

CHARACTERISTIC OF ACADEMIC TEXTS FROM SYSTEMIC FUNCTIONAL LINGUISTICS PERSPECTIVES

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Abstract

Systemic Functional linguistics is related to a sign system that can be used to trace the scientific characteristic of academic texts. This study aimed at describing academic texts covering four technical terms: (1) simple, (2) dense, 3) objective, and (4) directness. Data analysis was done through three stages: (a) data reduction, (b) data display, (c) data verification/conclusion. The findings of the study indicate that there are 129 sentences consisting of 53 simple sentences with a percentage of 41,09%, 37 complex sentences with a percentage of 28.68% and 39 single sentences with a percentage of 30.23%. Thus, it can be concluded that the results of this research show that scientific characteristics of academic texts from systemic functional linguistics perspectives containing: (1) simple sentence structure, (2) dense information, (3) objective definition and identification, and (4) direct presentation. Based on the result of the research, it is suggested to conduct further research on academic texts from holistic approach that uncovers large number of texts from different resources. In addition, it is important to explore the quality of academic text from systemic functional lens.

Keywords: Systemic Functional Linguistics, Academic Text, Simple, Solid Information, Objective, and Simple

INTRODUCTION

Research on text based language teaching has become an important topic in the language education themes recently. This is due to text based teaching and learning provides different lenses for teachers and students such as textbooks, book reviews, research proposals, research reports, and scientific articles (Haeri, 2016). The study of text based language teaching has been conducted in many parts of the world. These researchers argue that it is important to conduct further studies on text based language teaching in different contexts.

A study on language teaching and learning in Indonesian contexts is conducted in many areas such as vocabulary learning

and technology (Abduh & Rosmaladewi, 2017), intercultural competence in language learning (Abduh & Rosmaladewi, 2018), factors influencing language learning and bilingualism (Abduh, 2018), commitment and awareness in language learning and internationalization (Abduh, Rosmaladewi, & Basri, 2018), collaborative language learning and teaching (Rosmaladewi & Abduh, 2017), portraits of language learning and identity (Amirullah, Andrew, & Eckersley, 2015), investment and language learning (Abduh & Andrew, 2017). From these studies above, none of them have explored the characteristics of academic texts from the views of systemic functional linguistics.

As a consequence, there is limited information on the characteristics of academic texts from the views of systemic functional linguistics. Therefore, this study fills this knowledge gap by exploring the characteristics of academic texts using systemic functional linguistics perspectives. This study provides significant information for language teachers on the key characteristics of texts that are beneficial for language teachers and scholars.

LITERATURE REVIEW

Concept of academic texts

Academic texts or scientific papers can be manifested in various types, such as books, book reviews, research proposals, research reports, and scientific articles. The characteristics of academic texts are simple, concise, objective, and logical. The four characteristics of the text, linguistically, are able to reveal to the reader the level of scholarly an academic text. Therefore, M.A.K. Halliday (2005) offers a language approach that is able to reveal the scholarly text to the reader by analyzing the text through the type and function of the sentence and seen from the lexico-grammar point of view.

Lexicographer reveals and dismantles all four scholarly traits as follows. First, the simplicity of sentence structure can be expressed through the use of simplex phrases, nominalization, and the utilization of lexical words. Second, dense information can be expressed through simplex sentences, nominalization, and optimizing the utilization of lexical words. Third, objectives can be expressed by means of using identifiable relational processes and attributive relational processes as well as the use of passive sentences. Fourth, the assignment can also be expressed by using identification relational process and relational process of meaning, and the utilization of passive sentence. In detail, the following essence of each part of scholarly characteristics of academic texts:

Simple Academic Text in Sentence Structure

The simplicity of academic text is evident from the sentence structure of a simple sentence.

structure through the use of simplex sentences. The difference between a simplex sentence and a complex sentence is not measured from its short length, but from the number of actions or events it contains. Simplex sentences are sentences containing only one action or event, whereas complex sentences are sentences that contain more than situations or events and can be expressed by a practical relationship or hypotactic.

Simplex sentences consist of subject, predicate, complement, and description. The simplicity of the sentence structure in the simplex sentence supports the scholarly nature of academic texts. This is evidenced by the use of more simplex sentences than complex sentences indicating the logic of simplicity. This sometimes makes sentences long, impressed not simple, and a lot of (compact) information. Information density is generally found in noun group used to expand the subject and complementary elements. Thus, simplicity in simplex structures is not necessarily simplicity in the structure of noun groups. Often the subject and the complement of a sentence are very long, even though the two elements are only a noun group. If so the complexity does not lie in the structure of the sentence, but in the structure of the noun group used to express the subject and the complement of that sentence.

However, the fact means that complex sentences are not used in academic texts. In such texts, certain types of complex sentence are still employed. It turns out that the type of complex sentence preferred is a complex sentence dealing with hypotactically (with conjunctions as if, for, and when), not complex sentence related practically (with conjunctions like, then, and then). Semantically logic, such a complex hypotactic sentence shows logical value in terms of 'conditional' (for conjunction 'if'), cause and effect (for conjunctions 'because'), and or sequence of events (for conjunctions

'when'). On the other hand, paratactic complex sentences-as seen conjunctions used, serve as extensions of information commonly found in oral nonacademic styles.

Academic Texts Utilizing Nominalization

On the nominalization side, information density occurs at the lexical level. Nominalization is an attempt to distinguish from, for example, process (verb), condition (adjective), circumcise (adverb), and logic (conjunction). The evidence that nominalization affects information density can be shown by the following illustration. The word 'communication' or 'interaction' in the language text (Martin, 2002) is actually compacting of "a series of processes about a first person's activity is talking to another person (second person), and the second is listening while responding, previously acting as a speaker then acted as a second listener ". If the process is expressed in a sentence it will take a number of sentences, but a number of sentences can be expressed with just one word, 'communication' or 'interaction'.

The density of information through such nominalization is often a disclosure incongruent lexical also involving grammatical metaphors. Besides, nominalization is also relevant to the naming of objects substance through the use of technical terms. It was found that the realization of lexis in academic texts exemplified nominalization is used to compress information. In changing into noun, nominalization is pursued by altering non-noun lexis (i.e. verbs, adjectives, adverbs, conjunctions) into lexical nouns. Nominalization of academic texts is intended to express knowledge more concisely and densely (Martin, 2002). Therefore, nominalization is a very important feature of academic texts.

1. Dense academic texts in lexical level

Academic texts contain more lexical or lexis (nouns, verbs-predicators, adjectives, and certain adverbs) than the structural word (conjunctions, articles, prepositions, etc.). Halliday (2005) states that the more scientific

a text, the greater the content of lexical words.

2. Academic texts much utilizing relational process and attributive relational process

There are two types of relational process, namely identifiable relational processes and attributive relational process. An identifiable relational process is a good tool for defining something, while the attributive relational process is a good tool for creating descriptions by displaying the nature, characteristics, or condition of the object described.

The importance of an identifiable relational process is to define an academic text in which this definition made into technical terms. However, not all technical terms contained in academic texts are defined or identified, especially technical terms that are uncommon. Actually, through an identifiable relational process, such a definition can be made well. Moreover, through the identifiable relational process, the definition also serves to transfer general knowledge into more specialized knowledge (Martin 2002, p. 202). The fact that few technical terms are defined in academic texts makes them ideational tends to be difficult to digest.

3. Academic text utilizing passive forms

The characteristic that academic texts utilize passive forms has long been discussed. The use of passive forms in academic texts is intended to eliminate human (doer), so the element of sentence that acts as subject is the matter discussed in the text. Assuming the doer is unimportant, non-doer subject or the prime matter is considered more important, and then themed. The selection of such theme is necessary, since academic texts do not address the actors or scientists, but address the primary matter presented in it. The matter is placed as the theme in the existing sentences, and the use of passive forms is intended as a mapping strategy of the theme (Martin, 2002, p. 194).

In the context of this type of process, the doer eliminated is an actor performing

physical or nonphysical action, particularly in material, mental, verbal, and behavioral process, not on relational or existential process, although it is possible. Doer can be actor (for material process), sensing (for mental process), speaker (for verbal process), and behavior (for behavioral process).

Key Concepts of Systemic Functional Linguistics

The concept of systemic functional linguistics was first introduced by M.A.K. Halliday (2005). In the view of systemic functional linguistics, language has two main aspects, systemic and functional. Santosa (2011) suggests that systematically language has a system that hierarchically works simultaneously and systemically from lower systems, phonology/graphology, to higher systems, lexicogrammar, semantics, discourse, and text structure. Each level cannot be separated because each level is an organism that has an interrelated role in realizing the holistic meaning of a discourse. Then Santosa (2011, p.1) adds that functionally, language is used to express a goal or function of social processes within a context of a situation and cultural context. Each level of language has its own function to realize the social objectives.

The cultural context is a system of values and norms that represent a belief within a culture. This value system includes things that are deemed right and wrong, good and bad, including the ideology that governs the prevailing social order in a culture. Meanwhile, norm is the realization of a value system that regulates social processes, i.e. something that should and should not be done by members of society in social life.

Furthermore, Santosa (2011, p. 2) states that the situation context is a direct environment that exists in the use of language. Thus, Martin (2002) that situation context consists of three aspects: field, tenor, mode working simultaneously to form a configuration of meaning. This configuration will determine the expression (form) and the meaning of language (registers) used to realize the social process.

Halliday (2005) states that there are three metafunctions of language, both oral and written with respect to their use, namely ideational meaning (consisting of experimental and logical), interpersonal meaning, and textual meaning. Santosa (2011, p.4) explains that ideational meanings include two things: experiential and logical. In experiential metafunction expresses the meaning of the reality of experience. Meanwhile, logical metafunction realize the logical meaning or reality that connects these experiences. Then, interpersonal metafunction expresses the meaning constructed from interpersonal relationships within a language used. Santosa gives addition that interpersonal meaning consists of interactional meaning (personal interaction) and transactional meaning. Finally, the textual meaning realizes both the ideational and interpersonal metafunction into symbols of language called textual expression. Thus, within the systemic functional linguistics, these three metafunctions have close relationship in a language that is performing its function.

Brief History of Indonesian Language

Historically, The Indonesian language was officially declared as the national language in October 28, 1945. It was the Youth Pledge day containing three important principles: national identity and language, national pride, and unifying various ethnic groups across Indonesian archipelago.

Officially, according to Law No. 24 Article 25 (2009), the Indonesian language (*Bahasa Indonesia*), is the national language that is used for educational purposes, communicational purposes, cultural development, national transaction and trade, and a medium of instruction for science, arts, mass media.

In the diversity of ethnic and religious beliefs, the existence of the Indonesian language is grateful as the grace of God Almighty by every citizen by actualizing themselves in the Indonesian language communication both spoken and written. The position of Indonesian as the language of the

country brings the consequence that the Indonesian language, which is the intellectual life of the nation. Text-based Indonesian learning is implemented by applying the principle that (1) language should be regarded as text, not merely a collection of words or linguistic rules; (2) the use of language is the process of restoring linguistic forms to express meaning; (3) language is functional, i.e. the use of language can never be removed from the context because the form of language used reflects ideas, values, and ideology, its users, and (4) language is a means of forming human thinking, and such way of thinking is realized through text structure (Ministry of Education and Culture, 2013).

In accordance with the principles of Indonesian language learning that has been mentioned, as a human being in the academic community cannot be separated from academic texts. Lecturers and students as academic community must be able to create academic texts. The differences in academic and non-academic texts need to be adequately explained by identifying the existing characteristics. The opinions about academic texts developed so far are such as simple, solid, objective, and logical. However, so far there has been no empirical evidence proposed to provide a linguistically adequate explanation of the simple, concise, objective, and logical. As a result, these characteristics are usually only understood instinctively without being based on specific data or theory. An academic person must be able to explain it academically. On the basis of this fact, serious search is needed in order to uncover an approach that can explain the problems related to the scholarly content of an academic text embodied in the text. This article presents the results of the research on the degree of scholarly thesis as an academic text by using Functional Systemic Linguistics approach. Through this research, the disclosure of scholarly content of students' thesis as an academic community provides an evaluation for improvement in writing thesis in the next period, especially for students who will complete the study;

these findings can be used as a comparison material. For lecturers or examiners, these findings can be considered in improving the quality of thesis in particular and academic texts in general both in the scope of postgraduate and in the scope of academic community of Universitas Negeri Makassar.

RESEARCH METHOD

Research Approach

Based on the objectives of this study, the qualitative approach was used because of the following reasons.

- a. This research data in the form of words and sentences in the language used in the students' thesis of Indonesian Education Study Program batch 2016, Postgraduate Program, Universitas Negeri Makassar. The language use is in academic text that embodies the elements of words and sentences. The researchers did not treat the occurrence of data.
- b. The Researchers were key instruments in data collection and data analysis. The researchers played a role in selecting, assessing, and determining research data. In this activity, researchers used a number of instruments to the data collection and data analysis. This research analyzed data inductively. Forms of words, sentences, meanings, and context were the primary concern in data analysis.

Theoretical orientation of this research is systemic functional linguistic analysis. The data analysis used was data analysis phase based on thematic analysis. The use of this model was relevant to the objectives of this research. These data were in the form of words and sentences in the students' thesis of Indonesian Education Study Program batch 2016, Postgraduate Program, Universitas Negeri Makassar as one form of language usage in academic texts. Scientific analysis of academic texts in the students' thesis of Indonesian Education Study Program batch 2016, Postgraduate Program, Universitas Negeri Makassar with systemic functional linguistics approach information, objective

aimed to reveal simple form of sentence structure, information density, objectivity, the straightforward academic texts (thesis), included the use of language in academic texts which is not in accordance with the scientific element.

The main objective is that the results of this analysis can contribute to the academic community about the scientific characteristics of academic texts (thesis) in the form of simplicity of sentence structure, information density, objectification, and straightforward sentence. Therefore, this research reveals the four scientific characteristics of academic texts (thesis) seen from the simplicity of sentence structure, information density, objectification, and straightforward sentence.

Data and Research Data Sources

This research data were in the form of words and sentences of the 2016 students' academic text of (thesis) Indonesian Department Study Program of Graduate Program, Universitas Negeri Makassar. The data were in the form of verbal forming words and sentences.

The students 's thesis of the Indonesian Language Education Study Program, Graduate Program, Universitas Negeri Makassar is one of the academic texts that become the source of research data. The selection of this data source is based on the reason that the students' thesis of of the Indonesian Language Education Study Program, Graduate Program, Universitas Negeri Makassar becomes one of the scientific work which is very well known by the academic people.

The amount of data and data sources of this study are presented in the following table

Table 1. Data Sources & components

| Source of data | Data components | | |
|--|------------------------|---------------------|------------------------------------|
| Master thesis of Indonesian study program, UNM | Simplicity of sentence | Information density | Objectification Straightforward |

Techniques of Collecting Data

The data were collected by using documentation study technique on the students' thesis of the Indonesian Language Education Study Program, Graduate Program, Universitas Negeri Makassar in 2016. Data collection was done until saturation point and the indicators of the research problems can be answered completely.

Data collection on this thesis was done with the following stages:

- a. Determining the source of data in the form of students' thesis of the Indonesian Language Education Study Program, Graduate Program, Universitas Negeri Makassar in 2016.
- b. Determining academic text with criteria:

- Containing the scientific characteristics of academic text.
 - Containing reviews on the scientific characteristics/elements of the academic texts used by the society.
 - Introducing the mind that represents the solution for better life for public.
- c. Documenting all parts of the students' thesis of the Indonesian Language Education Study Program, Graduate Program, Universitas Negeri Makassar in 2016 becoming the source of research data.
 - d. Checking the adequacy of data and collecting the data when the collected data were not sufficient.
 - e. Improving data documentation with scalable data collection result.

Research Instruments

Instruments used in this study include (a) selection guide of the academic texts (thesis), (b) analysis guidance for the scientific academic texts: sentence structure simplicity, density of information, objectivity, and straightforward. Data collection contain the criteria of scientific academic texts, the simplicity of the sentence structure, the density of information, the objectivity, and straightforward of the students' thesis of the Indonesian Language Education Study Program, Graduate Program, Universitas Negeri Makassar in 2016. Thus, it can be clearly distinguished between one research problems with another research problem.

Data Analysis

Data analysis was performed during or after the data collection process. Data analysis was done through thematic data analysis approach (Denzin & Lincoln, 2009). Broadly speaking, the theory of analysis consists of three stages, namely the data reduction phase, the data display phase, and verification phase.

The data analysis activity began with data reduction. In this phase, the researcher identified the data, selected the data, and classified the data according to the research focus, i.e. (1) the characteristic of the academic text seen from the simplicity of sentence structure that can be expressed through the use of (a) simplex sentences, (b) nominalization, and (c) the utilization of the lexical word, (2) the characteristic of the academic text seen from the density of information which can be expressed through (a) the simplex sentence, (b) the nominalization, and (c) the utilization of the lexical word (3) characteristic academic text seen from objectivity that can be expressed through (a) identifiable relational processes and attributive relational processes; and (b) the use of passive sentence; (4) the characteristic of academic texts seen from straightforward can be expressed through (a) identifiable relational processes and attributive relational processes, and (b) the use of passive sentences.

The next activity was the data display. In this phase, the researcher performed data management, data encoding, and data analysis by interpreting the data according to the research focus, namely (1) the characteristic of the academic text seen from the simplicity of sentence structure that can be expressed through the utilization (a) simplex sentence (b) nominalization, and (c) the utilization of the lexical word, the characteristics of academic texts are seen from objectivity which can be expressed through (a) identifiable relational processes and attributive relational processes; and (b) the use of passive sentence; (4) the characteristic of academic texts seen from straightforward can be expressed through (a) identifiable relational processes and processes relational attributiveness, and (b) the use of passive sentences.

After the phase of data display, the next was verification. In this phase, the researcher concluded the data on the three focuses of research by following up the findings at the display data phase as a result of the findings in this research. In this phase, the researcher processed explanation of the interpretation and determination of meaning in the display of data.

Definition of Operational Definition

- a. Scientific is the linguistic phenomenon that becomes a marker in academic texts in the form of a simple sentence structure, dense information, objective, and straightforward.
- b. Academic text is a scientific work/paper that has simple characteristic in terms of sentence structure, dense information in terms of utilization of nominalization and lexical words, objective in terms of defining and identifying and using passive sentences, and straightforward in terms of defining technical terms that have the function to transfer general knowledge into specific knowledge.
- c. Systemic Functional linguistics is a linguistic approach that analyzes a text according to the type and function of the

sentence seen from the lexico-grammatical point of view.

simplicity of the structure in the simplex phrase supports the characteristic of the scientific texts. In simplex sentences, compressed information can be an embedded sentence denoted by "[...]" or an adverb group characterized by "[...]", as presented in the Table. 2 below.

RESULT AND DISCUSSION

Simplifying Sentence Structure

The simplicity of academic texts is evident from simple sentence structures through the use of simplex phrases. The

Table 2. Simplifying Sentence Structure

| No | Sentence | Kind of Sentence | Structure |
|----|--|------------------------------|--------------------------------------|
| 1. | The literature review presented in this research is intended to provide clues that a study is theoretically correct and as a literature to support this research. Page 9 | Paratactic Complex Sentences | S [...] + P + O + Ket + Konj + P + O |
| 2. | An interesting view is that writing is the activity of expressing ideas through the language medium. | Hypotactic complex sentences | S [...] + P + O + Konj + S + P + Pel |
| 3. | Writing is one of four basic language skills (listening, speaking, reading, and writing). | Simplex Sentence | S + P + Pel [...] |
| 4. | Writing skill is a language skill which is usually most recently mastered by someone. | Simple sentence | S + P + ket |

Remark

| | |
|-------------------------------|--|
| Number of sentences | : 129 sentences |
| Simplex sentence | : 53 sentences |
| Percentage | $53 / 129 \times 100 = 41.09\%$ |
| Complex sentences | : 37 sentences (Hypotactic: 19) and (Paratactic: 18) |
| Percentage | $37 / 129 \times 100 = 28.68\%$ |
| Single Sentence (not simplex) | : 39 sentences |
| Percentage | $39 / 129 \times 100 = 30.23\%$ |

Based on table 1, it can be concluded that the literature review text in the thesis that has been analyzed 129 sentences. Simplex sentences are dominant sentences in making dense information on the text. The numbers of simplex sentences contained in the text were 53 with percentage of 41.09%. Yet, single sentences (not simplex) were 39 sentences with a percentage of 30.23. While complex sentences were as 37 sentences with a percentage of 28.68% consisting of complex hypotactic and paratactic sentences.

The numbers of complex hypotactic sentences were 19 sentences and paratactic complex sentences were 18 sentences.

Thus, the fact of using more simplex sentences rather than complex sentences ideatively shows the logic of simplicity

Information Density

This is related to nominalization and utilization of grammatical metaphors in academic texts as an information density effort.

The density of information in academic texts can be explained from two sides. First, information is compressed through simplex sentences. Second, information is compressed through nominalization. On the nominalization side, information density occurs at the lexic level. Nominalization is

the finishing effort of, for example, process (verb), condition (adjective), circumcison (adverb), and logic (conjunction). The evidence of nominalization impact in information density can be demonstrated by the following example

Table 3. Norminalization dan Utilization of Grammatical Metaphor

| No | NOMINALIZATION | | | GRAMMATICAL METAPHOR | |
|----|------------------------------------|---|---------------------------------------|--|---|
| | Adjective | Verb | Noun | Congruent | Incongruent |
| 1. | Accurate | Investigate To be investigated To be discussed Discuss | Research Discussion | <ul style="list-style-type: none"> ➤ The researcher investigates the student's ability. ➤ The students are less accurate in writing ➤ The Students' ability is studied. ➤ Relevant theories are discussed in the research. ➤ The researchers discuss the relevant theories | The things described in connection with the theories relevant to the research and discussion conducted are: 1) writing, 2) interview text 3) narrative text, 4) |
| 2. | Adjective Skillful | Verb To Make Skillful | Noun Skill | Kongruen <ul style="list-style-type: none"> ➤ The Students are less skillful in writing. ➤ Writing activity makes skillful the language skills. ➤ Writing is a language skill. | Inkongruen Writing is one of four basic language skills |
| 3. | Adjective Expression | Verb Expression Express Writing Written | Noun Express Writing | Kongruen <ul style="list-style-type: none"> ➤ Ideas are written through symbols. ➤ Ideas are expressed through symbols. ➤ The Students write the expression of ideas. ➤ The writer expresses the idea through symbols ➤ The students are writing. ➤ Ideas are written through symbols | Inkongruen Writing is considered not difficult if it is only meant as activity to express ideas through graphic symbols without paying attention to the internal and external element of writing such as readers. |

Objectivity of Sentences

Many academic texts utilize identifiable relational process and attributive relational process to increase degree of objectivity and technical assignment of academic text

There are two types of relational processes, namely identification relational

process and attributive relational process. An identifiable relational process is a good tool for defining something, while attributive relational is a good tool for creating descriptions by displaying the properties, characteristics, or state of the object described.

Table 4. Objectivity of Sentence

| | | |
|---|---|---|
| Writing is an activity that someone does to produce writing. Page 10 | | |
| Writing | Is | Activities that someone does to produce writing. |
| Subject (S) | Finit/(P) | Complement |
| Token | Process: RelasionalIdentifikatif | Score |
| Writing is a whole series of one's activities in order to express ideas and convey them through written language to others. Page 10 | | |
| Writing | Is | a whole series of one's activities in order to express ideas and convey them through written language to others |
| Subject (S) | Finit/(P) | Complement |
| Article | Proses: Relasional Atributif | Article |

The sentence in table 3 shows that object positioned as persons as article is described in terms of characteristics, properties, and circumstances. In this way, the described object becomes more clear and straightforward or looks like it is. This also means that something described is something shown objectively. The clarity not only aimed at the class or group of objects that are the object of the conversation but also on the scope of the knowledge area reached. Herein lies the explanation that the academic text is objective and straightforward. The selection of attributive relational process can increase the degree of objectivity and academic text.

Straightforward and Logical Sentences

An academic text utilizes passive form to emphasize the subject issues, not the doers; and consequently, the academic texts be subjective

The characteristic that academic texts take advantage of passive forms has long been discussed (Martin 2002); but this fact should not be understood as the reverse that academic texts do not take advantage of the active form.

The use of passive form in academic texts is intended to eliminate human as the doer so that the elements of the sentence that act as subjects are subjected to the subject discussed in the text. Assuming the doer is

unimportant, the subject non-doer is more important.

Table 5. Straightforward and Logical Sentences

| NO | Passive Sentences in Academic Texts | Passive Form | Active Form |
|-----------|---|---------------------|--------------------|
| 1. | The literature review presented in this study is intended to provide clues that a study is theoretically correct and as a literature to support it. Page 9 | Presented | Present |
| 2. | The things described in connection with the relevant theories to the research and discussion are: 1) writing, 2) interview texts 3) narrative essay, 4) Cooperative Integrated Reading and Composition model, and 5) conventional model. Page 9 | Described | Describe |
| 3. | Writing is said not difficult if it is only meant as the activity of expressing ideas through graphic symbols without regard to the internal and the external elements of writing such as readers. Page 9 | Said | Say |
| 4. | An interesting view is that writing is an activity of expressing ideas through the language medium. | Conveyed | Convey |
| 5. | Writing is also defined as the activity of producing messages in social dimensions and for a particular purpose. Page 10 | Defined | Define |

In Table 5 Actually the doer can be identified from the each predicate when the sentences are made in active sentences proved that the academic texts exemplified show the scientific characteristics through the passive form discussed above.

CONCLUSION

Based on the results of the analysis on the literature review (thesis), it is concluded that the structure of the micro genre text in the literature review used the micro review genre. Platform theory serves to present theoretical commentary by formulating the synthesis theory that will be used as the basis for solving the problems studied. On the other hand, the literature review serves to present a review of previous studies, which are then compared with the research to be conducted. Judging from the formulation of the language used, based on

the analysis on the literature review there are scientific characteristics in academic texts, among others, as follows

Simplicity in Sentence Structure

The simplicity of academic texts is evident from simple sentence structures through the use of simplex sentences. Based on the analysis, there are 129 sentences consisted of 53 simplex sentences with percentage 41, 09%. 37 complex sentences with percentage 28,68% and single sentence (not simplex): 39 sentences with percentage 30,23%. Thus, the fact of using more complex sentences than complex sentences ideatively shows the logic of simplicity.

Dense Information

The information density of academic texts was compressed through

nominalisation and utilization of grammatical metaphors through congruent and incongruent expressions. In the nominalization side, information density occurs at the lexical level. Nominalization is the effort to be noun, for example, process (verb), condition (adjective), circumcision (adverb), and logic (conjunction).

Objective

In the analysis results in the literature review of academic text, many used identifiable relational process and attributive relational process to improve the degree of objectivity. An identifiable relational process is a good tool for defining something, while attributive relational is a good tool for creating descriptions by displaying the properties, characteristics, or state of the object described.

Logical & Straightforward

Based on the analysis results of literature review of academic texts, many utilize passive forms to emphasize the main matter is not the doer so that academic texts become subjective. The use of passive forms in academic texts is intended to eliminate human actors so that the elements of sentences that act as subjects are the main matter discussed in the text. Assuming the doer is unimportant, the subject a non-doeer is more important.

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