

a) Datum **1.Me.187.Par28.L.04.P.16**

*For instance, a final rising tone may not necessarily signal the informational downranking of the information contained in the final tone group, but rather it may signal the speech function of the increment.*

This sentence contains some clauses, those are 1) *a final rising tone may not necessarily signal the informational downranking* 2) *of the information contained in the final tone group*, 3) *but rather it may signal the speech function of the increment*. There are three clauses which then are classified into an independent clause and dependent clause. The independent clause is signed by it can stand alone without depending itself to other clause. Thus, the clause which suits to this category is *a final rising tone may not necessarily signal the informational downranking of the information*, then *but rather it may signal the speech function of the increment*. The third clause where it has a conjunction *but* which acts as a ‘coordinator’ can be classified into an independent clause because a coordinator ‘but’ is used to link units of equal status, and it can stands alone. Meanwhile, the second clause i.e. *information*

*contained in the final tone group*, can be categorized into a dependent sentence because it cannot stand alone as a sentence. This complete sentence actually should be added by ‘*which is*’ after the word ‘*information*’. However, this can be omitted to simplify the sentence. Thus, a complex sentence should contain at least one dependent and one independent sentence. This sentence has two independent sentences and one dependent sentence, thus it can be categorized into a complex sentence. Discussing the function of the sentence, this sentence can be categorized into a claiming sentence considering the presence of ‘*may*’ after the subject ‘*a final rising tone*’ and after ‘*but rather it...*’. This means that ‘*may*’ is an element of uncertainty and moreover it is not completed with an evidence which can support the writer’s claim. Thus this sentence can be classified into a claiming act. Then, in conclusion, a complex sentence can be applied to perform a claiming act.

## 2) Assuring

### a) Datum **1.Me.175.Par25.L.13.P.15**

*Finally, within Esser’s sequence there is no place for linearity, see Firbas (1992), Fries (1995) and Halliday and Matthiessen (2014) for discussions on why the most informationally salient information is usually found towards the end of an utterance.*

There are five clauses which built this sentence. They are 1) *Finally, within Esser's sequence there is no place for linearity*, 2) *see Firbas (1992)*, 3) *Fries (1995)* and 4) *Halliday and Matthiessen (2014)* for discussions on 6) *why the most informationally salient information is usually found towards the end of an utterance*. The first clause can be categorized into an independent clause considering it does not depend on other clause and it can stand alone. The second clause i.e. *see Firbas (1992)* for discussions is an imperative sentence which indicated by the form of the clause, the first lexical is verb i.e. *see* following with the object, i.e. *Firbas*. Thus, this sentence can be categorized into an independent clause. It can stand alone without depending to other clause. The third clause is *Fries (1995)*. This can be categorized into a clause because it continues and has an equal status with second clause. The indication is there is a punctuation, i.e. a comma between the year of Firbas and Fries' name. The complete sentence without any omitting must be *See Fries (1995) for discussion*. Thus, this is an independent clause because it can stand alone. Next, the fourth clause is *Halliday and Matthiessen (2014)*. This clause is equal to the second and the third clause, indicated by the presence of conjunction '*and*' as coordinator before

*Halliday*. Thus, the fourth clause is an independent clause. Next is fifth clause i.e. *and Matthiessen (2014)*. The position of this clause is different with the previous four because this clause is inside a clause. Meanwhile, the verb *See* cannot directly be put in *Matthiessen (2014)* because they are (i.e. *Halliday and Matthiessen (2014)*) one unity which cannot be separated one by one. Thus, this clause categorized into a dependent clause in this case. The next clause is '*on why the most informationally salient information is usually found towards the end of an utterance.*' then can be categorized into a dependent clause considering it cannot stand alone without relating to the previous clause. This is caused by the presence of preposition '*on*' in front of '*why*'. Thus, in summary, the total of clauses in this sentence is six clauses where four classes are classified into independent clauses and the other two are dependent clauses. In other words, this can be categorized into a complex sentence. Discussing the function of this sentence, there are some writer's utterances which indicate to ensure the readers, i.e. *see Firbas (1992), Fries (1995) and Halliday and Matthiessen (2014) for discussions on why the most informationally salient information is usually found towards the end of an*

*utterance*. By this, this sentence function can be categorized into an assuring act. In conclusion, a complex sentence can draw a pattern of assuring act.

### 3) Arguing

#### a) Datum **3.Fi.129.Par3.L.12.P.9**

*Above all, as noted above, all three lecturers seemed to accept and incorporate into their professional identities their duty to act as model academics for students, teaching their discipline subjects in English.*

This sentence contains some clauses, those are 1) *Above all*, 2) *as noted above*, 3) *all three lecturers seemed to accept* 4) *and incorporate into their professional identities* 5) *their duty to act* 6) *as model academics for students*, 7) *teaching their discipline subjects in English*. The first clause, i.e. *Above all*, should be *It is above all*. However, the writer omits the words ‘it is’ to simplify the sentence. Furthermore, the most readers also understand that the sentence means like a complete clause as written above. Accordingly, this clause is categorized into a dependent clause because as it means, this clause needs next explanation about what in case. Next, the second clause is *as noted above*, this must be completed by *as ‘what has been’ noted above*, however, the writer may omit the ‘*what has been*’ because the meaning is same. Considering the

presence of *as* which acts as a *subordinator*, then this clause is a kind of a dependent clause which needs an independent clause to complete the sentence. The third clause is *all three lecturers seemed to accept into their professional identities their duty*. This clause is able to stand by itself without depending on other clause. The consideration is there cannot be found any conjunctions including coordinators and subordinators in this clause. The pattern of clause also fulfills the minimum standard of a clause (i.e. SV). Thus this clause is classified into an independent clause. Next clause is '*and incorporate*'. The presence of coordinator conjunction i.e. *and* means that this verb has an equal status with the previous clause. Thus, the clause must be complete like this, '*all three lecturers seemed to incorporate into their professional identities their duty*'. However, the presence of coordinator conjunction '*and*' can omit the complete clause and make it equal to the previous clause. Thus, this sentence can be categorized into an independent clause. Next clause is '*to act as model academics for students*', this clause is a dependent clause because it needs more explanations to complete and make this clause meaningful. '*To*' in this sentence is a kind of to infinitive directed by the presence of simple form verb after to. This



part also can be categorized into a dependent clause because this *to act* is used to explain *their identities their duty*. This is also similar to the next clause i.e. '*teaching their discipline subjects in English*' this clause explains about *their duty* in previous statement. Discussing the function of this clause, this clause then can be categorized into an arguing sentence because the writer provides a statement (i.e. *all three lecturers seemed to accept and incorporate into their professional identities their duty*) then it is supported by the idea s/he mentioned (*to act as model academics for students, teaching their discipline subjects in English.*) Thus, an arguing act can be represented with a complex sentence.

#### 4) Informing

##### a) Datum **1.Re.210.Par3.L.13.P.17**

*However, we will employ Labov's terms in the paper as we are primarily interested in examining the grammatical and prosodic traces of how speakers signal their management of common ground and not in how individual speakers position themselves as relatively knowing or unknowing.*

This sentence contains some clauses, i.e. 1) *However, we will employ Labov's terms in the paper* 2) *as we are primarily interested in examining the grammatical* 3) *and prosodic traces* 4) *of how speakers signal their management of common ground* 5) *and not in how individual speakers*

*position themselves* 6) *as relatively knowing* 7) *or unknowing*. The first clause can be categorized into an independent clause considering it can stand alone without depending on other sentence. This clause contains SV i.e. subject is *we* and the verb phrase is *will employ*, and we can find no coordinators and subordinators here. Thus, this clause can be categorized into an independent clause. The second clause, i.e. *as we are primarily interested in examining the grammatical* can be categorized into a dependent clause considering the existence of *as* which acts as a subordinator. The presence of subordinator indicates that this clause is a dependent clause. Next is the third clause i.e. *and prosodic traces*. The presence of ‘*and*’ which acts as a coordinator conjunction is used to link equal status. Thus the complete clause must be *as we are primarily interested in examining the prosodic traces*. Thus this clause indicates a dependent clause. Next is *how speakers signal their management of common ground*. The presence of ‘*of*’ in this early clause is placed as a preposition, and indicated that this clause is a dependent clause. Next sub-clause is ‘*and not in how individual speakers position themselves*’. This sub-clause has a similarity with the previous clause indicated by the presence of *and* as a

coordinator conjunction. Thus, this sub clause is categorized into a dependent clause. And the last sub clause is *as relatively knowing or unknowing*. This has two sub clauses, first is *as relatively knowing* and next is *as relatively unknowing*. The presence *and* here, as a coordinator conjunction means that the first and the second clause are equal in status. Both clauses then, seems from the presence of '*as*' as a subordinating conjunction then it can be concluded whether those two clauses are dependent clause. Discussing the function of this sentence, it can be categorized into informing act. The consideration is the words '*we will employ Labov's terms in the paper ...*'. The writer wants the readers know the content of this paper, within a precondition, the writer assumes the readers want to know this information, thus by stating this, the writer invites the readers to know. In conclusion, an informing act can be applied by using a complex sentence.

## 5) Asserting

### a) Datum **1.Re.237.Par9.L.02.P.19**

*However, it is clear that mid termination choices are the most frequent – occurring around 62% of the time in both monologue and conversation.*

In this sentence, there are three clauses exist. They are 1)

*However, it is clear 2) that mid termination choices are the*

*most frequent – occurring around 62% of the time in both monologue and 3) conversation.* The first clause is the main clause here, and it can be classified into an independent clause indicating from there is no conjunctions found in this sentence and it contains a SP form. Second clause, this is *that mid termination choices are the most frequent – occurring around 62% of the time in both monologue.* There is ‘that’ which acts as a subordinating conjunction considering the presence of a clause i.e. SP form, then this clause can be categorized into a dependent clause because it is started with a subordinating conjunction. Next, in this dependent clause, there can be found a coordinating conjunction i.e. *and* . Thus, the coordinating conjunction *and* acts to link equal status of clause. Because the early clause can be considered into a dependent clause, thus, this clause i.e. *that mid termination choices are the most frequent – occurring around 62% of the time in conversation,* the *both* is omitted because *both* must be followed by coordinating conjunction *and*. Thus, the clauses in this sentence consist of one independent clause combined with two dependent clauses; therefore this sentence can be categorized into a complex sentence. Considering the function of this sentence, this sentence asserts the fact and

the truth which seen from the number stated by the writer.

Number means data and data must be stated truly. Thus, this sentence can be categorized into an asserting act.

#### 6) Reporting

##### a) Datum **3.Fi2.144.Par3.L.02.P.10**

*However, she responds by saying that she feels 'ashamed' about having done so, even if she does not explain exactly how and why she might feel shame.*

This sentence contains some clauses, those are 1) *However*, 2) *she responds by saying* 3) *that she feels 'ashamed' about having done so*, 4) *even if she does not explain exactly* 5) *how and why she might feel shame*. The first clause can be categorized into an independent clause, considered by the presence of SP (i.e. *She responds*) form in this sentence. Thus, this clause is able to stand alone without depending on other clause. The second clause contains 'that' as a subordinate conjunction. Thus, this sentence is a kind of dependent clause; or in other word can be called as a subordinate clause. The third clause is a kind of a dependent clause seen from the presence of *if* as subordinator in this clause. For fourth clause, the presence of coordinator *and* is used to link this fourth clause with fifth clause. They are equal, however, there is an ellipsis here to simplify the sentence. The fourth clause should *how she might feel*

*shame*. And fifth clause should be *and why she might feel shame*. Those two clauses between clause four and five are equal and they can stand by themselves, thus they are independent clauses. The presence of subordinator in a sentence can be used as a sign that the sentence is a kind of complex sentence. Thus, this sentence is a kind of complex sentence. The function of this sentence is to report the investigation done by the writer, signed by the statement *she responds by saying that she feels 'ashamed'...* Without doing an investigation, the writer has no right to report about the response of 'she' here. In conclusion, a reporting act can be implemented using a complex sentence.

## 7) Explaining

### a) Datum **3.Me.104.Par5.L.12.P.7**

*Foucault focused above all on the discursive formations of the medical and psychiatric professions, but his ideas apply to the context that concerns us here: higher education, and more specifically EMI in a Catalan university*

Simply, this sentence can be categorized into a complex sentence because it has one subordinating clause which is embedded. The subordinating clause here is *that concerns us here*. Thus, this sentence can be categorized into a complex sentence. The function of this sentence is to explain in details about the focus of Foucault. The writer gives detail information about Foucault's focus in this

sentence, thus this sentence can be categorized into an explaining act.

#### 4. Phrases Used in The Early Statement

##### a. Noun Phrase

The most common phrase found in the beginning of statement written by the researchers is this noun phrase. The data below are some of the entire data found the present researcher of this thesis.

##### 1) Datum **3.Me.074.Par1.L.23.P.5**

*All three lecturers insisted that their entry into the world of EMI was voluntary, more out of personal curiosity than a response to university administration dictates..*

This sentence is started by a noun phrase i.e. ‘*All three lecturers*’. The adjective (i.e. *all three*) which come forward the noun, then ended up with a noun (*lecturers*) creates a noun phrase (*All three lecturers*). The function of this sentence is to report the situation which has been happened. The writer reports his/her result of investigation about the insisting of all three lecturers. Thus, this sentence categorized into a reporting act. In conclusion, a reporting act is able to start with a noun phrase.

##### 2) Datum **3.Fi2.145.Par3.L.04.P.10**

*This mystery is resolved somewhat when Raquel explains that she wishes to avoid being ‘condescending’ towards her students, the implication being that addressing language-related issues in her classes is tantamount to looking down on her students as incompetent users of English.*

It is obvious that this sentence begun with a noun phrase i.e. *This mystery*. *This* here has a position as a demonstrative adjective, and *mystery* acts as a noun. Thus, the combination of those two is a noun phrase. The function of this sentence is to report an investigation done by the writer. Considering that this sentence found in finding, then, it is not surprising if the sentence function is to report what has gained by the writer. The indication of this sentence is to report information seen from *This mystery is resolved somewhat when Raquel explains that ...* The writer must conduct such an observation or interview to find the explanation from Raquel. Thus, this sentence can be categorized into a reporting act. In conclusion, a reporting act can be started with a noun phrase.

b. Verb Phrase

1) Datum **3.Me.114.Par8.L.05.P.7**

*Moving upwards, these shaping structures generate institutions and their discursive formations, which then (still moving upwards) engender the gaze as power residing in institutions.*

This sentence is started by a verb phrase i.e. *moving upwards*. However, the function of this sentence is to report about an information i.e. *shaping structure*. The writer reports the readers about ‘*these shaping structure*’ which has been observed by the writer, then s/he reports the condition of the *shaping structure* in



this sentence. In conclusion, a reporting act can be started with a verb phrase.

2) Datum **2.Li.061.Par14.L.01.P.57**

*To illustrate the indeterminacy of form: Beckner and Bybee (2009) address objections to their view that “complex prepositions” such as in spite of should be assigned a unitary constituent status, with its attendant formal and semantic properties, over and above the status of the individual words that make up the sequence, and contrary to the traditional syntactic analysis: [in [spite [of [X]NP]PP]NP]PP.*

This sentence is clearly started by a verb phrase, i.e. *to illustrate*.

The word *illustrate* is the main verb, within an additional to infinitive, thus this phrase can be categorized into a verb phrase.

This sentence functions as an explaining act considering the way the writer tries to give some information clearly and in detail by stating here *To illustrate the indeterminacy of form: Beckner and Bybee (2009) address objections to their view that ...* The writer states this sentence in order to make a clear illustration of indeterminacy of form. Thus, an explaining act can be formed with a verb phrase as the beginning.

c. Adjective Phrase

1) Datum **1.Re.275.Par17.L.07.P.24**

*Little if any propositional value would have been lost had the speaker produced the following final tone group / \water hitting them /.*

d. Adverbial Phrase

1) Datum **3.FCon.185.Par1.L.09.P.13**

*Specifically, we have shown how three EMI lecturers – Jaime, Raquel and Isabel – resist the ELT gaze cast onto them by interviewers who, in turn, give voice to an inchoate EMI policy in which EMI has been CLIL-ised by default and not according to a plan.*

It is obviously seen that this sentence is started with an adverbial phrase i.e. *specifically*. The suffix *-ly* can be categorized into an adverb, thus, *specifically* is a kind of an adverbial phrase. Considering the function of this sentence, this sentence is analyzed as a reporting act. The consideration is based on the statement '*we have shown how three EMI lecturers – Jaime, Raquel and Isabel – resist the ELT gaze ...*'. This statement means that the writer has shown how those three EMI lecturers resist. Thus, the writer reports the readers about something which has been observed by her/him. In conclusion, an adverbial phrase can be used to start a reporting act.

2) Datum **3.Me.076.Par2.L.01.P.5**

*Meanwhile, the researchers who appear in the interview excerpts cited below – Derek and Gerard – are the principal investigators on the project from which the excerpts are taken.*

This sentence contains an adverbial phrase for beginning the sentence. It is seen from the existence of *meanwhile*, which places as an adverbial phrase. Then, discussing about the

sentence function, this sentence is functioned to explain the writer's thought about *the researchers who appear in the interview excerpts cited below – Derek and Gerard* in a clear information. Thus, an explaining act can be started within an adverbial phrase.

e. Prepositional Phrase

1) Datum **1.Re.283.Par19.L.04.P.24**

*On six occasions, speakers selected a low falling tone, which projected the additional meaning of signalling the closure of a topic.*

In this sentence, it begun with Prepositional Phrase which is indicated by the existence of *on* which places as a preposition and then followed by *six occasions* that is considered into a NP (i.e. Noun Phrase). Then, the beginning of this sentence is categorized into a prepositional phrase. According to the analysis of sentence function, this sentence then categorized into a reporting act. It is considered by the writer stated '*On six occasions, speakers selected*', thus considering the verb which is used by the writer, i.e. *selected* which implies to past tense, this means that the writer provides an information where the writer has investigated it previously. Thus, a reporting act can be presented within the beginning of prepositional phrase.

2) Datum **3.Fi2.181.Par15.L.09.P.13**

*In addition, as if to make clear that she is not linguistically deficient overall, she explains how she is very competent in Catalan and that she confidently acts as a corrector of her students work in this language.*

This sentence is also begun with a prepositional phrase where we can see words ‘*in addition*’ consist of *in* as a preposition and *addition* as a noun. Thus, this can be categorized into a prepositional phrase. According to analysis done by the researcher, this sentence is a kind of a reporting act. It can be seen from the sentence of the writer i.e. *as if to make clear that she is not linguistically deficient overall, she explains how she is very competent ...* By this statement, the writer provides an information about what has been investigated by him/her. Thus, a reporting act can be started within a prepositional phrase.

### **C. Coherence Pattern Found in Scientific Articles Written by Native Speakers of English**

Coherence pattern mentioned here means as a sequent order of written scientific articles according to the language functions (i.e. speech acts) found as a result of data analysis. This section presents contents of a scientific article which displayed by the following chart.

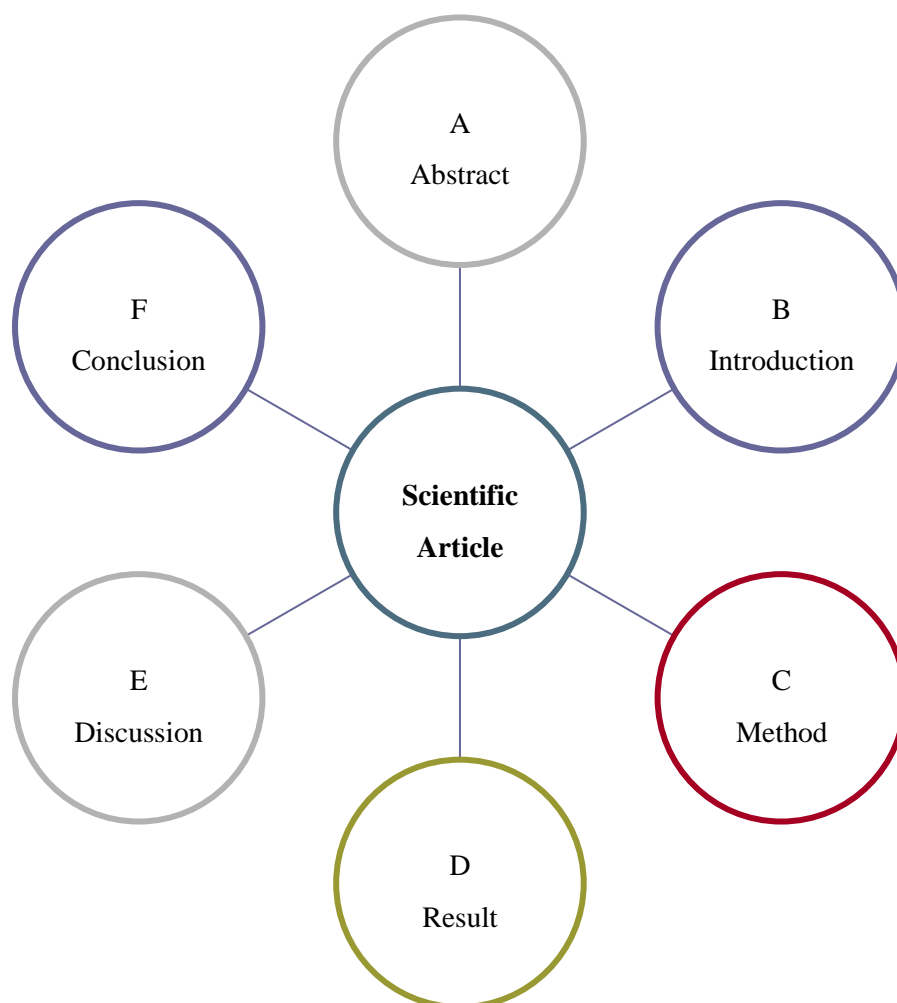


Figure 4.1 Elements of scientific articles based on IMRAD

### 1. Coherence Pattern on Article 1

Each part of article one, i.e. as appeared on the chart above, has some functions showed in detail as in the figures below.

## 1.1. Abstract

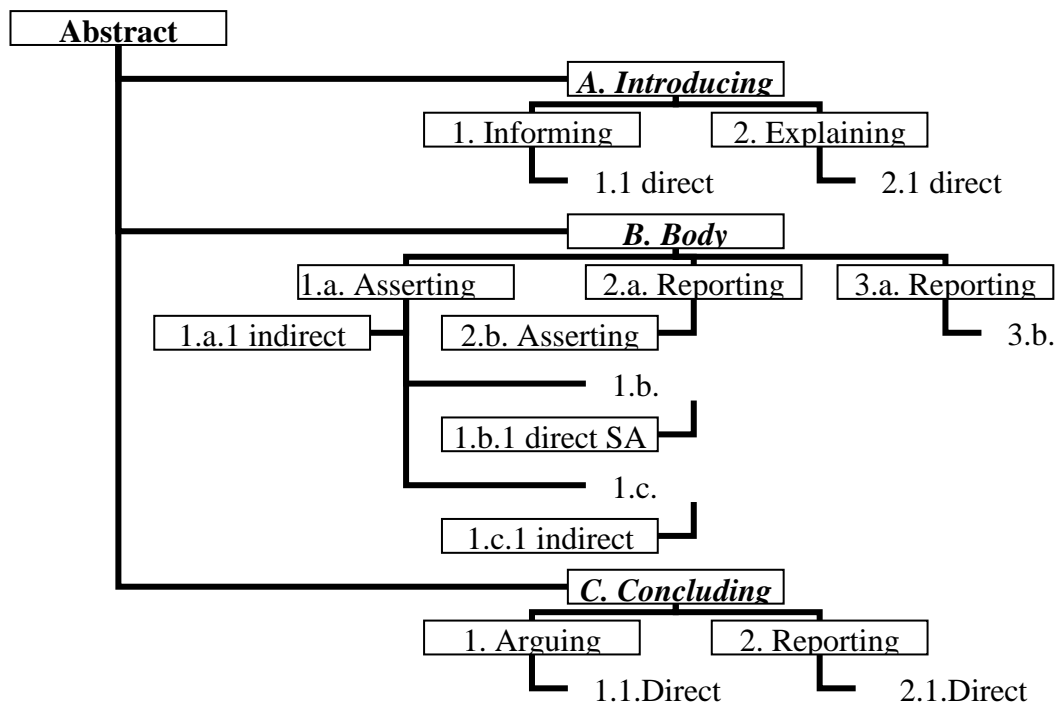


Figure 4.2 Coherence Pattern of Abstract in Scientific Article 1

The coherence pattern of abstract, according to scientific article 1 is divided into three points; they are introducing, body and concluding. In introducing part, the data are from datum **1.Ab.001.L.01** to datum **1.Ab.002.L.02**. The writer begins his/her statement by informing which is stated directly and bundled through a performative speech act. Thus, the writer states consciously in the earliest sentence, i.e. about the aim of research. In second statement, the writer implies explaining act which is presented in direct speech act too. Here, the writer explains directly about the theme s/he takes to lead the readers understand where they will go by the article. This is for introducing section of abstract in article 1.

On body section of abstract in scientific article one, the data are started from datum **1.Ab.003.L.05**, datum **1.Ab.004.L.08**, and datum **1.Ab.005.L.11**. In this body section, there are some functions which are separated into several clauses, and each has its own function. In the first statement (i.e. datum **1.Ab.003.L.05**), the writer starts the statement by a clause with an asserting act, indirectly. Thus, the writer provides a fact to invite the readers' believe. Next clause inside datum **1.Ab.003.L.05** is about an explaining act where the writer gives detail information about what s/he asserts and attracts the readers to get some detail information in the first clause. Next, in the last clause for datum **1.Ab.003.L.05**, the writer performs a claiming act which is stated indirectly. Thus, in body part of first statement, the writer performs three functions to clear the information. For next statement (i.e. datum **1.Ab.004.L.08**), the writer provides a reporting act which is stated indirectly. Reporting here means the writer reports some actions which done by doing a certain investigation. This statement also acts as an asserting act which states the fact, and this is stated indirectly. In the last part of body section (i.e. datum **1.Ab.005.L.11**), the writer performs reporting and explaining once wrapped in one statement. It means, the writer reports information which has been observed by the writer, then explains it in details. This is for body section of abstract in the first article.

For concluding part of abstract, here we have datum **1.Ab.006.L.14** and datum **1.Ab.007.L.16**. Each of datum are sorted in sequent as arguing and reporting act. The arguing act means the writer states a statement and gives some evidence to ensure the readers about his/her thought. In the last sentence (i.e. datum **1.Ab.007.L.16**), the writer performs a reporting act which is stated directly. Thus, the writer states clearly about what s/he observed. This is the explanation of coherence pattern of abstract in article 1.



## 1.2. Introduction

## 1.2.1. Introducing of Introduction

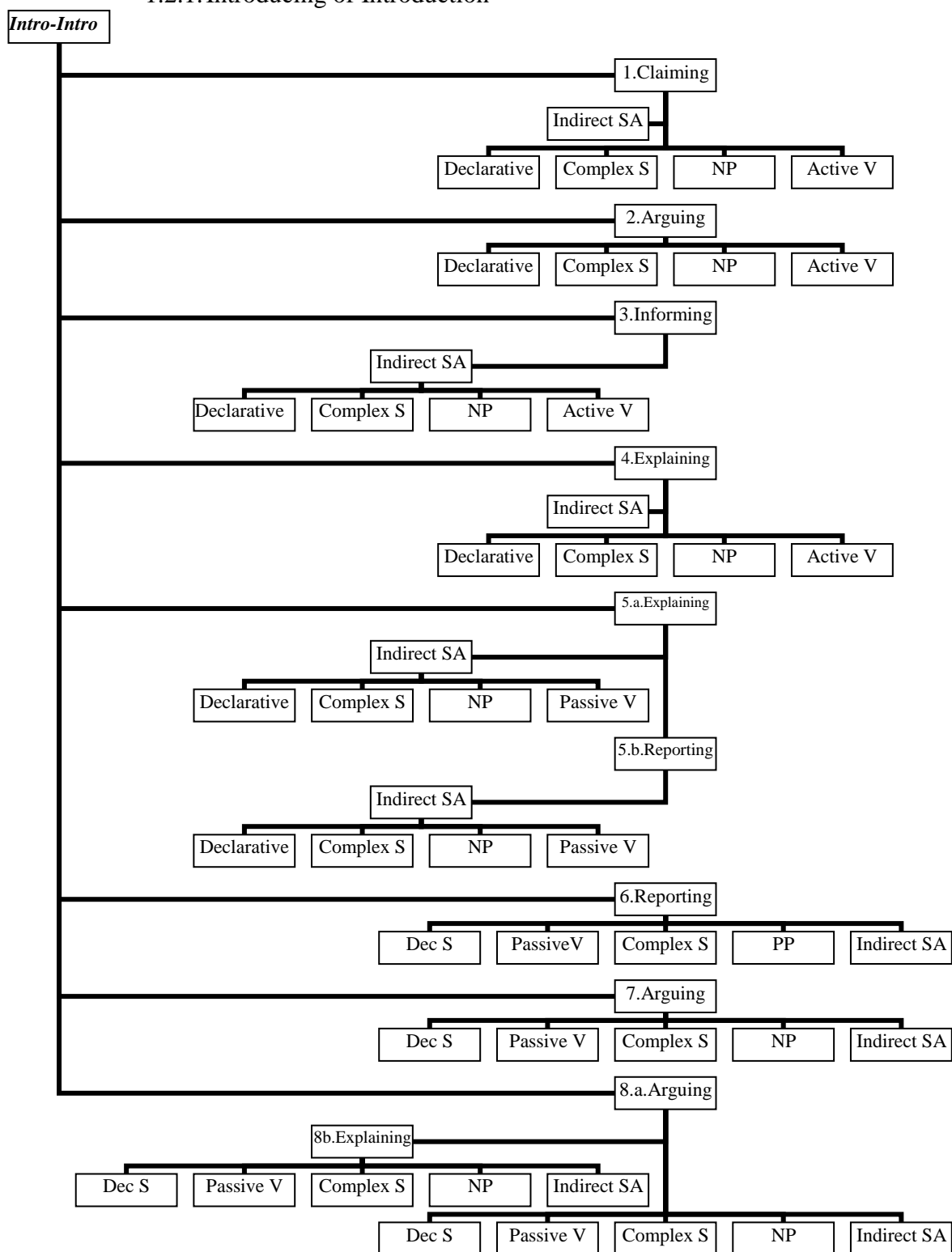


Figure 4.3.1 Coherence Pattern of Introducing on Introduction in Scientific Article 1

Considering the amount of data existed in introduction section, then, the researcher encapsulates each introducing, body and concluding element into three separated points. Thus, in this section, the researcher presents the introducing section of introduction.

The pattern of coherence found on introducing part in introduction is drawn as the figure above. There are eight elements which construct the introducing section, i.e. 1) claiming (i.e. datum **1.In.008.Par1.L.01.P.1**), 2) arguing (i.e. datum **1.In.009.Par1.L.02.P.1**), 3) informing (i.e. datum **1.In.010.Par1.L.04.P.1**), 4) explaining (i.e. datum **1.In.011.Par1.L.05.P.1**), 5) explaining and reporting (i.e. datum **1.In.012.Par1.L.09.P.1**), 6) reporting (i.e. datum **1.In.013.Par1.L.11.P.1**), 7) arguing (i.e. datum **1.In.014.Par1.L.02.P.2**), and 8) arguing and explaining (i.e. datum **1.In.015.Par1.L.05.P.2**).

The first appendage found in coherence pattern is claiming. The writer of Scientific Article 1 starts the earliest colloquy with an indirect speech act, conveyed by declarative sentence, built up in active voice and it has some clauses which then constructs a complex sentence.

The second branch of writer's statement is an arguing. The writer wraps the arguing act by a declarative sentence,

beginning the statement by a noun phrase, and included into an active voice. Because of built up by several clauses, then the second of sentence here is a kind complex sentence.

On third section, the writer drops an informing act. It is boxed by an indirect speech act, assimilated to a declarative sentence, starting by a noun phrase, and embodied by an active voice.

Fourth chunk is an explaining act, which encased through an indirect speech act. Furthermore, declarative sentence is a partial style which is adopted in this dissemination, and it is dawned by a noun phrase, then covered by an active voice.

We come to fifth component where it has two functions at once, they are explaining and reporting. This consideration is accorded by the presence of several clauses which have various functions. Those functions, each are embodied by an indirect speech act. Then, this statement is started by a noun phrase where passive voice is applied. Because of constructed by some various clauses, this sentence can be concluded as a kind of a complex sentence.

Reporting act here is implemented in sixth statement of the writer. This kind is reported indirectly. It has some ingredients to build up this reporting act. First this act uses a

declarative sentence where passive voice is implemented. The action is covered by some clauses which build a complex sentence. It is also started by a prepositional phrase.

The seventh act is arguing, where it was adjudged by an indirect speech act. A declarative sentence is used to display this arguing act, and it is built up by using a passive voice. Because of constructed by some kinds of clauses and merely a subordinator clause was found, then it is concluded as a kind of complex sentence. This statement is begun by a noun phrase.

The last statement of introducing on introduction section contains two functions, those are arguing and explaining which are embodied similarly, i.e. stated indirectly. A declarative sentence is used here, combined with a passive voice. Besides, a noun phrase is a kind of phrase to start the talk, and it contains a complex sentence. Thus, some various of acts and components to construct this introducing section are vary through the finding in introducing section of introduction written by native speaker in scientific article one.

### 1.2.2. Body of Introduction

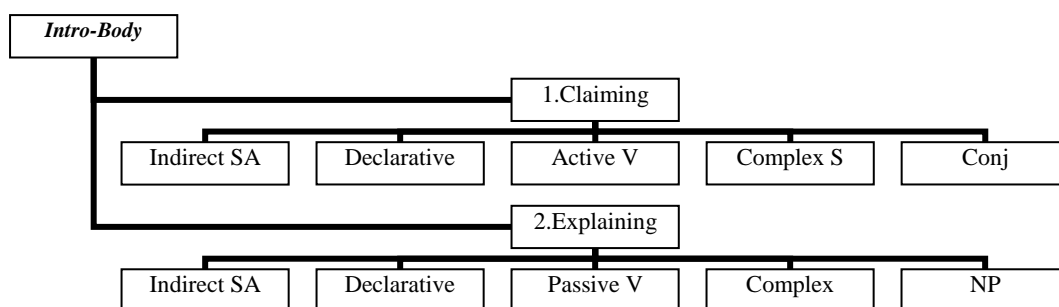


Figure 4.3.2. Coherence Pattern of Body on introduction in scientific article 1

On body segment, the researcher only took one sample to draw the pattern, i.e. body 1 (cf. datum **1.In.016.Par2.L.01.P.2**) of introduction written in article 1. Accordingly, there are only two kinds of division which found here. First function is claiming which is wrapped indirectly by the writer. Then, this claiming is also cloaked by declarative sentence, active voice, consists of some clauses which evolve a complex sentence and then, it is launched by a conjunction. This combinations are found through one data of body one.

Next, second datum settled on body two can be asserted as an explaining act. To evolve, some elements are involved. This datum is made indirectly, thus to explain, the writer did not write 'I am explaining this...'. Next, the kind of sentence is a declarative sentence, it also can be encompassed as a passive voice according to the form of VP it has. This statement is also begun by a noun phrase. In conclusion, this is some functions and elements found on body section of introduction in article 1.

## 1.2.3. Concluding of Introduction

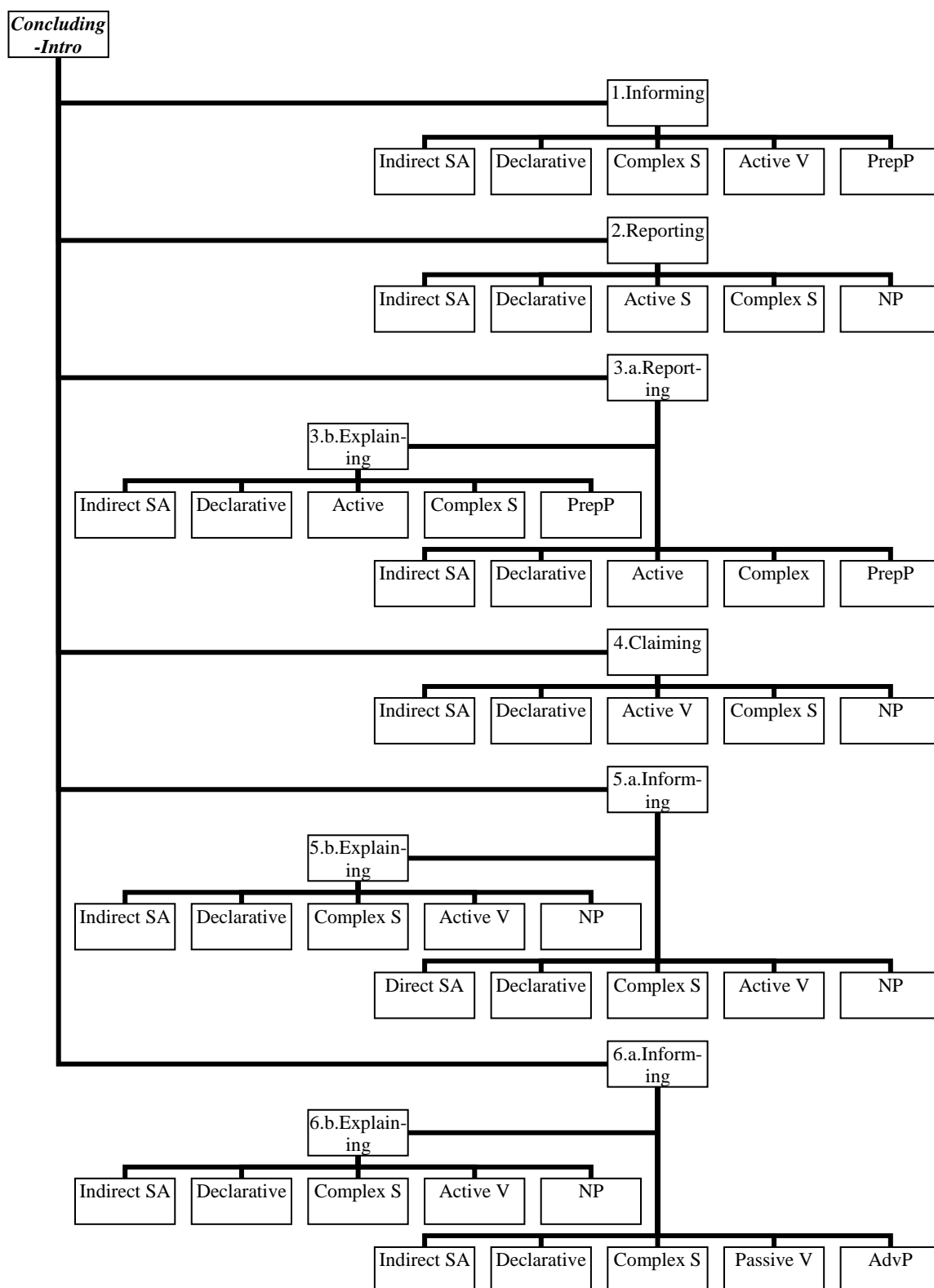


Figure 4.3.3. Coherence Pattern of Concluding on introduction in scientific article 1

On introduction of article one, concluding is separated from other elements (i.e. introducing and body). More explanation is featured below.

This concluding has six details of functions (starting from datum **1.In.017.Par3.L.01.P.2** to datum **1.In.022.Par3.L.13.P.2**, *cf. p.5-6 Appendix 1*) where datum number 3, 5 and 6 according to the figure 4.3.3. have extra double functions. Then, the more details of functions here are 1) informing (i.e. datum **1.In.017.Par3.L.01.P.2**), 2) reporting (i.e. datum **1.In.018.Par3.L.03.P.2**), 3) reporting and explaining (i.e. datum **1.In.019.Par3.L.06.P.2**), 4) claiming (i.e. datum **1.In.020.Par3.L.09.P.2**), 5) informing and explaining (i.e. datum **1.In.021.Par3.L.11.P.2**), and 6) informing and explaining (i.e. datum **1.In.022.Par3.L.13.P.2**).

First function i.e. informing act was constructed indirectly. Next, based on the form of sentence it used, i.e. SV form, this kind of sentence then can be concluded as a declarative sentence. Because of constructed by some complex sentence and there is some subordinator clause found, then this kind should become a complex sentence. Next, considering the pattern of VP, this kind of sentence can be classified as an active voice. This statement is also begun by a prepositional phrase.

Second function is reporting, where, it was folded indirectly. This means the writer does not bring clearly to state ‘I am reporting this ...’, yet, according to the functions and element of words it has, then this sentence can be concluded as a reporting act. A declarative sentence is applied to bundle this sentence. Next, according to VP form it has, this statement can be concluded as an active voice. The existence of subordination clause also creates this sentence into a complex sentence. This statement is also begun by a noun phrase.

For function number three, a sentence contains two functions, i.e. reporting and informing. Those two functions are framed similarly where, to begin the sentence, a prepositional phrase is used. It is also avowed indirectly. Then, this sentence can be categorized into an active voice, conforming to the VP form it adopted. Next, the existence of subordinate clause thereupon reinforces this sentence into a complex sentence.

We finally arrive to fourth function, i.e. claiming. This claiming is introduced by a noun phrase to start up the sentence and stated indirectly. Later, according to VP form it has, this sentence can be categorized as an active voice. Just as the existence of subordinate clause, this sentence then can be classified as a kind of complex sentence.



Fifth datum has two functions, i.e. informing and explaining. The difference of those two is, on explaining act, the writer states indirectly meanwhile for informing act, the writer declares directly. Those two functions, each are swaddled by SV form which means it applies a declarative sentence. By the existence of subordinating clause, thus this sentence can be categorized into a complex sentence. Regarding to VP form implemented, then this kind of sentence is classified into an active voice. Besides, a noun phrase is to begin this sentence.

As the last functions, here we have informing and explaining. This kind of sentence consists of some clauses which construct a complex sentence in accordance to the existence of subordinator clause. The difference is located to the voice of clause used. For informing act, in this clause, the writer presented it by a passive voice. Meanwhile for explaining act, the writer displayed an active voice. For other aspects, i.e. the way the writer presents the statement, for both clause, the writer declares indirectly. An adverbial phrase is used to begin a clause contains informing act. Altogether, a noun phrase is applied to start the clause holds explaining act. Furthermore, those two clauses expressed by a declarative sentence considering to the SV pattern used.

## 1.3. Method

## 1.3.1. Introducing of Method

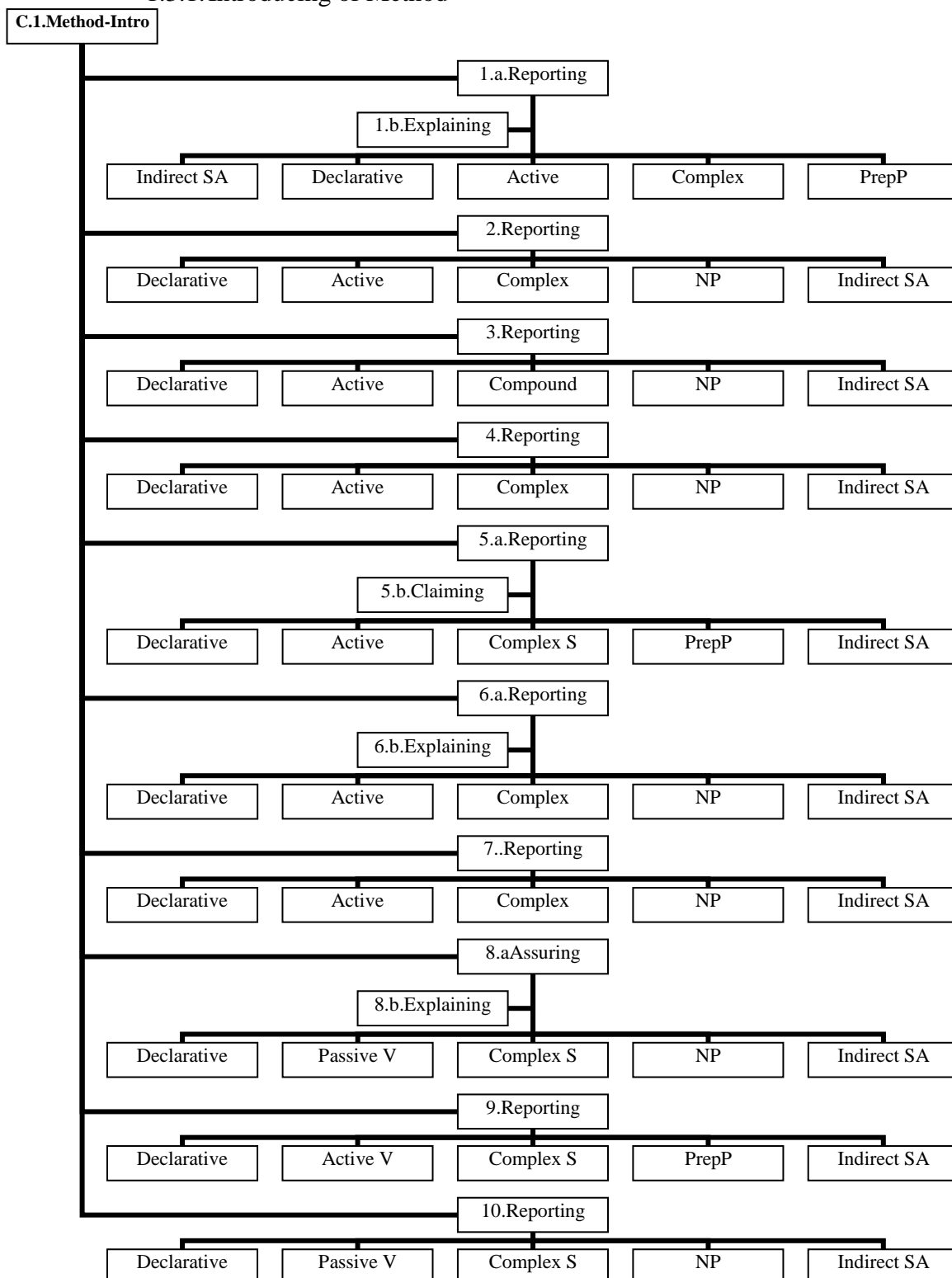


Figure 4.4.1 Coherence Pattern of Introducing on Method in Scientific Article 1

Contemplating to the amount datum found in method of scientific article 1, then the researcher of this thesis divided this method into two kinds, those are introducing, standing independently and a combination pattern of body and concluding of method. The present explanation is directed to introducing section of method.

There are ten numbers of functions found in this introducing of method. Moreover, some kinds of extra double functions can be found on some of writer's statement (i.e. function number 1, 5, 6 and 8).

In the first statement (*cf. datum 1.Me.023.Par1.L.01.P.2 Appendix 1 p. 6*), there can be found two functions, i.e. reporting and explaining. This sentence is begun by a prepositional phrase, then both are bundled indirectly. Considering the SV form found, this sentence then can be categorized into a declarative sentence. An active voice is also detected by the form of VP in this sentence. By contemplating the existence of subordinate clause, then this sentence can be codified as a complex sentence. A prepositional phrase is also signaled to start this sentence. Those are some particles which construct datum **1.Me.023.Par1.L.01.P.2** to perform both reporting and explaining act.

For second pattern (*cf. datum 1.Me.024.Par1.L.04.P.2 Appendix 1 p. 6*), we have a reporting act here which is asserted indirectly. This reporting act is bandaged by a SV form, thus it is a kind of declarative sentence, and considering to the VP form found, this sentence is a kind of active sentence. By the presence of subordinator, this sentence then can be sorted as a complex sentence. Next, the writer also started the sentence by a noun phrase. Hence, to construct statement in datum **1.Me.024.Par1.L.04.P.2**, and to achieve a reporting function, the writer compiles some those elements.

After presenting a reporting act, next pattern found is also a reporting act (*cf. datum 1.Me.025.Par1.L.05.P.2 in Appendix 1 p. 6*). The difference of this third and second section is in the complexity of clause. For second pattern, the writer presents a complex sentence signaled by the existence of subordinator. Meanwhile for third pattern, the writer used a compound sentence indicated by the presence of coordinator conjunction. For other elements, they are same as what have been explained in second pattern i.e. to produce a reporting function.

A reporting act is also detected in fourth sentence (*cf. datum 1.Me.026.Par1.L.01.P.3 in Appendix 1 p. 6*). The

explanation is totally similar to the explanation found in second sentence.

Reporting act and claiming act are found indirectly in fifth element of pattern (*cf. datum 1.Me.027.Par1.L.03.P.3, Appendix 1 p. 6*). To begin the statement, a prepositional phrase is presented. Next, considering the use of VP, an active voice is implemented. SV form is also found here, where it means that this sentence is a kind of a declarative sentence. Considering the existence of subordinator conjunction, then it can be concluded as a kind of complex sentence. Those are some partial branches to build statement in datum **1.Me.027.Par1.L.03.P.3** and make it perform two functions at one, i.e. reporting and claiming.

To assert in sixth statement of method (*cf. datum 1.Me.028.Par1.L.07.P.3 Appendix 1 p. 6*), in this first article, the writer performs a reporting act and an explaining act indirectly. Furthermore, a noun phrase is used to begin the statement. The SV pattern makes this sentence becomes a declarative sentence. Next, according to VP form used, this sentence can be categorized into an active voice. Considering to the presence of subordinator conjunctions, then this kind of sentence can be categorized into a complex sentence. Those are some subdivisions which construct datum

**1.Me.028.Par1.L.07.P.3** and makes this datum performs two functions at once, i.e. reporting and explaining acts.

We have a reporting act that covers seventh pattern here (*cf. datum 1.Me.029.Par1.L.09.P.3 Appendix 1, p. 6*). This reporting act is reported indirectly by the writer. Then, the writer uses SV pattern which directs this sentence into a declarative sentence. An active voice is also considered by VP pattern found. Next, the existence of subordinate clause drives this sentence to become a complex sentence. Moreover, a noun phrase is a phrase to begin this sentence. Reporting act found in datum **1.Me.029.Par1.L.09.P.3** are compiled by those branches.

Eighth statement of introducing in method of article one (*cf. 1.Me.030.Par1.L.10.P.3 Appendix 1 p. 6*) presents two functions, those are assuring and explaining acts. Furthermore, this eighth pattern is asserted indirectly and begun by a noun phrase. By the consideration of using VP form, this statement is a kind of passive voice. Later, a complex sentence is classified through this sentence by the attention of subordinate clause. The pattern of SV is also applied in this eighth sentence. Those are some essential features to set up datum **1.Me.030.Par1.L.10.P.3** and make it performs two functions at once, i.e. assuring and explaining.

For ninth (i.e. datum **1.Me.031.Par1.L.12.P.3**) and tenth (i.e. datum **1.Me.032.Par1.L.14.P.3**) sentences, they have similar classification, i.e. reporting act. The difference is placed by in ninth sentence, the sentence begun by a prepositional phrase and according to the VP form, ninth sentence is a kind of active voice meanwhile tenth sentence is considered as a passive voice and started by a noun phrase. The similarity is placed where both clauses use SV pattern which directed to a declarative sentence. Next, they are categorized into a complex sentence, where a subordinator conjunction can be detected here.

In conclusion, the pattern of introduction on method in scientific article is mapped as what figure 4.4.1 presents. The writer has 10 expressions to deliver the idea of introducing method.

## 1.3.2. Body and Conclusion of Method

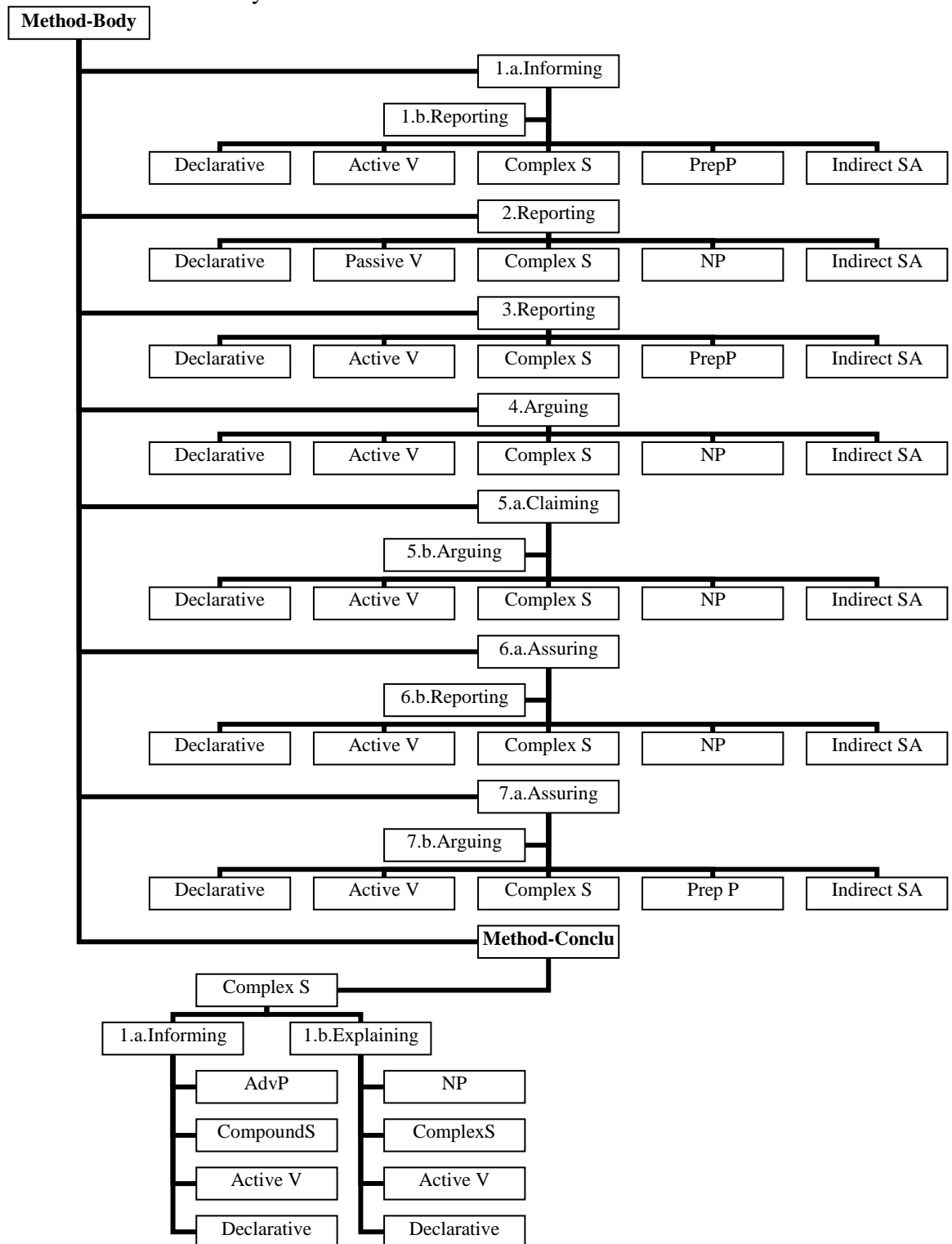


Figure 4.4.2. Coherence Pattern of Body and Concluding on Method in Scientific Article



There are seven functions found in body part of method in scientific article 1. For number 1, 5, 6 and 7, each has an extra function. Meanwhile, the concluding part of method only has two branches. Thus, this pattern coincides the pattern of body and concluding in method found in scientific article 1.

First branch of body in method (*cf. datum 1.Me.033.Par2.L.01.P.3 Appendix 1 p. 7*) has two sub-branches, they are informing and reporting. Those functions are wrapped indirectly, then begun by a prepositional phrase. Next, according to the presence of subordinator conjunction, this sentence can be categorized into a complex sentence. Besides, deliberating to the VP form detected, this branch can be categorized into an active voice. SV pattern also contributes this sentence included into a declarative sentence. Those are some factors which assemble datum **1.Me.033.Par2.L.01.P.3** and make this datum performs two functions at once, i.e. informing and reporting act.

Second branch (*cf. datum 1.Me.034.Par2.L.03.P.3 Appendix 1 p. 7*) has a function i.e. reporting act which is declared indirectly. The writer starts this reporting act by a noun phrase. Next, the pattern of SV makes this sentence becomes a declarative sentence. By considering VP form used, then, this sentence is categorized into a passive voice. The

existence of subordinator conjunction makes this sentence categorized into a complex sentence. Thus, those are some stems to build datum **1.Me.034.Par2.L.03.P.3** and functions as a reporting act.

The only differences found between pattern branch 2 and 3 (*cf. datum 1.Me.035.Par2.L.05.P.3 Appendix 1 p.7*) are in phrases found to start the sentence and in voice sentence. Other aspects are similar. Second sentence has a passive voice, meanwhile third sentence has an active voice. A prepositional phrase is also applied in the third branch, meanwhile in second branch, a noun phrase is used significantly.

Fourth branch (*cf. datum 1.Me.036.Par2.L.06.P.3 Appendix 1 p. 7*) is an arguing act. It is begun by a noun phrase, and this arguing act is declared indirectly. Next, a complex sentence is detected where it means that inside this statement, there can be found a subordinator conjunction. Besides, a SV pattern is found, thus this sentence can be categorized into a declarative sentence. Next, regarding to VP form used, then this sentence can be categorized into an active voice.

Fifth branch (*cf. datum 1.Me.037.Par2.L.08.P.3 Appendix 1 p. 7*) has two kinds of functions, i.e. claiming and arguing which are asserted indirectly. Those clauses are

combined to become a complex sentence. Next, a noun phrase is used to begin this earliest sentence. Moreover, a SV form indicates that this sentence is a kind of a declarative sentence. Then, according to VP pattern, this kind of sentence is categorized into an active voice.

Sixth branch (*cf. datum 1.Me.038.Par2.L.11.P.3 Appendix 1 p. 6*) has two functions, i.e. assuring and reporting. Those two kinds are based on the existence of various clauses inside a complex sentence which linked by a subordinator conjunctions. The consideration of VP pattern, then, this sentence is categorized in an active voice. Next, the SV pattern of sentence also becomes the consideration of declarative sentence. To begin, this sixth applied noun phrase. This is the pattern found in sixth sentence of body in method of article 1.

The last branch of body (*cf. datum 1.Me.039.Par2.L.14.P.3 Appendix 1, p. 7*) contains two functions, i.e. assuring and arguing indirectly. Those two combined clauses are bundled into a complex sentence according to the presence of subordinator conjunction. Next, considering the VP pattern, this kind of sentence then can be categorized into an active voice sentence. Besides, a prepositional phrase is used to begin the sentence. A SV pattern also contributes to build up a declarative sentence in

this pattern. Finally, this is the final explanation of pattern found inside method for body section in scientific article 1.

Next, as a concluding of method, the sentence presence is just one (i.e. datum **1.Me.047.Par4.L.01.P.4** Appendix 1, p. 4), however, this one sentence has two functions, i.e. informing and explaining. Those two functions are displayed indirectly by the writer. Next, the difference of two both are on the beginning clause, where in informing, an adverbial phrase is significantly applied, meanwhile for explaining act, a noun phrases is used. Next, a compound sentence is implemented in informing act, where it is signed by the presence of coordinator conjunction, meanwhile a subordinator conjunction is found in explaining act. Those two sentence are covered by an active voice and considering the SV pattern, then, those two sentence are classified into declarative sentence. This is the final explanation of branches found in concluding of method in article 1.

## 1.4. Result

### 1.4.1. Introducing of Result

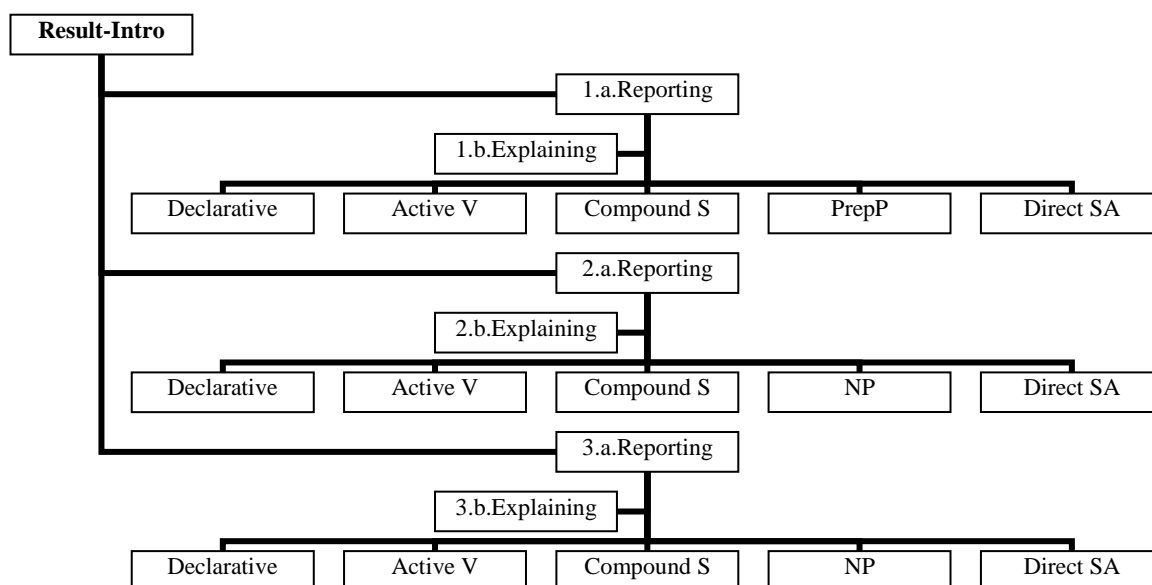


Figure 4.5.1. Coherence Pattern of Introducing on Result in Scientific Article 1

This introducing unit of result in article one has a unique pattern where since statement 1 (*cf. datum 1.Re.196.Par1.L.01.P.16*), statement 2 (*cf. datum 1.Re.197.Par1.L.02.P.16*) and statement 3 (*cf. datum 1.Re.198.Par1.L.05.P.17*) exactly have twin pattern, which are composed by some coordinative clause which construct a compound sentence. Then, seen from VP form applied, those three sentence have an active voice. Besides, in accordance with the use of SV pattern, those three sentences are categorized into declarative sentences. They are also stated directly by the writer. The only differences are in how to begin the sentence. First branch (i.e. datum

**1.Re.196.Par1.L.01.P.16)** is started by a prepositional phrase, meanwhile second and third branches are begun by noun phrases.

#### 1.4.2. Body of Result

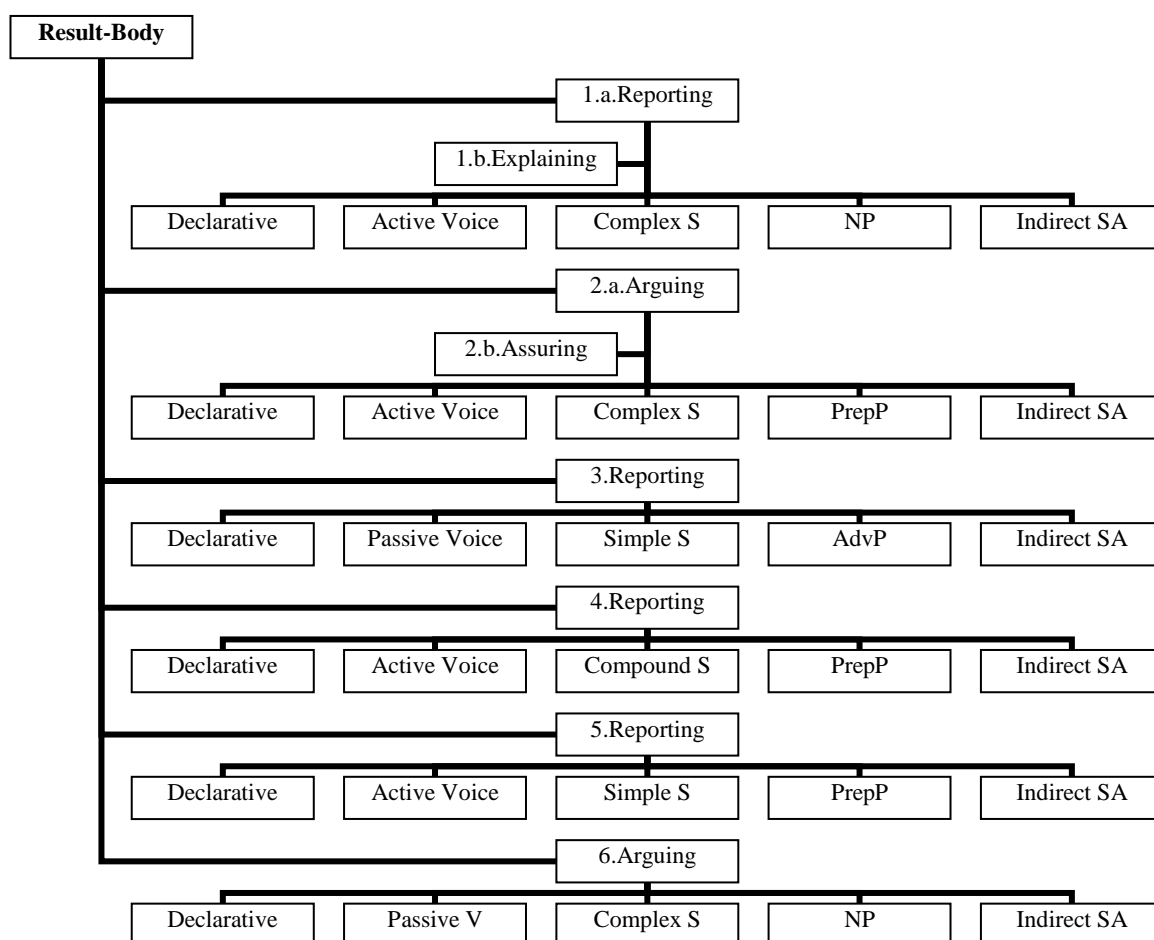


Figure 4.5.2. Coherence Pattern of Body on Result in Scientific Article 1

As displayed previously, this pattern of body only takes body 1 to be drawn the pattern significantly. There are six pieces of sentences to construct body part of result in article 1. However, there are also some extra double functions in statement number 1 and 2. Other statements only enclose

single function. The functions found here are 1) reporting and explaining (*cf. datum 1.Re.199.Par2.L.01.P.17 Appendix 1 p. 28*), 2) arguing and assuring (*cf. datum 1.Re.200.Par2.L.02.P.17 Appendix 1 p. 28*), 3) reporting (*cf. datum 1.Re.201.Par2.L.03.P.17 Appendix 1 p. 28*), 4) reporting (*cf. datum 1.Re.202.Par2.L.04.P.17 Appendix 1 p. 29*), 5) reporting (*cf. datum 1.Re.203.Par2.L.05.P.17 Appendix 1 p. 29*), and 6) arguing (*cf. datum 1.Re.204.Par2.L.07.P.17 Appendix 1 p. 29*).

First stem, according to analysis in datum **1.Re.199.Par2.L.01.P.17** (*cf. Appendix 4 p. 143*), this sentence is constructed by some elements, those are, started by a noun phrase, considering the pattern of SV used, this sentence can be categorized into a declarative sentence, and by the existence of subordinate clause, this sentence then classified into a complex sentence. Besides, this statement is also written indirectly. Those are some elements to build sentence in datum **1.Re.199.Par2.L.01.P.17**.

Second branch (*cf. datum 1.Re.200.Par2.L.02.P.17 appendix 4 p. 143*) is compiled by some pieces, they are: first, it is started by a prepositional phrase, then by the attendance of subordinator conjunction makes this sentence into a complex sentence. Third, regarding the VP pattern applied, this sentence

then obviously can be stated as an active voice sentence. Besides, by applying SV pattern, this sentence is a kind of declarative sentence. And those functions are declared indirectly.

On third stem, the writer performs a reporting act which constructed by some components (*cf. datum 1.Re.201.Par2.L.03.P.17 appendix 4, p. 143*). An adverbial phrase is appeared to begin this sentence. Next, according to the complexity of the sentence, where there cannot be found some coordinators or subordinators conjunctions, then this sentence is a kind of a simple sentence. Besides, this statement is stated with a passive voice conforming to the VP pattern. And for SV pattern, this sentence is categorized into a declarative sentence.

On fourth branch, the sentence contains a reporting act too (*cf. datum 1.Re.202.Par2.L.04.P.17 appendix 4 p. 144*) which is built by some elements. This statement is started by a prepositional phrase. Besides, by the attendance of coordinator conjunction, a kind of compound sentence then can be classified into this sentence. Next, according to the pattern of the sentence, where SV is found, this sentence can be categorized into a declarative sentence. Besides, considering



the pattern of VP used, an active voice can be judged as this kind of sentence.

Fifth branch of pattern in figure 4.5.2 (*cf. datum 1.Re.203.Par2.L.05.P.17 appendix 4, p. 144*) has a reporting function. This sentence is begun by a prepositional phrase. Considering the SV pattern of the sentence, where the subject is put forward the verb, then this sentence can be categorized into a declarative sentence. Next, considering the VP pattern, this sentence then can be classified into an active voice. A simple sentence is also a kind of sentence in this section regarding to there can not be found any different clause but the main clause only. Besides, this sentence is also stated indirectly.

We come to the final stem of body section on result of scientific article one. This statement functions as an arguing act (*cf. datum 1.Re.204.Par2.L.07.P.17 appendix 4, p. 144*). It is built by some elements, where, to begin, a noun phrase is used here. Next, a complex sentence is applied according to the presence of subordinate clause. Then, this statement is also stated indirectly. Besides, considering the VP applied, then this sentence is a kind of passive sentence. A SV pattern also found which indicates to a declarative sentence. This is the coherence pattern found in scientific article one for body stem of result.

## 1.4.3. Concluding of Result

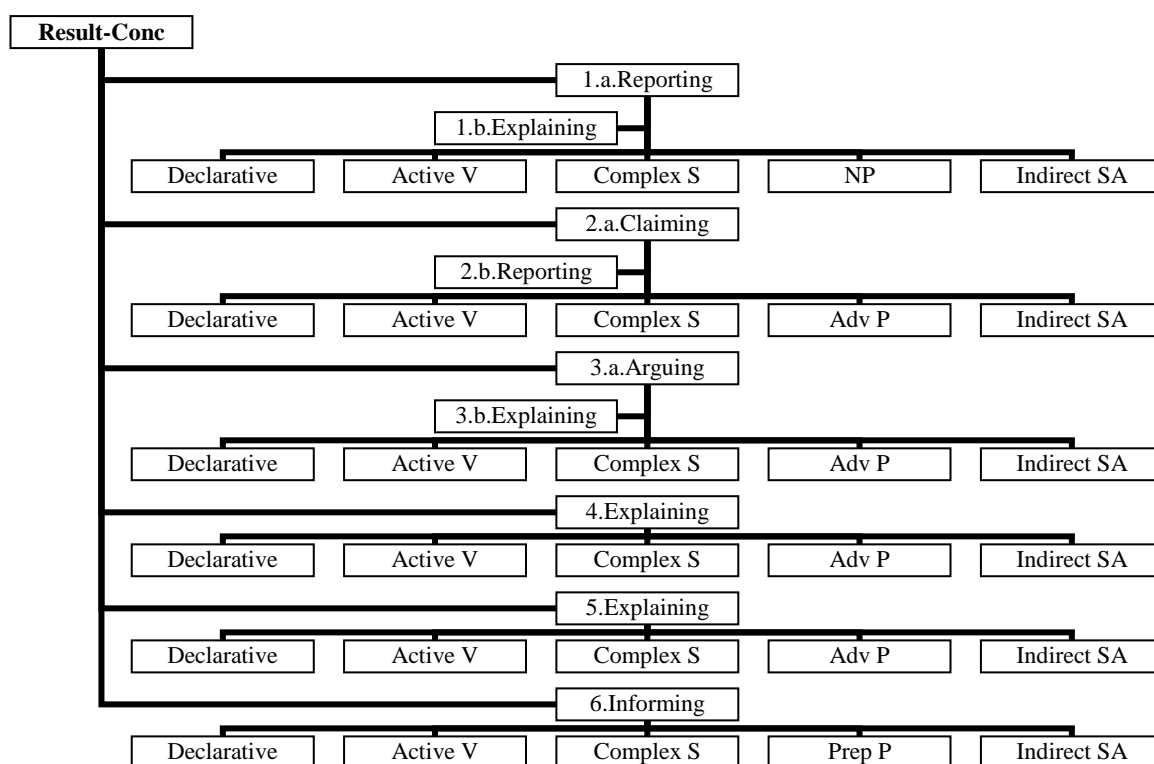


Figure 4.5.3. Coherence Pattern of Concluding on Result in Scientific Article 1

For concluding pattern of result, it is built by six components of statements where some of each statement has double functions, i.e. statements number 1, 2, and 3.

For earliest statement, it has two functions i.e. reporting and explaining. To construct this statement, (*cf. datum 1.Re.236.Par9.L.01.P.19 appendix 4, p. 148*), it has some elements. To begin, it applies a noun phrase. Meanwhile according to VP pattern used, this is a kind of active voice. Besides, a declarative sentence is configured based on SV pattern in has. This statement is also stated indirectly. Furthermore, according to the presence of subordinate clause,

this sentence then be classified into a complex sentence. A reporting and explaining are found significantly by conveying those elements of sentence constructors.

For second statement, it has two functions, i.e. claiming and reporting indirectly. Those functions are covered by several items (*cf. datum 1.Re.237.Par9.L.02.P.19, appendix 4*, p. 148), first is a complex sentence where some subordinator clause are found here. Besides, this sentence is also started by an adverbial phrase. According to the pattern of VP it has, it can be classified into an active voice. In accordance with SV pattern applied, this sentence then is classified into a declarative sentence.

There are two kinds of functions exist on third branch of concluding section on result, they are arguing and explaining. To start, an adverbial verb is applied here. Besides, considering SV pattern applied, a declarative sentence is used. Moreover, regarding to VP form applied, this sentence is a kind of active voice. To state the functions, this datum is declared indirectly (*cf. datum 1.Re.238.Par9.L.04.P.19, appendix 4, p. 148*).

Indirectly, an explaining act appears in fourth branch of this concluding of result section. It has some elements which construct this sentence (*cf. datum 1.Re.239.Par9.L.01.P.20*

*Appendix 4, p. 148*). According to the presence of subordinate clause, this sentence then categorized into a complex sentence. Besides, an adverbial phrase is used to set up the sentence. Seeing from the pattern of VP, this sentence then concluded into an active voice. An SV pattern of the sentence also deals with a declarative sentence. An explaining act is also found on fifth branch of pattern in figure 4.5.3. However, the explanation is totally same as what has been explained for explaining act in fourth branch.

Sixth branch has a function this is informing act and presented indirectly (*cf. datum 1.Re.240.Par9.L.02.P.20 appendix 4, p. 148*). Furthermore, this sentence is started by a prepositional phrase. Then, some clauses are found, where they are connected by a subordinator conjunction, so that this sentence can be classified into a complex sentence. Besides, SV form is found to construct this sentence, thus, it is a kind of declarative sentence. According to VP used, this sentence is categorized into an active voice. Finally, these are the pattern of coherence for concluding section on result in article 1.

## 1.5. Discussion

### 1.5.1. Introducing of Discussion

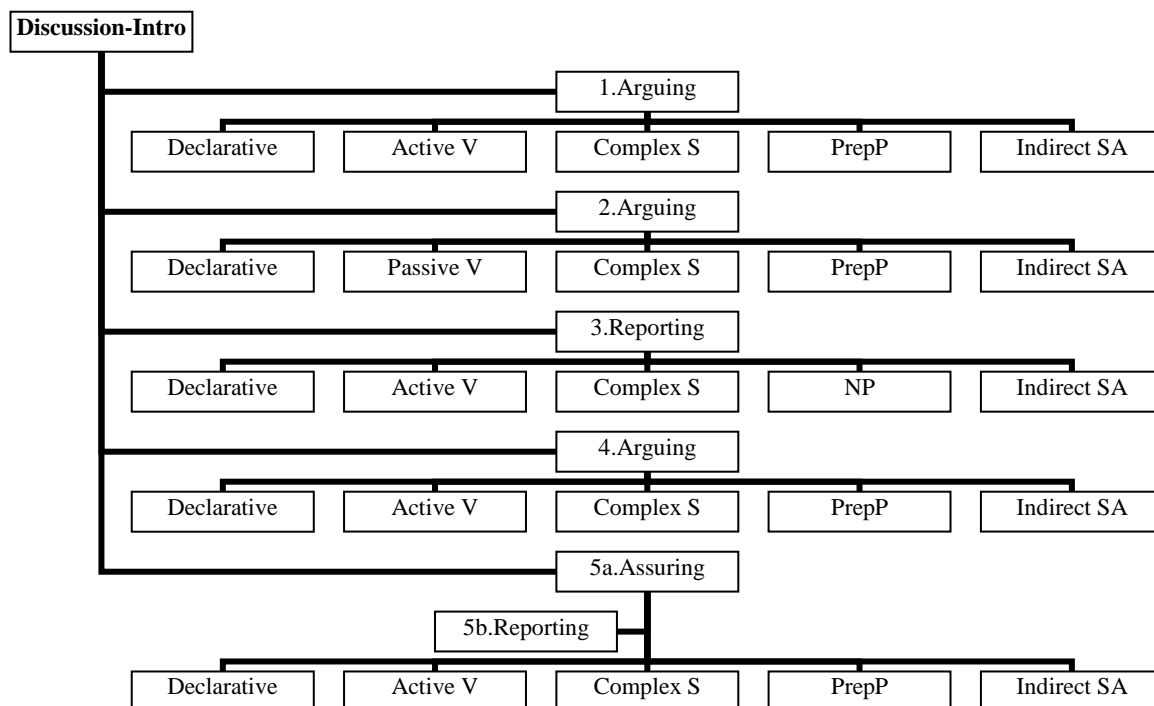


Figure 4.6.1. Coherence Pattern of Introducing on Discussion in Scientific Article 1

There are only five components which construct an introducing section on discussion of article 1. They are 1) arguing (see datum **1.Re.242.Par10.L.01.P.20**), 2) arguing (see datum **1.Re.243.Par10.L.03.P.20**), 3) reporting (see datum **1.Re.244.Par10.L.04.P.20**), 4) arguing (see datum **1.Re.245.Par10.L.06.P.20**), and 5) assuring and reporting (see datum **1.Re.246.Par10.L.10.P.20**).

For earliest branch, i.e. arguing, this function is stated indirectly. To start, a prepositional phrase is applied. Then, this sentence is compiled by some clauses where a subordinator

conjunction is found, therefore, this sentence is categorized into a complex sentence. Besides, according to the pattern of VP found, this sentence is categorized into an active voice. Accordingly, a SV pattern is also detected here, thus, this sentence is a kind of declarative sentence. This is pattern found in branch 1 where datum **1.Re.242.Par10.L.01.P.20** is uncovered.

Arguing is found indirectly in second branch of introducing pattern on discussion. It is composed by some clauses where subordinator conjunction is detected, thus this is a kind of complex sentence (*cf. datum 1.Re.243.Par10.L.03.P.20 appendix 4 p. 149*). Besides, to start this statement, the writer presents a prepositional phrase. According to the pattern of VP found, this sentence is a kind of passive voice. Furthermore, an SV pattern is found which then makes this sentence becomes a kind of declarative sentence.

Indirectly, third sentence functions as a reporting act. It is started by a noun phrase (*cf. datum 1.Re.244.Par10.L.04.P.20 appendix 4 p. 149*). Because of constructed by some clauses where a subordinate clause is detected, then, this sentence can be categorized into a complex sentence. Looking at the presence of SV pattern in this sentence, then, this can be concluded as a declarative sentence.

Besides, considering the pattern of VP used, this sentence can be categorized into an active voice. This is the pattern of third branch on introducing of discussion in article 1.

Arguing is found indirectly in branch of pattern number 4. It is begun by a prepositional phrase (*cf. datum 1.Re.245.Par10.L.06.P.20 appendix 4 p. 149*). Then, because of built by some clauses where there is a subordinate clause, this sentence can be categorized into a complex sentence. Considering the pattern of VP, it is also classified into an active voice. SV is also found which means that this sentence is a kind of declarative sentence. This is pattern found in fourth branch.

To end this pattern, then, there are two functions found indirectly in last branch, they are assuring and reporting. Those functions are wrapped at once in datum **1.Re.246.Par10.L.10.P.20**. This sentence is begun by a prepositional phrase. Because of assembled by some clauses, then this sentence can be categorized into a complex sentence. SV form is found which points out that this sentence is a kind of declarative sentence. VP which is beheld here leads to an active voice. Thus, those two functions can be formed by those elements. This is the pattern of introducing on discussion in scientific article 1.

## 1.5.2. Body of Discussion

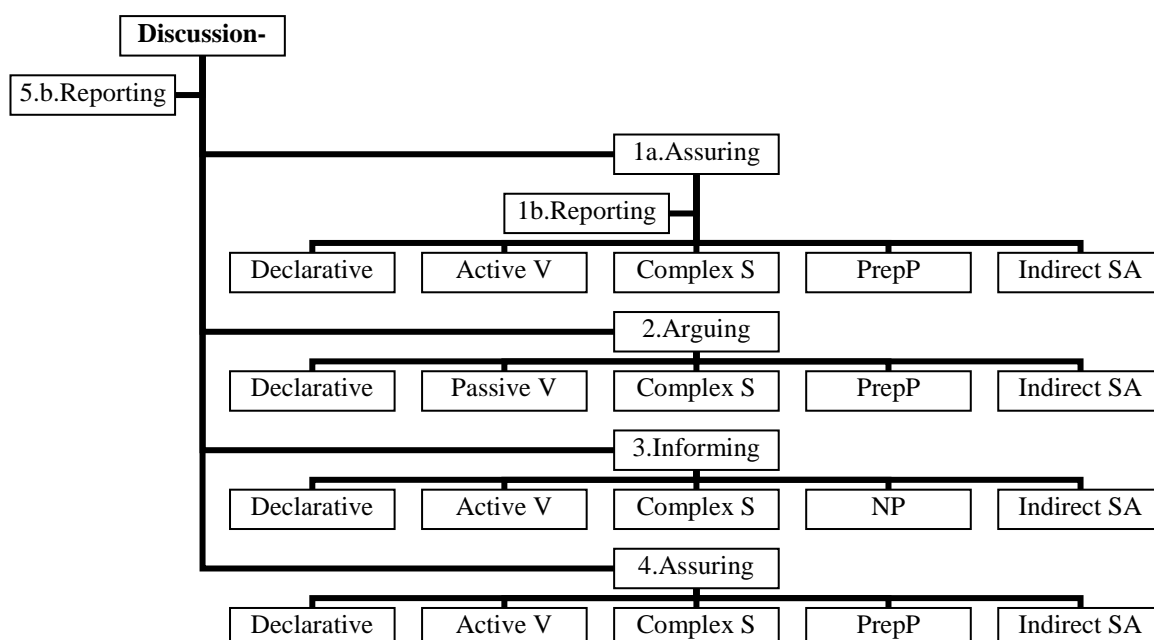


Figure 4.6.2. Coherence Pattern of Body on Discussion in Scientific Article 1

This pattern body of discussion is organized by four branches, they are 1) assuring and reporting (*see datum 1.Re.247.Par11.L.01.P.20 appendix 1 p. 34*), 2) arguing (*see datum 1.Re.248.Par11.L.01.P.21 appendix 1 p. 35*), 3) reporting (*see datum 1.Re.249.Par11.L.03.P.21 appendix 1 p. 35*), and 4) arguing (*see datum 1.Re.250.Par11.L.04.P.21 appendix 1 p. 35*).

For earliest sentence (i.e. datum **1.Re.247.Par11.L.01.P.20**), it contains two function, they are assuring and reporting. Those functions are covered by one sentence which is started by a prepositional phrase. Then, because of constructed by some clauses and some subordinator



conjunction is found, this sentence then can be categorized into a complex sentence. Next, according to the presence of SV form and the pattern of VP, this sentence then can be classified into a declarative sentence within an active voice. This is for explanation in sentence one.

Next, the second sentence i.e. datum **1.Re.248.Par11.L.01.P.21**, the sentence functions to arguing and this function is stated indirectly. To start, a prepositional phrase is appeared in the earliest sentence. Because of consisting some clauses where some clause can be categorized into a subordinate clause, then this sentence is classified into a complex sentence. Regarding to the pattern of the sentence, i.e. SV and VP found, this sentence then is codified into a declarative sentence and a passive voice.

Next, for third branch of this body part of discussion, the sentence functions to perform an informing act indirectly (*see datum 1.Re.249.Par11.L.03.P.21*). This informing act is displayed by some clauses inside the sentence, and there can be found some subordinate conjunction, then this is categorized into a complex sentence. Next, a noun phrase is opening the earliest sentence. Considering the pattern, i.e. SV and VP found, this sentence can be identified as a declarative sentence and an active voice of sentence.

In the last classification of this body section on discussion, the writer expresses an assuring in the fourth branch, indirectly which means the writer does not state a clear information that s/he does an assuring. This is seen by analyzing the context of the sentence. Then, this sentence is expressed by beginning the sentence using a prepositional phrase. Considering the amount of clauses appear in this sentence, where one of them is a kind of subordinate clause, this sentence then can be categorized into a complex sentence. Seen from SV and VP pattern applied in this sentence also makes this sentence classified into declarative sentence and included in an active voice. Those are some details about coherence pattern of body on discussion in scientific article 1.

## 1.5.3. Concluding of Discussion

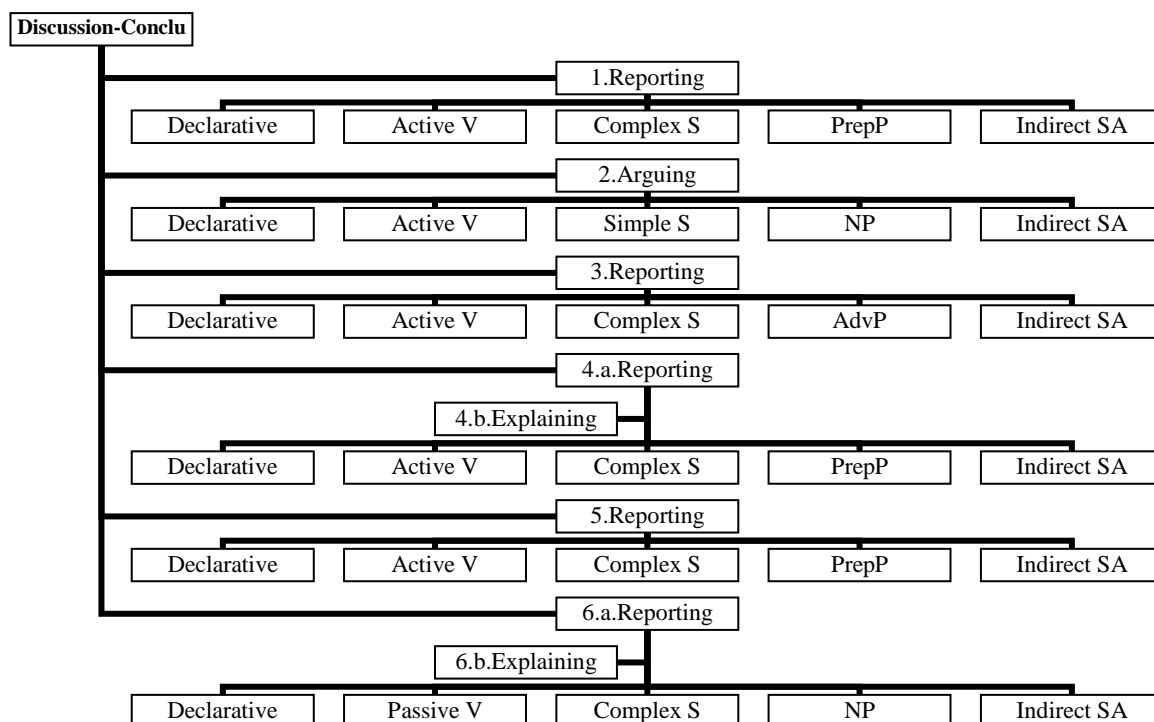


Figure 4.6.3. Coherence Pattern of Concluding on Discussion in Scientific Article 1

There are six elements which construct coherence pattern of concluding on discussion in scientific article 1. They are not merely have only a single function, yet some of them have double functions, i.e. for branch number 4 and 6. The functions of the pattern are 1) reporting (*see datum 1.Re.299.Par26.L.01.P.26*), 2) arguing (*see datum 1.Re.300.Par26.L.03.P.26*), 3) reporting (*see datum 1.Re.301.Par26.L.04.P.26*), 4) reporting and explaining (*see datum 1.Re.302.Par26.L.01.P.27*), 5) reporting (*see datum 1.Re.303.Par26.L.08.P.27*), and 6) reporting and explaining

(see datum **1.Re.304.Par26.L.10.P.27**). For further discussion is displayed below.

A reporting act is performed in the first branch and stated indirectly. Indirect here means that the statement is stated unclearly and let the readers to predict by themselves what does the writer want to the readers. Next, the first branch of pattern here is covered by some clauses which is indicated by the presence of amount number of clauses and a subordinate clause, then this sentence is categorized into a complex sentence. Next, a prepositional phrase is expressed to begin the sentence. Considering the SV pattern and the pattern identified in VP, this sentence also can be categorized into a declarative sentence and an active voice.

Second branch functions as an arguing act. It is stated indirectly, and ask the readers to infer what the writer want or expect to the readers. This sentence is wrapped by a simple sentence, where there is only a single clause found. Next, a noun phrase is used to begin the sentence. Based on the pattern of SV and VP points, then, this sentence can be classified into a declarative sentence and active voice.

For third function, the sentence performs a reporting act. It is declared indirectly where the readers are asked to infer the meaning and the writer did not state explicitly what s/he

wants the readers to. Next, this branch is started by an adverbial phrase. It also contains some clauses, and some clauses connected by a subordinate conjunction then build this sentence into a complex sentence. SV pattern is detected, and in accordance with VP pattern identified, then this sentence is a kind of declarative sentence and active voice.

Two functions are detected in the fourth branch, i.e. reporting and explaining which are stated indirectly. Because of those clauses have similar constructions, then this sentence is compiled once covered all. This sentence is begun by a preposition phrase. By the detection of SV pattern and the pattern of VP inside the sentence, then this sentence can be categorized into a declarative sentence and considered as an active voice.

On fifth branch, there is a reporting act which covers this sentence. It is also constructed indirectly, which requires the readers to infer and predict what the writer wants to the readers. Next, a complex sentence is also detected by the presence of subordinator conjunctions to connect clauses. This sentence then is started by a prepositional phrase. And speculating to the detection of SV form and VP pattern detected, then this sentence is a kind of declarative sentence and an active voice.

For sixth branch, it is divided into two branches, they are reporting and explaining acts. As most functions found, these functions of sentence are also stated indirectly. It is started by a noun phrase, and considering the presence of subordinate conjunction, then this sentence is classified into a complex sentence. In accordance with the detection of SV form and VP pattern, this sentence then is categorized into a declarative sentence and a passive voice. Those are the explanation of coherence pattern of concluding on discussion in article 1.

## 1.6. Conclusion

### 1.6.1. Introducing and Body of Conclusion

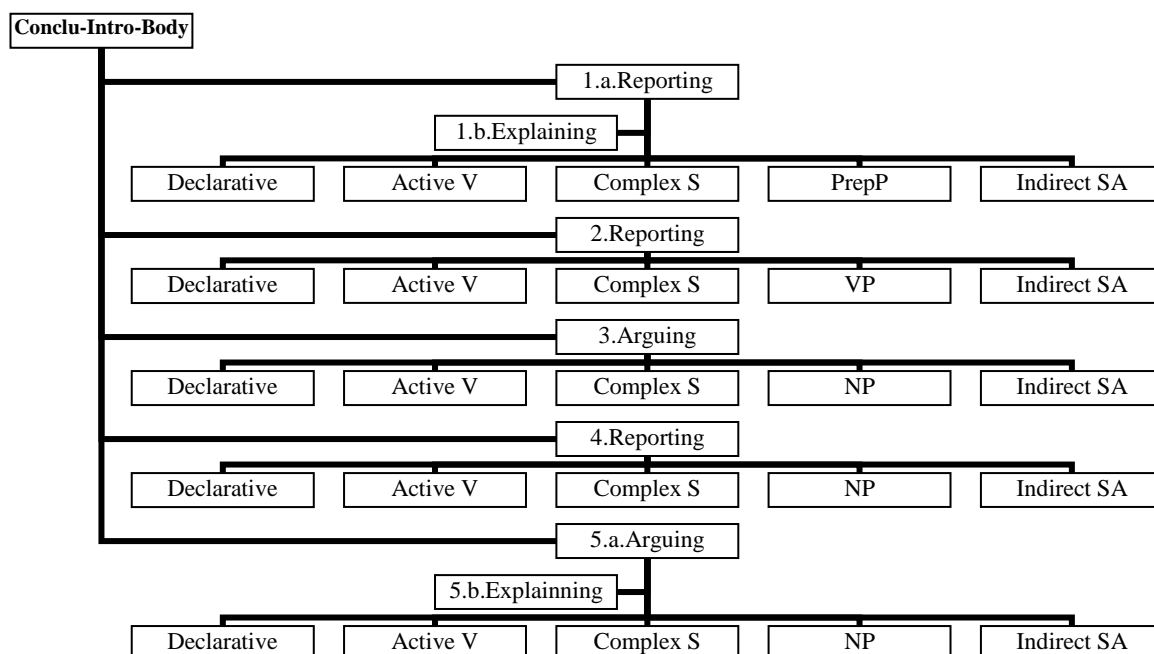


Figure 4.7.1. Coherence Pattern of Introducing on Conclusion in Scientific Article 1

In conclusion section of scientific article 1, the introducing and body items are covered in one. There are five branches found, those are 1) reporting and explaining (*see datum 1.Con.305.Par1.L.01.P.27*), 2) reporting (*see datum 1.Con.306.Par1.L.04.P.27*), 3) arguing (*see datum 1.Con.307.Par1.L.08.P.27*), 4) reporting (*see datum 1.Con.308.Par1.L.11.P.27*), and 5) arguing and explaining (*see datum 1.Con.309.Par1.L.14.P.27*).

To begin, the first branch of coherence pattern in figure 4.7.1 has two functions at one, they are reporting and explaining. Those two functions are stated indirectly. A noun phrase is applied to begin the sentence. Besides, an active voice is detected by considering the VP found. Next, according to the presence of subordinate conjunction, this sentence then can be classified to a complex sentence. Besides, according to SV pattern detected, this sentence is categorized into a declarative sentence.

Next, second branch only contains once function this is a reporting act. This act is performed indirectly which means, the readers are required to infer what the writer wants to them by stating this sentence. This second branch is also started by a verb phrase. Besides, considering the attendance of subordinator conjunction makes this sentence classified into a

complex sentence. Furthermore, looking up from the SV pattern and VP pattern existed, then this sentence (i.e. datum **1.Con.306.Par1.L.04.P.27**) is a kind of declarative sentence and considered into an active voice.

The third branch (i.e. datum **1.Con.307.Par1.L.08.P.27**) shows that the function of the sentence is arguing. This arguing function is performed indirectly where the writer does not explicitly state what s/he wants to the readers. Besides, to begin the sentence, a noun phrase is applied. Reflecting to the existence of subordinator conjunctions, this sentence then can be categorized into a complex sentence. Besides, SV pattern and the model of VP pattern can consider a conclusion that this sentence is classified into a declarative sentence and a kind of active voice.

On fourth branch (i.e. datum **1.Con.308.Par1.L.11.P.27**), it functions as a reporting act. This reporting act is declared indirectly where the writer does not provide an explicit explanation about the function of s/he stated the statement. Besides, this sentence is begun by a noun phrase. Next, considering the existence of subordinator conjunction makes this sentence categorized into a complex sentence. Besides, regarding the pattern of SV and the form of



VP found in this sentence makes this sentence a kind of declarative sentence and applied an active voice.

For the last sentence of the combination on introducing and body item of conclusion section in branch 5 (i.e. datum **1.Con.309.Par1.L.14.P.27**), it has double functions, they are arguing and explaining. This means that one sentence can be displayed to perform more than one function. The writer also stated indirectly where the readers are demanded to infer what is actually wanted by the writer. Furthermore, a noun phrase is implemented to begin this sentence. Next, considering the amount of clauses found in this sentence, and considering the existence of subordinate conjunction makes this sentence as a complex sentence. Besides, by recognizing the SV pattern the VP pattern found, this sentence then can be categorized into a declarative sentence and an active voice.

## 1.6.2. Concluding of Conclusion

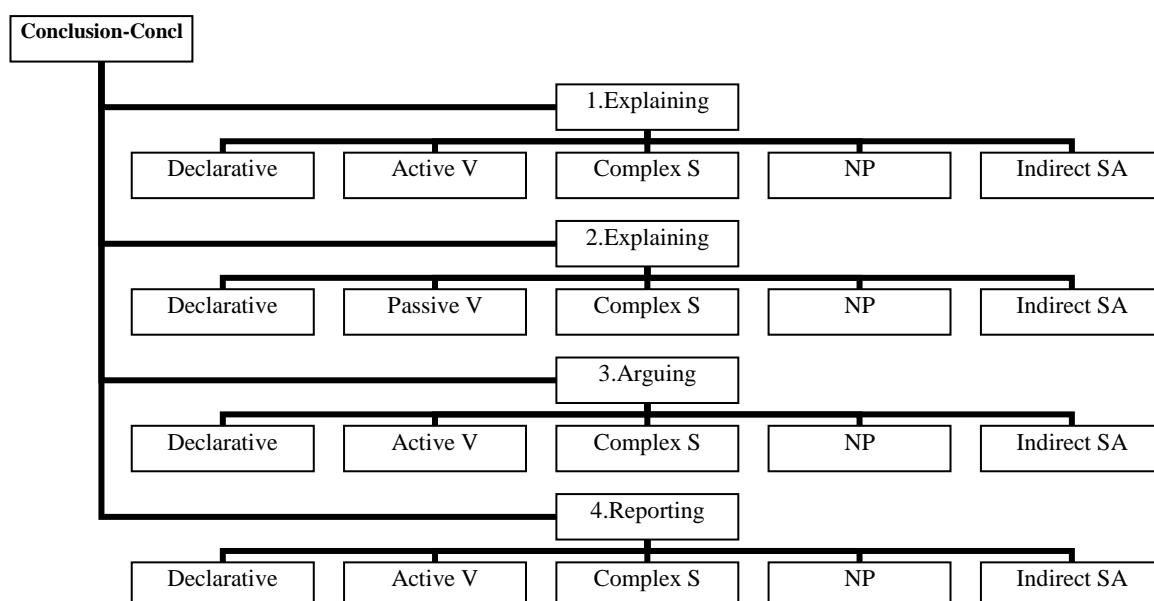


Figure 4.7.2. Coherence Pattern of Concluding on Conclusion in Scientific Article 1

There are four elements which build a concluding item of conclusion section in article 1. They are 1) explaining (*see datum 1.Con.310.Par2.L.01.P.27*), 2) explaining (*see datum 1.Con.311.Par2.L.04.P.27*), 3) arguing (*see datum 1.Con.312.Par2.L.06.P.27*), and 4) reporting (*see datum 1.Con.313.Par2.L.07.P.27*).

To begin, the first branch of concluding in conclusion section, an explaining act is performed significantly. This function is stated indirectly, means, there is no explicit information about the writer's aim while stating the statement. This sentence (i.e. datum **1.Con.310.Par2.L.01.P.27**) is started by a noun phrase. Next, considering the presence of subordinator conjunction then leads this sentence as a complex

sentence. Besides, considering the use of SV pattern and VP form, this second branch then can be categorized as declarative sentence and active voice.

On second branch (i.e. datum **1.Con.311.Par2.L.04.P.27**), an explaining act functions significantly. It is declared indirectly which means there is no explicit information about the writer's aim to the readers when stating such information. Besides, a noun phrase is applied to begin the sentence. Considering the presence of subordinate conjunction, then this sentence can be categorized into a complex sentence. Meanwhile, by scanning the pattern of the sentence, where SV pattern is found and VP pattern directs to a passive voice, this sentence then can be classified as a declarative sentence.

Third branch contains an arguing function (*see datum 1.Con.312.Par2.L.06.P.27*). This sentence is stated indirectly and begun by a noun phrase. Considering the presence of subordinator conjunction among some clauses on sentence in datum **1.Con.312.Par2.L.06.P.27**, then, it can be classified into a complex sentence. Besides, by looking at the pattern of VP used, this sentence is a kind of active voice, and identifying the pattern SV which is found, then this sentence can be categorized into a declarative sentence.

Fourth branch here means that it is the last branch of coherence pattern found on conclusion of article 1. This section contains a reporting act (*see datum 1.Con.313.Par2.L.07.P.27*). This sentence is stated indirectly which means the explicit information about the function cannot found here. Besides, this datum is also started by a noun phrase. Regarding the existence of subordinate conjunction, this sentence then can be categorized into a complex sentence. Meanwhile according to the SV pattern found and VP form detected, this sentence then is categorized into a declarative sentence and active voice.

## 2. Coherence Pattern on Article 2

### 2.1. Abstract

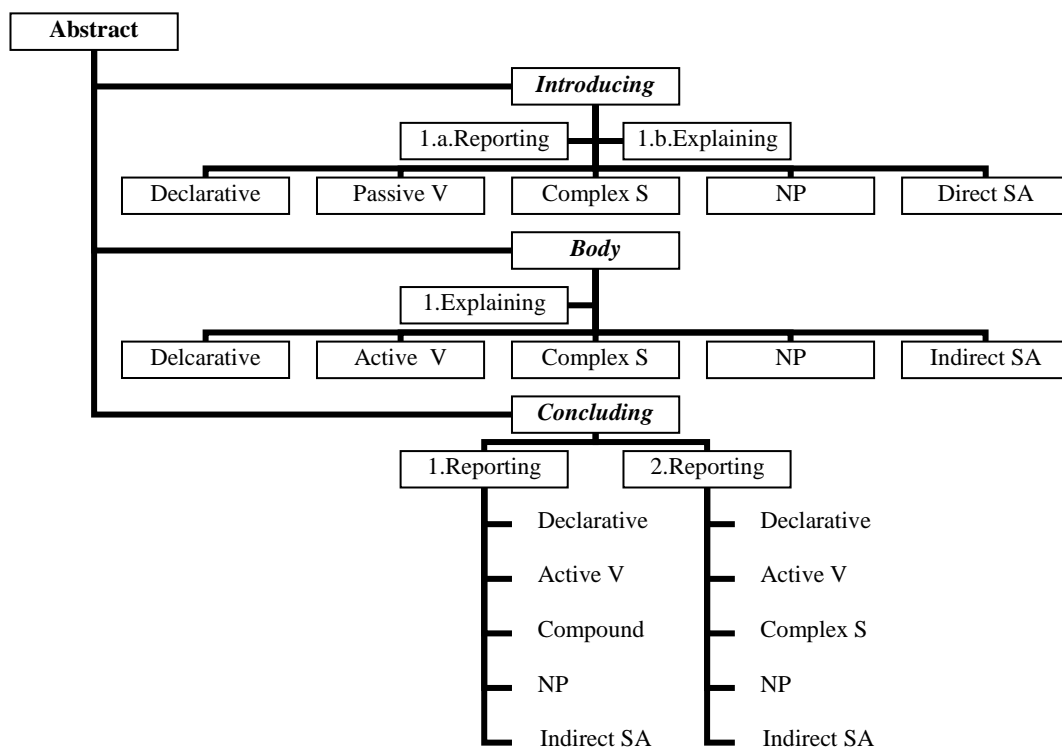


Figure 4.8. Coherence Pattern of Abstract in Scientific Article 2

In this abstract, the pattern is divided into three kinds, first is introducing which consists of two function in one statement (*see datum 2.Ab.001.L.01*), i.e. reporting and explaining; second is body which only has an explaining function (*see datum 2.Ab.002.L.02*) and the third is concluding which has two functions those are reporting (*see datum 2.Ab.003.L.09*) and reporting (*see datum 2.Ab.003.L.09*). The more detail information can be taken from figure 4.8.

From this detail, it can be concluded that to start the abstract, a direct speech act is used significantly. Then, the readers are served some explanation which explain in details about some information. The readers are also displayed some reporting acts in concluding section. Then, there are only two kinds of functions found in this abstract, they are reporting and explaining.

## 2.2. Introduction

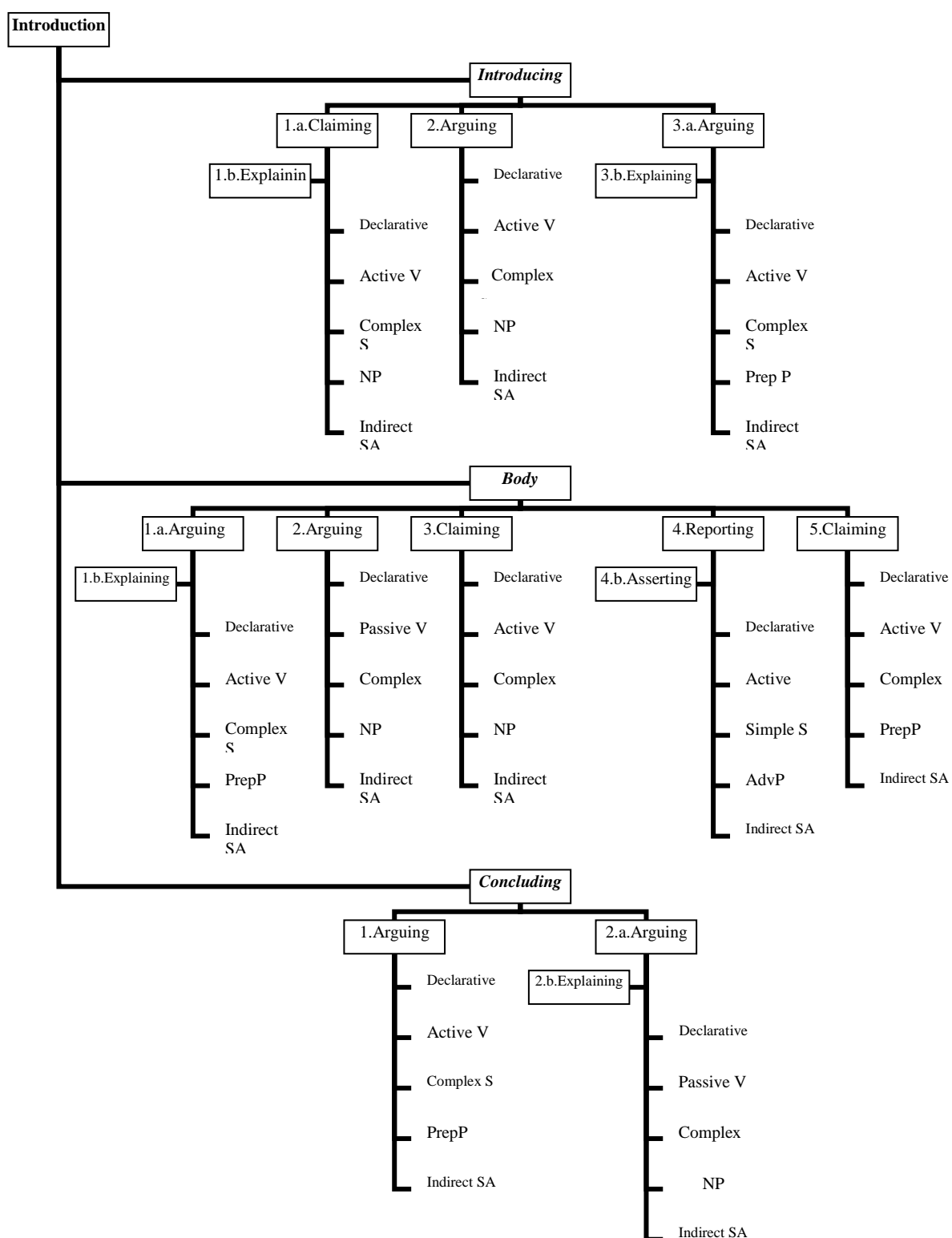


Figure 4.9. Coherence Pattern of Introduction in Scientific Article 2

This introduction part of article 2 are separated into introducing, body and conclusion. Considering the possibility to construct this coherence pattern at once, the researcher decided to draw the all functions on figure 4.9 at once.

There are only three branches found in introducing section. However, for section number 1 and number 3 have extra additional function. For sub-branch of number 1, the sentence (*cf. datum 2.In.004.Par1.L.01.P.53, appendix 2, p. 44*) contains claiming and explaining. Thus, some clauses found are used to conduct a claiming, and the other clauses are used to explain the topic which is written in datum **2.In.004.Par1.L.01.P.53**. This can be meant that a sentence may contain more than one function. Next, an arguing act (*cf. datum 2.In.005.Par1.L.02.P.53, appendix 2, p. 44*) is found for second sub-branch of introducing. For the last section of introducing section, we have double functions in one sentence, they are arguing and explaining (*cf. 2.In.006.Par1.L.04.P.53 appendix 2, p. 45*). Thus, a claiming and explaining, arguing, and arguing and explaining can are used to construct introducing section of introduction in article 2.

For body branch, it is divided into five kinds of sub-branches where sub-branch number 1 and 4 have extra additional functions, meanwhile other numbers only have one function. First sub-branch (*cf. datum 2.In.007.Par2.L.01.P.53, appendix 2, p. 45*) contains two functions, i.e. arguing and explaining. While arguing, then it means

explaining the idea or statement which is discussed can be combined at once. This is what has done by the writer of article 2 to begin body section of introduction in article 2. Second branch of body contains arguing (*see datum 2.In.008.Par2.L.05.P.53 appendix 2, p. 45*); third branch of body functions as claiming (*see datum 2.In.009.Par2.L.08.P.53 appendix 2, p. 45*); fourth branch contains reporting and asserting (*see datum 2.In.010.Par2.L.09.P.53 appendix 2, p. 45*); and fifth branch functions as claiming (*see datum 2.In.011.Par2.L.01.P.54 appendix 2, p. 45*). In conclusion, to build a body section, some functions are used in sequence.

There are only two sub-branches they are 1) arguing (*see datum 2.In.012.Par2.L.04.P.54*) and 2) arguing and explaining (*see datum 2.In.013.Par2.L.06.P.54*) found in concluding section of introduction in article 2. However, for second section, the sub-branch has sub-sub-branches. To gain more detail information, figure 4.9 provides some elements of sub-sub branches which build the sentence. In conclusion, the writer of article 2 drew a concluding section of introduction by only performing arguing then arguing again combined with explaining about what s/he argued.

## 2.3. Literature Review

### 2.3.1. Introducing and Body of Literature Review



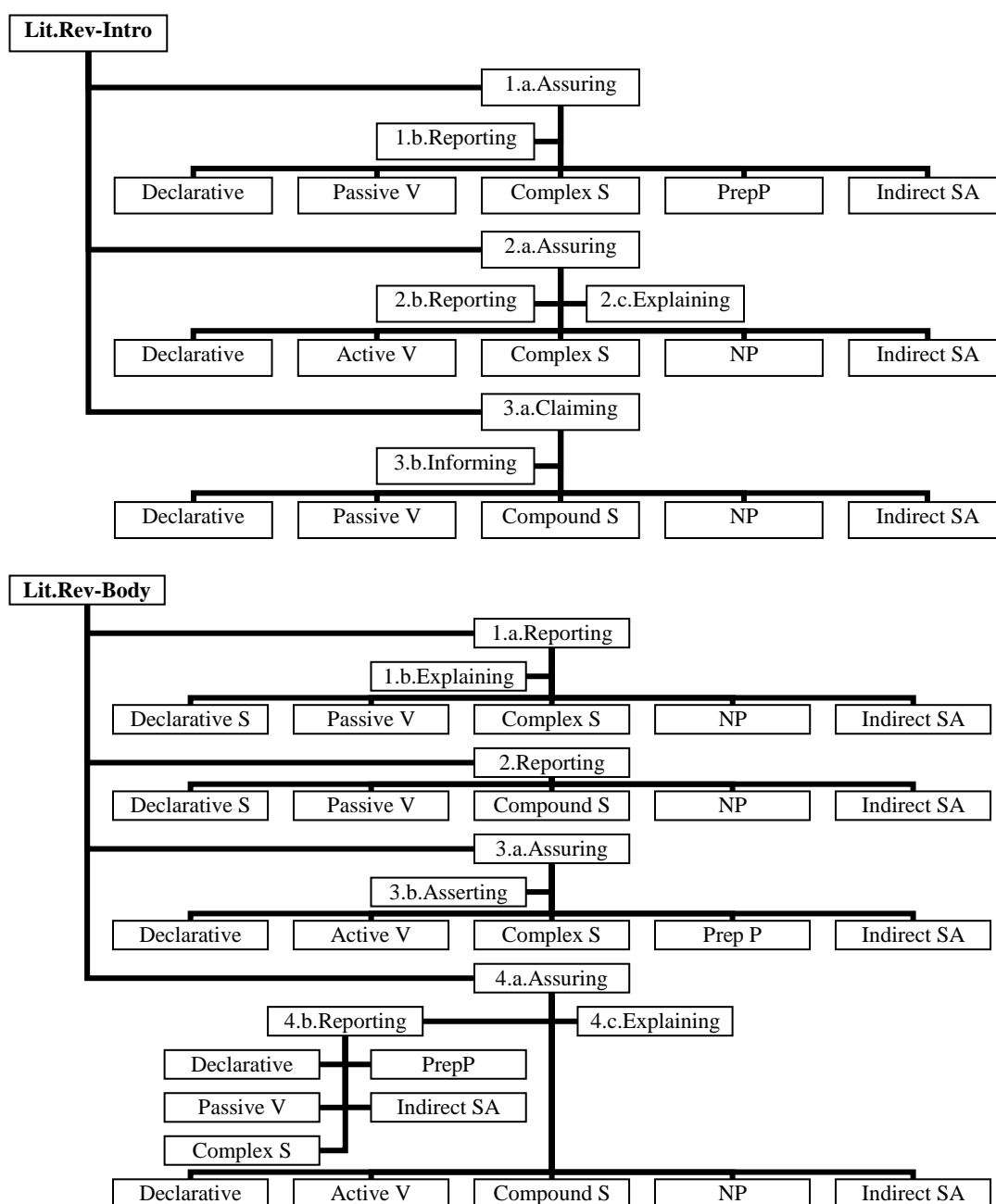


Figure 4.10.1. Coherence Pattern of Introducing and body on Literature Review in Scientific Article 2

The coherence pattern in detail found in introducing of literature review can be seen from figure 4.10.1. Three sub-branches can be identified by that pattern. Each sub-branch has some elements

which construct the sentence and the function. For first branch, assuring and reporting (*see datum 2.Li.014.Par1.L.01.P.54*) are detected to start introducing. It is known that on literature review, the writer should provide some theory which can be validated, and it can be performed by reporting an event and affording an assuring act is also used to ensure the readers about the writer's theory.

On second branch, the sentence contains three functions, they are assuring, reporting and explaining (*see datum 2.Li.015.Par1.L.04.P.54*). Meanwhile on third branch, it contains two functions, they are claiming and informing (*see datum 2.Li.016.Par1.L.09.P.54*). In conclusion, there are only some functions which are applied in literature review of introducing by the writer. They are assuring, reporting, explaining, informing and claiming which sorted in sequence as figure 4.10.1. brings.

On body section, the researcher only took body 1 which is displayed in this section. This body of literature review, there are four branches found. First branch is divided into two kinds, those are reporting and explaining (*see datum 2.Li.017.Par2.L.01.P.54*). For second branch, the function is just single, i.e. reporting (*see datum 2.Li.018.Par2.L.03.P.54*). On third branch, there can be found two functions, i.e. assuring and asserting (*see datum 2.Li.019.Par2.L.04.P.54*); and for fourth branch, there are three functions at once, they are assuring, reporting and explaining (*see*

*datum 2.Li.020.Par2.L.07.P.54*). As introducing section, on body section, there are only several functions found which are matched to the function of literature review, they are reporting, explaining, assuring, and asserting. There is no claiming found in body section.

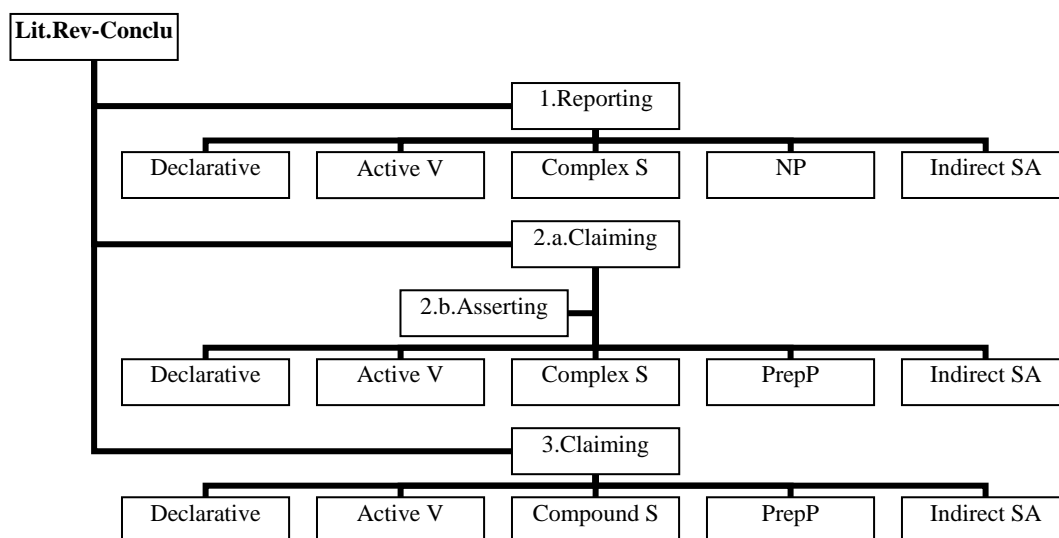


Figure 4.10.2. Coherence Pattern of Introducing on Literature Review in Scientific Article 2

Still on literature review, however, the discussion is directed into concluding of literature review. This concluding has three branches where, only branch number 2 which is divided into sub-branches. The first function is reporting (*see datum 2.Li.025.Par4.L.01.P.54*). The second section is claiming and asserting (*see datum 2.Li.027.Par4.L.01.P.55*). Meanwhile third function is claiming (*see datum 2.Li.028.Par4.L.03.P.55*). To gain more detail about each function, figure 4.10.2 provides those detail information. Thus, in concluding of literature review, the writer of article 2 provides reporting, claiming, and asserting to display literature review on scientific article.

## 2.4. Finding

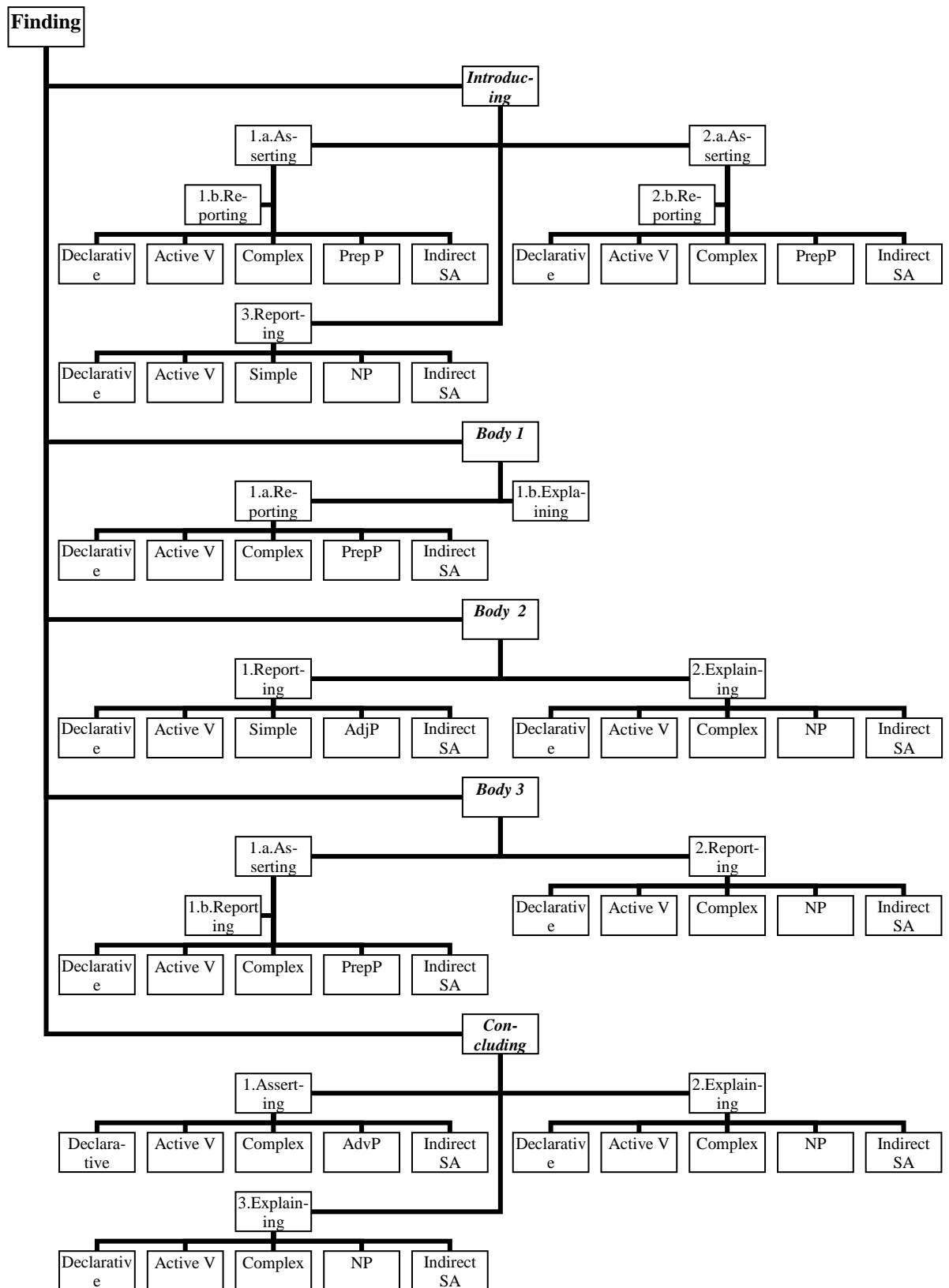


Figure 4.11.1. Coherence Pattern of Finding in Scientific Article 2

Finding in article 2, as other aspect of article, is divided into three elements, they are introducing, body and concluding. For this finding, just dislike others, three bodies of finding are analyzed significantly at once. To start, introducing takes first time.

There are three branches for introducing section. First has double functions which are combined, i.e. asserting and reporting (*see datum 2.Fi1.094.Par1.L.01.P.60*). As what finding does, it provides the result of the study, that is why reporting and asserting have a place. Second is as same as the first branch, it also has asserting and reporting (*see datum 2.Fi1.095.Par1.L.04.P.60*). The writer then put reporting on the end of introducing section in finding (*see datum 2.Fi1.096.Par1.L.07.P.60*).

For body 1 of finding, there are two kinds of functions found, which construct the pattern of finding in article 2. They are reporting and explaining (*see datum 2.Fi1.097.Par2.L.01.P.60*). In body 2, reporting and explaining also appear again (*see datum 2.Fi1.098.Par3.L.01.P.60*). Body 3 divided into two sub-branches, where first function contains asserting and reporting (*see datum 2.Fi1.099.Par4.L.01.P.60*), meanwhile second sub-branch contains reporting (*2.Fi1.100.Par4.L.02.P.60*). Those are about body section of finding in article 2.

To conclude, there are three sub-branches, where each has a single function. First sub-branch is asserting (*see datum 2.Fi1.110.Par10.L.01.P.61*), second is explaining (*see datum 2.Fi1.111.Par10.L.02.P.61*) and third is also explaining (*see datum 2.Fi1.112.Par10.L.01.P.62*).

Finally, there are only some functions appear in finding section. Asserting, reporting and explaining are the only type of function found. This is concise and clear because finding is the place to report what has been found by the researcher.

## 2.5. Discussion &amp; Conclusion

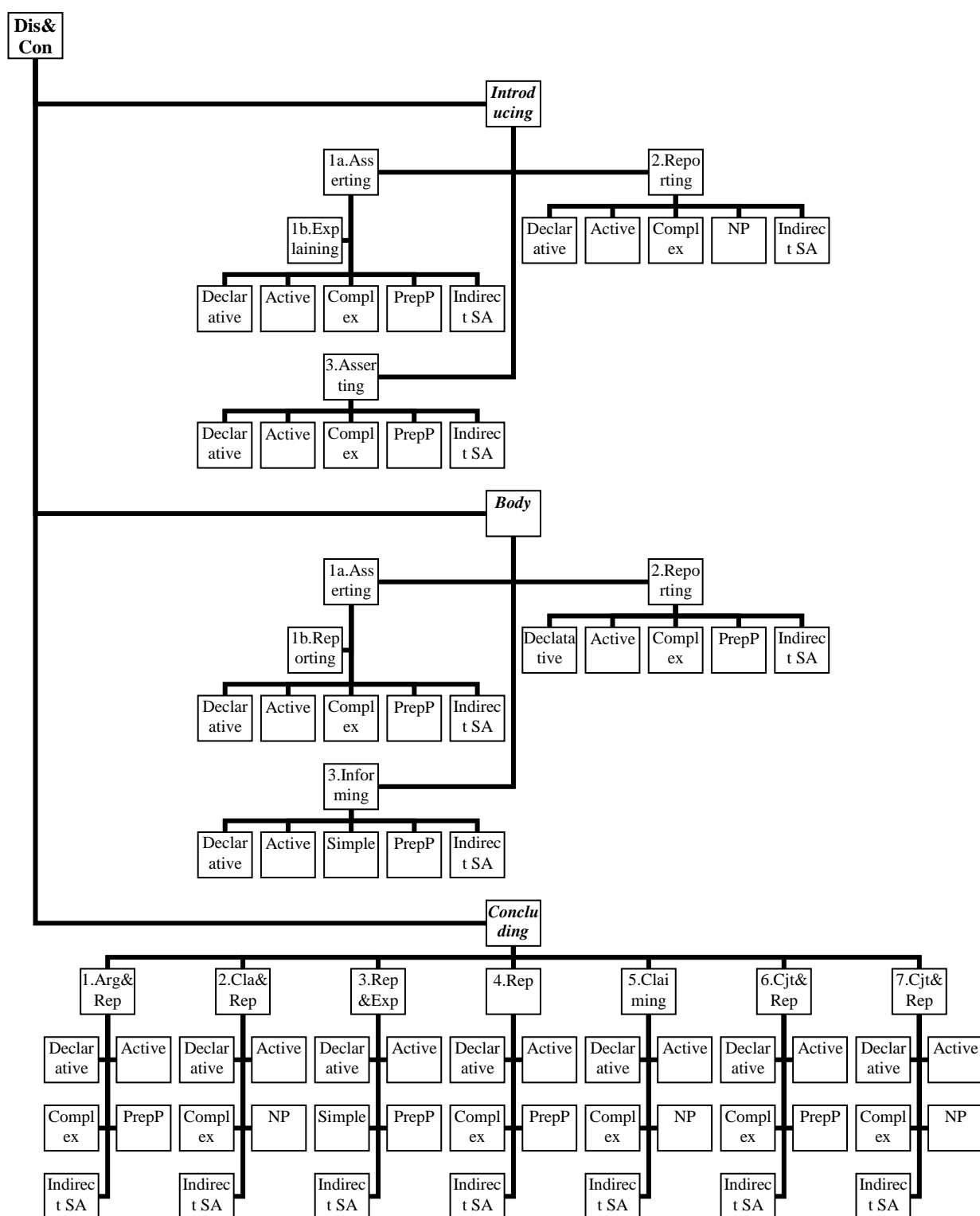


Figure 4.12 Coherence Pattern of Discussion and Coherence in Scientific Article 2

In this article, discussion and conclusion are combined at once. They are divided into three subdivisions, those are introducing, body and conclusion.

On introducing section, asserting and explaining function are found in the first statement (*see datum 2.Con.226.Par1.L.01.P.69*). Second section is reporting (*see datum 2.Con.227.Par1.L.04.P.69*). The third part is asserting (*see datum 2.Con.228.Par1.L.07.P.69*). Those are some functions found in discussion and conclusion part in introducing sub-branch.

There are also three kinds of functions found in body section. First functions are asserting and reporting (*see datum 2.Con.229.Par2.L.01.P.69*). Second function is reporting (*see datum 2.Con.230.Par2.L.04.P.69*). The third function is informing (*see datum 2.Con.231.Par2.L.04.P.69*).

There are seven functions found on concluding section. The first is arguing and reporting (*see datum 2.Con.246.Par7.L.01.P.71*). Second is claiming and reporting (*see datum 2.Con.247.Par7.L.03.P.71*). Third is reporting and explaining (*see datum 2.Con.248.Par7.L.04.P.71*). Fourth is reporting (*see datum 2.Con.249.Par7.L.08.P.71*). Fifth function is claiming (*see datum 2.Con.250.Par7.L.10.P.71*). Sixth function is conjecturing and reporting (*see datum 2.Con.251.Par7.L.12.P.71*). And the last



functions are conjecturing and reporting (*see datum 2.Con.252.Par7.L.15.P.71*).

For further information on each function has been drawn in the figure completely. In this explanation, it is only provided some details which cannot be found on figure 4.12.

Finally, there are more various functions rather than finding stem found in conclusion section. Asserting, explaining, reporting, informing, claiming, arguing, and conjecturing are used to express conclusion section in article 2.

### 3. Coherence Pattern on Article 3

#### 3.1. Abstract

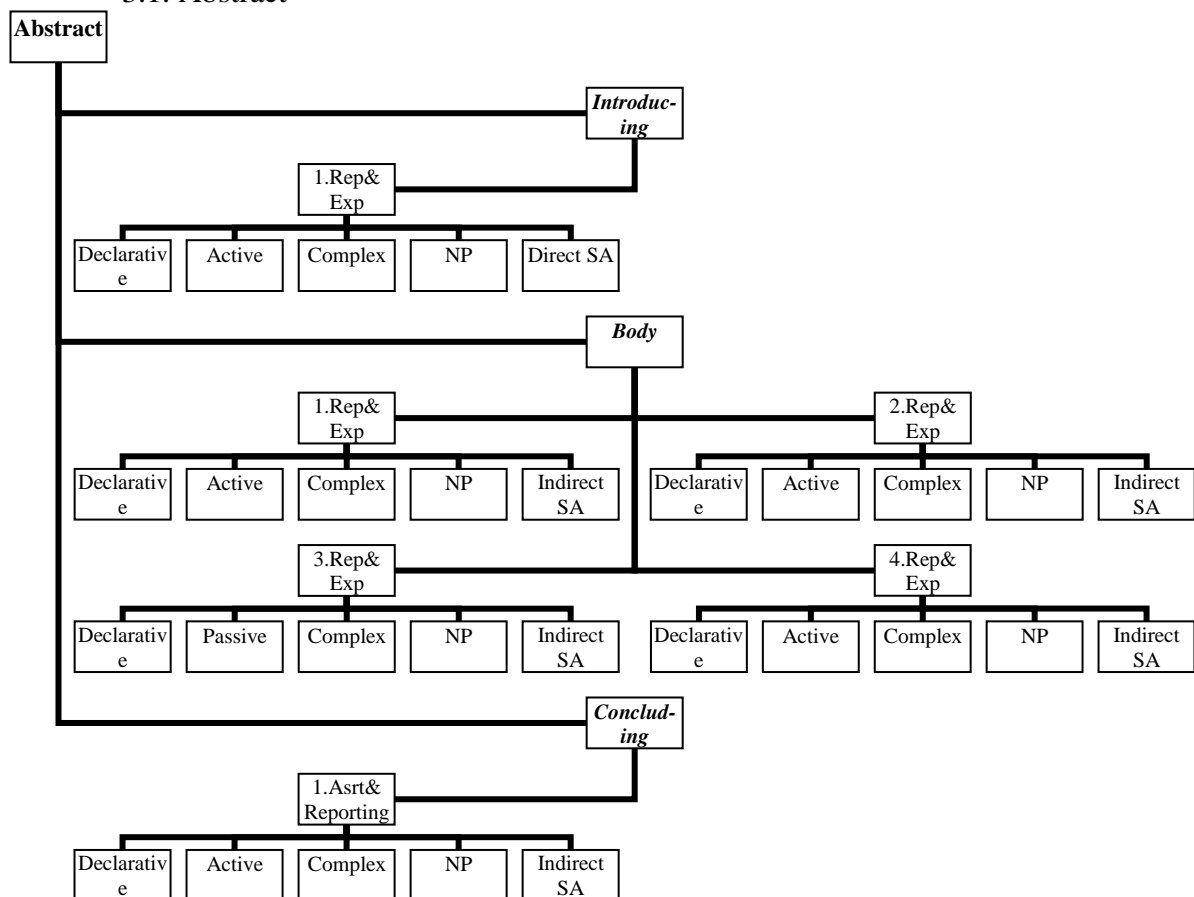


Figure 4.13. Coherence Pattern of Abstract in Scientific Article 3

Abstract in article three, as other stems of article is divided into three subdivisions. They are introducing, body and concluding.

There are two functions found at once on the first statement of abstract, they are reporting and explaining (*see datum 3.Ab.001.L.01*). On body element, four sub-branches are found. To start, reporting and explaining take place on the first section of body (*see datum 3.Ab.002.L.05*). Second, reporting and explaining are also found (*see datum 3.Ab.003.L.09*). Third, there are also reporting and explaining which function to express the statement (*see datum 3.Ab.004.L.12*). For the last element of body, reporting and explaining are dominated (*see datum 3.Ab.005.L.15*).

There is only a single statement found in concluding section, however, it contains two functions at once. They are asserting and reporting (*see datum 3.Ab.006.L.17*).

For further information, figure 4.13 is provided more detail information of what elements which construct each function on each statement.

### 3.2. Introduction

#### 3.2.1. Introducing of Introduction

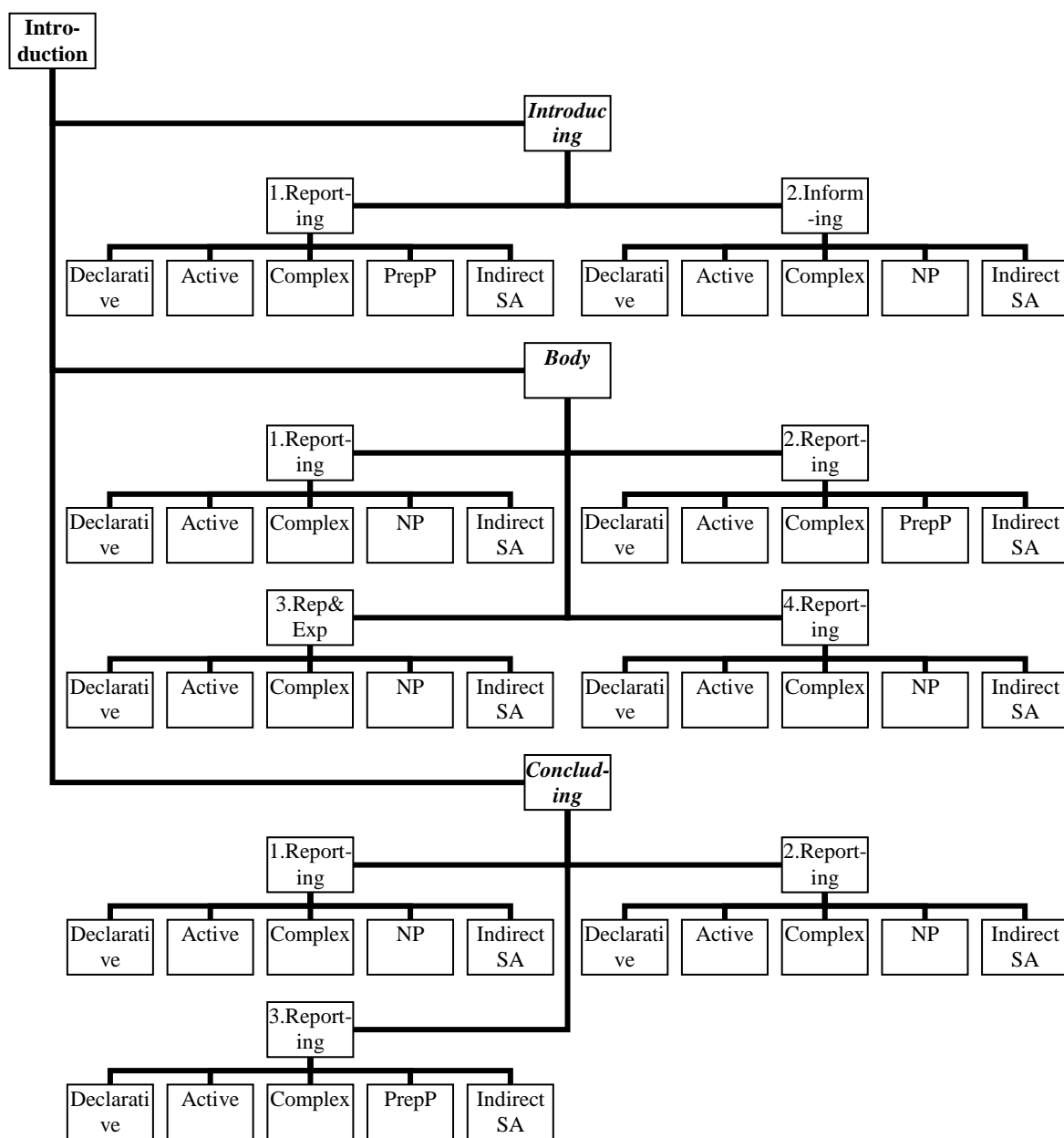


Figure 4.14 Coherence Pattern of Introduction in Scientific Article 3

In this figure, introduction section of article 3, three branches are described, and those are introducing, body and concluding.

For introducing section, there are only two sub-branches and each only has a single function. The first statement functions as reporting (*see datum 3.In.007.Par1.L.01.P.1*); and the second statement functions as informing (*see datum 3.In.007.Par1.L.01.P.1*).

On body section, four sub-branches are drawn clearly. There of them merely contain single function, meanwhile sub-branch number 3 contains double functions. Number 1, 2 and 4 function as reporting (*see datum 3.In.008.Par2.L.01.P.1, 3.In.009.Par2.L.06.P.1, and 3.In.011.Par2.L.05.P.2*). Number 3 contains reporting and explaining (*see datum 3.In.010.Par2.L.01.P.2*).

On concluding section, there are three sub-branches and they have a single function, i.e. reporting only (*see data 3.In.012.Par2.L.06.P.2, 3.In.013.Par2.L.08.P.2, and 3.In.014.Par2.L.09.P.2*). Thus, reporting act is dominant to express the writer's idea on introduction in article 3.

## 3.3. Literature Review

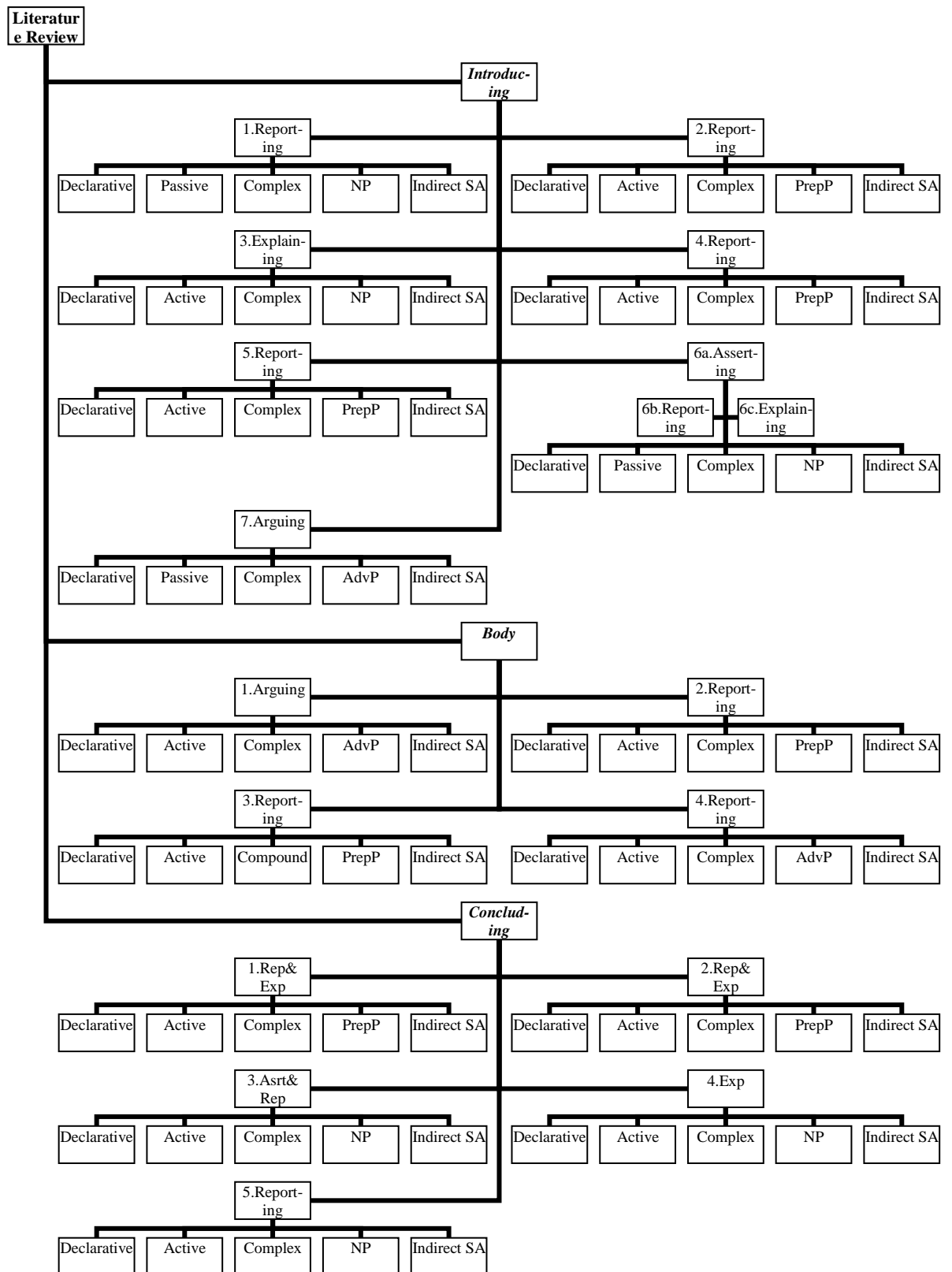


Figure 4.15 Coherence Pattern of Literature Review in Scientific Article 3

On literature review, it is also divided into three branches, those are introducing, body and concluding.

In this third article, introducing branch contains seven sub-branches and some of each sub-branches is divided again up to three section (number 6). The first statement functions as reporting (*see datum 3.Li.015.Par1.L.01.P.2*). The second sub-branch also functions as reporting (*see datum 3.Li.016.Par1.L.03.P.2*). On third section, explaining is used to express the sentence (*see datum 3.Li.017.Par1.L.05.P.2*). On fourth sub-branch, reporting appears again (*see datum 3.Li.018.Par1.L.13.P.2*). Reporting also used in fifth sub-branch (*see datum 3.Li.019.Par1.L.14.P.2*). Besides, on sixth section, asserting, reporting and explaining are implemented on one sentence (*see datum 3.Li.020.Par1.L.15.P.2*). To close, arguing is applied in seventh section (*see datum 3.Li.021.Par1.L.22.P.2*).

Body branch contains four sub-branches. The first sub-branch is arguing (*see datum 3.Li.022.Par2.L.1.P.2*). Reporting is used to express second, third and fourth sub-branches of body (*see data 3.Li.023.Par2.L.7.P.2, 3.Li.024.Par2.L.10.P.2, and 3.Li.025.Par2.L.01.P.3*).

On concluding section, first sub-branch contains reporting and explaining (*see datum 3.Li.026.Par3.L.01.P.3*). Second sub-branch also contains reporting and explaining (*see datum*

**3.Li.027.Par3.L.05.P.3**). Third sub-branch contains asserting and reporting (*see datum 3.Li.028.Par3.L.10.P.3*). Explaining is used to express fourth sub-branch (*see datum 3.Li.029.Par3.L.11.P.3*). To close concluding section, reporting is applied in fifth sub-branch (*see datum 3.Li.030.Par3.L.16.P.3*). For more detail information of each function, the feature has been drawn in figure 4.15.

Those are some functions which are used by the writer of article 3. Reporting is the most dominant function found.

### 3.4. Method

#### 3.4.1. Introducing of Method

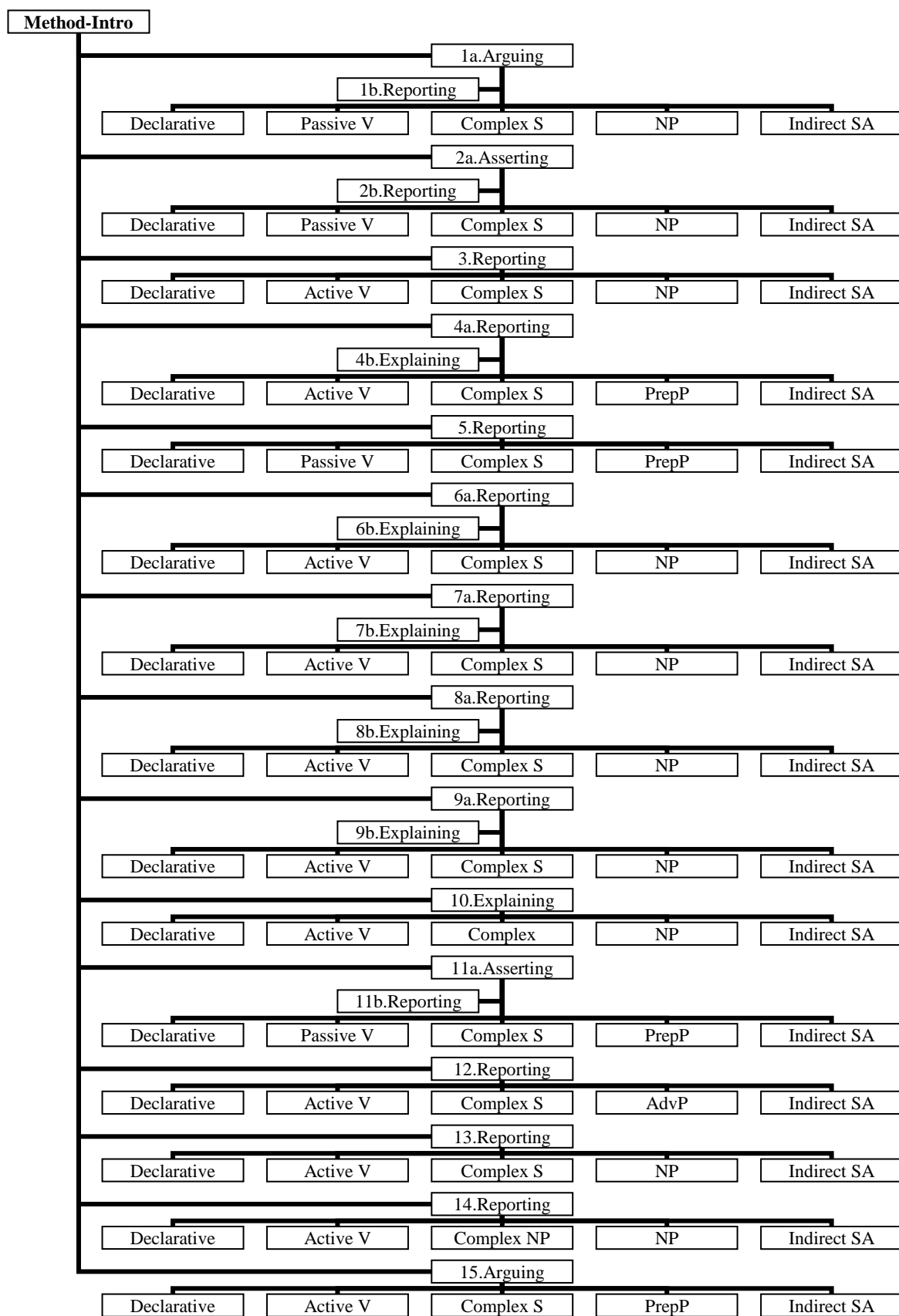




Figure 4.16.1. Coherence Pattern of Introducing on Method in Scientific Article 3

On introducing section of method, there are 15 branches found. Some of them contains double functions, i.e. number 2, 4, 6, 7, 9, and 11. Moreover, for other numbers only contain single function.

First branch is used to perform arguing and reporting (*see datum 3.Me.061.Par1.L.01.P.5*). The writer of third article used those functions to begin the method section. Next, on the second stem, the asserting and reporting are performed (*see datum 3.Me.062.Par1.L.02.P.5*). On the third section, the function is reporting (*see datum 3.Me.063.Par1.L.04.P.5*). Fourth stem contains reporting and explaining at one sentence (*see datum 3.Me.064.Par1.L.05.P.5*). On fifth section, a single function is applied, this is reporting (*see datum 3.Me.065.Par1.L.09.P.5*). Sixth stem contains two functions they are reporting and explaining (*see datum 3.Me.066.Par1.L.11.P.5*). On seventh subdivision, reporting and explaining are used significantly (*see datum 3.Me.067.Par1.L.12.P.5*). Next, reporting and explaining are also found in section number 8 and 9 (*see data 3.Me.068.Par1.L.13.P.5 and 3.Me.069.Par1.L.14.P.5*). Meanwhile, explaining is found in branch number 10 (*3.Me.070.Par1.L.14.P.5*). Asserting and reporting are applied

in stem number 11 (*see datum* **3.Me.071.Par1.L.16.P.5**). Next, for branch number 12, 13, and 14, reporting is used on those numbers (*see data* **3.Me.072.Par1.L.19.P.5**, **3.Me.073.Par1.L.21.P.5**, and **3.Me.074.Par1.L.23.P.5**). On fifteenth section, arguing is implemented (*see datum* **3.Me.075.Par1.L.24.P.5**).

More detail information have been provided in figure 4.16.1. It equips the sentence types, voices, the way how the writer stated i.e. directly or indirectly, the phrases used to begin the statement, and the complexity of the sentences. By this, the coherence pattern of introducing on method in article 3 is picked.

## 3.4.2. Body &amp; Concluding of Method

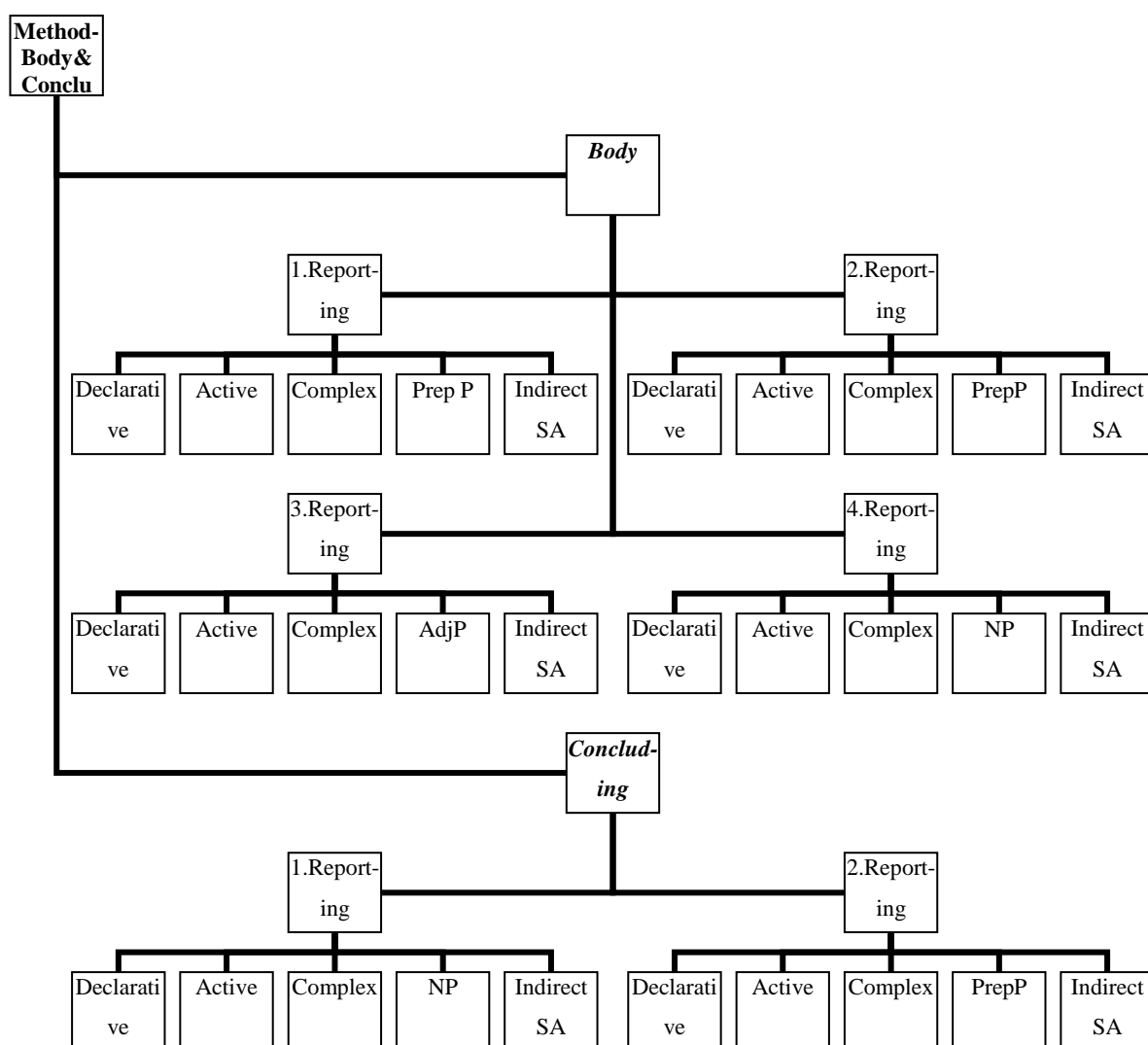


Figure 4.16.2. Coherence Pattern of Body on Method in Scientific Article 3

This section contains two big branch, they are body and concluding, which is combined at once. On body section, four sub-branches are carried. Meanwhile for concluding section, there are only two sub-branches conveyed.

On body section, to begin the statement, the writer of article 3 performed a statement functions as reporting (*see*

*datum* **3.Me.112.Par8.L.01.P.7**). This reporting function also works for sub-branches found in number 2, 3 and 4 (*see data* **3.Me.113.Par8.L.01.P.7**, **3.Me.114.Par8.L.05.P.7**, and **3.Me.115.Par8.L.07.P.7**). Thus, all of method's functions of body perform reporting.

Next, reporting functions are also found in concluding section. For first and second stem, both of them use this reporting act as the function of statement used by the writer (*see data* **3.Me.116.Par9.L.01.P.7** and **3.Me.117.Par9.L.02.P.7**).

For more detail information or elements which build each sentence containing those functions can be gathered in figure 4.16.2.

### 3.5. Finding

#### 3.5.1. Introducing & Body of Finding

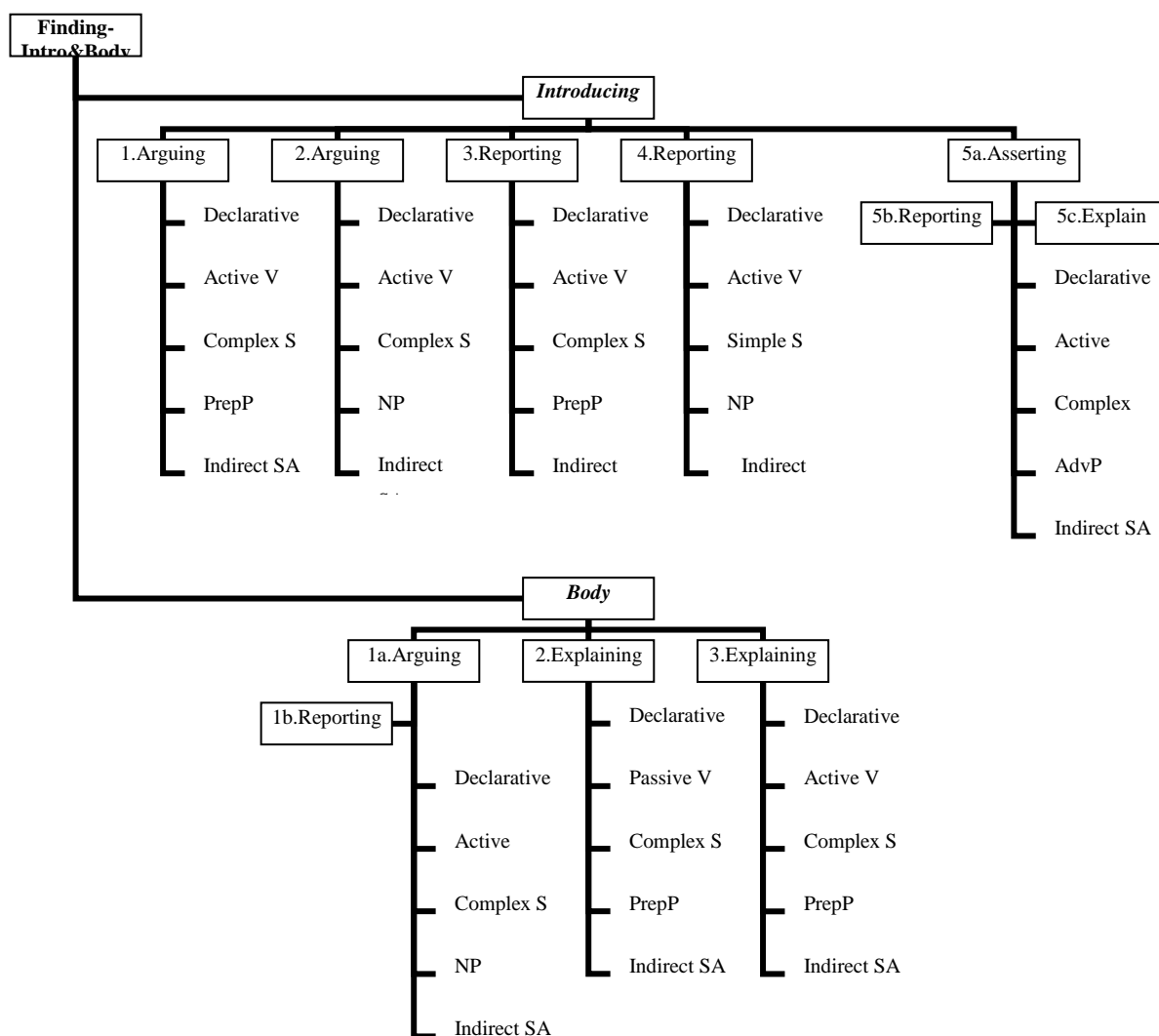


Figure 4.17.1. Coherence Pattern of Introducing and Body on Finding in Scientific Article

3

There are five branches found in introducing section of finding. One of them, i.e. stem number 5 contains triple functions, meanwhile other sections just has a single function.

For first sub-branch, arguing is applied as the function of the statement (*see datum 3.Fi.118.Par1.L.01.P.7*). Second, arguing is also implied into second sentence (*see datum 3.Fi.119.Par1.L.03.P.7*). On third and fourth stems contain reporting (*see data 3.Fi.120.Par1.L.04.P.7* and *3.Fi.121.Par1.L.01.P.8*). Meanwhile on fifth section, there are three functions found at once, they are asserting, reporting and explaining (*see datum 3.Fi.122.Par1.L.03.P.8*).

For body section, there are only three sub-branches gathered. First sub branch involves two kinds of functions, they are arguing and reporting (*see datum 3.Fi.123.Par2.L.01.P.8*). On second and third section, explaining is performed to express the writer's thought of body section in finding (*see data 3.Fi.124.Par2.L.03.P.8* and *3.Fi.125.Par2.L.04.P.8*).

For further information of introducing and body section are presented in figure 4.17.1. In this figure, each type of sentence applied in each functions are shown. Besides, the voice of sentence also provided. Further, the phrase which begins the statement also accommodate. Furthermore, the way how the writer state the sentence i.e. directly or indirectly also stated.

## 3.5.2. Concluding of Finding

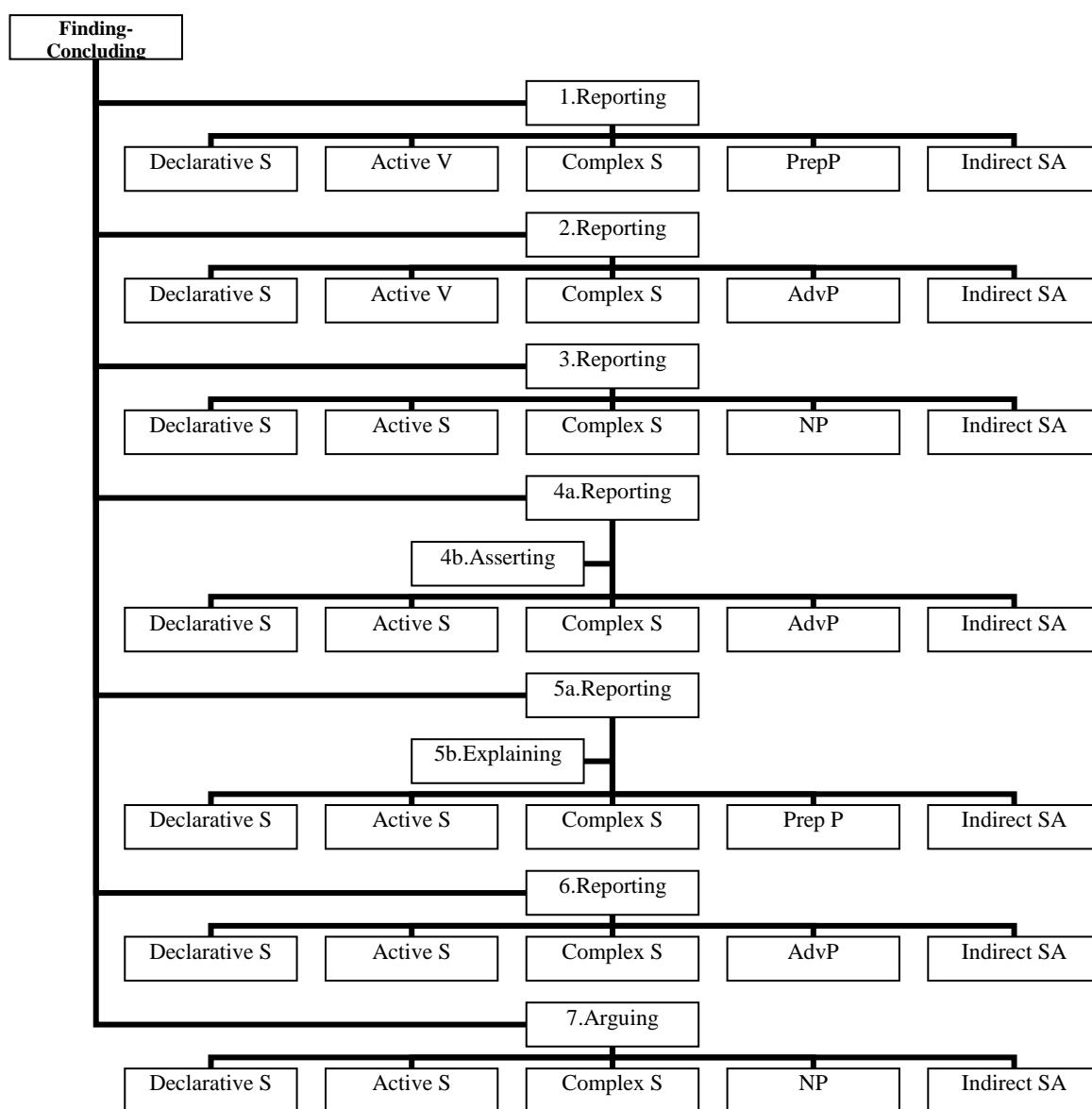


Figure 4.17.2. Coherence Pattern of Concluding on Finding in Scientific Article 3

There are seven branches found in this concluding section of finding. For number 4 and 5, they have extra functions exist in each sentence. However, for other numbers, they have only one function.

For first section, the sentence functions as reporting (*see datum 3.Fi2.177.Par15.L.01.P.13*). Second and third stems also function as reporting (*see datum 3.Fi2.178.Par15.L.01.P.13 and 3.Fi2.179.Par15.L.04.P.13*). Number 4 contains reporting and asserting (*see datum 3.Fi2.180.Par15.L.06.P.13*). Fourth sentence also has two functions, they are reporting and explaining (*see datum 3.Fi2.181.Par15.L.09.P.13*). For six sentence, it functions as reporting (*see datum 3.Fi2.182.Par15.L.11.P.13*). And the last section of finding, arguing is applied (*see datum 3.Fi2.183.Par15.L.13.P.13*).

Thus, there are some functions applied in concluding section of article 3. The writer conveys reporting, asserting, explaining, and arguing. Meanwhile, reporting is the most function found in this section. For more details information about sentence type to construct each sentence and function, the phrases used to begin the sentence, the voice of the sentence, the sentence complexity and the way how the writer carries the sentence i.e. direct indirectly, figure 4.17.2 gathers those information.

### 3.6. Conclusion



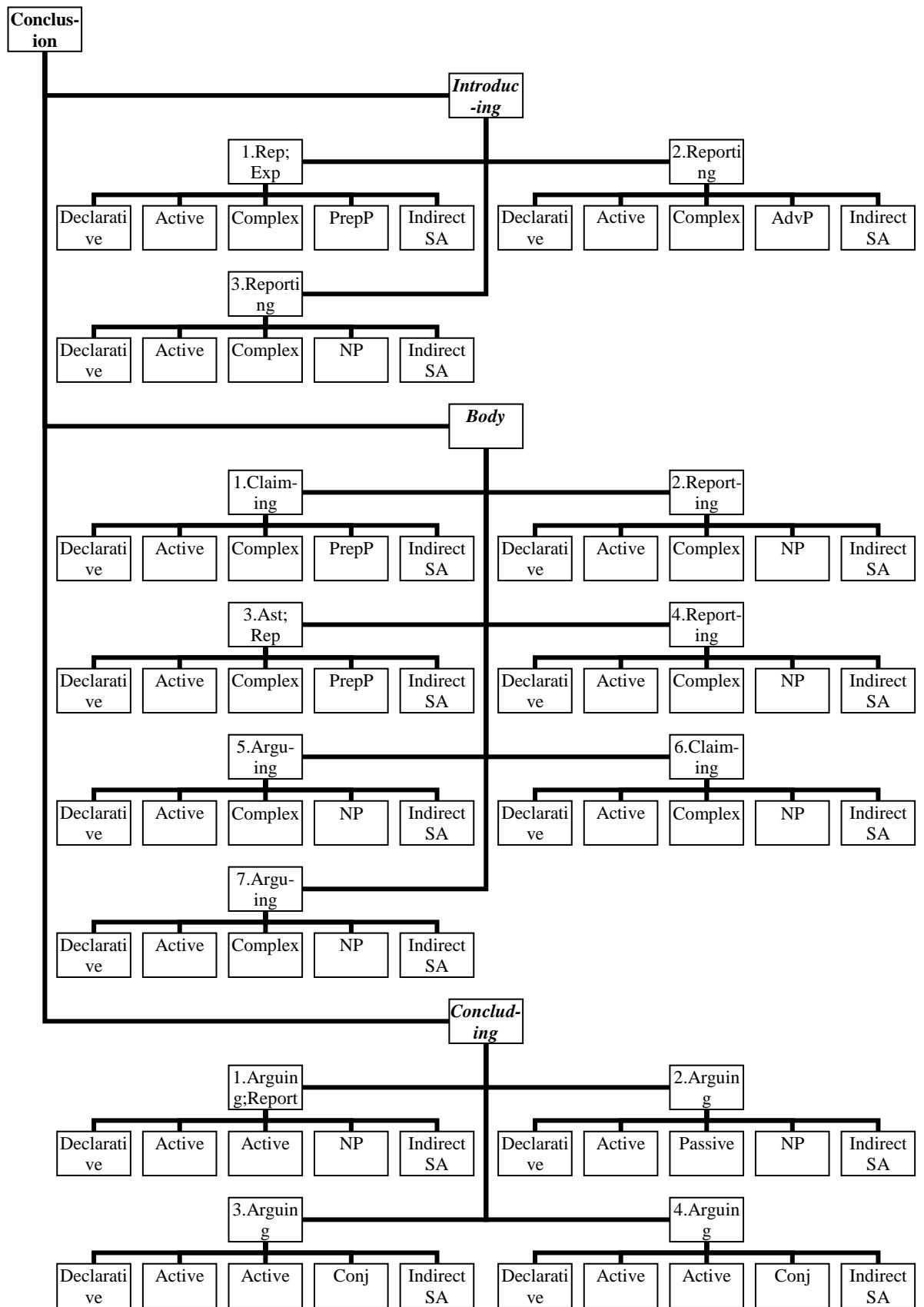


Figure 4.18 Coherence Pattern of Conclusion in Scientific Article 3

In this pattern, figure 4.18 presents introducing, body and concluding of conclusion derived in article 3. For introducing section, there are three amounts of sentences found. For body section, seven sub-branches are carried. Meanwhile for concluding stem, there are four subdivisions found.

On introducing section, those three stems have similar function, this is reporting. Thus, this function can be seen from stem number 1 (*see datum 3.FCon.184.Par1.L.01.P.13*), number 2 (*see datum 3.FCon.185.Par1.L.09.P.13*), and number 3 (*see datum 3.FCon.186.Par1.L.12.P.13*). Thus, on introducing section, the writer only states the sentence which function as reporting.

On body section of conclusion, it is started by claiming (*see datum 3.FCon.187.Par2.L.01.P.13*). The second sub-branch contains reporting as the function (*see datum 3.FCon.188.Par2.L.02.P.13*). On third section, there are two functions at once, i.e. asserting and reporting (*see datum 3.FCon.189.Par2.L.06.P.13*). Fourth section contains reporting act (*see datum 3.FCon.190.Par2.L.07.P.13*). On fifth section, arguing is applied (*see datum 3.FCon.191.Par2.L.07.P.13*). Claiming is also found in sixth

branch (*see datum 3.FCon.192.Par2.L.07.P.13*). To close, arguing is stated in the last section of body part of conclusion (*see datum 3.FCon.193.Par2.L.07.P.13*).

On the third branch, this is concluding, there are only four elements. First has two functions at once, i.e. arguing and reporting (*see datum 3.FCon.208.Par7.L.01.P.14*). In the second sub-branch, arguing is stated (*see datum 3.FCon.209.Par7.L.03.P.14*). Not only on second, but this arguing act is also applied for third and fourth sub-branch of concluding section (*see datum 3.FCon.210.Par7.L.05.P.14*).

Thus, there are some functions applied in conclusion section of article four. Starting from the introduction item, the function which is implemented by the writer is only reporting and this reporting is applied for those three stems of introducing section. Next, on body stem, there are more various functions found. Claiming, reporting, asserting, and arguing are those functions found in this section. Next, on concluding stem, there are only two kinds of functions, they are arguing and reporting. Those are the functions applied by the writer to article 3.

For further information, about the complexity of the sentence, the sentence voice, the phrases used to begin the statement, the type of the sentence and the way how the writer

conveys the meaning and the functions of the statement are provided in figure 4.18 and they are sorted in details for each functions. Thus, these are the pattern of coherence found in article 3.