

## The Analysis Schematic Structure of Research Article from Journal Indexed by Sinta

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**ABSTRACT:** This study analyzes the schematic structure of Sinta's indexed research articles. The object of this research is in the form of fifteen indexed research articles of Sinta ranked 1 and 2. The schematic structure of this research article is then analyzed using SLF theory because this study is a study of the SFL genre. The researcher integrates the concept of Huang & Chen (2018). In conducting data analysis, this study adapted the interactive model of Miles, Huberman & Saldana (2014). It was found in this study that there are two structures in the research article, namely the mandatory structure and the optional structure. There are three mandatory structures, namely Reporting Findings (RF), Interpreting Findings (IF), and Literature Compare (LC), while Accounting Findings (AF) is not a mandatory phase. The rest are optional, namely; Explanation of Context (CE), Order of Presentation (SP), Restatement Analysis Procedure (RAP), Summarizing Findings (SF), Evaluation of Findings (EF), Recommending Further Research (RFS), Providing Pedagogical Implications (PI), Providing Pedagogical Implications (ISA). The analysis yielded (RAP)^(SF)^(CE)^(SP)^[RF.IF]n.LC^(AF)^(EF)^(RFS)^(PI)^(ISA).

**Keywords:** SLF, Genre, Schematic, Article, Sinta Index

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## **INTRODUCTION**

Research Article (RA) is an important piece of genre within academic communities. It is used as a means to report and to circulate knowledge among peers and public in general (Dobakhti, 2016; Peacock, 2002). Publishing RA in reputable journal reflected one's excellence in research and it is one criteria for faculty members to apply for promotion (El-Dakhs, 2018). Nowadays, especially in Indonesia, publishing a RA in reputable journals become a compulsion for academics, students and faculty members alike. Most universities ask their Ph.D. and Masters students to publish RA papers in reputable journals as a requirement for their graduation. Even undergraduate students are encouraged to publish a part of their thesis as RA. In Indonesia this is in line with Surat Edaran Kementerian Pendidikan Tinggi (Ditjen Dikti) dan Kebudayaan (Kemendikbud) Direktorat Jenderal Pendidikan Tinggi (Ditjen Dikti) number 152/E/T/2012 on 27 January 2012 regarding graduate and undergraduate students' compulsion to publish RA. it is stated in the letter that to gauge someone academic competence, publications become an important aspect thus becoming a graduation requirement.

While publishing RA is a requirement, writing one proven to be a challenging task for students. Several previous studies have acknowledged the difficulty of writing academic discourse (Swales & Feak, 2004; Amnuai, 2019). The different convention across section is considered the main cause of challenge for students. The sections become more flexible towards the end making unskilled writers facing serious problems when writing RA for publication. Writers of academic papers, whatever their discipline and discourse community, must not only conform to the linguistic conventions but presentation of their works must be acceptable within their respective academic communities (Bhatia, 1993; Amnuai, 2019). The difference of conventions, sometimes, is not only across section but across journals also. Differing conventions is not exclusive to RA but, arguably, stricter in RA. The difference may vary slightly but sometimes pivotal.

One journal may employ results and discussion as one section some other embed the method section within introduction. As such, it changes the way the writers construct their text. Skilled writer may not have any qualms but unskilled writer would surely feel troubled. Though some section is not explicitly present most journals employ IMRD (Introduction, Methodology, Results and Discussion) model. Other section includes conclusion and acknowledgment. Aside from the differences above, there is also the 'cultural' difference between journals that are published nationally and the ones published internationally. This 'cultural' differences can be a factor in hindering someone's ability writing in internationally published journal.

The exploration of RA as genre only become extensive after Swales (2004) discussion about communicative moves in RA's Introduction section. This also marks the birth of what is known to be ESP genre analysis. Ever since then, ESP become the most widely used tool in dealing with RA. While ESP focused on one specific genre and settings, SFL does not. SFL deals with a wider range of genre types and therefore is more descriptive and more dynamic than ESP. Though the RA specialization has been left to ESP, in more recent years SFL has also taken interest in dealing with tertiary education genre (Huang & Chen, 2018). Even with the differing focus of genre and method the two schools of thought boundaries are vague, to say the least. Both schools have similar political and philosophical view regarding genre, which will be elaborated later (Mellissourgo and Frantzi, 2017). Resulting in many scholars mixing the two methods together or borrowing one concept of the other and integrate them together (Bouziri, 2020).

The corpus of this research is Findings and Discussions (FD) section of articles indexed in SINTA (Science and Technology Index) ranking of journals. The articles are written in English by Indonesia writers within the field of Social Sciences and Humanities (mainly Language and Linguistics). The journals are preferably ranked SINTA 1 and/or SINTA 2. The journals also preferably open-access to avoid any copyright and legal issues.

## **THEORETICAL REVIEW**

The understanding of genre in this study is based on SFL understanding of it. While this study may refer to many studies conducted with the ESP tradition, at the heart of it this study is an SFL study of genre (Halliday 2014). There may be some overlap with the ESP genre analysis. In many literature, Martin (Martin, 2016; Martin & Rose, 2007, p. 8, 2008, p. 6 Also in Eggins, 2004, p. 55) define genre as "staged, goal oriented social process". It is staged because there are several steps that must be taken to reach a goal, goal oriented because there is always a purpose that need to be done, social because the writer/speaker construe their text for a particular kind of people. This definition has also been briefly mentioned in the introduction of this study. In SFL terms, what this means is that genre is defined as recurrent configuration of meanings and these recurrent configuration of meanings enact social practices in a given culture (Martin & Rose, 2008). Therefore, rather than seeing one individual genre, the relation of one genre to another need to be considered. Within SFL the idea of Macro genre and Micro genre is enacted.

Martin and Rose (2008, pp. 6-7) laid out example of how genre relation works. Simply put, micro genre is the basics genre (sub-genre or pre-genre to some) that one has; narrative, exposition, description and so on. While macro

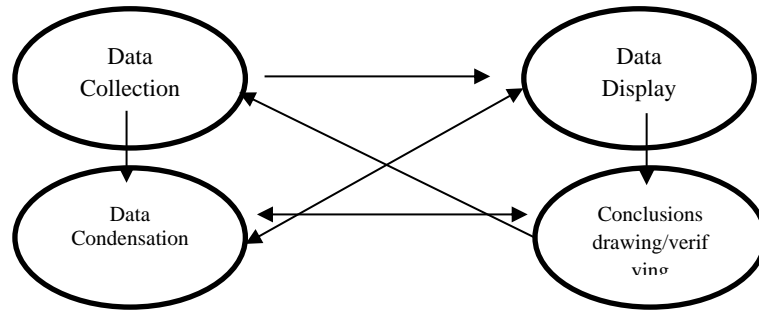
genre is built upon those knowledges of micro genres. Genre is, then, ultimately, like any kind of language within SFL, a semiotic system and involves choices. The basic knowledge of these micro genre; which are categorized into factual genre and story genre, bundle up together forming groups oriented to their generic tasks. There are many other genres and those genres may form their own genre relations. Martin & Rose (2008) in *Genre Relations: Mapping Culture* outlined these clusters of genre relations while, as they claim, to be biased towards pedagogy. Others have also outlined this genre relations for the sake of pedagogy as well as Martin, among others there are Gerrot & Wignell (1994) and Pardiyono (2007) also Wiratno (2018) though only a chapter length.

According to Eggins (2004, p. 59) schematic structure refer to the staged, step-by-step organizations of the genre. Eggins further elaborate that genre is a way of getting from A to B in a given culture for whatever the genre is trying to accomplish. The reason a genre has schematic structure at all is because human unable to convey meanings all at once, they need to convey meanings one portion at a time. Each stage of the structure represents a portion of meaning that the genre wishes to accomplished in order to become a successful genre. In order to be able to describe the schematic structures of genre, Eggins (2004, pp. 60 – 61) suggests two fundamental concepts are needed to be understood, they are constituency and functional labelling.

## **RESEARCH METHODOLOGY**

This study is a corpus-assisted genre analysis using descriptive qualitative approach. The purpose is to unfold the schematic structure of Findings written by Indonesia writers At the same time this study also unveils the pre-genre that build the FD sub-genre. As such, this study does a preliminary analysis of five articles from each set of corpora to serve as training data. This preliminary analysis coupled with a synthesis of other models of genre analysis serves as the training data.

In doing data analysis, this study adapt Miles, Huberman & Saldana (2014) interactive model. According Miles et al. (2014) there are four stages of data analysis, the four stages are as follow; Data collection, Data display, Data condensation and Conclusion drawing/verifying. These four stages are interrelated and interacted with one another. The reason it is called interactive is because it is done in a systematic way. One stage cannot be done without taking consideration of the stage before and after it.



**Picture 3.1.** Interactive Model (Miles et al., 2014)

## RESULTS

### *Study Findings and Data analysis*

There are 15 articles used as the source of data in this research. The data are in the form of clauses. With the help of corpus tool, segmenting the data becomes easier. The corpus tool able to generate number of segments of each data, as can be seen on the following table The total number of segments in the corpus is 3422 segments. For the schematic structure analysis all segments are read and then annotated according to the function. For Transitivity analysis only 5 articles with high number of segments are analyzed. The total number of segments for transitivity analysis is 2532.

**Table 4.1.** Segments of the data.

No.	Code	Number of Segments
1.	WA1	213
2.	WA2	98
3.	WA3	210
4.	LL1	127
5.	LL2	551
6.	LL3	69
7.	HM1	848
8.	HM2	43
9.	HM3	100
10.	SOS1	112
11.	SOS2	192
12.	SOS3	48
13.	HUM1	244
14.	HUM2	449
15.	HUM3	118
Total		3422

### *Schematic Structure Analysis*

There are five stages found in the FD section of RA written by Indonesian author. The stages are Providing Background Information (BI), Summarizing Findings (SF), Commenting Findings (CF), Evaluating Findings (EF) and Concluding (CC). Three of those stages are realized by several moves. Each of the Stage are realized in different parts of the text. It should be noted that not all Stage have a constraint on where it occurs. Different Stages have different patterns of occurrence. For example, the Stage3PMove1 (S3M1) Reporting Findings (RF) occur almost every time followed by S3M2 Interpreting Findings (IF). The listing on the table is only denoting their likelihood occurrence in the text.

This separation of Stages and Moves is akin to that of Move and Steps in ESP genre traditions (Yang & Allison, 2003). The method of extracting one Stage is by using the concept of constituency and functional labelling explained in Chapter II. By applying the same concept to the already extracted Stage, the Phases is revealed. Each extraction of constituency poses different function in a Stage. The table 4.2 present the results of the structure analysis and the number of occurrences.

These patterns of occurrence tell how the Stages used in the texts. Differing patterns of occurrence suggest that the exploitation of the Stages and Moves. The occurrence of the Stages and Moves can yield to the typical linear schematic structure but such finding is not complete until the Obligatory/Optional Stages are considered. As such, the following section discussed the obligatory and optional moves.

### *Obligatory and Optional Stage*

According to Eggins (2004), a Stage can be either Obligatory or Optional. The obligatory stages are considered as the 'identity' of the genre while the optional stage is considered variant of the genre. A stage regarded as obligatory only if it occurred frequently in the data. The threshold for how many per cent a Stage can be considered obligatory vary. Dastjerdi, Tan, & Abdullah (2017) study, put the threshold at 60 per cent. A study from Suherdi, Kurniawan, Lubis (2020) differentiates the move between optional (below 66 per cent), conventional (between 66 – 99 percent), and obligatory (100 per cent).

**Table 4.2.** Schematic Structure and Functions

Stage	Phase	Number	Percentage
Stage 1			
Background Information			
	Context Explanation	9	60
	Sequence of Presentation	5	33.3
	Restating Analysis Procedure	9	60
Stage 2		9	60
Summarizing Findings			
Stage 3			
Commenting Findings			
	Reporting Findings	15	100
	Interpreting Findings	15	100
	Literature Compare	11	73.3
	Accounting Findings	8	53.3
Stage 4		7	46.67
Evaluate Findings			
Stage 5			
Concluding			
	Recommending Further Research	2	13.3
	Provide Pedagogic Implication	2	13.3
	Indicating (In)significance/(Dis)advantage	1	6.6

The current study defines obligatory stage if the stage occurs in the corpus more than 60 per cent anything below 60 per cent is considered as optional stage. Following that, table 4.2. shows the occurrence of the stages. The obligatory stage in the current study is only Commenting Findings and the rest of the stages are optional stage. The current data set shows that the defining feature of a combined FD is the existence of CF stage, specifically the Report Findings and Interpreting Findings. In the current study data set, there is a text with recurring (RF<sup>IF</sup>), while the rest of the stages are put into the conclusions. Many of the data displayed by texts in the data set are naturally occurring data. They are data that need not to be elicited by the author. Thus, authors are limited to what have to be said regarding their findings. The only justification they can give is by comparing it with other Literature.

*The Stages and Moves*

The following section discuss about the stages and their functions in the text. How the Moves occurs in text. The following table 4.3, summarize the stages' functions;

**Table 4.3.** Schematic Structure and Functions

Stage	Phase	Function
Stage 1 Background Information		Provide a background information regarding the Findings and Discussion section.
	Context Explanation	Explaining the context of current research; stating background theory and/or research aims or explaining the object of study.
	Sequence of Presentation	Explain the sequence of the Findings and Discussion section of the current study or use in sub-headings to state what being discussed
	Restating Analysis Procedure	Restate data analysis procedure and/or data collection
Stage 2 Summarizing Findings		Provide a summary about the findings. Can be in the form of statistics or tables. Can be done by mentioning the significant number of data or context regarding the data

Stage	Phase	Function
Stage 3 Commenting Findings		Establish meaning and significance to the research findings in relation to the relevant field.
	Reporting Findings	Present a finding supported by examples and/or relevant evidence such as statistics or table. Also function when author wish to highlight a finding
	Interpreting Findings	Provide a generalization about the findings. Provide information and interpretations in line with the context of the study or how the findings contribute to the field.
	Literature Compare	Compare the findings with related and relevant literatures in order to gain credibility.
	Accounting Findings	Provides an underlying reason regarding the findings, why the findings come out the way they are
Stage 4 Evaluate Findings		Provide evaluation to the findings. Giving comments about the strength, limitation or generalizability of the findings.
Stage 5 Concluding		The stage function to give direction to the research; how the research should continue
	Recommending Further Research	Provide recommendations for further research based on the discussed findings
	Provide Pedagogic Implication	Provide implications on how the study can improve pedagogy
	Indicating (In)significance/ (Dis)advantage	Provide explanation of the study significance, how the study different from other, what limitations the research has.

*Providing Background Information (BI)*

This Stage is realized with three Moves, namely Context Explanation (CE), Sequence of Presentation (SP) and Restating Analysis Procedure (RAP). The overall function of the stage is to provide background information regarding the findings and discussion. The information given is about the context of the data, regarding the analysis procedure or any information regarding the object of study. According to the analysis, the Moves does not occur consecutively. Only RAP and CE occur in tandem but interchangeably. Either RAP precede CE or the other way around.

The Phase RAP can occur as an opening to the whole section or at the start of a sub-section. This Phase is used by authors to reaffirm the understanding of readers regarding the findings. What ‘analysis procedure’ entails are the theoretical background of the research.

When RAP occurs at the start of a whole sections, it explains the procedure as a whole but when it occurs at a new sub-section its is used only to state the analysis procedure used for that particular sub section. Author with FD united section tend to make sub-section accordingly to their findings or research question. Sometimes, different method or different approach is used. As such, RAP is utilized to inform the reader a change been made. The following examples best capture this;

(1)	The <b>textual dimension is analyzed</b> based on various linguistic tools used in the news media, especially the news about the legalization of arak bali delivered by the Governor of Bali , I Wayan Koster , <b>where several tools mark the representation of a person’s theme</b> , namely through ( 1 ) selected diction or vocabulary , and ( 2 ) grammatical units , syntactic functions , and the form of news . (RAP/HUM3)
(2)	One aspect of the <b>mesostructural</b> dimension is <b>intertextuality</b> and <b>interdiscursivity</b> (Ulinuha, et.al., 2013; Wodak & Meyer, 2001). <b>Intertextuality</b> relates to the mindset carried from the text, while <b>interdiscursivity</b> relates to the ideology used by the subjects discussed in the text. (RAP/HUM3)

The example is from an excerpt from HUM3. The two Phase are one sub-section apart. The two RAP above signal a change of how the sub-section proceeds. Mention of technical word signal the occurrence of RAP. On the example above, the dimension mentioned are component of Fairclough CDA. In

which, differing component begs for a different way approaching the data, albeit connected.

Sequencing Presentation (SP) is a more direct phase than RAP. Rather than mentioning the theory or how the analysis proceeds, SP outright mentions what is being talk about on the next sub-section. Typically, SP occurs at the start of a section, like that in (4) below. But sometimes it occurs in between section, like that in (3).

(3)	The following section presents the multiple maxim violations in the communication of children with autism. (SP/SOS2)
(4)	This section presents our findings on the language presentation, language preferences and the informativeness, clarity and visibility of the public signs in Malioboro. (SP/WA2)

Context Explanation (CE) is a phase wherein the context regarding the data being explained. Sometimes, the author feels the need to explain regarding their data. The explanation relates to their findings in some way. The example (5) below uses CE as a mean to give context regarding the data, since the data is in the form of conversation. Thus, the data are explained. There is also the use of CA is to show that the object of study is important, as in (6).

(5)	What happened in the dialog (g) was the teacher asking on what is the uniform the students wear every Friday. (CE/WA2)
(6)	Detiknews.com is one of national online news media founded by various journalists in Indonesia in October 1995, namely Budiono Darsono, Yayan Sopyan, and Didi Nugrahadi and Abdul Rahman. Detiknews.com is said to be the pioneer of online journalism in Indonesia. (CE/HUM3)

*Summarizing Findings (SF)*

Summarizing Findings function to sum up the findings in a neat way. By stating the significant number of data, referring to tables and statistics and explaining the results as a whole. SF is considered an optional move in the current study. Several studies have similar stage but lacking in occurrences as well, meaning they also found the move to be optional. Among others Amnuai (2017), Suherdi, Kurniawan, Lubis (2020) and Ruiying and Allison (2003). Interestingly enough, the stage occurs at the beginning of the FD section. Before reporting the findings, the authors summarize their findings. Different from the use of summarizing in other studies, the current data set uses the summarizing findings

as a start of the section, presumably as a guide. Each finding is then given their own sub-section headings. Such as example (7) below;

(7)	<b>Based on the findings in the table</b> , there were four types of Ego Defense Mechanisms found from.... <b>namely</b> repression, sublimation, rationalization, and aggression. Aggression mainly was applied with 12 times of occurrence (32%), <b>followed by</b> sublimation, i.e., ten times (27%), rationalization, i.e., eight times (22%), <b>and the least</b> was repression which occurred seven times (19%). (SF/LL1)
(8)	In this study, the finding of the study was used to be the basis of the discussion. <b>The discussion focused on the protagonist's actions</b> to face her anxiety by adopting Ego Defense Mechanisms. (RAP/LL1)

SF also occurs in tandem with RAP phase. In which the RAP is just reiteration of what already said. The excerpt from LL1 above shows how it realized. While the findings have implied the author use of Defense Mechanism as the theoretical approach, the author reiterate the summary by stating the analysis procedure. When SF is occurred without the existence of RAP, the SF functions as guide for the sub-section headings. But when SP occur none of the stages occurred.

#### *Commenting Findings (CF)*

Commenting Findings is considered an obligatory stage. Three of the Moves in CF occurs more than 60 per cent. CF is realized by four Moves, namely; Reporting Findings (RF), Interpreting Findings (IF), Literature Compare (LC) and Accounting Findings (AF). The phase Reporting Findings is often considered its own move in other studies (Suherdi, Kurniawan & Lubis, 2020; Arsyad, 2013). At first, RF is considered as its own stage but the stage always occurs in the same pattern with IF. It was then reconsidered as part of CF stage. The reason is because many of the instances in the data set shows only RF and IF occurs in reiteration which then the author compares the findings with other literature.

What usually follows RF and IF is the LC. This occurrence is common in the data set. But there are no other instances other than example below that shows all phase of CF occurs together. This is due to the tendency of how the author consider their findings. If their findings disagree with the compared literature, the author proceed to account for their findings, providing reasons of their findings. Supposedly, this is done to strengthen the findings of the author.

(9)	In line with the dominance of Indonesian in Malioboro's LL, the majority of the commercial signs are written in this language (68%). <b>Only 17 percent</b> of the signs is in English and fewer than 1 percent is solely in Javanese. (RF/WA2)
(9)	Monolingual Indonesian signs predominate, <b>contrasting to</b> Edelman's (2010) observations on multilingual signs in the Netherlands. (LC/WA2)
(10)	The signs of the predominant type of establishment (clothing shops) <b>tend to be in Indonesian</b> rather than English, Javanese, or a mixture between them. The same is seen in other establishments. (IF/WA2)
(11)	The Indonesian dominance reflects Law No. 24 of 2009, which decrees a mandatory and primary use of Indonesian in public signs. However, it <b>might also reflect the observation</b> Malioboro is visited by more Indonesian than foreign tourists. (AF/WA2)

As can be seen from example (8) - (11), RF is rife with reference to data. Referring to table and statistics. Differentiating it with SF is a bit tricky, since SF also refer to data and tables. But the difference is in context, wherein SF mentions each data, RF only highlight a certain datum. While LC can be recognized by the verb such 'contrasting', or 'states'. But the most common found is the preposition 'in line with'. While interpretation of the author can be discerned with words such 'tend', 'presumably' or mentioning the results with a comment about the results. AF is when the author gives reasons of why the findings the way it is.

The way CF stage realized is typically as follow; the phase RF function is to reports a finding which then followed by IF, interpretation or explanation by the author. To validate their interpretation, the author compares his/her findings with other related literature. The author then provides underlying reason of why their findings the way it is. But, when the AF does not occur, the stage Evaluate Finding (EF) occurs. EF occurs when instead of providing reasons about the findings the author decides to evaluate the findings instead.

#### *Evaluating Findings (EF)*

The move evaluating findings (EF) occurs in about half of the data set. Slightly different from AF. The reason is because when AF occurs EF tend not to occurs. AF account for the findings, giving reasons while EF evaluate the findings. AF supporting the author's own claims regarding the findings while EF evaluate the findings; valuing the difference, the strength and weakness of each finding. EF tend to occur after LC, the same AF.

(12)	With regard to the finding, the presented concept might be fit some points. (LC) However, the finding demonstrates that cultural values also give a positive contribution to the notion of national identity. (EF/HM1)
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*Concluding (CC)*

The stage is labelled Concluding is because the Moves within the stage conclude the findings. Usually, in combined FD there is not any form of conclusion. Because the combined FD already combine two sections into one. Nevertheless, the stage occurs within current data set. It is proven there is no need for conclusion in combined FD, because the occurrence of the stage is very low. The stage is realized with three Moves; Recommending Further Research (RSF), Provide pedagogic implication (PI) and Indicating (In)significance/ (Dis)advantage (ISA).

RSF as the label already tell is suggesting further research. What the author feel does not cover is suggested to be the next research conducted. At the same time, by stating there is something that the study cannot cover implies the Disadvantage of the study. It is shown in the following example (13) and (14). While providing pedagogic implication is saying that the findings of the study can contribute to the advancement of pedagogy.

(13)	Nevertheless, there are some issues that need to be addressed, in which this study fails to observe further. First of all, regardless of how typographic forms are used to distinguish English and Indonesian words, they are also essential in determining whether a base of various forms can be considered a single word type. Once this matter is settled, the NCR/CR cluster can be re-investigated to calculate each word's affinity towards computer- and non- computer-related semantic clusters.. (IAS/LL3)
(14)	It is suggested that future research can address this problem and expand the semantic clusters themselves into more specific and distinct clusters than what this paper has done. (RSF/LL3)
(15)	Many studies claim that grammatical errors can be tolerated as failure in using a language. On the other hand , failures in pragmatic skills are a sign indicating the lousy personality of the speaker . This notion urges classroom intervention and appropriate L2 teaching strategies. (PI/HUM2)

### *Linear Schematic Structure*

After seeing all the structural elements of the schematic structure of FD section, the overall pattern of occurrence can be explained. The schematic Structure of the editorial as an overall can be described as follow;

$$(RAP)^(SF)^(CE)^(SP)^{[[RF.IF]n.LC]}^(AF)^(EF)^(RFS)^(PI)^(ISA)$$

The caret sign ^ indicates sequence, the round brackets () show optional. The dot between the Phase points to the fact that more than sequence is possible; meaning that IF may either precede RF or not but the two moves must occur in reiteration thus LC may precede the two-constraint phase. The subscript (n) indicates iteration and the square bracket [] show constrain in the sequence. This linear schematic structure states that the identity of sub-genre FD, at most must consist of Report Findings (RF), Interpreting Findings (IF) and Literature Compare (LC).

The FD section of research article starts by Restating the Analysis Procedure (RAP) to affirm the reader understanding of what being presented. Then followed by Summarizing Findings (SF) to give reader a clear view of what the study have found. Should the object of study in need of context, the author may provide an explanation regarding the context of the object study or about the data itself. The author then may give a sense to reader of what sub-section there is in the FD section by Sequencing Presentation (SP). Then the author moves on to present the Findings and giving interpretation of the findings by comparing the author findings with related literature. In either order the author deemed best. Typically, the findings are reported first (RF) then the interpretation of the findings is given (IF) backed up with related literature (LC) to gain credibility and validation towards the interpretation. To further validate the findings the author may either provide reasons regarding the findings or evaluate the findings in comparison with the other related literature findings. For the end part of the section the author may suggest further research, indicating pedagogical implication regarding their study or stating the advantages and significance of the study.

## **DISCUSSION**

The structure and function of the schema in article writing has different versions. A common structure is needed so that researchers in writing scientific articles become more effective. The discussion of this standard structure should be discussed by every publisher of scientific articles. In addition, the structure that is mandatory and what is the choice of scientific articles

## CONCLUSION

The schematic structure analysis yielded five stages that are differentiated between obligatory occurring stages and optional occurring stages. The stages are Background Information (BI), Summarizing Findings (SF), Commenting Findings (CF), Evaluate Findings (EF) and Concluding (CC). The obligatory moves are three phase that realized CF, namely Reporting Findings (RF), Interpreting Findings (IF), and Literature Compare (LC). Meanwhile, Accounting Findings (AF) is not a obligatory phase. The rest are optional, namely; Context Explanation (CE), Sequence of Presentation (SP), Restating Analysis Procedure (RAP), Summarizing Findings (SF), Evaluate Findings (EF), Recommending Further Research (RFS), Provide Pedagogic Implication (PI), Provide Pedagogic Implication (ISA). The schematic structure structure RAP)^(SF)^(CE)^(SP)^[RF.IF]n.LC)^(AF)^(EF)^(RFS)^(PI)^(ISA).

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