Cohesion and Coherence in the Final Project Abstracts of English Department Undergraduate Students of Universitas Negeri Semarang in the Academic Year of 2017-2018

a final project

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for the degree of *Sarjana Pendidikan* in English

by

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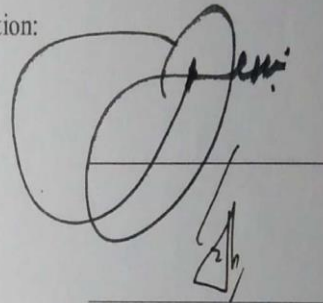**UNIVERSITAS NEGERI SEMARANG**

2020

APPROVAL

This final project entitled "Cohesion and Coherence in the Final Project Abstracts of English Department Undergraduate Students of Universitas Negeri Semarang in the Academic Year of 2017-2018" has been approved by a board of examination and officially verified by the Dean of Faculty of Languages and Arts of State University of Semarang on February, 2020.

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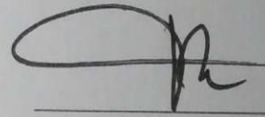   Dr. Sri Rejeki Urip, M. Hum.
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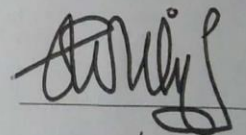
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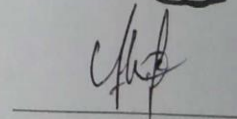   NIP. 197309052005011001

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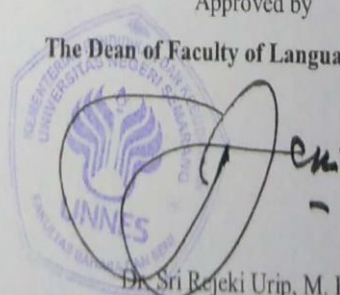   NIP. 197510262005012001

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Menyatakan dengan sesungguhnya bahwa skripsi/final project berjudul:

COHESION AND COHERENCE IN THE FINAL PROJECT ABSTRACTS OF
ENGLISH DEPARTMENT UNDERGRADUATE STUDENTS OF UNIVERSITAS
NEGERI SEMARANG IN THE ACADEMIC YEAR OF 2017-2018

Yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar
sarjana ini benar-benar merupakan karya saya sendiri, yang saya hasilkan setelah
melalui proses pembimbingan, diskusi, dan pemaparan atau ujian. Semua kutipan baik
langsung maupun tidak langsung telah disertai keterangan mengenai identitas
sumbernya dengan cara sebagaimana yang lazim dilakukan dalam penulisan karya
ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan
skripsi/final project ini membutuhkan tanda tangan sebagai keabsahannya, seluruh
karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika dikemudian hari
ditemukan pelanggaran terhadap konvensi tata tulis yang berlaku, saya bersedia
menerima sanksi berdasarkan peraturan yang berlaku.

Semarang, 20 Februari 2020
Yang membuat pernyataan,

Ilham Setiawan Arifin

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MOTTO AND DEDICATION

"Just do things what you want to do. If doing them by your own ways does not work out, then that just means they are not for you."

To my father and mother

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First and foremost, I would like to praise Allah the almighty, for his blessing upon me during the accomplishment of this final project. Thus, I could finish it eventually. Second, I would like to give my deepest gratitude to Alief Noor Farida, S.Pd., M.Pd. as the advisor in giving me guidance and meaningful suggestions during the consultations for this final project. Third, I would like to give my deepest gratitude as well to my father and mother for their prayers and support upon me during the accomplishment of this final project. Fourth, my gratitude was given to my friends who always shared the thoughts and support.

ABSTRACT

This study aimed to examine cohesion and coherence of the students' final project abstracts. It also focused to reveal the factors which influence the quality of the students' final project abstracts. This study concerned with text analysis. The investigation approach of this study used written discourse analysis. The data of this study were thirty abstracts which were taken randomly from final project abstracts of English Department undergraduate students in the academic year of 2017-2018. The findings showed that the students did not utilize the five types of cohesive devices to build cohesion in their abstracts. However, it was sufficient to utilize at least three types of cohesive devices to make the abstracts cohesive. Based on Theme and rheme theory by Halliday, the abstracts are written coherently because they apply the use of cohesive devices. This research also found that there were two factors which influenced the quality of the abstracts. They were the usage of cohesive devices to build cohesion in the abstracts and the usage of Theme and rheme and thematic progression to build coherence in the abstracts. In conclusion, it is clear that the usage of cohesive devices and theme and rheme helped the students in writing the abstracts cohesively and coherently.

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CHAPTER I

INTRODUCTION

There are six sections in this chapter. They are the background of the study, reasons for choosing the topic, research problems, purposes of the study, significance of the study, and outline of the study.

1.1 Background of the Study

Writing ability is very important for everyone especially the students of the English Department. One of the reasons is that they are going to write their final project in English as one of the graduation requirements. They also learn how to write well from the beginner level to the advanced one to improve their writing ability. For example, the students learn how to create a good paragraph in Paragraph based Writing. On the next level, they learn how to compose good texts based on generic structures in Genre-based Writing. For the final, they learn how to write an essay and critical review based on an article in Academic Writing. Academic writing is a kind of formal writing used in high schools and college classes, which is different from personal and creative writing (Oshima & Hogue, 2006, p.3). It allows students to express their ideas and develop their critical thinking. From the explanation above, we know the importance of writing ability for English Department students and how they can write well.

There are some definitions of writing. Writing is the mental work of inventing ideas, thinking about how to express them and organizing them into statements and paragraphs that will be clear to a reader (Nunan, 2003, p.88). Besides, writing is a process of exploring one's thoughts and learning from the act of writing itself from what thoughts are. It means the way to communicate with people. To convey the messages with clarity and ease to a far larger audience than through face-to-face or telephone conversations will encourage you to have good writing (Kate, as cited in Nacira, 2010, p.17). Furthermore, writing as a laborious activity for students since

it is not a natural activity and requires strong motivation and a great deal of practice (Horsburgh, 2009, p.9).

One of the basic units of writing is a paragraph. You need to know about this because all of the types of writing are based on the paragraph. In a paragraph, you have a topic sentence, body sentence, and concluding sentence. A topic sentence is the main idea of the paragraph. A good topic sentence has a topic and the controlling idea. The topic is the subject of your paragraph. The controlling idea usually contains your thoughts about the topic. The body or supporting sentences explain the topic sentence. They also support with facts. Supporting sentences are divided into two types. They are major supporting sentences and minor supporting sentences. The concluding sentence is a restatement of the topic sentence. It gives a quick summary to the reader. If it is necessary the concluding sentences usually start with a transition, such as in conclusion, in short, or in summary.

Another basic unit of writing is punctuation and conjunction. The use of punctuation marks varies greatly from language to language. To use punctuation marks correctly, you must understand sentence structure. The structure contains at least a subject and a verb. To combine two independent clauses into one sentence, you can use a conjunction. It can make your writing more cohesive.

Writing in English also has characteristics. They are cohesion and coherence. What is meant by cohesion here is when a paragraph has a cohesion, all the supporting sentences connect to each other in their support of topic sentence (Boardman, 2008, p.18). The ways of connecting sentences to each other are called cohesive devices. Cohesive devices have four important things. They are connectors, definite articles, personal pronouns, and demonstrative pronouns. In addition, Cohesion is the tie and connection that exist within the text (Yule, as cited in Poudel, 2018, p.4). While coherence is when the supporting sentences are ordered according to a principle and the sentences are put in order so that the reader can understand your ideas easily (Boardman, 2008, p.18). Furthermore, the capacity

of a text to make sense is called Coherence (Thornbury, 2005, p.36). By this definition, coherence is not separated from cohesion but interconnected with it.

Since the concepts are interconnected and meaningful to the readers, that is the objective of cohesion and coherence in a text. The cohesion and coherence in the text rely heavily on the writer ways of expressing his thought. The writer should be able to think explicitly about how to organize and express thoughts, feelings, and ideas in ways compatible with envisioned readers' expectations. It means that the text is relevant to the reader's knowledge and interest which accordingly render the message intelligible (Kern, as cited in Suwandi, 2016, p.254). Thus, the writer is able to develop the sentences clearly and coherently by using cohesive devices and the theme & the rheme.

The fact that writing an abstract is not different from writing other kinds of text. An abstract is a concise summary of a research paper or the entire thesis (Koopman, 2010). As a part of the final project, an abstract must be written clearly, cohesively and coherently. Furthermore, it must be fully self-contained and make sense by itself, without further reference to outside sources or the actual paper.

Besides, coherence and cohesion, there are some standards or rules in writing an abstract. It is usually written in the guidebook for a writing scientific paper. Universitas Negeri Semarang (UNNES) has the rules to write an abstract. First, an abstract is written on a new page. Second, the title "ABSTRACT" is capitalized on the upper center. Third, on the next line, the last name of the writer is written by a comma, the first name, and ended by a full stop. Then, it is continued by the year of graduation, a full stop, the title of the Final Project/ Thesis/ Dissertation. Fourth, on the next line, write the word "Final Project/ Thesis/ Dissertation, the name of Department/ Program, Universitas Negeri Semarang, the advisor name and a full stop. Fifth, put at least three to five keywords in the next paragraph. Sixth, on the new line, write the abstract text by using 1,0 spaces. It contains the background of the study, the objectives, research methodology, results, and conclusion. Seventh, the main points of the abstract are written in the different paragraphs or you may

divide the one point into two paragraphs. Eighth, the abstract must be written on one page.

However, for some reason, it is not easy to be able to write well. The lack of grammar and vocabulary may assume the complexity of the foreign language. This assumption is correct enough since the vocabulary and grammar in English are exactly different from them in Indonesian. The difficulty in mastering these language components will effect to write well. In addition, the early learners of a new language were dominated by difficulty in vocabulary, while the advanced learners as students in universities are dominated by genres and rhetorical organization problems. Consequently, the text they write often does not show its unity or incoherent for they do not know much how to link one sentence to the other or one paragraph to the other cohesively (Kern, as cited in Suwandi, 2016, p.253). Thus, not all students are able to write cohesively and coherently.

The explanation above motivates me to do this research. I will analyze the final project abstract of the English Department undergraduate students of Universitas Negeri Semarang. Since the final project is one of the graduation requirements, the abstract on the final project has to be written coherently and cohesively.

1.2 Reasons for Choosing the Topic

The reason why I decided to investigate the topic because I want to know how well the students write their abstracts in terms of cohesion and coherence. As for me, it is necessary because EFL graduates should have the ability to write well. In addition, I also want to know what factors could influence the quality of the students' final project abstracts. Since writing is one of the English skills, which should be mastered by EFL graduates. Thus, it is necessary to know the factors that could influence the quality of the students' final project abstracts.

1.3 Research Problems

1. What are the cohesive devices used by the students in their Final Project Abstracts?
2. How is the coherence in the students' Final Project Abstracts?
3. What are the factors which influence the quality of the students' Final Project Abstracts in terms of cohesion and coherence?

1.4 Purposes of the Study

1. To find out the cohesive devices used by students in their Final Project Abstracts.
2. To find out the coherence of the students' Final Project Abstracts.
3. To describe the factors which influence the quality of the students' Final Project Abstracts.

1.5 Significance of the Study

The results of this research are expected to be useful for the students. They will provide a better description of writing skill especially in writing the final project abstract. This study will help the students so that they are able to write abstract coherently and cohesively.

Besides the students, other researchers are able to be used as a reference for the next study which is interested in analyzing the discourse based on cohesion and coherence.

1.6 Outline of the Report

The researcher divides the final project into five chapters. First, chapter one is the introduction of the study. It consists of the background of the study, reasons for choosing the topic, research problems, purposes of the study, significance of the study, and outline of the study. Second, chapter two discusses the review of related

literature which consists of the review of the previous studies, theoretical review and the theoretical framework. Third, chapter three is research methodology. It deals with the research design, the object of the study, roles of the researcher, types of data, instruments for collecting data, and procedures for analyzing data. Fourth, chapter four provides the findings and discussions based on findings. In addition, the discussions section is correlated with previous studies. Fifth, chapter five provides the conclusion and suggestions based on the findings.

CHAPTER II

REVIEW OF RELATED LITERATURE

There are three sections in this chapter. They are the review of previous studies related to the topic, the theoritical review and the theoritical framework.

2.1 Review of Previous Studies

Cohesion and coherence are parts of a text which is not able to be ignored because they help the readers in constructing the meanings from the text. Poudel (2018) indicated to help the readers in constructing meanings from the text, cohesion and coherence have a significant role as they create a text such that it has a contextual adjustment of ideas connectedly in an orderly sequence. Furthermore, a text with cohesive ties and coherence is more comfortable for the readers to comprehend and interpret the message of the writer as well.

Besides, helping the readers in comprehending the text, cohesion and coherence should occur in the text in order to achieve good writing. Saragih & Septiani (2017) all stated that Cohesion and coherence were the important elements for good writing. They were certainly important to the linkage between reader and writer in readable writing.

The writer is able to use cohesive devices in order to make the text coherent and cohesive. Thus, with cohesive devices, he is able to show how parts of a text, sentences, paragraphs, relate one to another. Khoirunnisa, Jufrizal, & Marlina (2018) all indicated that cohesive devices are the most important in writing. Since there is no relation between one sentence to another sentence there is no idea from text or sentence itself. In addition, Andayani & Marjohan (2013) all stated that the cohesive devices are linguistic features which tie sentences together. These can make a text an efficient means of understanding and help the reader create a meaningful semantic unit of the text for textual interpretation. Besides that, Bahaziq (2016) also indicated that if the text makes sense to the reader, then it is clear that

the writer accomplished the use of cohesive devices. Furthermore, Jabben, Mehmod, & Iqbal (2013) all stated that the cohesive devices used in the text revealed that a text can only be meaningful if various segments are brought together to form a unified whole. Therefore, for a text to be cohesive, it must be held together by some cohesive devices.

   The cohesive devices are often used to construct linkage meaning in writing a text distinguished into two types. Liyana (2014) indicated that there is the use of cohesive devices to construct linkage meaning in discourse. They are grammatical cohesion and lexical cohesion. Grammatical cohesion can be classified into several categories, including; reference, substitution, ellipsis, and conjunctions. Meanwhile, lexical cohesion is classified into two categories, namely reiteration and collocation. Cohesive devices are able to show how sentences and paragraphs relate to one another.

   As mentioned above, the use of cohesive devices is very important to build cohesion in the text. However, not all cohesive devices are able to find in the texts. It is possible that the students lack practice and knowledge about English grammar. Refnita (2014) indicated that the lack of grammatical competence and language carelessness may academically give bad effects on the quality of sentence constructions written by EFL learners, particularly in Indonesia. Besides that, Ghasemi (2013) stated that it could be emanated from the lack of non-natives' English language proficiency, especially, because non-natives may lack knowledge of what makes a written material a meaningful English text. In addition, Khairunisa & Savitri (2018) all stated that it is still problematic since the students may deal with some obstacles as a result of lack of competence even though the cohesive devices are clearly applied by the EFL students. Furthermore, Episiasi (2018) indicated that the students tend to utilize only a limited range of the many cohesive devices available because even the few cohesive devices they utilized were inaccurately used. Besides, the lack of knowledge about, the students who lack motivation are able to affect their writing. Fajri (2016) indicated that most errors

were made because the students lacked motivation and did not do enough writing practice in English.

Some researchers show the use of cohesive devices in the texts. Reference, conjunction, and lexical cohesion are often used in texts by students meanwhile substitution and ellipsis are rare.

The use of reference is mostly dominant used in the texts. It is possible that the students are more familiar with the use of reference. Abdurahman (2013) indicated that it can be assumed that students are more familiar with the use of reference although they are able to use other types of grammatical cohesive devices as well. In addition, Nugraheni (2017) stated that learners will not avoid the use of the words when they are familiar with the use of words. The category of reference which mostly occurs in the texts is a personal reference. Shinta (2010) stated that the most commonly used reference was I, we, she, they, it. This may show that the students tended to be self-centered in describing texts.

Next, in the category of conjunction, the most occurring type is additive conjunction. Afrianto (2017) stated that the most occurring type is additive conjunction which appears 6 times, it happens because the student describes and elaborates a topic by often giving more additional information. In addition, Linda & Ismail (2018) all indicated that the use of additive devices is a very simple and staple use of a cohesive device which can indicate that the writer is still at the novice level. Furthermore, the appropriate use of the conjunction is very important because it is able to affect the textured text. Mohammed (2015) stated that in a piece of writing, it is not the presence or the absence of a large number of cohesive items that make a text textured, rather it is the appropriate use of these conjunctive markers. In addition, Adiantika (2015) indicated that the absence of connectedness makes the flow of thoughts meaningful and clear for readers. Therefore, it gives a sequence of sentences a coherent texture as it shows how semantic relationships are set up.

Then, one of the cohesive devices which are often used in the texts is lexical cohesion. It is often used in the texts. By using the lexical cohesion, it is able to help the students write more cohesive. Kadiri, Igbokwe, Okebalama, & Egbe (2016) all stated that students need to be taught lexical elements very well in order to write better essays with strong cohesion. In addition, Ulya (2017) indicates that lexical cohesion contributes to the coherence of the text.

While substitution and ellipsis are rarely used in the texts. It is possible that the students do not know how, when and where such substitution and ellipsis could be reached. Mawardi (2014) indicated that substitution and ellipsis were not used much in the essays because of the fact that the students overused the repetition of lexical items, or they were confused between ellipsis and substitution since there is no clear cut between them. In addition, Nilopa, Miftah, & Sugianto (2017) all stated that substitution and ellipsis are more characteristically found in spoken discourse dialogue. Besides Nilopa, Miftah, & Sugianto, Guna & Ngadiman (2015) all also stated that no instances of Ellipsis were found in the students' essay since according to Halliday and Hasan, the ellipsis is mostly used in oral discourse than in written discourse. However, a substitution which appears in the text relates one sentence to the other. Thus, it provides cohesion and avoids the repetition of words. Paramartha (2014) indicated that the function of substitution is to build up a text, so it can avoid the repetition of words or clauses.

Besides, cohesive devices, in approaching coherence and cohesion, some researchers show that theme and rheme also influenced in constructing texts to be cohesively and coherently. Leza (2012) indicated that by implementing the Theme and Rheme technique, the teacher or lecturer can stimulate and enable the students to produce good and coherent writing. In addition, Le (2013) stated that the effectiveness of theme and rheme in analyzing ESL learners' writing is useful to help them see their writing problems concerning cohesion within texts and master a good command of English writing skills.

The exchange of information between theme and rheme pairing in a text is called Thematic Progression. Xiao (2017) indicated that Theme and rheme are the two important concepts to organize the information in discourses. At a higher level, they play a vital role in constructing texts to be cohesively and coherently. The movements of theme and rheme push the sentences to develop into a cohesive text. The way of such movements is called Thematic Progression. It is important for a good writer to consciously control the flow of information from theme to rheme in the writing process. Besides that, Jing (2015) also indicated that Thematic progression helps students become aware of how information and ideas should flow in a text so that it could be easily understood by the reader. In addition, Yunita (2018) indicated that the Thematic Progression represents the students' ability to deliver what the text is about, the Interpersonal Theme helps students to present their personal attitude, and the Textual Theme promotes the logical relationship between clauses in order to build text cohesion and coherence. Furthermore, Rakhman (2013) confirmed that the students and teachers develop the text organization of the text by applying Thematic progression pattern in the process of writing so that it can lead the students to have good control of writing, especially in managing their information in their texts to achieve the goal effectively. While the pattern which is mostly used by students is a constant theme pattern. Rustipa (2012) indicated that constant theme pattern is mostly preferred by the students because this pattern is the easiest one. The students do not need to find a new theme. This pattern shows that the first theme is picked up and repeated at the beginning of the next clause.

Besides, Thematic Progression, there is another way to use theme and rheme more effectively in writing. In addition, the interaction of theme and rheme governs how the information in a text developed. It is called Thematic Development. It is necessary for the construction of an optimally coherent and grammatically cohesive structured text. Putri, Fadilah, Ivan, & Suhartono (2016) all stated that cohesion and coherence measurement with Thematic Development method gives better experiment result in analyzing cohesion and coherence level of a paragraph

compared to Centering Theory and Entity Transition Value since it is not restricted by a need to use same entity for every sentence.

The fact that writing an abstract is not different from writing other kinds of text. It is able to use cohesive devices to make paragraphs well connected. Suwandi (2016) confirmed that the writer is able to develop the paragraph in clearly and coherently by using cohesive devices and the theme & the rheme. As a part of the final project, writing an abstract should be written briefly and clear. Luthfiyah, Alex, & Fahriany (2015) all explained that the abstract describes the important information of work or research as briefly and accurately as possible. The information of the abstract is usually written in some moves such as background, aim, method, result and conclusion. Suwandi (2016) confirmed as well that an abstract is the gist of a research report which has the purpose to allow the reader to get the main information without reading the whole document. It must be written clearly, cohesively and coherently. Furthermore, an abstract must be fully self-contained and make sense by itself, without further reference to outside sources or to the actual paper.

2.2 Theoretical Review

This part discusses the definition of cohesion and coherence based on Halliday and Hasan's theory, and Thornbury's theory.

2.2.1. Cohesion

When all the supporting sentences connect to each other in their support of the topic sentence, we can find the meaning exist in the text. Thus, we can say that the paragraph is cohesion. Cohesion is the relations of meaning that exist within the text and is expressed through the stratal organization of the text that occurs where the interpretation of some elements in the text is dependent on that of another (Halliday & Hasan, 1976, p.4). It concludes that one element presupposes the other. The element cannot be effectively decoded except by recourse to it. It refers to relations of meaning that exists within the text. So, when this happens, a relation of

cohesion is set up, and the two elements, the presupposing and the presupposed, are thereby integrated into a text.

In measuring cohesion, Halliday and Hasan provide a taxonomy of cohesive devices. They are classified into two board types. First is grammatical cohesion. It consists of reference, substitution, ellipsis, and conjunction. Second is lexical cohesion (Halliday & Hasan, 1976, p.29).

2.2.1.1. Grammatical Cohesion

Grammatical cohesion determines the way in which cohesion is expressed (Halliday & Hasan, 1976, p.8). It is categorized into four types of cohesive devices. They are reference, substitution, ellipsis, and conjunction.

2.2.1.1.1. Reference

Reference is concerned with the relationship between words and extralinguistic reality. Based on the place of reference, the interpretation of reference can be divided into endophora (textual) and exophora (situational) reference (Halliday and Hasan, 1976, p.33). When the interpretation of a reference lies within the boundaries of text, it is called endophora relation. This relation forms cohesive ties within the text. There are two kinds of endophora relations: anaphora and cataphora. Anaphora is the presupposition of something that has gone before, whether in the preceding sentence or not. It is a form of the presupposition that refers to some previous item. In contrary, cataphora refers to the presupposition in the opposite direction, with the presupposed element following (Halliday & Hasan, 1976, p.17). Both of Halliday and Hasan also say that anaphora and cataphora references use personal reference or pronominal reference, demonstrative reference and comparative reference.

1) **Personal reference**

   Personal reference is reference by means of function in the speech situation, through the category of person (Halliday & Hasan, 1976, p.37). The

personal category includes the three classes of personal pronouns, possessive determiners usually called 'possessive adjectives' and possessive pronouns (Halliday & Hasan, 1976, p.43). The item of personal references are as follows:

Table 2.1 Personal Reference

Existential	Possesive	
Head		Modifier
Noun	determiner	
I me	mine	my
You	yours	your
We us	ours	our
He him	his	his
She her	hers	her
They them	theirs	their
It	its	its
One's		one's

2) **Demonstrative reference**

Demonstrative reference is reference by means of location, on a scale of proximity (Halliday & Hasan, 1976, p.37). A demonstrative reference is essentially a form of verbal pointing. The speaker identifies the referent by locating it on a scale of proximity. The circumstantial (adverbial) demonstratives here, there, now and then refer to the location of a process in space or time, and they normally do so directly, not via the location of some person or object that is participating in the process. The nominal demonstrative this, these, that, those and the refer to the location of something, typically some entity – person or object – that is participating in the process. They, therefore, occur as elements within the nominal group (Halliday & Hasan, 1976, p.57-58). The item of demonstrative references are as follows:

Table 2.2 Demonstrative Reference

Selective		Non-selective
Modifier/Head	**Adjunct**	**Modifier**
determiner	Adverb	Determiner
this these that those	Here there then	
		The

3) **Comparative reference**

Comparative reference is indirect reference by means of identity or similarity (Halliday & Hasan, 1976, p.37). It divides in two comparisons, general and particular. General comparison consists of identity, similarity, and difference. It is meant comparison that is simply in terms of likeness and unlikeness without considering any particular property. Two things may be the same, similar or different, general comparison is expressed by a certain class of adjectives and adverbs (separated from each other by a comma in the above list). The adjectives functions in the nominal group either as Deictic or as Epithet and the adverbs functions in the clause as Adjunct. In this comparison likeness or unlikeness is referential property as Dome thing is can be like something else. Whereas particular comparison consists of numerative and epithet. It means comparison that is in respect of (quantity or quality). It is also expressed by means of adjectives or adverbs, not of a special class, but ordinary adjectives function within the nominal group, but not as Deictic, they function either as Numerative or as Epithet. The adverb function in either of two ways: either as an adjunct in the clause or as Sub-modifier, in which case they simply occur within an Epithet or a Numerative on within an Adjunct. We can say that this type of comparison expresses the comparability between things. The item of comparative references are as follows:

Table 2.3 Comparative Reference

	modifier	adjunct
	adjective	**adverb**
General comparison: Identity similarity difference	same identical equal similar additional other different else	identically similarly likewise so such differently otherwise
Particular comparison	better more etc	so more less equally

2.2.1.1.2. Substitution

Substitution is a relation between linguistic items, such as words or phrases or in the other word, on the lexico-grammatical level, the level of grammar and vocabulary, or linguistic form (Halliday & Hasan, 1976, p.88). It is also usually as a relation in the wording rather than in the meaning. The criterion is the grammar function of the substitution item. In English, the substitution may function as a noun, a verb, or as a clause. Then, Halliday and Hasan divide the three types of substitution namely nominal, verbal, and clausal.

1) **Nominal substitution**

   The elements of nominal substitution are *one, ones* and *same*. The one/ ones always function as head of a nominal group, and substitute only for an item which is itself head of nominal group.

   For example : My pencil is blunt. I have to get the sharper one.

   In this sentence, ***one*** is the substitution for ***pencil***.

2) **Verbal substitution**

   Verbal substitution in English is 'do'. This operates as the head of a verbal group, in the place that is occupied by the lexical verb; and it is always in the final position in the group.

   For example: Does John sing? No, but Tom does.

   In the example, ***does*** substitutes ***sing***.

3) Clausal Substitution

There are three environtments in which clausal substitution take place: report, condition and modality. In each of these environments it may take either of two forms, positive or negative; the positive is expressed by *so*, the negative by *not.*

For example: *'...if you've seen them so often, of course **you know what they're like'**. 'I believe **so**,'* Alice replied throughtfully.

Here, **so** substitutes **I know what they're like.**

a. The reported clause that is substituted by 'so' and 'not' is always declarative, whatever the mood of the presupposed clause because there is no substitution for interrogative or imperative and the clause substitutes do not occur the following verbs such as wonder, ask, and order.

b. The conditional clauses are frequently substituted by *so* and *not as well*, especially following "*if"* but also in other forms such as *assuming so, suppose not: Everyone seems to think **he's guilty**. If **so**, noo doubt he'll offer to resign.* In this sentence **so** substitutes **he is guilty.**

c. The modalized clauses are when in the situation the modality takes a role as the substitution. '*so*' and '*not'* occur as substitution for clauses expressing modality. These may be expressed either by modal forms of the verb (*will, would, can, could, may, must, should, is, to and ought to*), or by modal adverbs such as *perhaps, possibly, probably, certainly, surely;* the latter are frequently followed by a clausal substitute, with the proviso already noted, that those expressing certainly do not accept substitution in the positive, though they do in the negative. Look at the example below:

'Oh, I beg your pardon!' cried Alice hastily, afraid that she had hurt the poor animal's feelings.

*'I quite forgot you didn't like cats'. Not like cats!' cried the mouse, in a shrill, passionate voice, 'Would you **like cats if you were me?**'. 'Well, perhaps **not**, said Alice in a shooting tone: ....*

Here, *'not'* occurs as substitution for clauses expressing modality.

2.2.1.1.3. Ellipsis

Ellipsis can be regarded as substitution by zero (Halliday & Hasan, 1976, p.143). It is divided into three kinds namely nominal ellipsis, verbal ellipsis, and clausal ellipsis.

1) **Nominal ellipsis**

Nominal ellipsis means the ellipsis within the nominal group (Halliday & Hasan, 1976, p.147). The structure is that of a head with optional modification which precedes the head and some which follow it referred to as premodifier and postmodifier. The modifier is combined with another structure which consists of element Deitic, Numerative, Epithet, and Classifier. The function of Head, which is filled by the common noun, proper noun or pronoun expressing the thing. The proper nouns designate individuals and are not capable of further specification. They may sometimes be accompanied by the descriptive modifiers, but these are not subject to ellipsis. Whereas common nouns designate classes, they are often further specified and the function of the elements Deitic, Numerative, Epithet, and Classifier. The deictic is normally a determiner, the numerative is a numeral or other quantifier, the epithet is an adjective and the classifier is a noun. According to Hassan and Halliday, this is more frequently a deictic or a numeral than epithet or classifier. The most characteristic instances of ellipsis, therefore are those with deictic or numerative as the head.

For Deictic, there are three types of Deictic. They are Specific deictic, Non-specific deictic and Post-deictic.

a. The specific deictic is demonstrative, possessive and the. The demonstratives are this, that, these, those, and which. Possessives include both noun (Smith's, my father's, etc.) and pronoun (my, your, etc.). The

latter has a special form when functioning as head: mine, ours, yours, his, hers, theirs, whose, and (rarely) its.

For example: Take these pills three times daily. And you'd better have some more of those too.

Pills, functioning as head, is omitted and is replaced by demonstrative modifier those. The full form of the sentence is Take these pills three times daily. And you'd better have some more of those pills too.

b. The non-specific deictics are each, every, any, either, no, neither, a and some as well as both.

For example: Smith and Jones are on Holiday. I wonder if either has left an address.

In the second sentence of example, the word Smith and Jones are omitted and replaced by either.

c. The post-deictic elements in the nominal group are adjectives. There are thirty or forty adjectives used commonly in deictic function and a number of others used occasionally in this way; the frequent ones include other, same, different, identical, usual, regular, certain, odd, famous, well-known, typical, obvious. They combine with the, a or other determiners (the combination of a + other written and pronounced as one word another); and they may be followed by a numeral, unlike adjectives in their normal function as epithet which must follow any numerative element.

For example: I've used up these three yellow folders you gave me. Can I use the other?

The elliptical nominal group is signed by combination post-deictic 'other' and specific deictic 'the'.

For the numerative as the head, The numerative element in the nominal group is expressed by numerals or other quantifying words, which form three subcategories: ordinals, cardinals, and indefinite quantifiers.

a. The ordinals are first, next, last, second, third, fourth, etc. They are often used elliptically, generally with the or a possessive as deictic. For example: Have another <u>chocolate</u>. – No, thanks; that was <u>my third</u>. The nominal elliptical group my third is specific deictic of possessive pronoun my and ordinal third. The full form of the sentence becomes Have another chocolate. – No, thanks; that was my third <u>chocolate</u>.

b. The cardinal numerals are also frequent in ellipsis and may be preceded by any deictic and also by post deictic adjectives such as the usual three, the same three.

   For example: Have another <u>chocolate</u>. – No, thanks; I've had my <u>three</u>. The nominal elliptical group my three is specific deictic possessive my and cardinal numeral three. The full form of the sentence is Have another chocolate. – No, thanks; I've had my three <u>chocolate</u>.

c. The indefinite quantifiers are items such as much, many, most, few, several, a little, lots, a bit, hundreds, etc. In the utterance, can all cats climb trees? – they all can, and <u>most</u> do. The indefinite quantifier, most, presupposes cats.

   For epithet, the function of the epithet is typically fulfilled by an adjective that is superlative and comparative form. The superlative adjective precedes other epithet and is usually accompanied by the or a possessive deictic.

   For example: (I) Apples are the cheapest in autumn. (II) Apples are cheapest in autumn.

   In (I) it may ask 'the cheapest what?' the cheapest is an elliptical group presupposing some items such as fruit. Example (II) is not elliptical, it is like apples are cheap in autumn than at other times because it provides the time element within the clause.

   Comparatives are rather different from superlatives. Comparative adjective are inherently presupposing by reference.

   For example: *(a) Mary is <u>the cleverer</u>; (b) Mary is cleverer*.

Example (a) is comparative elliptical since it is presupposing by reference whereas (b) is not an elliptical clause. It presupposes by reference, but not by ellipsis, it cannot be filled out by a noun Head or substitute.

2) Verbal ellipsis

Verbal ellipsis is an elliptical verbal group presupposes one or more words from a previous verbal group. Technically, it is defined as a verbal group whose structure does not fully express its systematic feature.

For example: (I) *Have you been swimming? – Yes, I have.* (II) *What have you been doing? – Swimming.*

The two verbal groups in the answers have (in yes I have) and swimming, are both the instances of verbal ellipsis. Both stand for 'have been swimming', and there is no possibility of 'filling out' with any other items. Example (II) could be interpreted only as I have been swimming and it could, furthermore, be replaced by I have been swimming since as in all types of ellipsis, the full form and the elliptical one are both possible. There are two types of verbal ellipsis namely lexical and operator ellipsis.

a. Lexical ellipsis

Lexical ellipsis is the type of ellipsis in which the lexical verb is missing from the verbal group. All the modal operators (can, could, will, would, shall, should, may, might, must, ought to, and is to) are alike in that one of them can function as a lexical verb.

For example: Is John going to come? – He might. He was to, but he may not. – He should, if he wants his name to be considered.

Here *might, was to, may not* and *should* are all elliptical verbal groups consisting of modal operator. Each one of them could be filled out by the lexical verb **come.** Question tag form is also an example of lexical ellipsis.

For example: John couldn't been going to be consulted, could he?

b. Operator ellipsis

Operator ellipsis is the type of ellipsis which involves only the omission of operators: the lexical verb always remains intact. In operator ellipsis, the subject is always omitted from the clause. It must, therefore, be presupposed.

Look at the examples below:

1. They might or might not have objected.

2. Has she been crying ? No, laughing

3. What have you been doing ? Being chased by a bull.

The full forms of these sentences are (1) *They might or _they_ might not have objected.* (2) *Has she been crying? – No, _she has not been crying, but she has been_ laughing.* (3) *What have you been doing? – _I have been_ being chased by a bull.*

3) **Clausal ellipsis**

Clausal ellipsis considers as the expression of the the various speech functions, such as statement, question, response and so on, has a two-part structure consisting of modal element plus propositional element.

For example :

The Duke was   _going to plant a row of poplars in the park._
(Modal element)   *(Propositional element)*

The Modal element, which embodies the speech function of the clause, consists in turn of the subject plus the finite element in the verbal group. The propositional element consists of the residue, the remainder of the verbal group, and any Complements or Adjuncts that may be present. There is no need to repeat here the details of what from the clause standpoint are modal ellipsis and propositional ellipsis since those have already been discussed in connection with operator ellipsis and lexical ellipsis in the verbal group. Typically, modal ellipsis occurs in response to WH-question asking 'what'.

For example:

What were they doing? Holding hands.

While propositional ellipsis is associated with those instances where the mood and the polarity are the principal components of the message. It typically responses to statements and yes/no questions, where the subject is presupposed by a reference item.

For example:

(I) The plane has landed, has it ? (II) Has the plane landed ? Yes, It has.

It is also found in response to WH- questions where the unknown element happens to be the subject.

For example:

Who taught you to spell ? Grandfather did.

2.2.1.1.4. Conjunction

Conjunction is rather different in nature from the other cohesive relations (Halliday & Hasan, 1976, p.226). Conjunctive elements are not cohesive in themselves but indirectly, by virtue of their specific meanings; they are not primarily devices for reaching out into the preceding (or following) text, but they express certain meaning which presupposes the presence of other components in the discourse. Hasan and Halliday adopt a scheme of just four categories namely additive, adversative, causal, and temporal (Halliday & Hasan, 1976, p.238).

1) **Additive**

The types of additive appear structurally in the form of coordination as conjunctions, they are divided into four types.

a. Simple additive relations

Simple additive relations consist of 'and, and also, and....too' as simple additive, 'nor, and....not, not.... either, neither' as negative simple additive, 'or, or else' as alternative.

b. Complex additive relations

Complex additive relations are divided into emphatic and de-emphatic. Complex additive relations (emphatic) consist of 'furthermore,

moreover, additionally, besides that, add to this, in addition, alternatively and another thing'. While de-emphatic one consist of 'incidentally and by the way'.

c. Comparative relations

Comparative relations consist of 'likewise, similarly, in the same way, in this way' as similar and 'on the other hand, by contrast, conversely' as dissimilar.

d. Appositive relations

Appositive relations consist of 'that is, I mean, in other words, to put it another way' as expository, 'for instance, for example, thus' as exemplificatory.

2) **Adversative**

The meaning of adversative relation is contrary to expectation. The expectation may be derived from the content of what is being said, or from the communication process, the speaker-hearer situation, and on both the external and the internal planes. The types of adversative are divided into four.

a. Adversative relations

Adversative relations consist of 'yet, though, only, but' as simple adversative, 'however, nevertheless, despite this, all the same' as emphatic adversative.

b. Contrastive relations

Contrastive relations consist of 'but, and' as simple contrastive relations, 'however, on the other hand, at the same time, as against that' as emphatic contrastive relations, 'in fact, as a matter of fact, to tell the truth, actually, in point of fact' as avowal.

c. Corrective relations

Corrective relations consist of 'instead, rather, on the contrary' as correction of meaning, 'at least, rather, I mean' as correction of wording.

d. Dismissive relations

Dismissive relations consist of 'in any case, anyway, whichever' as dismissal closed, 'anyhow, at any rate, however that may be' as dismissal open-ended.

3) Causal

The causal relation is expressed by so, thus, hence, therefore, consequently, accordingly, as a result, in consequence and because of that. The types of causal relations are divided into four.

a. General

General consists of 'so, thus, hence, therefore' as simple general and 'consequently, accordingly, because of this' as emphatic general.

b. Specific

Specific consists of 'for this reason and on account of this' as reason specific, 'as a result and in consequence' as result specific and 'for this purpose, with this view and to this end' as purpose specific.

c. Conditional

Conditional consists of 'in that case, in such an event and under those circumstances' as emphatic conditional and 'otherwise and under circumstances' as reversed polarity conditional.

d. Respective

Respective consists of 'in this respect and with regard to this' as direct respective and 'in other respect' as reversed polarity respective.

4) Temporal

Temporal is expressed in its simplest form by then. The types of temporal relations are divided into three.

a. Simple temporal

Simple temporal consists of 'then, next, afterwards, after that, subsequently' as sequential, 'at the same time and simultaneously' as simultaneous, and 'earlier, before that, previously' as preceding.

b. Complex temporal

Complex temporal consists of 'at once, thereupon, on which, just before' as immediate, 'soon, presently, later, after a time, some time earlier, formerly' as interrupted, 'next time, on another occasion, this time, the last time' as repetitive, 'next day, five minutes later, five minutes earlier' as specific, 'meanwhile, all this time' as durative, 'by this time, until then, up till that time' as terminal, 'next moment and at this moment' as punctiliar.

c. Conclusive

Conclusive consists of 'finally, at last, in the end, eventually' as simple.

2.2.1.2. Lexical Cohesion

Lexical cohesion is the cohesion that achieved by the selection vocabulary (Halliday & Hasan, 1976, p.274). In addition, Halliday and Hasan have provided a classification of lexical cohesion based on the type of dependency relationship that exists between words. There are reiteration and collocation.

2.2.1.2.1. Reiteration

Reiteration is a form of lexical cohesion which involves the repetition of a lexical item, the use of a synonym, or superordinate (Halliday & Hasan, 1976, p.282).

For example: there was a large mushroom growing near her, about the same height as herself, and when she had looked under it, it occurred to her that she might as well look and see what was on the top of it.

In this example, there is Repetition, 'her' in the first sentence which refers back to 'she' in the next sentence. This type of repetition is a nominal repetition. This repetition is one of the authors do attempt to make sentences cohesive in a text. The word 'her' make the example link the first sentence to the second sentence by repeating one element in the sentence, which is the word 'she'.

2.2.1.2.2. Collocation

Collocation is the members of any such set stand in some kind of semantic relation to one another (Halliday & Hasan, 1976, p.285).

For example: when we write the word 'laugh' and 'joke' in a text, those words create a close relationship between them. Laugh is a product of a joke.

2.2.2. Coherence

When the supporting sentences are ordered according to a principle and the sentences are put in order so that the reader can understand your ideas easily. It can be say that a paragraph has coherence. Coherence is the capacity of a text to make sense (Thornbury, 2005, p.36). In addition, Halliday and Hasan put forward the standards for coherence. They stated that a text is coherent which must satisfy two conditions, one is a text must be consistent with context in which it is created, the other is a text must have cohesion, that is, all parts in a text must be connected by cohesive devices (Halliday, as cited in Wang, 2014, p.461). By this definition, coherence is not separated from cohesion, but interconnected with it.

The coherence is generally approached from two perspectives. They are the micro level and the macro level. At the micro level, the readers have an expectation of how the meaning of sentences interconnected each other. When it happens, the text will seem coherent. It usually starts by looking sentence by sentence at the micro level. In English, sentences have a simple two ways between what the sentence is about (topic). What the writter wants to tell you about the topic (the comment). The topic and comment are also called the theme and the rheme of the sentence. At the macro level, coherence is achieved if the reader easily understands what the text is about and the text is organized in a way answers the reader's questions. That is the differences between the two perspectives of coherence (Thornbury, 2005, p.36).

As a message in a text, a theme consists of a clause, phrase or noun phrase which accompanied by rheme. Theme is given information serving as "the point of departure of a message". While rheme is the remainder of the message in a clause

which is theme developed. When the theme is combined with the remainder, the rheme, it will constitute a message. For example, Goa Gajah + is the 'elephant cave' on the road to Gianyar, a Hindu-Buddhist temple area (Halliday and Matthiessen, 2004, p.65). The short sentence illustrates how the choice of theme functions to organize and continue the discourse. The boundary between theme and rheme is shown by +. Actually, the addresser can select the desired theme which results in the variation in what is chosen as the thematic element in the clause (Halliday and Matthiessen, 2004, p.65).

There are mainly three types of theme which are simple theme, clause as a theme, and thematic equative (Halliday and Matthiessen, 2004, p.68). Simple theme consists of one, and only one, of the experiential elements (participant, circumstance, or process). Nominal groups, adverbial groups, prepositional phrases, and group or phrase complexes are still categorized as simple theme. Nominal group is the most common form of simple theme. Besides nominal group, the theme can be some other class of group or phrase. Thus, sometimes the theme can also be adverbial groups and prepositional phrases.

Besides simple theme, the theme can also be in the form of clauses. It happens because it is a common variant of this elementary pattern that in the theme consists of two or more groups or phrases forming a single structural element. Any element of clause structure may be represented by a complex of two or more groups or phrases.

Another type of theme is thematic equatives. When the theme is a clause of a particular kind in which the theme and rheme structure are set up into a form of an equation (Theme=Rheme) is called thematic equative. There is also a relationship of identity or an equal sign expressed by the verb be to show that the theme is categorized as thematic equative.

Besides, Halliday and Matthiessen, Thematic Progression is utilized in order to show the pattern which is used by students in writing the abstracts. Thematic Progression (TP) is the exchange of information between Theme and Rheme

pairings in a text (Eggins, 2004, p.324). He stated that Thematic Progression contributes to the cohesive development of a text and it can strengthen the text's coherence and cohesion. The three thematic progressions are named as followed. First, R*e-iteration pattern* or *Constant Thematic progression* which appears when Topical Theme has relation to the one in the following clause. Second, *Zig-zag pattern* or *Simple Linear Thematic Progression* which has a Theme that derives from an element in the Rheme of the preceding clause. Third, *Multiple-Theme pattern* or *Derived Theme Progression (DTP),* which mostly occurs in the longer text, has one or some elements in a clause which are then distributed in Themes of the following clauses.

2.3 Theoretical Framework

This study is conducted based on the theory of Halliday & Hasan which explains the cohesion and coherence theory to build the unity of the text through the use of cohesive devices, theme, and rheme. In analyzing cohesion and coherence of a text, the theory is utilized as measurement tools to measure whether or not the text is written coherently and cohesively.

In terms of writing, it is both a process and a product. The writer imagines, organizes, drafts, edits, reads, and rereads. This process of writing is often cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience, is a product—an essay, letter, story, or research report (Nunan, 2003, p.88). The research report is one of the reasons you should have good writing ability. The only way to have a good discourse, your text should be cohesion and coherence.

A text must have texture, which is guaranteed collectively by cohesion (Halliday & Hasan, 1976, p.2). In addition, the relationship between cohesion and texture, Halliday and Hasan put forward the standards for coherence. Cohesion means when all the supporting sentences connect to each other in their support of the topic sentence and coherence means the unity of the text that each sentence or each

paragraph in the text hangs together to form a discourse that the readers can sense its meaning.

In achieving a good cohesion and coherence, you have to know about the five kinds of cohesive devices and sub-classify them by Halliday and Hasan. They are reference, substitution, ellipsis, conjunction and lexical cohesion.

Reference is concerned with the relationship between words and extralinguistic reality: what words stand for or refer to in the outside world or universe of discourse. There are two referential devices that can create cohesion. They are Anaphora reference and Cataphora reference. Anaphora reference occurs when the writer refers back to someone or something that has been previously identified, to avoid repetition. Cataphora reference is the opposite of anaphora: a reference forward as opposed to backward in the discourse. Something is introduced in the abstract before it is identified. Both Halliday and Hasan also say that anaphora and cataphora references use personal reference or pronominal reference, demonstrative reference and comparative reference.

Substitution is a relation between linguistic items, such as words or phrases or in other word, on the lexico-grammatical level, the level of grammar and vocabulary, or linguistic form. Substitution is also usually a relation in the wording rather than in the meaning. The criterion is the grammar function of the substitution item. In English, the substitution may function as a noun, a verb, or as a clause. Then, Halliday and Hasan divide the three types of substitution namely nominal, verbal, and clausal.

Ellipsis happens when, after a more specific mention, words are omitted when the phrase must be repeated. It is divided into three kinds namely nominal ellipsis, verbal ellipsis, and clausal ellipsis.

Conjunctions are cohesive devices that express certain meaning which presupposes the presence of other components in the discourse. Hasan and Halliday

adopt a scheme of just four categories namely additive, adversative, causal, and temporal (Halliday & Hasan, 1976, p.238).

Lexical cohesion is the cohesion achieved by the selection vocabulary (Halliday & Hasan, 1976, p.274). Halliday and Hasan have provided a classification of lexical cohesion based on the type of dependency relationship that exists between words. There are reiteration and collocation. A reiteration is a form of lexical cohesion which involves the repetition of a lexical item, the use of a synonym, or superordinate. While collocation is the use of set words that have a meaning within the same affinity.

In terms of coherence, a text needs to do more than simply hang together but making it make sense will make the text communicative and coherent (Thornbury, as cited in Suwandi, 2016, p.255). Coherence means when the supporting sentences are ordered according to a principle and the sentences are put in order so that the reader can understand your ideas easily. As a message in a text, a theme consists of a clause, phrase or noun phrase which accompanied by rheme. The theme is given information serving as "the point of departure of a message". While rheme is the remainder of the message in a clause which is the theme developed (Halliday and Matthiessen, 2004, p.65). When the theme is combined with the remainder, the rheme, it will constitute a message. For example, Goa Gajah + is the 'elephant cave' on the road to Gianyar, a Hindu-Buddhist temple area.

Besides, Halliday and Matthiessen, Thematic Progression is utilized in order to show the pattern which is used by students in writing the abstracts. Thematic Progression (TP) is the exchange of information between Theme and Rheme pairings in a text (Eggins, 2004, p.324). He stated that Thematic Progression contributes to the cohesive development of a text and it can strengthen the text's coherence and cohesion. The three thematic progressions are named as followed. First, Reiteration pattern or Constant Thematic progression which appears when Topical Theme has relation to the one in the following clause. Second, Zig-zag pattern or Simple Linear Thematic Progression which has a Theme that derives

from an element in the Rheme of the preceding clause. Third, Multiple-Theme pattern or Derived Theme Progression (DTP), which mostly occurs in the longer text, has one or some elements in a clause which are then distributed in Themes of the following clauses.

In this research, the researcher will analyze the cohesion and coherence in the final project abstract based on Halliday and Hasan's theory and the thematic progression by Eggins. In addition, a questionnaire is utilized to find the factors which influence the quality of students' final project abstracts in term of cohesion and coherence.

CHAPTER III

RESEARCH METHODOLOGY

This chapter focuses on research design, the object of the study, roles of the researcher, type of data, instruments for collecting data, and procedures for analyzing data.

3.1 Research Design

This final project concerns text analysis as the data analysis. Therefore, the investigation approach of this study uses the descriptive qualitative method. Qualitative research involves the analysis of data such as words, pictures, or objects (Neil, 2007, p.74). Furthermore, qualitative research is an exploratory approach emphasizing words rather than quantification in gathering and analyzing the data (Bryman, as cited in Devetak, 2010, p.79).

For brevity's sake, qualitative research is characteristic that data are gathered more in a verbal and visual than in a numeric form. The main part material of qualitative research is formed by the coding process.

Since the descriptive qualitative research is used, the study will concern with analyzing the data. Besides, this research is aimed to describe the cohesion and coherence final project abstract.

3.2 Object of the Study

The object of this study is the final project abstract of the English Department undergraduate of Universitas Negeri Semarang in the academic year of 2017-2018. There are thirty abstracts which are taken randomly to be analyzed the coherence and cohesion.

3.3 Roles of the Researcher

In this research, I am an interviewer, the data collector, the data analyzer, and the data reporter.

As the interviewer, I ask a series of questions needed in collecting the data needed to investigate the topic being discussed to the interviewee or the subjects of the study. Besides asking some questions to the participants, as the data collector, I read all the data of the final project abstract. After reading the entire data, I analyzed the sentences to find the problems. From several references, I analyzed the sentences based on the theory of cohesion and coherence. Last, I reported the data analysis by describing my findings and providing a detail discussion of the analysis.

3.4 Type of Data

This research is qualitative. Qualitative research is descriptive which the data is collected in the form of words or pictures rather than numbers (Bogdan & Biklen, 2007, p.5). The data in the form of documents are used to present the findings of the study. Like any other researcher, I need to analyze the data which is taken from the object of the study. The objects are the final project abstracts.

3.5 Instruments for Collecting Data

This research is going to use the documents/ files final project abstracts of English Department undergraduate of Universitas Negeri Semarang in the academic year of 2017-2018 as the data, cohesive devices by Halliday and Hasan as the tools to measure the cohesion of the text, and the theme and the rheme analysis as the tools to measure the coherence of the text. Furthermore, the thematic progression by Eggins is utilized in order to show the pattern which is used by students in writing the abstract. In addition, a questionnaire is utilized to find the factors which

influence the quality of students' final project abstracts in term of cohesion and coherence.

3.6 Procedures of Analyzing data

There are some steps in analyzing the data.

1) Reading

The researcher reads and re-reads the final project abstracts to find cohesion and coherence.

2) Analyzing

To analyze the coherence and cohesion, the researcher focuses on the investigation of the logical relationship by breaking up the paragraphs of the final project abstract into sentences and looking at the cohesive devices which are used in connecting one sentence to the others.

3) Drawing conclusion

After the process of analyzing the coherence and cohesion in the final project abstracts have done, the researcher makes a conclusion as the end of a written report.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents two sections. There are findings and discussions of the research. They are about cohesion and coherence in the final project abstracts of English department undergraduate students of Universitas Negeri Semarang in the academic year of 2017-2018.

4.1 Findings

In these findings, Halliday and Hasan's theory was used to analyze the data to measure cohesion. It provided a taxonomy of cohesive devices which were classified into two categories. They were Grammatical Cohesion and Lexical Cohesion. Grammatical Cohesion consisted of reference, substitution, ellipsis, conjunction. Whereas, lexical cohesion consisted of reiteration and collocation. In addition, Halliday and Hasan put forward the standards for coherence. They stated that a text is coherent which must satisfy two conditions, one is a text must be consistent with the context in which it is created, the other is a text must have cohesion. Thus, all parts in a text had to be connected by cohesive devices.

As a message in a text, the use of theme and rheme influenced in constructing texts to be cohesively and coherently. The theme consisted of a clause, phrase or noun phrase which accompanied by rheme. When the theme is combined with the remainder, the rheme, it will constitute a message. Besides, the coherence theory by Halliday and Hasan to support the coherence in the text, it is necessary to show the pattern which is used by students in writing the abstract. The pattern is called Thematic Progression. Thematic Progression (TP) is the exchange of information between Theme and Rheme pairings in a text. It contributed to the cohesive development of a text and it can strengthen the text's cohesion and coherence. In addition, the questionnaire was necessary to find out the factors which influence the quality of students' final project abstracts in term of cohesion and coherence.

4.1.1. Cohesion

Based on the taxonomy of cohesive devices by Halliday and Hasan, the data analysis showed that the students did not use all types of cohesive devices to build cohesion in their abstracts. The finding shows that the use of reference was the most dominantly used. Next, the use of substitution was rarely used. Then, the use of ellipsis was not found. Last, the use of the conjunction was sometimes higher than reiteration in the abstracts. The following table was presented to show the occurrence and the percentage of cohesive devices used in the abstracts.

Table 4.1.1 The occurrence of cohesive devices used in the abstracts

Text	Reference	%	Substitution	%	Ellipsis	%	Conjunction	%	Reiteration	%
1	37	70	-	-	-	-	13	24	3	6
2	38	53	-	-	-	-	29	40	5	7
3	40	65	-	-	-	-	16	26	5	8
4	47	65	-	-	-	-	20	28	5	7
5	35	67	-	-	-	-	14	27	3	6
6	29	54	3	5	-	-	16	30	6	11
7	41	71	-	-	-	-	12	21	5	9
8	34	62	-	-	-	-	17	31	4	7
9	24	70	-	-	-	-	6	17	4	12
10	54	54	-	-	-	-	34	34	11	11
11	54	76	-	-	-	-	10	14	7	10
12	34	64	-	-	-	-	11	21	8	15
13	37	66	-	-	-	-	17	30	2	4
14	45	64	-	-	-	-	19	27	6	9

Text	Reference	%	Substitution	%	Ellipsis	%	Conjunction	%	Reiteration	%
15	37	63	-	-	-	-	14	24	8	14
16	31	55	-	-	-	-	16	29	9	16
17	30	53	-	-	-	-	18	32	9	16
18	17	57	-	-	-	-	6	20	7	23
19	25	59	-	-	-	-	9	21	8	19
20	17	57	-	-	-	-	7	23	6	20
21	63	58	-	-	-	-	24	22	24	22
22	23	45	3	6	-	-	17	33	8	16
23	34	56	-	-	-	-	12	20	15	25
24	37	57	-	-	-	-	21	32	7	11
25	35	47	-	-	-	-	20	27	19	26
26	37	51	-	-	-	-	18	25	17	24
27	21	41	-	-	-	-	16	31	14	27
28	35	65	-	-	-	-	10	19	9	17
29	24	46	-	-	-	-	11	21	17	33
30	31	50	-	-	-	-	15	24	16	26
Total	1,046		6		-		468		267	

4.1.1.1 Grammatical Cohesion

The findings revealed that only three types of Grammatical Cohesion occurred in the abstracts. They were reference, substitution, and conjunction.

4.1.1.1.1 Reference

The findings indicated that reference was mostly used by the students to make their abstracts cohesive. There were 1,046 references which occurred in the thirty abstracts. They consisted of personal reference and demonstrative reference.

a. **Personal reference**

   Personal reference is a reference by means of function in the speech situation, through the category of person (Halliday & Hasan, 1976, p.37). There were a lot of personal references which occurred in the abstracts such as personal pronouns and possessive pronouns. They were presented in the examples below.

   1. This final project is based on the condition of the students that have some problems in pronouncing –ed ending in regular past verb. **It** is focused with the use of Odd One Out game in teaching students' pronunciation of –ed ending in regular past verb.
   2. Students' pronunciation of –ed ending in regular past tense verb was improved after being taught using Odd One Out game. **Their** improvement is shown by the average score comparison between the pretest (6,37) and the post-test (12,43).

   The word 'it' and 'their' were called personal pronouns and possessive pronouns. They were also called anaphora because it referred to the word in the preceding sentence. Therefore, the word 'it' and 'their' in the example above made the text cohesive.

b. **Demonstrative reference**

   Demonstrative reference is a reference by means of location, on a scale of proximity (Halliday & Hasan, 1976, p.37). There were also a lot of demonstrative references which occurred in the abstracts such as this, there and the. They were presented in the examples below.

   1. **This research** is an experimental one using two groups with pre-test and post-test design.
   2. **The subjects** of this research were the eighth graders of SMP N 2 Ungaran in the academic year 2016/2017.

   Therefore, all those words in the examples above made the text cohesive by a form of verbal pointing.

4.1.1.1.2 Substitution

The findings indicated that substitution was rarely used by the students to make their abstracts cohesive. There were 6 substitutions which occurred in the thirty abstracts. They consisted of nominal substitution and clausal substitution.

a. **Nominal substitution**

In nominal substitution, the item which occurred as the substitute was one and functioned as the head of nominal groups. It was presented in the examples below.

1. The average score of the pre-test for the experimental group was 67.47, and the control **one** was 66.10.
2. After the students were given treatment, the average score of the experimental group was 75.73, and the control **one** was 71.63.
3. Based on the paired sample t-test measurement, it obtained sig value 0.000 in experimental group and sig value 0.005 in control **one**, with $\alpha = 0.05$.

The word 'one' substituted only for an item which was itself as the head of the nominal group. It also made a simple sentence and avoided repetition in the sentence.

b. **Clausal substitution**

The other type of substitution which occurred in the abstracts was clausal substitution. It occurred only in one abstract which was 'so'. It was presented in the example below.

Judy was the **one** who strong enough to bear the double-edge side of ambition and utilized it into her achievement, while Bellwether was the **one** failed to do **so**.

The word 'so' substituted the whole previous clause. The complete sentence is 'bear the double-edge side of ambition and utilized it into his achievement'.

Therefore, the use of substitution made the text cohesive because it showed a relation between linguistic items, such as words or phrases in the text.

4.1.1.1.3 Conjunction

The findings indicated that the occurrence of conjunction sometimes was higher than reiteration in the abstracts which was 468. It consisted of additive, adversative, causal, and temporal.

a. **Additive**

The additive conjunction mostly occurred in every abstract which was expressed by the words and, or, moreover, besides, furthermore, and in addition. They were presented in the examples below.

1. The study was started with initial pre-test **and** ended with final post-test.
2. **Moreover**, the result of the observation checklist showed that *flash card mix and match game* changed the students' learning behaviour being better than before.

Based on the example above, it could be said that the additive conjunction was functioned to give additional information to the related sentences as a complex sentence and to link one sentence to another. The students used this conjunction to make the text cohesive by linking one sentence to another or give additional information.

b. **Adversative**

The adversative conjunction was expressed by the words yet, but, however, and nevertheless. They were presented in the examples below.

1. They find no difficulties in distinguish those sounds in perception test, **yet** they still struggling in production test.
2. The results of this study showed that the mean score of the pre-test in the experimental group was 59.8, while in the control group was 58.5. **However,** the result of post-test is increased.
3. This research was a qualitative research, since this research more concerns with textual data. **Nevertheless,** the calculation data exist because the naturalness score needed to calculate using formula and numerical data.

Based on the example above, it could be said that the adversative conjunction was functioned to give a contrary connection which meant that it indicated the contrary to the preceding clauses.

c. **Causal**

The causal conjunction was expressed by the words for this reason, then, therefore, consequently, because. They were presented in the examples below.

1. The result was that limited human imagination happened **because** the lack of knowledge that the person had.
2. Knowledge was gained from experience, if the person had less experiences **then** their imagination was more limited.

Based on the example above, it could be said that the causal conjunction was functioned to link causal connection in one clause to another. It provided a cohesive relation with previous clauses. It also could be interpreted as the reason related to the clauses that have been said in the previous ones.

d. **Temporal**

The temporal conjunction was expressed by the words finally, at last, then, next, first, second, after and before. They were presented in the examples below.

1. **Firstly**, the processes found are Relational, Mental, Material, Existential, Verbal, and Behavioral process.
2. **Secondly,** the dominant Participants found in this study are Carrier, Attribute, Senser, and Phenomenon.

Based on the example above, it could be said that the temporal conjunction was functioned to link sentences with a sequence of time. It could be interpreted that the second sentence happened after the preceding sentence or clause.

4.1.1.2 Lexical Cohesion

The findings revealed that only one type of Lexical Cohesion occurred in the abstracts. It was reiteration.

4.1.1.2.1 Reiteration

The findings indicated that the occurrence of reiteration sometimes was lower than conjunction in the abstracts which is 267. It was presented in the examples below.

1. **This research** is about using *Alphabet Island Game in Hyponymy Technique* for teaching vocabulary in the first grade of junior high school. **Alphabet Island Game in Hyponymy Technique** is an interactive technique that encourages the participants to be more creative and active in team work. **This research** aimed to find out whether or not **Alphabet Island Game in Hyponymy Technique** is effective to teach vocabulary at the first graders of SMP N 6 Blora in the academic year of 2016/2017. **The research design** used was quasi experimental research.
2. **Racial politics** is one issue that happened nowadays and it looks like **a never ending problems. 'Racial' act** occurs among people of different races. **The problem** exists because of an oppression by the majority towards the minority within society.

The repetition in this sentence was 'this research'. This type of repetition was a nominal repetition. It was one of the attempts to make sentences cohesive and coherent in the text by the authors. It clearly showed that the bold items above some kinds of repetition such as this research, this research design, the purpose of the study, and the study were repeated continuously. They occurred to make the text more cohesive and coherent. The repetition helped the text to be consistent with the context.

4.1.2. Coherence

Based on theme and rheme theory by Halliday and Hasan to show the coherence of the text, it indicated that the abstracts are written coherently. Besides, the coherence theory by Halliday and Hasan to support the coherence in the text, it was necessary to show the pattern which is used by students in writing the abstract. The pattern is called Thematic Progression. Thematic Progression (TP) is the exchange of information between Theme and Rheme pairings in a text. It contributed to the cohesive development of a text and it can strengthen the text's coherence and cohesion. They are Re-iteration pattern or Constant Thematic progression, Zig-zag pattern or Simple Linear Thematic progression and Multiple-Theme pattern or

Derived Theme Progression (DTP). The findings showed that the pattern which was the most dominantly used was reiteration. However, the multiple and zig-zag pattern was used as well in the abstracts. The pattern of theme and rheme indicated that it was correlated to make the coherence in the text. The following table was presented to show the occurrence of thematic progression used in the abstracts.

Table 4.1.2 The occurrence of thematic progression used in the abstracts

No.	Thematic progression type	Number of occurrence
1	Reiteration	26
2	Zig-zag	16
3	Multiple	18
	Total	60

The findings revealed that all types of thematic progression occurred in the abstracts. They were presented in the two abstracts below.

Abstract 1

This final project is an experimental study to find out whether there is any learning achievement of students who are taught writing descriptive text using photographs as media which is significantly different from those who are taught without photographs. The subjects of the study were the 8th year students of SMP Negeri 1 Ungaran.

On the first paragraph, the theme and rheme showed the correlation between one sentence to the other and also consistent with the context. The first sentence

explained the objective of the study. Then, the second sentence explained the subjects of the study. While the pattern of the thematic progression on the first paragraph showed that the students used the zig-zag pattern. It was presented in the analysis below.

1. This final project is **an experimental study** to find out whether there is any learning achievement of students who are taught writing descriptive text using photographs as media which is significantly different from those who are taught without photographs.
2. **The subjects of the study** were the 8th year students of SMP Negeri 1 Ungaran.

In order to achieve the objective, the researcher conducted an experimental research. There were two groups involved in this research, the experimental and the control group. The experimental group was taught using photographs in Instagram and the control group was taught without using photographs in Instagram.

On the second paragraph, the theme and rheme showed the correlation with the previous paragraph. This paragraph also used conjunction to make the paragraph coherent. The first sentence explained the research design. Then, the second sentence explained the treatment to the group. While the pattern of the thematic progression on the second paragraph showed that the students used multiple and zig-zag patterns. It was presented in the analysis below.

1. In order to achieve the objective, the researcher conducted **an experimental research.**
2. There were **two groups involved** in this research, **the experimental** and **the control group**.
3. **The experimental group** was taught using photographs in Instagram and **the control group** was taught without using photographs in Instagram.

After both groups were given the treatment, the result of the study shows that the mean score of experimental group was 74.80 and the control group was 72.63. It means that the score of the experimental group was higher than the score of the control group. The t-test result showed that t-value was 2.056 and t-table was 2.002, which means that the t-value is higher than the t-table. It proves that there is a significant different achievement between the groups which taught using photographs in Instagram and using conventional teaching.

On the third paragraph, the theme and rheme showed the correlation with the previous paragraph. This paragraph also used conjunction to make the paragraph coherent. This paragraph explained the results of the study. While the pattern of the thematic progression on the third paragraph showed that the students used the reiteration pattern. It was presented in the analysis below.

1. After both groups were given the treatment, **the result of the study** shows that the mean score of experimental group was 74.80 and the control group was 72.63.
2. **It** means that the score of the experimental group was higher than the score of the control group.
3. **The *t*-test result** showed that *t*-value was 2.056 and *t*-table was 2.002, which means that the *t*-value is higher than the *t*-table.
4. **It** proves that there is a significant different achievement between the groups which taught using photographs in Instagram and using conventional teaching.

Based on the result of this study, it is concluded the application of photographs in Instagram can improve students' writing skill in writing descriptive text. It was effective and recommended for the English teacher as one of references in teaching and learning process.

On the fourth paragraph, the theme and rheme showed the correlation with the previous paragraph. This paragraph also used conjunction to make the paragraph coherent. This paragraph explained the conclusion of the study. While the pattern of the thematic progression on the fourth paragraph showed that the students used the reiteration pattern. It was presented in the analysis below.

1. Based on the result of this study, **it** is concluded the application of photographs in Instagram can improve students' writing skill in writing descriptive text.
2. **It** was effective and recommended for the English teacher as one of references in teaching and learning process.

Abstract 2

The topic of the study is Ideational meaning realization on the students' descriptive texts in the form of personal letter. This research focused on transitivity analysis, which consists of Process types, Participant functions, and Circumstantial elements. The objectives of this research are to describe and explain how Process types, Participant functions, and Circumstantial elements are realized in the texts.

The data were descriptive texts in the form of personal letters written by the tenth-grade students of SEMESTA Bilingual Boarding School in the academic year of 2017/2018. The analysis of the data used the following steps: first, every text was broken down into clauses; then, they were analyzed through transitivity systems; the last step was drawing the conclusion and arranging the report based on the findings.

In this paragraph, the theme and rheme showed the correlation between one sentence to the other and also consistent with the context. This paragraph also used reiteration and conjunction to make the paragraph coherent. The first sentence explained the topic of the study. Then, it sequentially explained part of the study. While the pattern of the thematic progression in this paragraph showed that the students used the reiteration pattern. It was presented in the analysis below.

1. **The topic of the study** is Ideational meaning realization on the students' descriptive texts in the form of personal letter.
2. **This research** focused on transitivity analysis, which consists of Process types, Participant functions, and Circumstantial elements.
3. **The objectives of this research** are to describe and explain how Process types, Participant functions, and Circumstantial elements are realized in the texts.
4. **The data** were descriptive texts in the form of personal letters written by the tenth-grade students of SEMESTA Bilingual Boarding School in the academic year of 2017/2018.
5. **The analysis of the data** used the following steps: first, every text was broken down into clauses; then, they were analyzed through transitivity systems; the last step was drawing the conclusion and arranging the report based on the findings.

In this research, there are some points found. Firstly, the processes found are Relational, Mental, Material, Existential, Verbal, and Behavioral process. The dominant process is Relational. It indicates that the process that is characterized in descriptive text is Relational Process. Secondly, the dominant Participants found in this study are Carrier, Attribute, Senser, and Phenomenon. This is relevant for the two highest percentages belong to Relational and Mental process. It implies that the dominant participants found must belong to the dominant process. Then, the circumstances found in the texts are Place, Time, Cause, Manner, Matter, and Accompaniment. The characterized Circumstantial Element of the texts is Place. It indicates that the circumstantial element deals with the theme of the texts or what the writer wants to emphasize in the text.

Then, in this paragraph, the theme and rheme showed a correlation with the previous paragraph. It also used conjunction to make the paragraph coherent. This paragraph explained the result of the study and the conclusion of the study. While the pattern of the thematic progression in this paragraph showed that the students used the multiple pattern. It was presented in the following analysis.

1. In this research, there are **some points found**.
2. **Firstly**, the processes found are Relational, Mental, Material, Existential, Verbal, and Behavioral process. The dominant process is Relational. It indicates that the process that is characterized in descriptive text is Relational Process.
3. **Secondly**, the dominant Participants found in this study are Carrier, Attribute, Senser, and Phenomenon. This is relevant for the two highest percentages belong to Relational and Mental process. It implies that the dominant participants found must belong to the dominant process.
4. **Then**, the circumstances found in the texts are Place, Time, Cause, Manner, Matter, and Accompaniment. The characterized Circumstantial Element of the texts is Place. It indicates that the circumstantial element deals with the theme of the texts or what the writer wants to emphasize in the text.

4.1.3. The factors which influence the quality of Abstracts

Based on the questionnaire answers, they indicated that some factors influence the quality of the students' final project abstracts. There were two factors which influence the quality of the abstracts. First was the usage of cohesive devices to build cohesion in the abstracts. Second was the usage of theme & rheme and thematic progression to build coherence in the abstracts. The findings showed that the usage of cohesive devices was the most dominantly used to build cohesion in the abstracts. However, the usage of thematic progression and theme and rheme were used as well to build coherence in the abstracts. The factors indicated that they were correlated to make the cohesion and coherence in the abstracts. The following table was presented to show the occurrence of factors which influence the quality of the students' final project abstracts.

Table 4.1.3 The occurrence of factors which influence the quality of abstracts

Question	Response		Total
	Yes	No	
1	30	0	30
2	10	20	30
3	30	0	30
4	30	0	30
5	2	28	30
6	0	30	30
7	30	0	30
8	30	0	30
9	10	20	30
10	10	20	30
11	10	20	30
12	12	18	30
13	6	24	30
14	28	2	30
15	25	5	30
16	19	11	30
17	16	14	30
18	20	10	30
19	17	13	30
20	18	12	30

Question	Response		Total
	Yes	No	
21	24	6	30
22	17	13	30
23	15	15	30
24	15	15	30
25	14	16	30
26	11	19	30

The findings revealed that there are two factors which influence the quality of the abstracts. First was the usage of cohesive devices to build cohesion in the abstracts. Second was the usage of theme & rheme and thematic progression to build coherence in the abstracts.

4.1.3.1 Cohesive Devices

The findings indicated that the usage of cohesive devices was the most dominantly utilized to build cohesion in the abstracts. The factors which influence the quality of the abstracts were the usage of reference, substitution, conjunction, and reiteration. However, only two students utilized substitution within their abstracts. Based on the questionnaire answers, it was caused by the students' comprehension of using cohesive devices. It showed that the students learned the cohesive devices in writing class. However, not all students had a deep knowledge of cohesive devices even though their lecture explained the material clearly. To improve the comprehension in learning cohesive devices, they did the exercise as well. In addition, they had enough sources to learn cohesive devices. The result showed that not all students had a deep knowledge of cohesive devices. Thus, it was clear why not all cohesive devices were utilized in the abstracts.

4.1.3.2 Theme & Rheme and Thematic Progression

The findings indicated that the usage of thematic progression and theme and rheme were utilized to build coherence in the abstracts. However, not all students utilized them within their abstracts. Based on the questionnaire answers, it was caused by the students' comprehension in using theme and rheme or thematic progression. It showed that the students learned theme and rheme or thematic progression in writing class. However, they faced some difficulties in learning theme and rheme. In addition, not all students had enough sources to learn the theme and rheme. The result showed that the students did not have a deep knowledge of theme and rheme because they faced some difficulties in learning theme and rheme. In addition, not all students did not have enough sources to learn the theme and rheme. Thus, it was clear why not all students utilized theme & rheme and thematic progression in the abstracts.

4.2 Discussions

Based on the findings, the data analysis showed that there were three problems which found in this study. First, the students did not use all types of cohesive devices to build cohesion in their abstract. It was possible that the students lack practice and knowledge about English grammar. Refnita (2014) indicated that the lack of grammatical competence and language carelessness might academically give bad effects on the quality of sentence constructions written by EFL learners, particularly in Indonesia. Besides that, Ghasemi (2013) stated that it could be emanated from the lack of nonnatives' English language proficiency, especially, because nonnatives might lack knowledge of what makes a written material a meaningful English text. In addition, the use of reference was the most dominantly used. In this study, the occurrence of reference was 1,046 references. they consisted of personal reference and demonstrative reference. The reference became mostly used in the thirty abstracts. It could also be assumed that the students knew very well in using references in their abstracts. Abdurahman (2013) indicates that the students are more familiar with the use of reference although they are able to use

other types of grammatical cohesive as well. Furthermore, Nugraheni (2017) stated that learners will not avoid the use of the words when they are familiar with the use of words. On the other hand, the use of substitution was rarely used. It had the smallest number of occurrences than other devices. There were only 6 substitutions which occurred in the thirty abstracts. In addition, the use of ellipsis was not found. It was probably the lack of the students' understanding of substitution to make their writing cohesive. Mawardi (2014) indicated that substitution and ellipsis were not used much in the essays because of the fact that the students overused the repetition of lexical items, or they were confused between ellipsis and substitution since there is no clear cut between them.

However, it was not that way. Nilopa, Miftah & Sugianto (2017) all stated that substitution and ellipsis are more characteristically found in spoken discourse dialogue. Besides Nilopa, Miftah & Sugianto, Guna & Ngadiman (2015) all also stated that no instances of Ellipsis were found in the students' essay since according to Halliday and Hasan, the ellipsis is mostly used in oral discourse than in written discourse. Hence, it makes substitution has the smallest number of occurrences.

While the use of the conjunction was sometimes higher than reiteration in the abstracts. The type of conjunction which mostly occurred was additive. It happened because this conjunction marked any additional information added by the students to complete the ideas. Afrianto (2017) stated that the most occurring type is additive conjunction which appears 6 times, it happens because the student describes and elaborates a topic by often giving more additional information. Moreover, Linda & Ismail (2018) indicated that the use of additive devices is a very simple and staple use of a cohesive device which can indicate that the writer is still at the novice level. Meanwhile, the other types of conjunction which occurred in the abstracts were adversative, causal, and temporal. However, the occurrence of those conjunctions was less than additive conjunction.

Whereas, the type of lexical cohesion which occurred in the abstracts was reiteration. It was a form of lexical cohesion which involved the repetition of a

lexical item or the use of a synonym. The repetition provided continuity and creates coherent in the text. Nurul (2017) indicates that lexical cohesion contributes to the coherence of the text. The cohesive relations that occur in the text contribute to the continuity and also set up the context for the interpretation. The type of repetition which occurred was a nominal repetition. It was one of the attempts to make sentences cohesive and coherent in the text by the authors.

Second, based on theme and rheme theory by Halliday and Matthiessen to show the coherence of the text, the data analysis showed that the abstracts were written coherently because the abstracts applied the use of cohesive devices and it was consistent with the context in which it was created. Leza (2012) indicated that by implementing the Theme and Rheme technique, the teacher or lecturer can stimulate and enable the students to produce good and coherent writing. In addition, Le (2013) stated that the effectiveness of theme and rheme in analyzing ESL learners' writing is useful to help them see their writing problems concerning cohesion within texts and master a good command of English writing skills. Moreover, the analysis indicated that abstracts mostly used cohesive devices and theme and rheme to make them coherent. By using the cohesive devices, the paragraphs were able to be developed coherently. Suwandi (2016) stated that the writer is able to develop the paragraph clearly and coherently by using cohesive devices and the theme & the rheme.

Besides, the coherence theory by Halliday and Matthiessen to support the coherence in the text, it was necessary to show the pattern which was used by students in writing the abstract. The pattern is called Thematic progression. Some researchers showed that thematic progression contributed to the cohesive development of a text and it could strengthen the text's coherence and cohesion. Xiao (2017) stated that thematic progression is the movement of theme and rheme in the sentences to develop into a cohesive text. It is important for a good writer to consciously control the flow of information from theme to rheme in the writing process. In addition, Jing (2015) also indicated that Thematic progression helps students become aware of how information and ideas should flow in a text so that

it could be easily understood by the reader. The findings showed that the pattern which was the most dominantly used was reiteration. However, the multiple and zig-zag pattern was used as well in the abstracts. Theme reiteration showed the correlation one sentence to the other when the topical theme had a relation to the other topic in the following clause. It could be assumed that theme reiteration was simple among the other pattern. Rustipa (2012) indicated that theme reiteration is the easiest pattern which is used by the students.

Third, the findings showed that there were two factors which influenced the quality of the abstracts. First was the usage of cohesive devices to build cohesion in the abstracts. Second was the usage of theme & rheme and thematic progression to build coherence in the abstracts. Thus, it could say that cohesive devices were able to show the relationship between one sentence to another sentence. Andayani & Marjohan (2013) all stated that cohesive devices are linguistic features which tie sentences together. In addition, theme and rheme also influenced in constructing texts to be cohesively and coherently. Leza (2012) indicated that by implementing the Theme and Rheme technique, the teacher or lecturer can stimulate and enable the students to produce good and coherent writing.

However, based on the questionnaire answers, the result showed that not all students have a deep knowledge of cohesive devices and theme & rheme. It was possible that the students lacked knowledge about writing in English. Ghasemi (2013) stated that it could be emanated from the lack of nonnatives' English language proficiency, especially, because nonnatives may lack knowledge of what makes a written material a meaningful English text. Thus, it was clear why not all students utilized cohesive devices and theme & rheme in the abstracts.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions based on the findings which have been discussed in the previous chapter and some suggestions which are expected will help students of English department in writing texts.

5.1 Conclusions

Based on the findings, the conclusions were able to be drawn. First, the students did not utilize all types of cohesive devices to build cohesion in their abstract. However, it was sufficient to utilize at least three types of cohesive devices to make the abstracts cohesive. Second, based on theme and rheme theory by Halliday and Matthiessen to show the coherence of the text, it indicated that the abstracts were written coherently because they apply the use of cohesive devices and it was consistent with the context in which it was created. Besides, the coherence theory by Halliday and Mattiessen to support the coherence in the text, it is necessary to show the pattern which was used by students in writing the abstract. It is called thematic progression. The findings showed that the pattern which was the most dominantly used is reiteration. Third, there were two factors which influenced the quality of the abstracts. They were the usage of cohesive devices to build cohesion in the abstracts and the usage of theme & rheme and thematic progression to build coherence in the abstracts.

5.2 Suggestions

Based on the conclusions above, I provide some suggestions as follows. First, to all EFL learners, it is necessary to study the use of cohesive devices and theme and rheme theory to help them in writing the paragraphs coherently and cohesively. In addition, they have to do some exercises in writing in order to master how to construct the text coherently and cohesively. Second, to other researchers who are interesting in analyzing the discourse based on cohesion and coherence, they are

able to conduct the research by using different objects and levels in order to show the students writing development.

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LIST OF APPENDICES

APPENDIX 1

Cohesive Devices Analysis

ABSTRACT 1

Keywords: *photograph, instagram, writing descriptive, experimental study*

This final project is an experimental study to find out whether there is any learning achievement of students who are taught writing descriptive text using photographs as media which is significantly different from those who are taught without photographs. The subjects of the study were the 8th year students of SMP Negeri 1 Ungaran.

In order to achieve the objective, the researcher conducted an experimental research. There were two groups involved in this research, the experimental and the control group. The experimental group was taught using photographs in Instagram and the control group was taught without using photographs in Instagram.

After both groups were given the treatment, the result of the study shows that the mean score of experimental group was 74.80 and the control group was 72.63. It means that the score of the experimental group was higher than the score of the control group. The *t*-test result showed that *t*-value was 2.056 and *t*-table was 2.002, which means that the *t*-value is higher than the *t*-table. It proves that there is a significant different achievement between the groups which taught using photographs in Instagram and using conventional teaching.

Based on the result of this study, it is concluded the application of photographs in Instagram can improve students' writing skill in writing descriptive text. It was effective and recommended for the English teacher as one of references in teaching and learning process.

ABSTRACT 2

Keywords: ideational meaning, transitivity system, descriptive text, personal letter

The topic of the study is Ideational meaning realization on the students' descriptive texts in the form of personal letter. This research focused on transitivity analysis, which consists of Process types, Participant functions, and Circumstantial elements. The objectives of this research are to describe and explain how Process types, Participant functions, and Circumstantial elements are realized in the texts. The data were descriptive texts in the form of personal letters written by the tenth-grade students of SEMESTA Bilingual Boarding School in the academic year of 2017/2018. The analysis of the data used the following steps: first, every text was broken down into clauses; then, they were analyzed through transitivity systems; the last step was drawing the conclusion and arranging the report based on the findings. In this research, there are some points found. Firstly, the processes found are Relational, Mental, Material, Existential, Verbal, and Behavioral process. The dominant process is Relational. It indicates that the process that is characterized in descriptive text is Relational Process. Secondly, the dominant Participants found in this study are Carrier, Attribute, Senser, and Phenomenon. This is relevant for the two highest percentages belong to Relational and Mental process. It implies that the dominant participants found must belong to the dominant process. Then, the circumstances found in the texts are Place, Time, Cause, Manner, Matter, and Accompaniment. The characterized Circumstantial Element of the texts is Place. It indicates that the circumstantial element deals with the theme of the texts or what the writer wants to emphasize in the text.

ABSTRACT 3

This study attempted to compare the quality between professional translation and machine translation of Doyle's S. Holmes the sign of the four for its level of accuracy and readability. The objectives of the study were to describe the quality of both professional translation and machine translation of Doyle's S. Holmes the sign of the four for its level of accuracy and readability also to identify their similarity and differences in the accuracy and readability assessment result. This research was conducted qualitatively. This study applied the theory proposed by by Nababan (2012) about the accuracy and readability criteria of translation assessment. The results of the study showed that there were 50 sentences from both PT and MT from similar source text taken from Doyle's S. Holmes the Sign of the Four to assess their accuracy and rated by three expert of English language who is the native speaker of Bahasa also 43 paragraphs from both PT and MT from similar source text taken from Doyle's S. Holmes the Sign of the Four to assess its readability by twenty college student of UNNES with different study program who is the native speaker of Bahasa. The result of the study show that the percentage of accuracy level of PT is 66% very accurate, 30% accurate, 4% quite accurate, and 0% for less accurate and inaccurate and the readability level of PT is 55,82% very readable, 39,53% readable, 4,65% quite readable and 0% for less readable and unreadable. While, The percentage of accuracy level of MT show that 32% is very accurate, 22% is accurate, 32% is quite accurate, 14% is less accurate, and 0% inaccurate and the readability level of MT is 9.30% very readable, 46,51% readable, 39,53% quite readable, 4,66% less readable. In terms of similarity and difference in accuracy and readability of both data, it is found that for the accuracy there is 32% similarity and 68% difference and for readability show that 25,59% is similar and 74,41% is difference. The translation quality with the highest accuracy was professional translation, followed by machine translation. Also, the readability level was mostly highest in the professional translation and lower in this machine translation.

ABSTRACT 4

Key Words: Pronunciation, Regular Past Verb , Odd One Out Game.

This final project is based on the condition of the students that have some problems in pronouncing –ed ending in regular past verb. It is focused with the use of Odd One Out game in teaching students' pronunciation of –ed ending in regular past verb. The objective of this research is to find out whether or not the use of Odd One Out game is effective for teaching the pronunciation of –ed ending in regular past verb. This study was conducted in SMAN 1 Subah whose subject was class XII IPA 1 students in the academic year 2016/2017.

This study was a pre-experimental research using one group pretest-posttest design. The steps of this design were pretest, treatments, and posttest. The data of this study was obtained through pretest and posttest. The pretest was used to find out students'competence in pronouncing –ed ending in regular past verb before the treatments and the posttest was used to find out students' competence in pronouncing –ed ending in regular past verb after the treatments. The tests were oral tests consist of 20 items regular past verb pronunciation.

The result of the study showed that students' pronunciation of –ed ending in regular past tense verb was improved after being taught using Odd One Out game. Their improvement is shown by the average score comparison between the pretest (6,37) and the post-test (12,43). In this study, the t-test was used to test the hypothesis. The result of the t-test showed that $t_{value}(22,547) > t_{table}$ (2,032). By looking at the result that t_{value} is higher than t_{table}, it can be deduced that Ho is rejected and Ha is accepted. It means there is a significant difference of students' capability in pronouncing –ed ending of regular past tense verbs before and after being taught using Odd One Out game.

In conclusion, Odd One Out game is effective for teaching pronunciation of –ed ending in regular past verb. This is also in line with Leaney's statement that the odd one out game is suitable for checking or practicing –ed endings pronunciation (Leaney, 2007:82). Therefore, the use of this game as an alternative technique to teach pronunciation is recommended.

ABSTRACT 5

Keywords: *Teaching Vocabulary, Picture Crossword Puzzle Games, Quasi-Experimental Research*

This final project is based on a study which attempted to examine the effectiveness of the Picture Crossword Puzzle Game in teaching vocabulary. The purposes of this study are to explain the significant difference of students' achievement in learning vocabulary when they were taught using Picture Crossword Puzzle Game and Conventional Method and to describe the effectiveness of Picture Crossword Puzzle Game in teaching vocabulary.

The research design used in this study was a Quasi-Experimental Research. The population of this research was the seventh grade students of SMP N 2 Patebon in the academic year of 2016/2017. The control group was the class of VII-G and the experimental group was the class of VII-H. The control group was taught by using conventional method (translation), while the experimental group was taught by using the Picture Crossword Puzzle Game. The game was implemented by giving the students a picture crossword puzzle game sheet in every meeting. The research was begun with a pre-test, treatment, and post-test in both groups.

The data were collected from the pre-test and post-test. For additional information questionnaire was also used for the experimental group only. The data obtained were analyzed by using t-test in order to find out the significant difference of the student's achievement in vocabulary mastery the both groups.

The results show that from the pre-test, both control and experimental groups have the same mean scores, which is 68.44. After the treatment, there was an increase of mean score of both groups in post-test, which is 81.25 for the control group and 90.94 for the experimental group.

The quantitative result shows that the t_{value} is 4.182 and the t_{table} is 1.999. Based on the statistic, it is concluded that there is a sifnificant difference in achievement between both groups. However, this statistic result is not that significant regarding the condition of both control and experimental groups. In other words, the Picture Crossword Puzzle Game has no significant effect on students' vocabulary mastery.

Yet, the result of the questionnaire shows that teaching vocabulary using Picture Crossword Puzzle game is interesting for the students. There are 91.8% students who give positive response to Picture Crossword Puzzle Game.

In conclusion, the Picture Crossword Puzzle Game can be used to teach vocabulary because this game is interesting.

ABSTRACT 6

Keywords: Narrative text, Teaching writing, General concept of multimedia, Short film.

This final project is about the effectiveness of short film as multimedia for teaching writing in narrative text. The research aimed to find out the effectiveness of using short film in learning narrative text. This research is an experimental one using two groups with pre-test and post-test design. The subjects of this research were the eighth graders of SMP N 2 Ungaran in the academic year 2016/2017. Different treatments were given for two groups; The experimental group was taught by using short film while the control group was taught by using comic.

The average score of the pre-test for the experimental group was 67.47, and the control one was 66.10. After the students were given treatment, the average score of the experimental group was 75.73, and the control one was 71.63. This research used paired sample t-test to find out the significance of the score between pre-test and post-test. Based on the paired sample t-test measurement, it obtained sig value 0.000 in experimental group and sig value 0.005 in control one, with α = 0.05. Since 0.000 was < 0.05, the pre-test and the post-test data in the experimental and control group showed the different result. So, the hypothesis proposed in this research was accepted. In conclusion, it can be said that using short film in teaching narrative text to the subjects was effective.

ABSTRACT 7

Keywords: Simple Past Tense, Website, Easy World of English

The topic of this study is enhancing students' understanding of simple past tense through website easy world of English. There are some researches that studied the use of ICT for enhancing students' competence in English. The purpose of having this kind of method is that students will have two advantages at the same time, i.e. the linguistic aspects and the content.

The objectives of this study are: (1) to describe whether there is any significant difference between the tenth-grade students of SMA Negeri 1 Kajen who are taught using website EWE (Easy World of English) as the media and those who are taught using Microsoft Office Power Point Presentation as the media, and (2) to describe the students' attitude toward the use of website EWE (Easy World of English) as the media in the teaching of simple past tense. This study used experimental research methodology. The population of this study was the tenth-grade students of SMA Negeri 1 Kajen. The sample was the class X MIPA 2 as the experimental group and class X MIPA 3 as the control group.

The calculation of the independent sample t-test of the post-test showed that the t-value was 2.336. It was higher than the t-table that was 1.992. It could be concluded that there was a significant difference between the tenth-grade students of SMA Negeri 1 Kajen who were taught using website EWE (Easy World of English) as the media and those who were taught using Microsoft Office Powerpoint Presentation as the media. In addition, the use of website EWE (Easy World of English) in the experimental group made the students become more active, responsive, attentive, and interested in learning simple past tense.

ABSTRACT 8

Keywords: Reciprocal Teaching Technique, Reading Comprehension, Descriptive Text.

This research is about the use of reciprocal teaching technique to teach junior high school students in reading descriptive text. The study was conducted on the SMPN 43 Semarang in the academic year 2017/2018. It aims at finding the result of teaching reading descriptive text by using reciprocal teaching technique for Junior High School students of SMP N 43 Semarang, the result of teaching reading descriptive text by using conventional technique for Junior High School students of SMP N 43 Semarang, and investigate how effective reciprocal teaching technique to teach reading descriptive text compared to conventional technique.

This study used experimental design, quantitative method and random sampling technique. Two classes of first grade students of SMP N 43 Semarang in the academic year 2017/2018 were taken as samples in this study. There were VII E as the control class and VII F as the experimental class. In analyzing the data, the researcher used try-out, pre-test, post-test, and questionnaire.

The data revealed that the mean score of pre-test in the experimental class was 76.10 and the mean score of post-test in the experimental class was 85.68. Furthermore, according to the statistical value of the comparison of $t_0 \geq t_{table}$ in the *significant degree 5%,* we could see the t_0 value was 4.560 and t_{table} of 19 = 2.073. We stated that $t_0 \geq t_{table}$. Based on the statistical above, it can be concluded that Ha is accepted. We also could see the line Sig. (2-tailed) = 0.00 < 0.05. So, H_0 is rejected.

In conclusions, the students' achievement in experimental class is better than control class. The students take turn the teacher's role in guiding discussion and actively engaged in monitoring their comprehension and thinking by using reciprocal teaching technique. Besides that, the students' responses are mostly positive towards reciprocal teaching technique. They also can improve their social relationship through communicating with each other, enhance their knowledge by sharing an opinion about the material, and also build their motivation by learning material together as a teamwork. Lastly, reciprocal teaching technique is more effective in teaching students' reading comprehension of descriptive text than using conventional technique.

ABSTRACT 9

Key words: VAK (Visual, Auditory, and Kinesthetic) Learning Style, Writing, Procedure Text.

English becomes one of compulsory subjects in Indonesia education system. The complexity of writing skill leads to students' difficulties in writing English. Understanding student's learning style preference should give the teacher clues to help them face difficulties in doing writing. From that case, the writer did a research to find out the effectiveness of VAK (Visual, Auditory, and Kinaesthetic) learning style in teaching writing procedure text. To gain the objectives, the writer conducted an experimental research. The research design was a quasi-experimental research; non-equivalent control group design. The writer used purposive sampling to determine the sample. The results of this study showed that the mean score of the pre-test in the experimental group was 59.8, while in the control group was 58.5. However, the result of post-test is increased. In the post-test, the mean score of the experimental group was 72.2 and the control group got 67. Moreover, t_{value} exceeded t_{table} (2.310 > 2.023), which meant that there is a significant difference of writing achievement between two groups. In conclusion, it could be proven that the VAK (Visual, Auditory, and Kinaesthetic) learning style is effective in teaching writing procedure text.

ABSTRACT 10

Keywords: Experimental Research, Partner-Talk, Senior High School, Think-Pair-Share, Writing

Writing is the one of four language skills that needs complex way to master. However, writing is very important for English learners, and it is essential for English teachers to encourage and improve their student's writing achievement. This final project mainly aims at determining the effectiveness of using partner-talk and think-pair-share in teaching writing narrative text and also finding out the significant difference of writing improvement between the student who taught by using partner-talk technique and the ones who taught by using think-pair-share.

In achieving the objective of the study, the writer used experimental research. The approach used is quantitative method which means the method and instrument involve numerical measurements and the statistical quantification was conducted. The sample of this research was the tenth grade students of SMA Negeri 1 Randudongkal in the academic year of 2017/2018. The number of the students was 60 students divided into two class (X-IPA 3 and X-IPA 5). All of them were given the same English materials in teaching learning process. As stated before, the writer chose the tenth grade students of SMA Negeri 1 Randudongkal in the academic year 2017/2018 as the population of this research because based on the curriculum; narrative text is the material for the tenth grade students.

Based on the fact gathered during the research, there was significant improvement on the tenth-grade students' narrative writing comprehension achievement who were taught by using partner-talk and think-pair-share. It can be seen from the students' pretest to posttest. Both pre-test and post-test were followed by 30 students. The mean experimental group of the pre-test was 45.15 and the mean of the post-test was 73.33. The standard deviation of the pre-test was 12.359 and the post-test was 8.41668. Furthermore, Sig. (2-tailed) was 0.001922 and the mean difference was -57.25. Then, Sig was 0.1922. From the Levene's Test for Equality of Variance indicates homogeneity F=0.374.

There was significant difference on the tenth-grade students' narrative writing between the students who were taught by using partner-talk and think-pair-share. It could be stated that there was significant difference on students' narrative writing skill score taught by using TPS and Partner-Talk since the p-output was lower than 0.05 and the t-value (3.207) was higher than t-table (1.9944). The null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted.

I Suggested that teachers should be creative in choosing strategy and media which are used in teaching learning process. It would make teaching learning process more interesting, enjoyable, and educative. For the students, partner talk strategy hopefully could be an interesting strategy or positive forces for obtaining higher achievement.

ABSTRACT 11

Keywords: Content consistency, English textbook, 2013 Curriculum.

The aim of the study is to analyze whether *Pathway to English for SMA/MA Grade X* by Erlangga pass the BSNP assessment and the content is consistent with the 2013 Curriculum. This study uses qualitative research design as its research method. The data are collected from the English textbook *Pathway to English for SMA/MA Grade X* written by Th. M. Sudarwati et.al, published by Erlangga in 2016. The data analysis uses two instruments; the assessment based on KI-KD of syllabus 2013 Curriculum and rubric assessment by BSNP textbook evaluation. The discussion is focused on the content consistency of the materials in the textbook. From the analysis, it is found two results. First, by using KI 3-4 and KD of the syllabus 2013 Curriculum the percentage obtained is 94% (very good). Based on the assessment, it is known that all the materials in the textbook are consistent with the KI 3-4 and KD of the syllabus 2013 Curriculum. Second, by using BSNP assessment the percentage obtained is 81.25% (very good). Based on BSNP assessment, it is known that all the materials in the whole chapter of the textbook are consistent with the criteria of 2013 curriculum by BSNP. From the research findings, the writer suggests that the teacher should be selective in choosing the materials provided by a textbook. By using this textbook that has fulfilled the requirements by BSNP textbook evaluation and matched with the 2013 Curriculum, hopefully it will improve the quality of the teaching and learning process. The writer also hopes that publisher should notice the materials in the textbook that will be published. Moreover this analysis can be a reference in creating and publishing a better even the best textbook.

ABSTRACT 12

Key Words: Content analysis, English Textbook, Curriculum 2013, BSNP (Badan Stadar National Pendidikan), Rubric Assessment.

The purpose of the study is to find out the compatibility between English textbook entitled *When English Rings a Bell* for VIII grades Junior High School and BSNP (Badan Standar National Pendidikan) rubric assessment. The contents include the compatibility of materials with core and basic competence, the accuracy of materials, the supporting materials achieve requirement of BSNP rubric assessment or not. The data obtained from students' textbook entitled *When English Rings a Bell* 2017 edition for second grades of junior high school students. The English textbook entitled *When English Rings a Bell* contains 13 chapters and the writer used all chapters as the sample. This study used descriptive qualitative. The writer compared the material presented in the textbook with the category required from Badan Standar Nasional Pendidikan (BSNP) rubric assessment. The writer identified and evaluated material in the textbook *When English Rings a Bell* by giving score in category listed by rubric assessment. After that, the writer interpreted the data gained from the process evaluation. Last, the writer sumed up the result by measuring the percentage of textbook's content. Then, the writer categorized the percentage how good the book is based on Dr. Montasser (2013). The result of this study showed that 80.76 % the compatibility of materials with core and basic competence, 97.43% the accuracy of materials and 64.10% the supporting materials achieve the requirement of BSNP rubric assessment. According to Dr. Montasser (2013), the quality of this textbook is good categorization.

ABSTRACT 13

This final project is an error analysis on perception or production in pronouncing English sounds which have different distributions. The aim of the study was to describe and to explain the most common problem faced by the students in learning English final voiced stops [b, d, g].

This study was conducted using descriptive method. The population of the study was 30 students of SMP N 2 Demak. They were given 90 test items for listening and 30 test items for speaking test which contains words with English final voiced stops sounds [b, d, g] to be perceived and pronounced. The result of those tests were used as the source of data collection.

In perception test, the result of error proportion of the 30 students was 6,07% while in the production test the error proportion was 28,2% out of 30 students. The conclusion was the students were doing better in perceiving final voiced stops [b, d, g] than producing it. They find no difficulties in distinguish those sounds in perception test, yet they still struggling in production test.

Based on the results, it is concluded that the students were considered excellent in perceiving but fair in pronouncing final voiced stops [b, d, g]. They were strunggling in production test because the different distributions of those sounds in their native language, Bahasa Indonesia which makes it hard for them to produce ones. Hence, it is suggested that the students should practice more in pronouncing plosive sounds to improve their skill in producing final voiced stops [b, d, g]. And for the teachers, it is hoped that they can use this research as the guidance for them to develop a more effective way to teach pronunciation.

ABSTRACT 14

Keywords: Alphabet Island Game in Hyponymy Technique, Vocabulary, Experimental Research

This research is about using *Alphabet Island Game in Hyponymy Technique* for teaching vocabulary in the first grade of junior high school. Alphabet Island Game in Hyponymy Technique is an interactive technique that encourages the participants to be more creative and active in team work. This research aimed to find out whether or not Alphabet Island Game in Hyponymy Technique is effective to teach vocabulary at the first graders of SMP N 6 Blora in the academic year of 2016/2017. The research design used was quasi experimental research. Tests and observation checklist were used as the instruments to collect the data and information. Before conducting the experiment, try out was given to 36 students of VII C to make sure that they were valid and reliable. The researcher used class VII F as the experimental group and VII H as the control group. Both classes were in the same level, background, and competence.

The result of the pre-test showed that the mean score of the experimental group was 57.71 and the mean score of the control group was 52.84. After the treatment, the mean score of experimental group was 74.51 and the mean score of control group was 66.73. It could be seen that there was an improvement after the treatments dealing with their vocabulary mastery. From the t-test computation of the post-test score, the t-value was higher than t-table (t-value > t-table = 2.192> 1.977). Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. It means that there is a significant difference between the experimental group and the control group.

The results indicate that *Alphabet Island Game in Hyponymy Technique* is effective in improving the vocabulary mastery at the first grades of SMP N 6 Blora in the academic year of 2016/2017. It is suggested that the findings of this study could be applied regularly and continuously or developed by the English teachers to have a better teaching vocabulary.

ABSTRACT 15

This final project is concerned with the use of `flash card mix and match games in improving students' writing skill in descriptive texts`. The aim of this reseach was to find out whether or not the use of flash card in teaching writing descriptive texts could improve the studenrs' scores and to what extend the use of the media influence the students' writing skill.

This study used action research design. There were two cycles of action in this study. The study was started with initial pre-test and ended with final post-test. In each cycle, there were pre-test, treatment and post-test. Tests were used to collective the quantitative datas meanwhile for the qualitative data, questinnaire and observation checklist were used. The participants of this study were 27 students of class VIII-U SMPN 1 Demak in the academic year of 2014/2015.

The results of the study showed significant improvement of the students' achievement in writing skill. It is proven by the average results in every test; initial pre-test (65.58), cycle 1 pre-test (58.64), cycle 1 post-test (74,69), cycle 2 pre-test (65.74), cycle 2 post-test (81.94), and final post-test (82.33). Moreover, the result of the observation checklist showed that *flash card mix and match game* changed the students' learning behaviour being better than before. The student' perception was changed positively after having the treatment. It meant that the use of *flash card mix and match game* could ease their problem in writing descriptive texts.

Based on the results of the research analyses, it can be concluded that the use of *flash card mix and match game* as the media gives the improvement to students' writing skill in writing descriptive texts in terms of partisipation, engagement and mastery.

ABSTRACT 16

Keywords: racial politics, white people, black people, *The Grass Is Singing*

Racial politics is one issue that happened nowadays and it looks like a never ending problems. 'Racial' act occurs among people of different races. The problem exists because of an oppression by the majority towards the minority within society. The conflict, then, is brought to several literary works by authors and one of them is Noble Prized Winner Doris Lessing in one of her nover *The Grass Is Singing*. The purposes of the study are to describe how the blacks are treated by white people and impacts of white women's treatment toward the blacks. The analysis focused on the theory and conception of racism by Spencer and used sociological approach, social mirror theory by Damono. The study findings show that racism issue is in the relationship between the black servant and the white masters. The relationship majorly focused on Mary Turner, Dick Turner, Charlie Slatter, and Tony Marston as white people and black natives, called Moses. There are also several forms of racial discriminative acts expressed by the white people namely; the use of racial offensive words, blind accusations, hurtful comments on physical appearance, domination acts, and labeling things as black people. The treatments to the blacks bring some impacts to the whites' life. They are neglected and disregarded by the blacks. Black people, furthermore did revenge against white world where the black cannot find a place they can be respected. Moses comes to Mary to kill her. He kills Mary out of jealousy and hate against white people's behaviour towards the blacks.

ABSTRACT 17

Google translate is one of the translation machine mostly used by people to help them in translating text. This final project was a study which analyzed the use of translation methods in translating a short story entitled *A Day's Wait* and accuracy of the translated text done by Google Translate. The objective of this study is to find out the methods which are used by Google Translate and the accuracy of Google Translate in translating a text.

Qualitative method is used in this study because the collected data are written in the form of analysis. The data analysis will be based on eight translation methods by Newmark. They are word for word translation, literal translation, faithful translation, semantic translation, idiomatic translation, free translation, and communicative translation. In addition, the accuracy of the translated text was analyzed too by using Nababan's translation accuracy.

The result shows there were 107 sentences found in a short story entitled *A Day's Wait*. Besides, only five of eight translation methods are used by Google Translate in translating Ernest Hemingway's *A Day's Wait* into Indonesia. The mostly used method is literal translation (61.68%); the second is word for word translation (24.29%); the third is faithful translation (6.54%); the fourth is idiomatic translation (5.61%); the last is free translation (1.87%). The three translation methods which were not used on the analysis of this study are semantic translation, adaptation translation, and communicative translation.

According to the analysis of translation accuracy using Nababan's accuracy assessment, Google Translate is resulting only 26.1% data are accurate. Literal translation method has the highest evidence of accurate translation (15.9%) while others show less frequency of accurate translation: idiomatic translation (3.7%); word for word translation (2.8%); faithful translation (2.8%); and free translation (0.9%). Therefore, it can be concluded that Google Translate is a bad translator machine since the frequency of accurate translation less than 50%. For this reason, we cannot completely rely on translator machine in this case Google Translate.

ABSTRACT 18

Black women identity is an interesting topic to be discussed <u>since</u> <u>they</u> get lot of racial issues to deal with. <u>Beside</u>, <u>their identity</u> represents a colonial construction in <u>the form</u> of racial issues. *Americanah* captures <u>the journey</u> of black women immigrant from Africa to have long live in the US <u>and</u> through thick <u>and</u> thin <u>they</u> get to face all racial issues that were against <u>them.</u> <u>The</u> <u>purposes</u> of <u>this</u> <u>study</u> are to find <u>the colonial construction</u> of racial issues toward <u>the black women</u> identity. <u>The method</u> of <u>this study</u> is a qualitative analysis by deconstruction method of Jacques Derrida. <u>Then,</u> <u>the method</u> of data analysis is based on racial issues described in <u>the novel and</u> how <u>they</u> construct black women identity as a practice of post-colonialism. <u>The final finding</u> of <u>this</u> <u>study</u> shows that racial issues have constructed black women identity as a practice of post-colonialism.

Keywords: Black women, identity construction, racism, post-colonialism

ABSTRACT 19

The objective of this research is to describe the translation methods used in translating figurative languages in Green's *The Fault in Our Stars*. The researcher uses Newmark's (1988) classification of translation methods to analyze the translation method of figurative language in the novel. Descriptive qualitative approach is used in this research to collect and analyze the data found in the novel.

There are 94 data of figurative language found in the novel, which consist of seven kinds of figurative language, i.e. simile, personification, metaphor, allusion, hyperbole, irony, and symbolism. The research finding discovered that there are seven out of eight Newmark's translation methods used by the translator in translating figurative language in the novel. They are word-for-word translation, literal translation, faithful translation, semantic translation, free translation idiomatic translation, and communicative translation. The translator mostly used semantic translation method in translating allusion, personification, metaphor, simile, irony and symbol. Meanwhile, in hyperbole the translator uses faithful, semantic, and free translation method with the same percentage.

The researcher suggests the further study can be conducted to analyze the relation between the methods used and the quality of translation as this research only dealt with the translation methods in figurative languages.

Keywords: *Figurative Language, Translation, Translation Methods*

ABSTRACT 20

Keywords: Figurative Languages, Lyrics, "Divide" Album, Ed Sheeran, Meaning

Figurative language is not intended to be interpreted in a literal sense. Appealing to the imagination, figurative language provides new ways of looking at the world. Figurative language describes something by comparing two things there are different. Therefore, if their similarities pointed out, it would be something interesting, unique, and surprising. This study aims at analyzing figurative language found in the song lyrics of "DIVIDE" album by Ed Sheeran also to reveal the massage convey from the lyrics. Qualitative and quantitative researchers are mixing to identify and calculate the percentage of figurative language found in the song lyrics. Each sentence in the song lyrics of "DIVIDE" album is used as the sample for this research. After conducting this research, 101 sentences that contain figurative languages from all the song lyrics are found (12 song lyrics). Those 101 sentences comprising 11 kinds of figurative languages that are similes (3 items), metaphors (8 items), personification (9 items), metonymy (16 items), synecdoche (5 items), hyperbole (30 items), oxymoron (5 items), litotes (2 items), alliteration (8 items), assonance (8 items), and imagery (7 items).

ABSTRACT 21

One of translation goals is to render meanings and messages accurately from a particular language into another language. The lack of knowledge and wrong strategies of translation may result in errors. To avoid some errors that occur in translation, I will discuss the kinds of errors in this final project. The objectives of the study were to identify and describe the kinds of translation errors made by Dinas Kebudayaan dan Pariwisata Kota Semarang in translating Events Calendar from Indonesian into English. Before doing the analysis, I tried to describe the review of related literature discussing things that concern the topic. It contains, the definition of translation, definition of error, translation errors, methods of translation, process of translation, translation equivalence, and criteria of good translation. In this research, I got the data from the results of translation texts in the form of tourism catalog. The total texts were 49. When the data had been collected, I then analyzed each phrase, clause and sentence on every text. To analyze the data made by Dinas Kebudayaan dan Pariwisata Kota Semarang, I divided it into six procedures. It consists of reading, identifying, classifying, calculating, tabulating, and drawing conclusion. I found many translation errors made by Dinas Kebudayaan dan Pariwisata Kota Semarang and classified them into five categories proposed by Matsuzaki, Fujita, Todo and Arai (2015:2772). They are errors in missing words, errors in word order, errors in incorrect words, errors in incorrect dependency, and errors in grammatical property. The results showed that there were many translation errors made by Dinas Kebudayaan dan Pariwisata Kota Semarang. The dominant errors were in grammatical property (49.54%) and in incorrect words (32.32%). These percentages indicated that the department did not pay attention to English grammar and the chosen words. The errors were caused by the translator's weaknesses in mastering the target language, English. Other than that, the errors were also caused by the incorrect structure of the sentence of the source language, Indonesian. However, if the translator comprehended the meanings and messages of the source language even though the structure was incorrect, he or she should have transferred it to the correct structure of the target language. Hence, the translator should comprehend the rules of English grammar. It should be studied faithfully because the rules of English grammar are very different to Indonesian grammar. Not only comprehending English grammar, the translator also should develop his or her ability in all aspects of English skills, especially writing skill. By reading English texts, the translator can improve his writing skill and expand his vocabulary. For further research, it is recommended to do an analysis on the relation between the errors occurred and the translation techniques used by the translator.

ABSTRACT 22

Keywords: *Ambition, Double-edged Sword, Sociological - Feminism*

Most people believe that in order to gain something in their live ambition is necessary. This study aims to uncover the ambition of character in the screenplay of Zootopia from Disney. The topic of this study is Ambition of Women as Double-Edged Sword for Feminist Movement Reflected in The Screenplay of Disney Movie Zootopia by Jared Bush and Phil Johnston. The objectives in this study are: 1) to describe the ambition of women portrayed in the screenplay of Disney Movie Zootopia reflects double – edged sword for feminism movement, and 2) to describe the reflection of double-edged sword in the screenplay of Disney Movie Zootopia impact feminist movement in society. This study employed qualitative method and utilized Fonow's sociological feminism approach to analyze the data. The findings of the research showed that Judy's and Bellwether's ambition were both driven from noble desire. Judy was the one who strong enough to bear the double-edge side of ambition and utilized it into her achievement, while Bellwether was the one failed to do so. In reality, feminist movement act was indeed portrayed double-edged sword phenomenon. The act of Slutwalk failed due to massive negative criticism, yet the act of hashtag #MeToo movement created tangible benefit for women. Lastly, the suggestions proposed for future research was Psychological or Marxism approach can also be conducted in order to enrich its discourse.

ABSTRACT 23

Keywords: idiom, translation strategies, translation accuracy; The Dark Heroine.

Idiom are often found in literary works. The differences culture and language between the literary work and the translator will influence the result of the translation, especially in Indonesian translation. The study analyzed the strategies in translating idiom used and the accuracy of idiom translation in novel *The Dark Heroine*. The objectives of the study are (1) to describe the strategies used in translating idiom and (2) to describe the accuracy of English-Indonesian Idiom translation.

The study was qualitative study. The data were analyzed by finding the idiom in the source language and the target language, by using Mona Baker's idiom classifications. For assesing the accuracy of the idiom translation, the researcher used Nababan's assesment in evaluating the translation quality. Meanwhile, the discussion was presented in a descriptive way.

The result of the study showed that (1) there are four strategies used by the translator in translating idiom translation. The first is translation by paraphrase. The second is using an idiom of similar meaning but dissimilar. The third is using an idiom of similar meaning and form, the last is translation by omission of entire idiom (2) the translations of idiom in this novel are accurate. A further research is recommended to have good knowledge of idioms and the strategies to translate them. Furthermore, other objects are also possible for research such as movie subtitle, short story.

ABSTRACT 24

Key words: American Hunger, Construction, Discrimination, Structualism

This study aims at explaining the construction of American hunger in Richard Wright's novel Black Boy. This study is a qualitative analysis that relies on the power of word or explanatory reasoning. The data were collected by reading, identifying, classifying and analyzed using the structualism theories which used in this study by relating to binary operation to see the gap between black and white society. The results of this study were the segregation between black and white people in terms of the treatment, power, and superiority that in the end, it resulted that the black people are being treated different and has no right for freedom. The American Hunger is described in the novel through some events that go in the opposite between black and white people. The tention between them revealed from the different treatment, oppression, discrimination, superiority, and hunger that the black and white people or society experienced. The dominance and the power of the white people had harm the black people in some aspects in their life. Second, American Hunger that was described in the novel was regarded as the desire of the black people when they were living side by side with the white people in America. When the discrimination, segregation, and oppression occurs toward the black people, they satisfied their American hunger by standing agaisnt racial oppression, strengthen the superiority, and against the hunger.

ABSTRACT 25

Keywords: *naturalness, translation technique, The Story of an Hour*

The aims of this research were to find out the translation techniques, show the naturalness of the translation of *The Story of an Hour* and show the relation between translation techniques used and naturalness score. The translation techniques used were analyzed in each sentence based on Molina and Albir's (2002) classification of translation techniques while naturalness of the translation was analyzed using Instrument for Naturalness Rating by Nababan et al (2012) with modification. For the relation of translation techniques used and naturalness score, the researcher related each technique with the score.

This research was a qualitative research, since this research more concerns with textual data. Nevertheless, the calculation data exist because the naturalness score needed to calculate using formula and numerical data. The procedure of analysis data was collecting the data, analyzing the data respectively, assessing the naturalness scores and relating translation techniques used and naturalness score.

The findings showed that there are 14 translation techniques used in the translation. They are transposition, amplification, generalization, literal translation, reduction, linguistic amplification, particularization, modulation, established equivalent, borrowing, adaptation, linguistic compression, discursive creation and calque. The naturalness assessment by the respondents showed 44% natural, 34% less natural and 22% unnatural translations. It means that the translation is not quite natural. The findings also showed that mostly the translation techniques used are less natural.

The conclusion of this research is that in general the results of translating were considered not quite natural or acceptable by the respondents. The translator should pay attention to the naturalness or acceptability of the translation, beside accuracy and readability.

ABSTRACT 26

Keywords: *censorable items, translation, strategy, cultural acceptability*

This study is attempted to analyze the censorship criteria and the use of translation strategies in Paulo Coelho's *Adultery* novel. The objectives of this study are to describe what type of censorship occurs in the English-Indonesian translation of *Adultery* novel and to explain the translation strategies used in *Adultery*. Clauses and sentences indicating censors are the data of this study. Qualitative method is utilized as the study focuses of description of the case which is concerned on sentences rather than numbers. The writer uses Cisquella's censorship theory (2002) to analyze the censored areas in the novel. Furthermore, to discover the translation strategies, the writer uses translation strategy suggested by Lars Liljegren in his journal.

There are 208 censorable items found in the novel. The research findings of the analysis are as follows: Censored areas found in the novel are; public morality (106 items), political acceptability (4 items), religious orthodoxy (1 item), incorrect use of language (8 items), and collective and individual vices (89 items). Translation strategies used in the novel are; Circumlocution (1.92%), replacement (40.86%), omission (1.92%), amplification (3.84%), borrowing (14.9%), description (1.44%), literal (32.21%), particularization (2.4%), and transposition (0.48%). In addition, 15.86% of censorable items are censored, 81.73% of censorable items are uncensored, and 2.40% of censorable items are uncensored and explicitly translated.

Based on the research findings, it can be concluded that it is only small percentages of the censorable items that have been censored for a book that contains a lot of censorable items. Thus, I suggest the publisher of *Adultery* to to give rating on their books based on age level so that the readers can choose wisely what kind of books they would like to read. The age-rating in books seems to be the best answer for the publishers in Indonesia on dealing with the censorship issue since the needs and the understandings of the readers may vary.

ABSTRACT 27

Keywords: Room, Limited Human Imagination, Identities, Semiotic, The Map of Sign and Functioning.

The study aimed to describe limited human imagination and how it constructed black and white people identity in America society represented in *Room* movie screenplay written by Emma Donoghue. This study used semiotic theory by Roland Barthes (1990) using map of sign functioning table. This research was using qualitative to describe the result of the study. The result was that limited human imagination happened because the lack of knowledge that the person had. Knowledge was gained from experience, if the person had less experiences then their imagination was more limited. The result revealed how knowledge affected limited human imagination. In America society, they had knowledge on identifying people's coloured through stereotypes. The stereotypes about black and white people identities had stick in American imagination for a long time. The case from the over-representation of white people and the stereotypes about how lack of experiences black people was limiting American imagination about people identities. Stereotypes was limiting their imagination about people identities because they hardly thought about white people became oppressed or black people became succeed. It can be concluded that stereotypes construct American people's imagination to become limited when they identify people using characteristics like complex experiences as white people or poor socioeconomic condition as black people.

ABSTRACT 28

Keywords: *Lucy, Translation Technique, Readability, Subtitle*

This study is aimed to find out the translation techniques used in subtitling Lucy into Indonesian and the readability level in Indonesian subtitles of Lucy. The translation techniques was analyzed by using Molina & Albir's translation quality assessment, meanwhile the readability was analyzed by using Nababan's Translation quality assessment.

The study was designed as qualitative research since it used the description of the writer's interpretation based on the result of the research. In analyzed the data, steps which are used by the researcher are collected the data, classifying the data, counting the data, and reporting the data analysis.

The result of the study was found 11 of 18 technique proposed by Molina and Albir were found in the Indonesian subtitle of Lucy. The techniques are Literal Translation technique, generalization, calque, established equivalent, adaptation, borrowing, transposition, amplification, modulation, and linguistic compression. Then, the readability showed that the subtitles of Lucy were readable.

It can be concluded that the readability rating of the Indonesian subtitle of *Lucy* is high. The relation shows the use of Literal Translation technique in the Subtitle has generally resulted in readable translation. The relation shows the use of Literal Translation technique in the Subtitle has generally resulted in readable translation. This study can be the source for make follow up research in the future. The researcher can make a similar research about other translation quality assessment such as accuracy, readability, and readability to develop translation studies.

ABSTRACT 29

Keywords: Dialogues, Translation, Translation Methods

This research was attempted to describe the translation methods used in translating the dialogues in "*Paper Towns*" into Indonesian. The purposes of this final project were to describe the translation methods used in the novel "*Paper Towns.*"

This study was a descriptive qualitative study. The objective of this study is to find out the methods used in English-Indonesian translation of dialogues in John Green's novel entitled "*Paper Towns.*"

In collecting the data, firstly the writer reading the both of the novel in English version and Indonesian version, then the writer marking and comparing, after that the writer classifying the data in eight methods and the last the writer counting the data use the formula.

Newmark's (1988) classification of translation methods was used, consisting of word-for-word translation, literal translation, faithful translation, semantic translation, adaptation translation, free translation, idiomatic translation, and communicative translation. The result of the research showed that in translating 1300 dialogues in the novel. Literal translation was most dominantly used (63.77%), followed by word-for-word translation (20.38%), adaptation translation (6.23%), idiomatic translation (3.31%), free translation (2.54%), communicative translation (2.38%), faithful translation (1%), and semantic translation (0.31%).

Finally, the write suggest for other researchers are recommended to study the relation between the methods used and the quality of translation.

ABSTRACT 30

Keywords: *semantics, feminism, connotative meaning, song lyrics, Beyonce*

The existence of women is often underestimated for certain people. Women are perceived to have limitation in achieving their rights and things that are dreamed of. That phenomenon raises various protests in various forms, one of them is in the form of song lyric. Beyonce, the world singer, has characteristics as a woman icon in creating her song lyrics. This research used semantics analysis to analyse the meaning in Beyonce's song lyrics which contains element of feminism issue. This research is attempted to analyse four selected song of Beyonce's song lyrics using semantics approach that have an issue about feminism. The using of semantics approach involved connotative meaning to determine and identify the word then interpret it. The problems of the study are 1) What are the connotative meaning in Beyonce's selected song lyrics?; and 2) How are the perceptions from respondents about feminism issue in Beyonce's selected song lyrics? To achieve the objectives of the study, I used qualitative and quantitative method. The primary source of the data were the lyrics; *If I Were A Boy (2008), Run the World (2011), I Was Here (2011),* and *Pretty Hurts (2013),* and the secondary source of the data were taken from books, journals, and internets which have the correlation about the topic. In collecting data, I used questionnaires. The data from instruments were analysed using semantics approach with the involvement of feminism issue. The results of the study are 1) Every lyric of Beyonce, contained feminism issue about women's right, women's role, and women's movement. They are gained by analysing every word which have meaning connotatively. 2) In yes/no questions, 55% respondents disagree that *I Was Here* represents feminism. In form of descriptive question, respondents delivered various responses about feminism issue, 18 respondents stated on women's right, 13 respondents on women's role, and 9 respondents on women's movement. Women's right is the most issue represented in Beyonce's song lyrics.

APPENDIX 2

Theme and Rheme Analysis

Abstract I

This final project is an experimental study to find out whether there is any learning achievement

Theme	Rheme	Str	Top	
		Theme		Rheme
Theme	Rheme			

of students

Rheme
Rheme

who   are taught writing descriptive text using photographs as media

Theme	Rheme
Rheme	

which   is significantly different

Theme	Rheme
Rheme	

from those who are taught without photographs.

Str	Top	
Theme	Rheme	
Rheme		

The subjects of the study were the 8th year students of SMP Negeri 1 Ungaran.

Theme	Rheme

In order to achieve the objective, the researcher conducted an experimental research.

Conj.	Top	Rheme (new)
Theme		

There were two groups involved in this research, the experimental and the control group.

Theme	Rheme

The experimental group was taught using photographs in Instagram

Theme	Rheme

and the control group was taught without using photographs in Instagram.

Conj.	Top	Rheme
Theme		

After both groups were given the treatment,

Conj.	Top	Rheme
Theme		

the result of the study shows that the mean score of experimental group was 74.80

Theme	Rheme	Str	Top	Rheme
			Theme	
Theme		Rheme		

and the control group was 72.63.

Conj.	Top	Rheme
Theme		

It means that the score of the experimental group was higher than

Theme	Rheme	Str	Top	Rheme
			Theme	
Theme		Rheme		

the score of the control group.

Rheme	
Rheme	

The *t*-test result showed that *t*-value was 2.056

Theme		Rheme	Str	Top	
				Theme	Rheme
Theme			Rheme		

and   *t*-table was 2.002,

Conj.	Top	
Theme		Rheme
Rheme		

which   means   that the *t*-value is higher than the *t*-table.

Str			Str	Top	
Theme	Rheme		Theme		Rheme
Rheme					

It   proves   that   there is a significant different achievement between the groups

Theme	Rheme	Str	Top	
			Theme	Rheme
Theme		Rheme		

which   taught using photographs in Instagram and using conventional teaching.

Str	
Theme	Rheme
Rheme	

Based on the result of this study, it   is concluded

Str	Top.	
Theme		Rheme
Theme		

the application of photographs in Instagram can improve students' writing skill in writing

Theme	Rheme
Rheme	

descriptive text.

Rheme
Rheme

It was effective and recommended for the English teacher as one of references in teaching

Theme	Rheme

and learning process.

Rheme

Abstract 2
The topic of the study is Ideational meaning realization on the students' descriptive texts

Theme	Rheme

in the form of personal letter.

Rheme

This research focused on transitivity analysis,

Theme	Rheme
Theme	Rheme

which   consists of Process types, Participant functions, and Circumstantial elements.

Str	
Theme	Rheme

Rheme

The objectives of this research are to describe and explain how Process types, Participant

Theme	Rheme

functions, and Circumstantial elements are realized in the texts.

Rheme

The data were descriptive texts in the form of personal letters written by the tenth-grade students

Theme	Rheme

of SEMESTA Bilingual Boarding School in the academic year of 2017/2018.

Rheme

The analysis of the data used the following steps:

Theme	Rheme
Theme	Rheme

first,　　　every text was broken down into clauses;

Conj.	Top	
Theme		Rheme

Rheme

then,　　　they were analyzed through transitivity systems;

Conj.	Top	
Theme		Rheme

Rheme

the last step was drawing the conclusion and arranging the report based on the findings.

Conj.	Top	
Theme		Rheme
Rheme		

In this research, there are some points found.

Theme	Rheme

Firstly,   the processes found are Relational, Mental, Material, Existential, Verbal,

Conj.	Top	
Theme		Rheme

and Behavioral process.

Rheme	

The dominant process is Relational.

Theme	Rheme

It   indicates that the process that is characterized in descriptive text is Relational Process.

Theme	Rheme	Str	Top	
			Theme	Rheme
Theme			Rheme	

Secondly, the dominant Participants found in this study are Carrier, Attribute, Senser,

Conj.	Top	
Theme		Rheme

and Phenomenon.

Rheme	

This   is relevant for the two highest percentages belong to Relational and Mental process.

Theme	Rheme

It   implies that   the dominant participants found must belong to the dominant process.

Theme	Rheme	Str	Top	
		Theme		Rheme
Theme	Rheme			

Then,   the circumstances found in the texts are Place, Time, Cause, Manner, Matter,

Conj.	Top	
Theme		Rheme

and Accompaniment.

Rheme

The characterized Circumstantial Element of the texts is Place.

Theme	Rheme

It   indicates that the circumstantial element deals with the theme of the texts

Theme	Rheme	Str	Top	
		Theme		
Theme	Rheme			

or   what the writer wants to emphasize in the text.

Conj.	Top	
Theme	Rheme	
Rheme		

Abstract 3
This study attempted to compare the quality between professional translation and machine

Theme	Rheme

translation of Doyle's S. Holmes the sign of the four for its level of accuracy and readability.

Rheme

The objectives of the study were to describe the quality of both professional translation

Theme	Rheme

and machine translation of Doyle's S. Holmes the sign of the four for its level of accuracy

Rheme

and readability also to identify their similarity and differences in the accuracy

Rheme

and readability assessment result.

Rheme

This research was conducted qualitatively.

Theme	Rheme

This study applied the theory proposed by by Nababan (2012) about the accuracy and readability

Theme	Rheme

criteria of translation assessment.

Rheme

The results of the study showed that there   were 50 sentences from both PT and MT

Theme	Rheme	Str	Top		
			Theme	Rheme	
Theme			Rheme		

from similar source text taken from Doyle's S. Holmes the Sign of the Four to assess

Rheme
Rheme

their accuracy and rated by three expert of English language

Rheme
Rheme

who is the native speaker of Bahasa also 43 paragraphs from both PT and MT

Str	
Theme	Rheme
Rheme	

from similar source text taken from Doyle's S. Holmes the Sign of the Four

Rheme
Rheme

to assess its readability by twenty college student of UNNES with different study program

Rheme
Rheme

who is the native speaker of Bahasa.

Str	
Theme	Rheme
Rheme	

The result of the study show that the percentage of accuracy level of PT is 66% very accurate,

Theme	Rheme	Str	Top	

	Theme	Rheme
Theme	Rheme	

30% accurate, 4% quite accurate, and 0% for less accurate and inaccurate

Rheme
Rheme

and   the readability level of PT is 55,82% very readable, 39,53% readable, 4,65% quite readable

Conj.	Top	
Theme		Rheme
Rheme		

and 0% for less readable and unreadable.

Rheme
Rheme

While, The percentage of accuracy level of MT show   that   32%   is very accurate,

Conj.	Top.			Str	Top	
Theme			Rheme		Theme	Rheme
Theme				Rheme		

22%   is accurate,

Theme	Rheme
Rheme	

32%   is quite accurate,

Theme	Rheme
Rheme	

14%　　　is less accurate, and 0% inaccurate

Theme	Rheme
Rheme	

and　　the readability level of MT is 9.30% very readable, 46,51% readable,

Conj.	Top	
Theme		Rheme
Rheme		

39,53% quite readable, 4,66% less readable.

Rheme
Rheme

In terms of similarity and difference in accuracy and readability of both data, it is found that

Theme	Rheme
Theme	Rheme

for　　the accuracy there is 32% similarity and 68% difference

Conj.	Top.	
Theme		Rheme
Rheme		

and for readability show that 25,59% is similar and 74,41% is difference.

Conj.	Top	
Theme		Rheme

Rheme

The translation quality with the highest accuracy was professional translation, followed by

Theme	Rheme

machine translation.

Rheme

Also,   the readability level was mostly highest in the professional translation

Cont.	Top	
Theme		Rheme

and lower in this machine translation.

Rheme	

Abstract 4

This final project is based on the condition of the students

Theme	Rheme
Theme	Rheme

that   have some problems in pronouncing –ed ending in regular past verb.

Str	
Theme	Rheme

Rheme

It   is focused with the use of Odd One Out game

Theme	Rheme

in teaching students' pronunciation of –ed ending in regular past verb.

Rheme

The objective of this research is to find out whether or not

Theme	Rheme
Theme	Rheme

the use of Odd One Out game is effective for teaching the pronunciation of –ed ending

Theme	Rheme
Rheme	

in regular past verb.

Rheme
Rheme

This study   was conducted in SMAN 1 Subah

Str	Top	
Theme		Rheme
Theme		Rheme

whose subject was class XII IPA 1 students in the academic year 2016/2017.

Str	Top	
Theme		Rheme
Rheme		

This study was a pre-experimental research using one group pretest-posttest design.

Theme	Rheme

The steps of this design were pretest, treatments, and posttest.

Theme	Rheme

The data of this study was obtained through pretest and posttest.

Theme	Rheme

The pretest was used to find out students'competence in pronouncing –ed ending

Theme	Rheme
Theme	Rheme

in regular past verb before the treatments

Rheme
Rheme

and   the posttest was used to find out students' competence in pronouncing –ed ending

Conj.	Top	
Theme		Rheme
Rheme		

in regular past verb after the treatments.

Rheme
Rheme

The tests were oral tests consist of 20 items regular past verb pronunciation.

Theme	Rheme

The result of the study showed   that students' pronunciation of –ed ending

Theme	Rheme	Str	Top	
			Theme	Rheme
Theme		Rheme		

in regular past tense verb was improved after being taught using Odd One Out game.

Rheme

Rheme

Their improvement is shown by the average score comparison between the pretest (6,37)

Theme	Rheme

and the post-test (12,43).

Rheme

In this study, the t-test was used to test the hypothesis.

Theme	Rheme

The result of the t-test showed that $t_{value}(22,547) > t_{table}(2,032)$.

Theme	Rheme

By looking at the result that t_{value} is higher than t_{table},

Theme	Rheme
Theme	Rheme

it   can be deduced that Ho   is rejected

		Str	Top	
Theme	Rheme	Theme		Rheme
		Rheme		

and   Ha   is accepted.

Conj.	Top	
Theme		Rheme
	Rheme	

It   means there is a significant difference of students' capability in pronouncing –ed ending

Theme	Rheme

of regular past tense verbs before and after being taught using Odd One Out game.

Rheme

In conclusion, Odd One Out game is effective for teaching pronunciation of –ed ending

Theme	Rheme

in regular past verb.

Rheme

This is also in line with Leaney's statement that the odd one out game is suitable

		str	Top	
Theme	Rheme	Theme		Rheme
Theme	Rheme			

for checking or practicing –ed endings pronunciation (Leaney, 2007:82).

Rheme
Rheme

Therefore, the use of this game as an alternative technique to teach pronunciation

Conj.	Top
Theme	

is recommended.

Rheme

Abstract 5
This final project is based on a study

Theme	Rheme
Theme	Rheme

which   attempted to examine the effectiveness of the Picture Crossword Puzzle

Game

Str	
Theme	Rheme
Rheme	

in teaching vocabulary.

Rheme	
Rheme	

The purposes of this study are to explain the significant difference of students'

achievement

Theme	Rheme
Theme	Rheme

in learning vocabulary

Rheme	
Rheme	

when they were taught using Picture Crossword Puzzle Game and Conventional

Method

Conj	Top	
Theme		Rheme
Rheme		

and to describe the effectiveness of Picture Crossword Puzzle Game in teaching

vocabulary.

Rheme	
Rheme	

The research design used in this study was a Quasi-Experimental Research.

Theme	Rheme

The population of this research was the seventh grade students of SMP N 2 Patebon

Theme	Rheme

in the academic year of 2016/2017.

Rheme

The control group was the class of VII-G

Theme	Rheme
Theme	Rheme

and   the experimental group was the class of VII-H.

Conj	Top	
Theme		Rheme

Rheme

The control group was taught by using conventional method (translation),

Theme	Rheme
Theme	Rheme

while the experimental group was taught by using the Picture Crossword Puzzle

Game.

Conj	Top	
Theme		Rheme
Rheme		

The game was implemented by giving the students a picture crossword puzzle game

sheet

Theme	Rheme

in every meeting.

Rheme

The research was begun with a pre-test, treatment, and post-test in both groups.

Theme	Rheme

The data were collected from the pre-test and post-test.

Theme	Rheme

For additional information questionnaire was also used for the experimental group

only.

Theme	Rheme

The data obtained were analyzed by using t-test in order to find out the significant

difference

Theme	Rheme

of the student's achievement in vocabulary mastery the both groups.

Rheme

The results show   that from the pre-test, both control and experimental groups

		Str	Top
Theme	Rheme	Theme	
Theme	Rheme		

have the same mean scores, which   is 68.44.

	Str	
Rheme	Theme	Rheme
Rheme		

After the treatment, there was an increase of mean score of both groups in post-test,

conj	Top	
Theme		Rheme
Theme		Rheme

which   is 81.25 for the control group and 90.94 for the experimental group.

Str	

Theme	Rheme
Rheme	

The quantitative result shows   that the t _{value} is 4.182

		Str	Top	
Theme	Rheme	Theme		Rheme
Theme	Rheme			

and   the t _{table} is 1.999.

conj	Top	
Theme		Rheme
Rheme		

Based on the statistic, it is concluded that there is a sifnificant difference

		Str	Top	
Theme	Rheme	Theme		Rheme
Theme	Rheme			

in achievement between both groups.

Rheme	
Rheme	

However, this statistic result is not that significant regarding the condition of both

control

Theme	Rheme

and experimental groups.

Rheme

In other words, the Picture Crossword Puzzle Game has no significant effect

Theme	Rheme

on students' vocabulary mastery.

Rheme

Yet, the result of the questionnaire showsv that teaching vocabulary

conj	Top		str	top
Theme		Rheme	theme	
Theme		Rheme		

using Picture Crossword Puzzle game is interesting for the students.

top	
theme	Rheme
Rheme	

There   are 91.8% students

Theme	Rheme	
Theme	Rheme	

Who   give positive response to Picture Crossword Puzzle Game.

str	
theme	Rheme
Rheme	

In conclusion, the Picture Crossword Puzzle Game can be used to teach vocabulary

conj	top	
Theme		Rheme
Theme		Rheme

because this game is interesting.

conj	top	
theme		Rheme
Rheme		

Abstract 6

This final project is about the effectiveness of short film as multimedia for teaching

writing

theme	Rheme

in narrative text.

rheme

The research aimed to find out the effectiveness of using short film in learning

narrative text.

theme	Rheme

This research is an experimental one using two groups with pre-test and post-test

design.

theme	Rheme

The subjects of this research were the eighth graders of SMP N 2 Ungaran

theme	Rheme

in the academic year 2016/2017.

Rheme

Different treatments were given for two groups;

Theme	Rheme
Theme	Rheme

The experimental group was taught by using short film

Theme	Rheme
Rheme	

while   the control group was taught by using comic.

conj	top	

Theme	Rheme
Rheme	

The average score of the pre-test for the experimental group was 67.47,

Theme	Rheme
Theme	Rheme

and   the control one was 66.10.

conj	top	
Theme		Rheme
Rheme		

After the students were given treatment,

conj	top	
Theme		Rheme
Theme		Rheme

the average score of the experimental group was 75.73,

theme	rheme
Rheme	

and the control one was 71.63.

conj	top	
Theme		Rheme
Rheme		

This research used paired sample t-test to find out the significance of the score

Theme	Rheme

between pre-test and post-test.

Rheme

Based on the paired sample t-test measurement, it obtained sig value 0.000 in

experimental group

Theme	Rheme

and sig value 0.005 in control one, with α = 0.05.

Rheme

Since 0.000 was < 0.05, the pre-test and the post-test data in the experimental

conj	top	
Theme		Rheme
Theme		Rheme

and   control group showed the different result.

conj	top	
Theme		Rheme
Rheme		

So, the hypothesis proposed in this research was accepted.

conj	top		Rheme
Theme			Rheme

In conclusion, it   can be said that using short film in teaching narrative text to the

conj	top		str	top
Theme		Rheme	Theme	
Theme		Rheme		

subjects   was effective.

Theme	Rheme
Rheme	

Abstract 7

The topic of this study is enhancing students' understanding of simple past tense

Theme	Rheme

through website easy world of English.

Rheme

There   are some researches that studied the use of ICT

Theme	Rheme

for enhancing students' competence in English.

Rheme

The purpose of having this kind of method is   that students will have two advantages

			str	top	
Theme			Rheme	Theme	Rheme

Theme	Rheme

at the same time, i.e. the linguistic aspects and the content.

Rheme
Rheme

The objectives of this study are: (1) to describe whether there is any significant difference

			str	top	
Theme		Rheme	Theme		Rheme
Theme		Rheme			

between the tenth-grade students of SMA Negeri 1 Kajen

Rheme
Rheme

who   are taught using website EWE (Easy World of English) as the media

str	
Theme	Rheme
Rheme	

and   those who are taught using Microsoft Office Power Point Presentation as the media,

conj	top	
Theme		Rheme
Rheme		

and (2)   to describe the students attitude toward the use of website EWE (Easy World of English)

conj	
Theme	Rheme
Rheme	

as the media in the teaching of simple past tense.

Rheme	
Rheme	

This study used experimental research methodology.

Theme	Rheme

The population of this study was the tenth-grade students of SMA Negeri 1 Kajen.

Theme	Rheme

The sample was the class X MIPA 2 as the experimental group

Theme	Rheme

and class X MIPA 3 as the control group.

Rheme

The calculation of the independent sample t-test of the post-test showed

Theme		Rheme
Theme		Rheme

that the t-value was 2.336.

str	top	
Theme		Rheme
Rheme		

It   was higher than the t-table that   was 1.992.

		str	top	
Theme	Rheme	Theme		Rheme
Theme	Rheme			

It   could be concluded that   there   was a significant difference

		str	top	
Theme	Rheme	Theme		Rheme
Theme	Rheme			

between the tenth-grade students of SMA Negeri 1 Kajen

Rheme
Rheme

who   were taught using website EWE (Easy World of English) as the media

str	
Theme	Rheme
Rheme	

and   those who were taught using Microsoft Office Powerpoint Presentation as the

media.

conj	top	
Theme		Rheme

Rheme

In addition, the use of website EWE (Easy World of English) in the experimental

group

conj	top
Theme	

made the students become more active, responsive, attentive, and interested in

learning simple past tense.

Rheme

Abstract 8

This research is about the use of reciprocal teaching technique

Theme	Rheme
Theme	Rheme

to teach junior high school students in reading descriptive text.

str	
Theme	Rheme
Rheme	

The study was conducted on the SMPN 43 Semarang in the academic year
2017/2018.

Theme	Rheme

It   aims at finding the result of teaching reading descriptive text

Theme	Rheme
Theme	Rheme

by   using reciprocal teaching technique

str	
Theme	Rheme
Rheme	

for   Junior High School students of SMP N 43 Semarang,

str	
Theme	Rheme
Rheme	

the result of teaching reading descriptive text by using conventional technique

Rheme	
Rheme	

for   Junior High School students of SMP N 43 Semarang,

str	
Theme	Rheme
Rheme	

and   investigate how effective reciprocal teaching technique

str	
Theme	Rheme
Rheme	

to   teach reading descriptive text compared to conventional technique.

str	
Theme	Rheme
Rheme	

This study used experimental design, quantitative method and random sampling technique.

Theme	Rheme

Two classes of first grade students of SMP N 43 Semarang in the academic year 2017/2018

Theme

were taken as samples in this study.

Rheme

There   were VII E as the control class and VII F as the experimental class.

Theme	Rheme

In analyzing the data, the researcher used try-out, pre-test, post-test, and questionnaire.

Theme	Rheme

The data revealed   that the mean score of pre-test in the experimental class was 76.10

		str	top	
Theme	Rheme	Theme		Rheme
Theme	Rheme			

and   the mean score of post-test in the experimental class was 85.68.

conj	top	
Theme		Rheme
Rheme		

Furthermore, according to the statistical value of the comparison of $t_0 \geq t_{table}$

conj	top
Theme	

in the *significant degree 5%,* we could see the t_0 value was 4.560 and t_{table} of 19 = 2.073.

Theme	Rheme

We stated that $t_0 \geq t_{table}$.

Theme	Rheme

Based on the statistical above, it can be concluded that Ha is accepted.

		str	top	
Theme	Rheme	Theme		Rheme
Theme	Rheme			

We also could see the line Sig. (2-tailed) = 0.00 < 0.05.

Theme	Rheme

So, H_0 is rejected.

Theme	Rheme

In conclusions, the students' achievement in experimental class is better than

control class.

conj	top	
Theme		Rheme

The students take turn the teacher's role in guiding discussion

Theme	Rheme
Theme	Rheme

and   actively engaged in monitoring their comprehension

conj	
Theme	Rheme
Rheme	

and   thinking by using reciprocal teaching technique.

conj	
Theme	Rheme
Rheme	

Besides that, the students' responses are mostly positive towards reciprocal

teaching technique.

conj	top	
Theme		Rheme

They   also can improve their social relationship through communicating with

each other,

Theme	Rheme
Theme	Rheme

enhance   their knowledge by sharing an opinion about the material,

str	
Theme	Rheme
Rheme	

and   also build their motivation by learning material together as a teamwork.

conj	
Theme	Rheme
Rheme	

Lastly, reciprocal teaching technique is more effective

conj	top	
Theme		Rheme

in teaching students' reading comprehension of descriptive text than using

conventional technique.

Rheme

Abstract 9

English   becomes one of compulsory subjects in Indonesia education system.

Theme	Rheme

The complexity of writing skill leads to students' difficulties in writing English.

Theme	Rheme

Understanding student's learning style preference should give the teacher clues

Theme	Rheme

to help them face difficulties in doing writing.

Rheme

From that case, the writer did a research to find out the effectiveness of VAK

Theme	Rheme

(Visual, Auditory, and Kinaesthetic) learning style in teaching writing procedure

text.

Rheme

To gain the objectives, the writer conducted an experimental research.

Theme	Rheme

The research design was a quasi-experimental research; non-equivalent control

group design.

Theme	Rheme

The writer used purposive sampling to determine the sample.

Theme	Rheme

The results of this study showed that the mean score of the pre-test in the

		str	top
Theme	Rheme	Theme	
Theme	Rheme		

experimental

group   was 59.8,   while   in the control group was 58.5.

top		conj	top	
Theme	Rheme	Theme		Rheme
Rheme				

However, the result of post-test is increased.

conj	top	
Theme		Rheme

In the post-test, the mean score of the experimental group was 72.2

	Rheme
Theme	Rheme
Theme	Rheme

and the control group got 67.

conj	top	
Theme		Rheme
Rheme		

Moreover, t_{value} exceeded t_{table} (2.310 > 2.023),

conj	top	
Theme	Rheme	
Theme	Rheme	

which   meant   that there is a significant difference of writing achievement

str		str	top	
Theme	Rheme	theme	rheme	
Rheme				

between two groups.

rheme
Rheme

In conclusion, it   could be proven that the VAK (Visual, Auditory, and

Kinaesthetic)

str	top		str	top
Theme		Rheme	theme	
theme		rheme		

learning style is effective in teaching writing procedure text.

top	
theme	rheme
Rheme	

Abstract 10

Writing   is the one of four language skills that   needs complex way to master.

		str	
Theme	Rheme	theme	rheme
Theme	Rheme		

However, writing is very important for English leaners,

conj	top	

Theme	Rheme
Theme	Rheme

and   it   is essential for English teachers to encourage and improve their student's

conj	top	
Theme	Rheme	
Rheme		

writing achievement.

Rheme	
Rheme	

This final project mainly aims at determining the effectiveness of using partner-talk

Theme	Rheme
Theme	Rheme

and think-pair-share in teaching writing narrative text

Rheme	
Rheme	

and also finding out the significant difference of writing improvement between the student

Rheme	
Rheme	

who   taught by using partner-talk technique and the ones who taught by using think-pair-share.

str	
Theme	Rheme
Rheme	

In achieving the objective of the study, the writer used experimental research.

Theme	Rheme

The approach used is quantitative method

Theme	Rheme
Theme	Rheme

which means the method and instrument involve numerical measurements

str		conj	top
Theme	Rheme	theme	rheme
Rheme			

and the statistical quantification was conducted.

conj	top	
theme		rheme
Rheme		

The sample of this research was the tenth grade students of SMA Negeri 1 Randudongkal

theme	rheme

in the academic year of 2017/2018.

rheme

The number of the students was 60 students divided into two class (X-IPA 3 and X-IPA 5).

theme	rheme

All of them were given the same English materials in teaching learning process.

theme	rheme

As stated before, the writer chose the tenth grade students of SMA Negeri 1

str	top	
theme		rheme
theme		rheme

Randudongkal in the academic year 2017/2018 as the population of this research

Rheme
rheme

because based on the curriculum; narrative text is the material for the tenth grade students.

conj	top	
theme		rheme
rheme		

Based on the fact gathered during the research, there was significant improvement

Str	top	
theme		rheme
theme		rheme

on the tenth-grade students' narrative writing comprehension achievement

rheme
rheme

who were taught by using partner-talk and think-pair-share.

Str	

theme	rheme
rheme	

It can be seen from the students' pretest to posttest.

theme	rheme

Both pre-test and post-test were followed by 30 students.

theme	rheme

The mean experimental group of the pre-test was 45.15

theme	rheme
theme	rheme

and the mean of the post-test was 73.33.

conj	top	
theme		rheme
rheme		

The standard deviation of the pre-test was 12.359

theme	rheme
theme	rheme

and the post-test was 8.41668.

conj	top	
theme		rheme
rheme		

Furthermore, Sig. (2-tailed) was 0.001922

conj	top	
theme		rheme

theme	rheme

and   the mean difference was −57.25.

conj	top	
theme		rheme
rheme		

Then,   Sig was 0.1922.

str	top	
theme		rheme

From the Levene's Test for Equality of Variance indicates homogeneity F=0.374.

theme	rheme

There   was significant difference on the tenth-grade students' narrative writing

theme	rheme
theme	rheme

between the students

rheme
rheme

who   were taught by using partner-talk and think-pair-share.

str	
theme	rheme
rheme	

It   could be stated that there was significant difference

		str	top	
theme	rheme	theme		rheme
theme	rheme			

on students' narrative writing skill score taught by using TPS and Partner-Talk

rheme
rheme

since the p-output was lower than 0.05 and the t-value (3.207) was higher than t-table (1.9944).

conj	top		conj	top	
theme		rheme	theme		rheme
rheme					

The null hypothesis (Ho) was rejected, and   the alternative hypothesis (Ha) was accepted.

		conj	top		
theme		rheme	theme		rheme
theme		rheme			

I   Suggested that teachers should be creative in choosing strategy and media

		str	top	
theme	rheme	theme		rheme
theme	rheme			

which are used in teaching learning process.

str	
theme	rheme
rheme	

It   would make teaching learning process more interesting, enjoyable, and

educative.

theme	rheme

For the the students, partner talk strategy hopefully could be an interesting strategy

or positive

theme	rheme

forces for obtaining higher achievement.

rheme

Abstract 11

The aim of the study is to analyze whether *Pathway to English for SMA/MA Grade*

X

theme	rheme
theme	rheme

by Erlangga pass the BSNP assessment

rheme	
rheme	

and   the content is consistent with the 2013 Curriculum.

conj	top	
theme		rheme

rheme	

This study uses qualitative research design as its research method.

theme	rheme

The data are collected from the English textbook *Pathway to English for SMA/MA*

Grade X written

theme	rheme

by Th. M. Sudarwati et.al, published by Erlangga in 2016.

rheme	

The data analysis uses two instruments;

theme	rheme
theme	rheme

the assessment based on KI-KD of syllabus 2013 Curriculum

theme	rheme
rheme	

and rubric assessment by BSNP textbook evaluation.

rheme	
rheme	

The discussion is focused on the content consistency of the materials in the

textbook.

theme	rheme

From the analysis, it is found two results.

theme	rheme

First, by using KI 3-4 and KD of the syllabus 2013 Curriculum the percentage

obtained is 94% (very good).

Conj.	Top	
Theme		Rheme

Based on the assessment, it is known that all the materials in the textbook are

consistent with the KI 3-4

Theme	Rheme

and KD of the syllabus 2013 Curriculum.

Rheme

Second, by using BSNP assessment the percentage obtained is 81.25% (very good).

Conj.	Top	
Theme		Rheme

Based on BSNP assessment, it is known that all the materials in the whole chapter

of the textbook

		str	top
theme	rheme	theme	
theme	rheme		

are consistent with the criteria of 2013 curriculum by BSNP.

rheme	
rheme	

From the research findings, the writer suggests that the teacher should be selective

		str	top	
theme	rheme	theme		rheme
theme	rheme			

in choosing the materials provided by a textbook.

rheme	
rheme	

By using this textbook that has fulfilled the requirements by BSNP textbook

evaluation

theme	rheme
theme	rheme

and   matched with the 2013 Curriculum,

str	
theme	rheme

rheme	

hopefully it   will improve the quality of the teaching and learning process.

cont	top	
theme		rheme
rheme		

The writer also hopes that publisher should notice the materials in the textbook that

will be published.

theme	rheme

Moreover this analysis can be a reference in creating and publishing a better even

the best textbook.

conj	top	
theme		rheme

Abstract 12

The purpose of the study is to find out the compatibility

theme	rheme

between English textbook entitled *When English Rings a Bell* for VIII grades Junior

High School

rheme

and BSNP (Badan Standar National Pendidikan) rubric assessment.

rheme

The contents include the compatibility of materials with core and basic competence,

theme	rheme
theme	rheme

the accuracy of materials, the supporting materials achieve requirement of BSNP

rubric assessment

rheme
rheme

or not.

rheme
rheme

The data obtained from students' textbook entitled *When English Rings a Bell* 2017

edition

theme	rheme

for second grades of junior high school students.

rheme

The English textbook entitled *When English Rings a Bell* contains 13 chapters

theme	rheme
theme	rheme

and the writer used all chapters as the sample.

conj	top	rheme
theme		rheme
rheme		

This study used descriptive qualitative.

theme	rheme

The writer compared the material presented in the textbook with the category

required

theme	rheme

from Badan Standar Nasional Pendidikan (BSNP) rubric assessment.

rheme

The writer identified and evaluated material in the textbook *When English Rings a*

Bell

theme	rheme

by giving score in category listed by rubric assessment.

rheme

After that, the writer interpreted the data gained from the process evaluation.

conj	top	
theme		rheme

Last,   the writer summed up the result by measuring the percentage of textbook's

content.

conj	top	
theme		rheme

Then, the writer categorized the percentage how good the book is based on Dr.

Montasser (2013).

conj	top	
theme		rheme

The result of this study showed that   80.76 % the compatibility of materials

		str	top
theme		rheme	theme
theme		rheme	

with core and basic competence, 97.43% the accuracy of materials

top
theme
rheme

and   64.10% the supporting materials achieve the requirement of BSNP rubric

assessment.

str	top	
theme		rheme
rheme		

According to Dr. Montasser (2013), the quality of this textbook is good

categorization.

theme	rheme

Abstract 13

This final project is an error analysis on perception or production in pronouncing English sounds

theme	rheme
theme	rheme

which   have different distributions.

str	
theme	rheme
rheme	

The aim of the study was to describe and to explain the most common problem faced

theme	rheme

by the students in learning English final voiced stops [b, d, g].

rheme

This study was conducted using descriptive method.

theme	rheme

The population of the study was 30 students of SMP N 2 Demak.

theme	rheme

They   were given 90 test items for listening and 30 test items for speaking test

theme	rheme
theme	rheme

which   contains words with English final voiced stops sounds [b, d, g] to be perceived and pronounced.

str	
theme	rheme
rheme	

The result of those tests were used as the source of data collection.

theme	rheme

In perception test, the result of error proportion of the 30 students was 6,07%

str	top	
theme		rheme
theme		rheme

while in the production test the error proportion was 28,2% out of 30 students.

conj	top	
theme		rheme
rheme		

The conclusion was the students were doing better in perceiving final voiced stops [b, d, g]

theme	rheme

than producing it.

rheme

They find no difficulties in distinguish those sounds in perception test,

theme	rheme
theme	rheme

yet they still struggling in production test.

conj	top	
theme		rheme
rheme		

Based on the results, it is concluded that the students were considered excellent in

perceiving

str	top		str	top	
theme		rheme	theme		rheme
theme		rheme			

but fair in pronouncing final voiced stops [b, d, g].

rheme	
rheme	

They   were strunggling in production test

theme	rheme
theme	rheme

because the different distributions of those sounds in their native language, Bahasa

Indonesia

conj	top
theme	
rheme	

which   makes it hard for them to produce ones.

str	

theme	rheme
rheme	

Hence, it   is suggested that the students should practice more in pronouncing

plosive sounds

conj	top		str	top	
theme		rheme	theme	rheme	
theme		rheme			

to improve their skill in producing final voiced stops [b, d, g].

rheme	
rheme	

And for the teachers, it is hoped   that they can use this research as the guidance for

them

Conj	top		str	top	
theme		rheme	theme	rheme	
theme		rheme			

to develop a more effective way to teach pronunciation.

rheme	
rheme	

Abstract 14

This research is about using *Alphabet Island Game in Hyponymy Technique*

theme	rheme

for teaching vocabulary in the first grade of junior high school.

rheme

Alphabet Island Game in Hyponymy Technique is an interactive technique

theme	rheme
theme	rheme

that   encourages the participants to be more creative and active in team work.

str	
theme	rheme
rheme	

This research aimed to find out whether or not Alphabet Island Game in Hyponymy

theme	rheme
theme	rheme

Technique is effective to teach vocabulary at the first graders of SMP N 6 Blora

theme	rheme
rheme	

in the academic year of 2016/2017.

rheme
rheme

The research design used was quasi experimental research.

theme	rheme

Tests and observation checklist were used as the instruments to collect the data and information.

theme	rheme

Before conducting the experiment, try out was given to 36 students of VII C to make sure

conj	top	
theme		rheme
theme		rheme

that they were valid and reliable.

conj	top	
theme	rheme	
rheme		

The researcher used class VII F as the experimental group and VII H as the control group.

theme	rheme

Both classes were in the same level, background, and competence.

theme	rheme

The result of the pre-test showed that the mean score of the experimental group was 57.71

		conj	top	
theme	rheme	Theme		rheme
theme	Rheme			

and the mean score of the control group was 52.84.

conj	top	

Theme	rheme
Rheme	

After the treatment, the mean score of experimental group was 74.51

conj	top	
theme		rheme
theme		rheme

and the mean score of control group was 66.73.

conj	top	
Theme		rheme
Rheme		

It could be seen that there was an improvement after the treatments dealing

		conj	top	
theme	rheme	Theme	rheme	
theme	Rheme			

with their vocabulary mastery.

rheme
Rheme

From the t-test computation of the post-test score, the t-value was higher than

conj	top	
Theme		rheme

t-table (t-value > t-table = 2.192> 1.977).

rheme

Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted.

conj	top		conj	top	
Theme		rheme	Theme		rheme
theme		rheme			

It means that there is a significant difference

		conj	top	
Theme	rheme	Theme		rheme
theme	rheme			

between the experimental group and the control group.

rheme
rheme

The results indicate that *Alphabet Island Game in Hyponymy Technique* is effective

		conj	top		
Theme	rheme	Theme			rheme
theme	rheme				

in improving the vocabulary mastery at the first grades of SMP N 6 Blora

rheme
rheme

in the academic year of 2016/2017.

| rheme |
| rheme |

It　　　is suggested that　the findings of this study could be applied regularly

		conj	top	
Theme	rheme	Theme		rheme
theme	rheme			

and continuously or developed by the English teachers to have a better teaching

vocabulary.

| |
| rheme |
| rheme |

Abstract 15

This final project is concerned with the use of `flash card mix and match games`

| Theme | rheme |

`in improving students' writing skill in descriptive texts.`

| rheme |

The aim of this reseach was to find out whether or not the use of flash card

Theme	rheme
Theme	rheme

in teaching writing descriptive texts could improve the studenrs' scores

| str | |
| Theme | rheme |

rheme

and to what extend the use of the media influence the students' writing skill.

str	
Theme	rheme
rheme	

This study used action research design.

Theme	rheme

There   were two cycles of action in this study.

Theme	rheme

The study was started with initial pre-test and ended with final post-test.

Theme	rheme

In each cycle, there were pre-test, treatment and post-test.

Theme	rheme

Tests   were used to collective the quantitative datas

Theme	rheme
Theme	rheme

meanwhile for the qualitative data, questinnaire and observation checklist were used.

Conj.	top	
Theme		rheme
rheme		

The participants of this study were 27 students of class VIII-U SMPN 1 Demak

Theme	rheme

in the academic year of 2014/2015.

rheme

The results of the study showed significant improvement of the students' achievement

Theme	rheme

in writing skill.

rheme

It   is proven by the average results in every test; initial pre-test (65.58),

Theme	rheme

cycle 1 pre-test (58.64), cycle 1 post-test (74,69), cycle 2 pre-test (65.74), cycle 2 post-test (81.94),

rheme

and final post-test (82.33).

rheme

Moreover, the result of the observation checklist showed that *flash card mix and match*

Conj.	top		top
Theme		rheme	Theme
Theme		rheme	

game changed the students' learning behaviour being better than before.

theme	rheme
rheme	

The student' perception was changed positively after having the treatment.

Theme	rheme

It   meant   that the use of *flash card mix and match game* could ease their problem

		str	top	
Theme	rheme	theme		rheme
Theme	rheme			

in writing descriptive texts.

rheme
rheme

Based on the results of the research analyses, it   can be concluded

str	top	
theme		rheme
theme		rheme

that the use of *flash card mix and match game* as the media gives the improvement

str	top	
theme		rheme
rheme		

to students' writing skill in writing descriptive texts

rheme
rheme

in terms of partisipation, engagement and mastery.

rheme
rheme

Abstract 16

Racial politics is one issue that happened nowadays and   it looks like a never

ending problems.

Theme	Rheme	conj	Top	
			Theme	Rheme
Theme	Rheme			

'Racial' act occurs among people of different races.

Theme	Rheme

The problem exists because of an oppression by the majority towards the minority

Theme	Rheme

within society.

Rheme

The conflict, then, is brought to several literary works by authors

Theme	Rheme
Theme	Rheme

and one of them is Noble Prized Winner Doris Lessing in one of her nover *The*

Grass Is Singing.

conj	Top	
Theme	Rheme	
Rheme		

The purposes of the study are to describe how the blacks are treated by white

people

Theme	Rheme	str	Top	
			Theme	Rheme
Theme		Rheme		

and impacts of white women's treatment toward the blacks.

Rheme
Rheme

The analysis focused on the theory and conception of racism by Spencer

Theme	Rheme

and used sociological approach, social mirror theory by Damono.

Rheme

The study findings show   that racism issue is in the relationship

Theme	Rheme	str	Top	
			Theme	Rheme
Theme		Rheme		

between the black servant and the white masters.

Rheme
Rheme

The relationship majorly focused on Mary Turner, Dick Turner, Charlie Slatter,

Theme	Rheme

and Tony Marston as white people and black natives, called Moses.

Rheme

There   are also several forms of racial discriminative acts expressed by the white

people namely;

Theme	Rheme

the use of racial offensive words, blind accusations, hurtful comments on physical

appearance,

Rheme

domination acts, and labeling things as black people.

Rheme

The treatments to the blacks bring some impacts to the whites' life.

Theme	Rheme

They   are neglected and disregarded by the blacks.

Theme	Rheme

Black people, furthermore did revenge against white world

Theme	Rheme
Theme	Rheme

where the black can not find a place they can be respected.

str	Top	
Theme	Rheme	
Rheme		

Moses comes to Mary to kill her.

Theme	Rheme

He   kills Mary out of jealousy and hate against white people's behaviour

towards the blacks.

Theme	Rheme

Abstract 17

Google translate is one of the translation machine mostly used by people to help
them in translating text.

Theme	Rheme

This final project was a study which   analyzed the use of translation methods

Theme	Rheme	str	
		Theme	Rheme
Theme		Rheme	

in translating a short story entitled *A Day's Wait* and accuracy of the translated text
done

Rheme
Rheme

by Google Translate.

Rheme
Rheme

The objective of this study is to find out the methods which are used by Google
Translate

Theme	Rheme	str	
		Theme	Rheme

Theme	Rheme

and the accuracy of Google Translate in translating a text.

Rheme
Rheme

Qualitative method is used in this study because the collected data are written in the form of analysis.

Theme	Rheme

The data analysis will be based on eight translation methods by Newmark.

Theme	Rheme

They   are word for word translation, literal translation, faithful translation, semantic translation,

Theme	Rheme

idiomatic translation, free translation, and communicative translation.

Rheme

In addition, the accuracy of the translated text was analyzed too by using Nababan's translation accuracy.

Theme	Rheme

The result shows   there   were 107 sentences found in a short story entitled *A Day's Wait*.

Theme	Rheme	str	
		Theme	Rheme
Theme	Rheme		

Besides, only five of eight translation methods are used by Google Translate

Theme	Rheme

in translating Ernest Hemingway's *A Day's Wait* into Indonesia.

Rheme

The mostly used method is literal translation (61.68%);

Theme	Rheme

Theme	Rheme

the second is word for word translation (24.29%);

str	
Theme	Rheme
Rheme	

the third is faithful translation (6.54%);

str	
Theme	Rheme
Rheme	

the fourth is idiomatic translation (5.61%);

str	
Theme	Rheme
Rheme	

the last   is free translation (1.87%).

str	
Theme	Rheme
Rheme	

The three translation methods which were not used on the analysis of this study are semantic translation,

Theme	Rheme

adaptation translation, and communicative translation.

Rheme

According to the analysis of translation accuracy using Nababan's accuracy

assessment, Google translate

Theme

is resulting only 26.1% data are accurate.

Rheme

Literal translation method has the highest evidence of accurate translation (15.9%)

Theme	Rheme
Theme	Rheme

while others show less frequency of accurate translation: idiomatic translation

(3.7%);

str	
Theme	Rheme
Rheme	

word for word translation (2.8%); faithful translation (2.8%); and free translation

(0.9%).

Rheme
Rheme

Therefore, it   can be conclude that Google Translate is a bad translator machine

conj	top	
Theme		Rheme

since the frequency of accurate translation less than 50%.

Rheme

For this reason, we can not completely rely on translator machine in this case

Google Translate.

conj	top	
Theme		Rheme

Abstract 18

Black women identity is an interesting topic to be discussed

Theme	Rheme
Theme	Rheme

since they   get lot of racial issues to deal with.

conj	top	
Theme	Rheme	
Rheme		

Beside, their identity represents a colonial construction in the form of racial

issues.

Theme	Rheme

Americanah captures the journey of black women immigrant from Africa

Theme	Rheme
Theme	Rheme

to have long live in the US and through thick and thin

Rheme
Rheme

they get to face all racial issues that were against them.

Theme	Rheme
Rheme	

The purposes of this study are to find the colonial construction of racial issues

Theme	Rheme

toward the black women identity.

Rheme

The method of this study is a qualitative analysis by deconstruction method of

Jacques Derrida.

Theme	Rheme

Then, the method of data analysis is based on racial issues described in the novel

conj	top	
Theme		Rheme
Theme		Rheme

and   how they construct black women identity as a practice of post-colonialism.

conj	top	
Theme	Rheme	
Rheme		

The final finding of this study shows   that racial issues have constructed black

women identity

Theme		Rheme	str	top	
			Theme		Rheme
Theme		Rheme			

as a practice of post-colonialism.

Rheme
Rheme

Abstract 19

The objective of this research is to describe the translation methods used

Theme	Rheme

in translating figurative languages in Green's *The Fault in Our Stars*.

Rheme

The researcher uses Newmark's (1988) classification of translation methods

Theme	Rheme

to analyze the translation method of figurative language in the novel.

Rheme

Descriptive qualitative approach is used in this research to collect and analyze the data found

Theme	Rheme

in the novel.

Rheme

There   are 94 data of figurative language found in the novel,

Theme	Rheme

Theme	Rheme

which consist of seven kinds of figurative language, i.e. simile, personification, metaphor, allusion,

str	
Theme	Rheme
Rheme	

hyperbole, irony, and symbolism.

Rheme
Rheme

The research finding discovered that there are seven out of eight Newmark's translation methods used

Theme	Rheme	str	top	
		Theme	Rheme	
Theme	Rheme			

by the translator in translating figurative language in the novel.

Rheme
Rheme

They are word-for-word translation, literal translation, faithful translation, semantic translation,

Theme	Rheme

free translation idiomatic translation, and communicative translation.

Rheme

The translator mostly used semantic translation method in translating allusion,

Theme	Rheme

personification, metaphor, simile, irony and symbol.

Rheme

Meanwhile, in hyperbole the translator uses faithful, semantic, and free translation method

conj	top	
Theme		Rheme

with the same percentage.

Rheme

The researcher suggests the further study can be conducted to analyze the relation

Theme	Rheme	top	
		Theme	Rheme
Theme		Rheme	

between the methods used and the quality of translation as this research only dealt

Rheme
Rheme

with the translation methods in figurative languages.

Rheme
Rheme

Abstract 20

Figurative language is not intended to be interpreted in a literal sense.

Theme	Rheme

Appealing to the imagination, figurative language provides new ways of looking

at the world.

Theme	Rheme

Figurative language describes something by comparing two things there   are

different.

Theme	Rheme		top	
			Theme	Rheme
Theme		Rheme		

Therefore, if their similarities pointed out, it   would be something

interesting,

conj	top		top	
Theme		Rheme	theme	rheme
Theme		Rheme		

unique, and surprising.

rheme
Rheme

This study aims at analyzing figurative language found in the song lyrics of

"DIVIDE" album

Theme	Rheme

by Ed Sheeran also to reveal the massage convey from the lyrics.

Rheme

Qualitative and quantitative researchers are mixing to identify and calculate the

percentage

Theme	Rheme

of figurative language found in the song lyrics.

Rheme

Each sentence in the song lyrics of "DIVIDE" album is used as the sample for this

research.

Theme	Rheme

After conducting this research, 101 sentences that contain figurative languages

from all the song

Theme	Rheme

lyrics are found (12 song lyrics).

Rheme

Those 101 sentences comprising 11 kinds of figurative languages that are similes

(3 items),

Theme	Rheme

metaphors (8 items), personification (9 items), metonymy (16 items), synecdoche

(5 items),

Rheme

hyperbole (30 items), oxymoron (5 items), litotes (2 items), alliteration (8 items),

Rheme

assonance (8 items), and imagery (7 items).

Rheme

Abstract 21

One of translation goals is to render meanings and messages accurately from a

particular language

Theme	Rheme

into another language.

Rheme

The lack of knowledge and wrong strategies of translation may result in errors.

Theme	Rheme

To avoid some errors that occur in translation, I will discuss the kinds of errors in

this final project.

Theme	Rheme

The objectives of the study were to identify and describe the kinds of translation

errors made

Theme	Rheme

by Dinas Kebudayaan dan Pariwisata Kota Semarang in translating Events

Calendar

Rheme

from Indonesian into English.

Rheme

Before doing the analysis, I tried to describe the review of related literature

discussing things

Theme		Rheme
Theme		Rheme

that   concern the topic.

top	
theme	rheme
Rheme	

It   contains, the definition of translation, definition of error, translation

errors,

theme	rheme

methods of translation, process of translation, translation equivalence,

rheme

and criteria of good translation.

rheme

In this research, I got the data from the results of translation texts in the form of

tourism catalog.

theme	rheme

The total texts were 49.

theme	rheme

When the data had been collected, I then analyzed each phrase, clause and

sentence on every text.

conj	top			top	
Theme		Rheme		theme	rheme
Theme		Rheme			

To analyze the data made by Dinas Kebudayaan dan Pariwisata Kota Semarang, I

conj	top		top
Theme		Rheme	theme
Theme			

divided it into six procedures.

rheme
Rheme

It   consists of reading, identifying, classifying, calculating, tabulating, and

drawing conclusion.

Theme	Rheme

I   found many translation errors made by Dinas Kebudayaan dan

Pariwisata Kota Semarang

top	
Theme	Rheme
Theme	Rheme

and   classified them into five categories proposed by Matsuzaki, Fujita, Todo

and Arai (2015:2772).

conj	
theme	rheme
Rheme	

They   are errors in missing words, errors in word order, errors in incorrect

words,

theme	rheme

errors in incorrect dependency, and errors in grammatical property.

rheme

The results showed   that   there were many translation errors made

		conj	top	
Theme	Rheme	theme		rheme
Theme	Rheme			

by Dinas Kebudayaan dan Pariwisata Kota Semarang.

rheme
Rheme

The dominant errors were in grammatical property (49.54%) and in incorrect

words (32.32%).

Theme	Rheme

These percentages indicated that the department did not pay attention to English

grammar

		str	Top	
Theme	Rheme	Theme		rheme
Theme	Rheme			

and the chosen words.

rheme
Rheme

The errors were caused by the translator's weaknesses in mastering the target

language, English.

Theme	Rheme

Other than that, the errors were also caused by the incorrect structure of the

sentence

conj	Top	
Theme		rheme

of the source language, Indonesian.

rheme

However, if the translator comprehended the meanings and messages of the

source language

conj	top	

Theme	rheme
Theme	Rheme

even though the structure was incorrect, he or she should have transferred it

conj	top		top	
theme		rheme	Theme	Rheme
Rheme				

to the correct structure of the target language.

Rheme	
Rheme	

Hence, the translator should comprehend the rules of English grammar.

conj	top	
theme		rheme

It   should be studied faithfully because the rules of English grammar are

very different

		conj	Top	
Theme	Rheme	Theme		rheme
Theme	Rheme			

to Indonesian grammar.

rheme
Rheme

Not only comprehending English grammar, the translator also should develop his

or her ability

conj	top	
theme		rheme

in all aspects of English skills, especially writing skill.

rheme

By reading English texts, the translator can improve his writing skill and expand

his vocabulary.

str	top	
theme		rheme

For further research, it   is recommended to do an analysis on the relation

conj	top	
theme		rheme

between the errors occurred and the translation techniques used by the translator.

rheme

Abstract 22

Most people believe   that in order to gain something in their live ambition is

necessary.

	conj	Top	

Theme	Rheme	Theme	rheme
Theme	Rheme		

This study aims to uncover the ambition of character in the screenplay of

Zootopia from Disney.

Theme	Rheme

The topic of this study is Ambition of Women as Double-Edged Sword

Theme	Rheme

for Feminist Movement Reflected in The Screenplay of Disney Movie Zootopia

Rheme

by Jared Bush and Phil Johnston.

Rheme

The objectives in this study are: 1) to describe

Theme	Rheme
Theme	Rheme

the ambition of women portrayed in the screenplay of Disney Movie Zootopia

reflects

rheme	
Rheme	

double – edged sword for feminism movement,

rheme
rheme

and 2) to describe the reflection of double-edged sword in the in the screenplay

rheme	Theme
Rheme	

of Disney Movie Zootopia impact feminist movement in society.

Theme	rheme
Rheme	

This study employed qualitative method and utilized Fonow's sociological

feminism approach

Theme	rheme

to analyze the data.

rheme

The findings of the research showed   that Judy's and Bellwether's ambition

were both driven

		conj	Top	
Theme	Rheme	Theme		rheme
Theme	Rheme			

from noble desire.

rheme
Rheme

Judy   was the one who strong enough to bear the double-edge side of ambition

and utilized it

Theme	Rheme
Theme	Rheme

into her achievement,

rheme
Rheme

while Bellwether was the one failed to do so.

conj	Top	
Theme		rheme
Rheme		

In reality, feminist movement act was indeed portrayed double-edged sword

phenomenon.

Theme	rheme

The act of Slutwalk failed due to massive negative criticism,

Theme	Rheme

Theme	Rheme

yet   the act of hashtag #MeToo movement created tangible benefit for women.

conj	Top	
Theme		rheme
Rheme		

Lastly, the suggestions proposed for   future research was Psychological

conj	Top		conj	top	
Theme		rheme	Theme		rheme
theme		rheme			

or   Marxism approach can also be conducted in order to enrich its discourse.

conj	top	
Theme		rheme
rheme		

Abstract 23

Idiom   are often found in literary works.

Theme	rheme

The differences culture and language between the literary work and the translator will influences

Theme	rheme

the result of the translation, especially in Indonesian translation.

rheme

The study analyzed the strategies in translating idiom used

Theme	rheme

and the accuracy of idiom translation in novel *The Dark Heroine*.

rheme

The objectives of the study are (1) to describe the strategies used in translating idiom

Theme	rheme

and (2) to describe the accuracy of English-Indonesian Idiom translation.

rheme

The study was qualitative study.

Theme	rheme

The data were analyzed by finding the idiom in the source language and the target language,

Theme	rheme

by using Mona Baker's idiom classifications.

rheme

For assesing the accuracy of the idiom translation, the researcher used Nababan's assesment

conj	top	
Theme		rheme

in evaluating the translation quality.

rheme

Meanwhile, the discussion was presented in a descriptive way.

conj	top	
Theme		rheme

The result of the study showed   that (1) there are four strategies used by the

translator

			str	top	
Theme		rheme	Theme		rheme
theme		rheme			

in translating idiom translation.

rheme
rheme

The first   is translation by paraphrase.

Theme	rheme

The second is using an idiom of similar meaning but dissimilar.

Theme	rheme

The third is using an idiom of similar meaning and form,

Theme	rheme
theme	rheme

the last is translation by omission of entire idiom (2) the translations of idiom

Theme	rheme
rheme	

in this novel are accurate.

rheme
rheme

A further research is recommended to have good knowledge of idioms

Theme	rheme

and the strategies to translate them.

rheme

Furthermore, other objects are also possible for research such as movie subtitle,

short story.

conj	top	
Theme		rheme

Abstract 24

This study aims at explaining the construction of American hunger

Theme	rheme

in Richard Wright's novel Black Boy.

rheme

This study is a qualitative analysis that   relies on the power of word or

explanatory reasoning.

			str	
Theme	rheme		Theme	rheme
theme	rheme			

The data were collected by reading, identifying, classifying

Theme	rheme	
theme	rheme	

and analyzed using the structualism theories which   used in this study

	str	
rheme	Theme	rheme
rheme		

by relating to binary operation to see the gap between black and white society.

rheme
rheme

The results of this study were the segregation between black and white people

Theme	rheme
theme	rheme

in terms of the treatment, power, and superiority that in the end,

rheme
rheme

it   resulted that the black people are being treated different and has no right

for freedom.

		str	top	
Theme	rheme	Theme		rheme
rheme				

The American Hunger is described in the novel through some events that   go

	str	
rheme	Theme	rheme
rheme		

by relating to binary operation to see the gap between black and white society.

rheme
rheme

The results of this study were the segregation between black and white people

Theme	rheme
theme	rheme

in terms of the treatment, power, and superiority that in the end,

rheme
rheme

it   resulted that the black people are being treated different and has no right

for freedom.

		str	top	
Theme	rheme	Theme		rheme
rheme				

The American Hunger is described in the novel through some events that   go

		str	
Theme	rheme	Theme	rheme
theme	rheme		

in the opposite between black and white people.

rheme
rheme

The tention between them revealed from the different treatment, oppression,

discrimination,

Theme	rheme
theme	rheme

superiority, and hunger that the black and white people or society experienced.

	str	top	
rheme	Theme		rheme
rheme			

The dominance and the power of the white people had harm the black people

Theme	rheme

in some aspects in their life.

rheme

Second, American Hunger that was described in the novel was regarded

conj	top	

Theme	rheme
theme	rheme

as the desire of the black people

rheme	
rheme	

when they   were living side by side with the white people in America.

conj	top	
Theme		rheme
rheme		

When the discrimination, segregation, and oppression occurs toward the black

people,

conj	top	
Theme		rheme
theme		rheme

they   satisfied their American hunger by standing agaisnt racial oppression,

Theme	rheme	
rheme		

strengthen the superiority, and against the hunger.

rheme
rheme

Abstract 25

The aims of this research were to find out the translation techniques,

Theme	rheme

show the naturalness of the translation of *The Story of an Hour* and show the relation

rheme

between translation techniques used and naturalness score.

rheme

The translation techniques used were analyzed in each sentence

Theme	rheme
theme	rheme

based on Molina and Albir's (2002) classification of translation techniques

rheme
rheme

while naturalness of the translation was analyzed using Instrument

conj	top	
Theme		rheme
rheme		

for Naturalness Rating by Nababan et al (2012) with modification.

rheme

rheme

For the relation of translation techniques used and naturalness score, the researcher

Theme

related each technique with the score.

rheme

This research was a qualitative research, since this research more concerns with textual data.

		conj	top	
Theme	rheme	Theme		rheme
theme	rheme			

Nevertheless, the calculation data exist   because the naturalness score needed to calculate

conj	top		conj	top	
Theme		rheme	Theme		rheme
theme		rheme			

using formula and numerical data.

rheme
rheme

The procedure of analysis data was collecting the data, analyzing the data respectively,

theme	rheme

assessing the naturalness scores and relating translation techniques used and naturalness score.

rheme

The findings showed that there   are 14 translation techniques used in the translation.

		str	top	

Theme	rheme	Theme	rheme
theme	rheme		

They are transposition, amplification, generalization, literal translation, reduction,

theme	rheme

linguistic amplification, particularization, modulation, established equivalent, borrowing,

rheme

adaptation, linguistic compression, discursive creation and calque.

rheme

The naturalness assessment by the respondents showed 44% natural, 34% less natural

theme	rheme

and 22% unnatural translations.

rheme

It   means   that   the translation is not quite natural.

		str	top	
Theme	rheme	Theme		rheme
theme	rheme			

The findings also showed that mostly the translation techniques used are less natural.

		str	top		
Theme	rheme	Theme			rheme
theme	rheme				

The conclusion of this research is   that in general the results of translating

were considered

		str	top	

Theme	rheme	Theme	rheme
theme	rheme		

not quite natural or acceptable by the respondents.

rheme
rheme

The translator should pay attention to the naturalness or acceptability of the

translation,

theme	rheme

beside accuracy and readability.

rheme

Abstract 26

This study is attempted to analyze the censorship criteria and the use of translation strategies

theme	rheme

in Paulo Coelho's *Adultery* novel.

rheme

The objectives of this study are to describe

Theme	rheme

theme	rheme

what type of censorship occurs in the English-Indonesian translation of *Adultery* novel

str	top	
Theme		rheme
rheme		

and to explain the translation strategies used in *Adultery*.

rheme	
rheme	

Clauses and sentences indicating censors are the data of this study.

Theme	rheme

Qualitative method is utilized as the study   focuses of description of the case

		conj	top	
Theme	rheme	Theme		rheme
theme	rheme			

which   is concerned on sentences rather than numbers.

top	
Theme	rheme
rheme	

The writer uses Cisquella's censorship theory (2002) to analyze the censored areas in the novel.

Theme	rheme

Furthermore, to discover the translation strategies, the writer uses translation strategy suggested

conj	top	
Theme		rheme

by Lars Liljegren in his journal.

rheme

There are 208 censorable items found in the novel.

Theme	rheme

The research findings of the analysis are as follows:

Theme	rheme
theme	rheme

Censored areas found in the novel are; public morality (106 items), political acceptability (4 items),

Theme	rheme
rheme	

religious orthodoxy (1 item), incorrect use of language (8 items),

rheme
rheme

and collective and individual vices (89 items).

rheme
rheme

Translation strategies used in the novel are; Circumlocution (1.92%), replacement (40.86%),

Theme	rheme

omission (1.92%), amplification (3.84%), borrowing (14.9%), description (1.44%), literal (32.21%),

rheme

particularization (2.4%), and transposition (0.48%).

rheme

In addition, 15.86% of censorable items are censored,

conj	top	
Theme		rheme
theme		Rheme

81.73% of censorable items are uncensored,

Theme	rheme
Rheme	

and 2.40% of censorable items are uncensored and explicitly translated.

conj	top	
Theme		rheme
Rheme		

Based on the research findings, it can be concluded

conj		top	
Theme			rheme
theme			rheme

that it is only small percentages of the censorable items

str	top	
Theme	rheme	

rheme	

that   have been censored for a book

str	
Theme	rheme
rheme	

that   contains a lot of censorable items.

str	
Theme	rheme
rheme	

Thus,   I   suggest the publisher of *Adultery* to to give rating on their books

based on age level

conj	top	
Theme	rheme	
theme	Rheme	

so that the readers can choose wisely what kind of books they would like to read.

conj	top		str	top	
Theme		rheme	theme		Rheme
Rheme					

The age-rating in books seems to be the best answer for the publishers in

Indonesia on dealing

Theme	Rheme

Theme	rheme

with the censorship issue since the needs and the understandings of the readers

may vary.

		conj	top	
Rheme		theme		rheme
Rheme				

Abstract 27

The study aimed to describe limited human imagination

Theme	Rheme
Theme	rheme

and   how it constructed black and white people identity in America society

represented

conj	top	
theme		rheme
Rheme		

in *Room* movie screenplay written by Emma Donoghue.

rheme
Rheme

This study used semiotic theory by Roland Barthes (1990) using map of sign

functioning table.

theme	rheme

This research was using qualitative to describe the result of the study.

theme	rheme

The result was   that limited human imagination happened

		str	top	
Theme	rheme	theme		Rheme
Theme	Rheme			

because the lack of knowledge that the person had.

Conj	top	
theme		Rheme
Rheme		

Knowledge was gained from experience, if   the person had less experiences

		conj	top	
Theme	rheme	theme		Rheme
Theme	Rheme			

then their imagination was more limited.

conj	top	
theme		Rheme
Rheme		

The result revealed how knowledge affected limited human imagination.

		str	top	
Theme	rheme	theme		Rheme

Theme	Rheme

In America society, they had knowledge on identifying people's coloured through

stereotypes.

str	top	
theme		Rheme

The stereotypes about black and white people identities had stick in American

imagination

theme	Rheme

for a long time.

Rheme

The case from the over-representation of white people and the stereotypes about

how lack of

theme

experiences black people was limiting American imagination about peoples

identities.

theme	Rheme

Stereotypes was limiting their imagination about people identities because they

		conj	top
Theme	rheme		theme
Theme			

hardly thought about white people became oppressed or black people became

succeed.

rheme			
Rheme			

It   can be concluded that stereotypes construct American people's

imagination

		str	top	
Theme	rheme	theme		Rheme
Theme	Rheme			

to become limited when they identify people using characteristics like complex

experiences

	str	top	
rheme	theme		Rheme
Rheme			

as white people or poor socioeconomic condition as black people.

Rheme
Rheme

Abstract 28

This study is aimed to find out the translation techniques used in subtitling Lucy

theme	Rheme

into Indonesian and the readability level in Indonesian subtitles of Lucy.

Rheme

The translation techniques was analyzed by using Molina & Albir's translation

quality assessment,

Theme	rheme
Theme	Rheme

meanwhile the readability was analyzed by using Nababan's Translation quality

assessment.

conj	top	
theme		Rheme
Rheme		

The study was designed as qualitative research

Theme	rheme
Theme	Rheme

since it   used the description of the writer's interpretation based on the result of

the research.

str	top	
theme		Rheme
Rheme		

In analyzed the data, steps which are used by the researcher are collected the data,

str	top	
theme		Rheme

classifying the data, counting the data, and reporting the data analysis.

Rheme	

The result of the study were found 11 of 18 technique proposed

Theme	rheme
Theme	Rheme

by Molina and Albir were found in the Indonesian subtitle of Lucy.

str	
theme	Rheme
Rheme	

The techniques are Literal Translation technique, generalization, calque,

established equivalent,

theme	Rheme

adaptation, borrowing, transposition, amplification, modulation, and linguistic

compression.

Rheme

Then, the readability showed   that the subtitles of Lucy were readable.

conj	top		str	top	
theme		Rheme	theme		Rheme
theme		Rheme			

It   can be concluded that the readability rating of the Indonesian subtitle

of*Lucy*

		str	top
Theme	rheme	theme	
Theme	Rheme		

is high.

Rheme
Rheme

The relation shows   the use of Literal Translation technique in the Subtitle has

generally resulted

		top		Rheme
Theme	rheme	theme		Rheme
Theme	Rheme			

in readable translation.

Rheme

Rheme

This study can be the source for make follow up research in the future.

Theme	Rheme

The researcher can make a similar research about other translation quality

assessment

Theme	Rheme

such as accuracy, readability, and readability to develope translation studies.

Rheme

Abstract 29

This research was attempted to describe the translation methods used

Theme	Rheme

in translating the dialogues in "*Paper Towns*" into Indonesian.

Rheme

The purposes of this final project were to describe the translation methods used

Theme	Rheme

in the novel "*Paper Towns.*"

Rheme

This study was a descriptive qualitative study.

Theme	Rheme

The objective of this study is to find out the methods used in English-Indonesian

translation of dialogues

Theme	Rheme

in John Green's novel entitled "*Paper Towns*."

Rheme

In collecting the data, firstly the writer reading the both of the novel in English

version

str	conj	top	
Theme			rheme
theme			rheme

and Indonesian version, then the writer marking and comparing,

	conj	top	
rheme	Theme		rheme
rheme			

after that the writer classifying the data in eight methods

conj	top	
Theme		rheme
rheme		

and   the last the writer counting the data use the formula.

conj	top	
Theme		rheme

rheme	

Newmark's (1988) classification of translation methods was used,

Theme	Rheme
theme	rheme

consisting of word-for-word translation, literal translation, faithful translation,

semantic translation,

Rheme
rheme

adaptation translation, free translation, idiomatic translation, and communicative

translation.

Rheme
rheme

The result of the research showed that in translating 1300 dialogues in the novel.

Theme	Rheme

Literal translation was most dominantly used (63.77%), followed by word-for-word

translation (20.38%),

Theme	Rheme

adaptation translation (6.23%), idiomatic translation (3.31%), free translation

(2.54%),

Rheme

communicative translation (2.38%), faithful translation (1%), and semantic translation (0.31%).

Rheme

Finally, the write suggest for other researchers are recommended to study the

relation

conj	top	
Theme		rheme

between the methods used and the quality of translation.

rheme	

Abstract 30

The existence of women is often underestimated for certain people.

Theme	rheme

Women are perceived to have limitation in achieving their rights and things

Theme	Rheme
theme	rheme

that are dreamed of.

str	

Theme	rheme
rheme	

That phenomenon raises various protests in various forms,

Theme	Rheme
Theme	Rheme
theme	rheme

one of them is in the form of song lyric.

Theme	rheme
rheme	

Beyonce, the world singer, has characteristics as a woman icon in creating her

song lyrics.

Theme	rheme

This research used semantics analysis to analyse the meaning in Beyonce's song

lyrics

Theme	Rheme
Theme	Rheme
theme	rheme

which   contains element of feminism issue.

str	

Theme	rheme
rheme	

This research is attempted to analyse four selected song of Beyonce's song lyrics

Theme	Rheme
theme	rheme

using semantics approach that   have an issue about feminism.

	str	
Rheme	Theme	rheme
rheme		

The using of semantics approach involved connotative meaning to determine and

identify

Theme	rheme

the word then interpret it.

rheme

The problems of the study are   1) What   are the connotative meaning

Theme	Rheme	theme	rheme
theme	rheme		

in Beyonce's selected song lyrics?;

rheme
rheme

and 2) How are the perceptions from respondents about feminism issue

theme	rheme
rheme	

in Beyonce's selected song lyrics?

rheme
rheme

To achieve the objectives of the study, I used qualitative and quantitative method.

theme	rheme

The primary source of the data were the lyrics; *If I Were A Boy (2008), Run the*

World (2011),

Theme	Rheme
theme	rheme

I Was Here (2011), and *Pretty Hurts (2013),*

Rheme
Rheme

and the secondary source of the data were taken from books, journals, and

internets

conj	top	
Theme		Rheme
rheme		

which have the correlation about the topic.

str	
Theme	Rheme
rheme	

In collecting data, I used questionnaires.

Theme	Rheme

The data from instruments were analysed using semantics approach

Theme	Rheme

with the involvement of feminism issue.

Rheme

The results of the study are 1) Every lyric of Beyonce, contained feminism issue

Theme	Rheme

about women's right, women's role, and women's movement.

Rheme

They   are gained by analysing every word which   have meaning connotatively.

		str	

Theme	Rheme			theme	rheme
theme	rheme				

2) In yes/no questions, 55% respondents disagree that *I Was Here* represents

feminism.

Theme	Rheme

In form of descriptive question, respondents delivered various responses about

feminism issue,

str		top	
Theme		Rheme	
theme		rheme	

18 respondents stated on women's right, 13 respondents on women's role, and 9

respondents

Theme	Rheme

on women's movement.

Rheme
rheme

Women's right is the most issue represented in Beyonce's song lyrics.

Theme	Rheme

APPENDIX 3

Thematic Progression Analysis

Abstract 1

P 1: zig-zag

P 2: multiple

P 3: zig-zag

P 4: reiteration

Abstract 2

P 1: reiteration

P 2: reiteration

P 3: multiple

Abstract 3

P 1: reiteration

P 2: reiteration

P 3: reiteration

Abstract 4

P 1: reiteration

P 2: multiple

P 3: zig-zag

P 4: reiteration

Abstract 5

P 1: zig-zag

P 2: reiteration

P 3: reiteration

P 4: reiteration

P 5: reiteration

Abstract 6

P 1: reiteration

P 2: multiple and zig zag

Abstract 7

P 1: reiteration

P 2: reiteration

P 3: reiteration

Abstract 8

P 1: reiteration

P 2: multiple

P 3: multiple

P 4: reiteration

Abstract 9

P 1: multiple

Abstract 10

P 1: reiteration

P 2: zig-zag

P 3: multiple

P 4: zig-zag

Abstract 11

P 1: reiteration

P 2: multiple

P 3: zig-zag

Abstract 12

P 1: zig-zag

P 2: reiteration

Abstract 13

P 1: reiteration

P 2: reiteration

P 3: zig- zag

Abstract 14

P 1: zig-zag and reiteration

P 2: multiple

P 3: zig-zag

Abstract 15

P 1: reiteration

P 2: reiteration

P 3: reiteration

Abstract 16

P 1: reiteration

P 2: reiteration

Abstract 17

P 1: zig-zag

P 2: zig-zag

P 3: multiple

P 4: multiple

Abstract 18

P 1: reiteration

Abstract 19

P 1: reiteration

P 2: multiple

Abstract 20

P 1: reiteration

P 2: multiple

Abstract 21

Zig-zag

Reiteration

Abstract 22

Reiteration

Abstract 23

P 1: Reiteration

P 2: Multiple

Abstract 24

P 1: Reiteration

P 2: Zig-zag

Abstract 25

P 1: Zig-zag

P 2: Multiple

Abstract 26

P 1: Reiteration

P 2: Multiple

P 3: Reiteration

Abstract 27

Reiteration

Abstract 28

P 1: Zig-zag

P 2: Multiple

P 3: Reiteration

Abstract 29

P 1: Reiteration

P 2: Multiple

Abstract 30

P 1: Reiteration

P 2: Zig-zag

P 3: Multiple

APPENDIX 4

List of Question

Factors which influence the quality of the students' final project abstracts in term of coherence and cohesion

Please tick (√) your response:

No.	Question	Yes	No
1.	Do you mind cohesive devices to build your abstract cohesively?		
2.	Do you have deep knowledge of them?		
3.	Do you utilize them in your abstract?		
4.	Do you utilize reference as the identity of the particular thing is being referred to?		
5.	Do you utilize substitution as the substitute for the particular thing is replaced by?		
6.	Do you utilize ellipsis to omit a thing?		
7.	Do you utilize conjunction to link your phrase or sentence?		
8.	Do you utilize lexical cohesion to replace one element by another in the ongoing text?		
9.	Do you mind the theme and rheme to build your abstract coherently?		
10.	Do you have deep knowledge of them?		
11.	Do you utilize them in you abstract?		

12.	Besides the theme and rheme, do you utilize thematic progression to build your abstract coherently?		
13.	Do you have deep knowledge of them?		
14.	If you have deep knowledge of cohesive devices, do you learn them on writing class?		
15.	Does your lecture explain cohesive devices clearly?		
16.	Do you face any difficulties in learning cohesive devices?		
17.	Do you do more practice to improve your comprehension in learning cohesive devices?		
18.	Do you have enough sources to learn cohesive devices?		
19.	If you have deep knowledge of theme and rheme, do you learn it on writing class?		
20.	Does your lecture explain theme and rheme clearly?		
21.	Do you face any difficulties in learning theme and rheme?		
22.	Do you do more practice to improve your comprehension in learning theme and rheme?		
23.	Do you have enough sources to learn theme and rheme?		
24.	If you have deep knowledge of thematic progression, do you learn it on writing class?		
25.	Does your lecture explain thematic progression clearly?		

26.	Do you have enough sources to learn thematic progression?		

APPENDIX 5

List of Respondent

Respondent 1

Factors which influence the quality of the students' final project abstracts in term of coherence and cohesion

Please tick (√) your response:

No.	Question	Yes	No
1.	Do you mind cohesive devices to build your abstract cohesively?	V	
2.	Do you have deep knowledge of them?	V	
3.	Do you utilize them in your abstract?	V	
4.	Do you utilize reference as the identity of the particular thing is being referred to?	V	
5.	Do you utilize substitution as the substitute for the particular thing is replaced by?		V
6.	Do you utilize ellipsis to omit a thing?		V
7.	Do you utilize conjunction to link your phrase or sentence?	V	
8.	Do you utilize lexical cohesion to replace one element by another in the ongoing text?	V	
9.	Do you mind the theme and rheme to build your abstract coherently?		V
10.	Do you have deep knowledge of them?		V

11.	Do you utilize them in you abstract?	V	
12.	Besides the theme and rheme, do you utilize thematic progression to build your abstract coherently?	V	
13.	Do you have deep knowledge of them?		V
14.	If you have deep knowledge of cohesive devices, do you learn them on writing class?	V	
15.	Does your lecture explain cohesive devices clearly?	V	
16.	Do you face any difficulties in learning cohesive devices?	V	
17.	Do you do more practice to improve your comprehension in learning cohesive devices?	V	
18.	Do you have enough sources to learn cohesive devices?	V	
19.	If you have deep knowledge of theme and rheme, do you learn it on writing class?		V
20.	Does your lecture explain theme and rheme clearly?		V
21.	Do you face any difficultes in learning theme and rheme?	V	
22.	Do you do more practice to improve your comprehension in learning theme and rheme?		V
23.	Do you have enough sources to learn theme and rheme?	V	

No.	Question		
24.	If you have deep knowledge of thematic progression, do you learn it on writing class?		V
25.	Does your lecture explain thematic progression clearly?		V
26.	Do you have enough sources to learn thematic progression?		V

Respondent 2

Factors which influence the quality of the students' final project abstracts in term of coherence and cohesion

Please tick (√) your response:

No.	Question	Yes	No
1.	Do you mind cohesive devices to build your abstract cohesively?	√	
2.	Do you have deep knowledge of them?		√
3.	Do you utilize them in your abstract?	√	
4.	Do you utilize reference as the identity of the particular thing is being referred to?	√	
5.	Do you utilize substitution as the substitute for the particular thing is replaced by?		√
6.	Do you utilize ellipsis to omit a thing?		√
7.	Do you utilize conjunction to link your phrase or sentence?	√	

8.	Do you utilize lexical cohesion to replace one element by another in the ongoing text?	√	
9.	Do you mind the theme and rheme to build your abstract coherently?		√
10.	Do you have deep knowledge of them?		√
11.	Do you utilize them in you abstract?		√
12.	Besides the theme and rheme, do you utilize thematic progression to build your abstract coherently?		√
13.	Do you have deep knowledge of them?		√
14.	If you have deep knowledge of cohesive devices, do you learn them on writing class?	√	
15.	Does your lecture explain cohesive devices clearly?	√	
16.	Do you face any difficulties in learning cohesive devices?	√	
17.	Do you do more practice to improve your comprehension in learning cohesive devices?		√
18.	Do you have enough sources to learn cohesive devices?	√	
19.	If you have deep knowledge of theme and rheme, do you learn it on writing class?	√	
20.	Does your lecture explain theme and rheme clearly?	√	
21.	Do you face any difficulties in learning theme and rheme?	√	
22.	Do you do more practice to improve your comprehension in learning theme and rheme?		√

No.	Question	Yes	No
23.	Do you have enough sources to learn theme and rheme?	√	
24.	If you have deep knowledge of thematic progression, do you learn it on writing class?	√	
25.	Does your lecture explain thematic progression clearly?	√	
26.	Do you have enough sources to learn thematic progression?	√	

Respondent 3

Factors which influence the quality of the students' final project abstracts in term of coherence and cohesion

Please tick (√) your response:

No.	Question	Yes	No
1.	Do you mind cohesive devices to build your abstract cohesively?	√	
2.	Do you have deep knowledge of them?		√
3.	Do you utilize them in your abstract?	√	
4.	Do you utilize reference as the identity of the particular thing is being referred to?	√	
5.	Do you utilize substitution as the substitute for the particular thing is replaced by?		√
6.	Do you utilize ellipsis to omit a thing?		√
7.	Do you utilize conjunction to link your phrase or sentence?	√	

8.	Do you utilize lexical cohesion to replace one element by another in the ongoing text?		√
9.	Do you mind the theme and rheme to build your abstract coherently?		√
10.	Do you have deep knowledge of them?		√
11.	Do you utilize them in you abstract?		√
12.	Besides the theme and rheme, do you utilize thematic progression to build your abstract coherently?		√
13.	Do you have deep knowledge of them?		√
14.	If you have deep knowledge of cohesive devices, do you learn them on writing class?	√	
15.	Does your lecture explain cohesive devices clearly?	√	
16.	Do you face any difficulties in learning cohesive devices?	√	
17.	Do you do more practice to improve your comprehension in learning cohesive devices?		√
18.	Do you have enough sources to learn cohesive devices?	√	
19.	If you have deep knowledge of theme and rheme, do you learn it on writing class?	√	
20.	Does your lecture explain theme and rheme clearly?	√	
21.	Do you face any difficulties in learning theme and rheme?	√	
22.	Do you do more practice to improve your comprehension in learning theme and rheme?		√

23.	Do you have enough sources to learn theme and rheme?	√	
24.	If you have deep knowledge of thematic progression, do you learn it on writing class?	√	
25.	Does your lecture explain thematic progression clearly?	√	
26.	Do you have enough sources to learn thematic progression?	√	

Respondent 4

Factors which influence the quality of the students' final project abstracts in term of coherence and cohesion

Please tick (√) your response:

No.	Question	Yes	No
1.	Do you mind cohesive devices to build your abstract cohesively?	v	
2.	Do you have deep knowledge of them?		v
3.	Do you utilize them in your abstract?	V	
4.	Do you utilize reference as the identity of the particular thing is being referred to?	V	
5.	Do you utilize substitution as the substitute for the particular thing is replaced by?	V	
6.	Do you utilize ellipsis to omit a thing?		V
7.	Do you utilize conjunction to link your phrase or sentence?	V	

8.	Do you utilize lexical cohesion to replace one element by another in the ongoing text?		V
9.	Do you mind the theme and rheme to build your abstract coherently?	V	
10.	Do you have deep knowledge of them?		V
11.	Do you utilize them in you abstract?		V
12.	Besides the theme and rheme, do you utilize thematic progression to build your abstract coherently?		V
13.	Do you have deep knowledge of them?		V
14.	If you have deep knowledge of cohesive devices, do you learn them on writing class?	V	
15.	Does your lecture explain cohesive devices clearly?	V	
16.	Do you face any difficulties in learning cohesive devices?	V	
17.	Do you do more practice to improve your comprehension in learning cohesive devices?	V	
18.	Do you have enough sources to learn cohesive devices?		v
19.	If you have deep knowledge of theme and rheme, do you learn it on writing class?	V	
20.	Does your lecture explain theme and rheme clearly?		V
21.	Do you face any difficulties in learning theme and rheme?	V	

22.	Do you do more practice to improve your comprehension in learning theme and rheme?		V
23.	Do you have enough sources to learn theme and rheme?		V
24.	If you have deep knowledge of thematic progression, do you learn it on writing class?		V
25.	Does your lecture explain thematic progression clearly?		V
26.	Do you have enough sources to learn thematic progression?		V

Respondent 5

Factors which influence the quality of the students' final project abstracts in term of coherence and cohesion

Please tick (√) your response:

No.	Question	Yes	No
1.	Do you mind cohesive devices to build your abstract cohesively?	√	
2.	Do you have deep knowledge of them?		√
3.	Do you utilize them in your abstract?		√
4.	Do you utilize reference as the identity of the particular thing is being referred to?	√	
5.	Do you utilize substitution as the substitute for the particular thing is replaced by?	√	
6.	Do you utilize ellipsis to omit a thing?		√

7.	Do you utilize conjunction to link your phrase or sentence?	√	
8.	Do you utilize lexical cohesion to replace one element by another in the ongoing text?		√
9.	Do you mind the theme and rheme to build your abstract coherently?	√	
10.	Do you have deep knowledge of them?		√
11.	Do you utilize them in you abstract?		√
12.	Besides the theme and rheme, do you utilize thematic progression to build your abstract coherently?		√
13.	Do you have deep knowledge of them?		√
14.	If you have deep knowledge of cohesive devices, do you learn them on writing class?	√	
15.	Does your lecture explain cohesive devices clearly?		√
16.	Do you face any difficulties in learning cohesive devices?	√	
17.	Do you do more practice to improve your comprehension in learning cohesive devices?	√	
18.	Do you have enough sources to learn cohesive devices?		√
19.	If you have deep knowledge of theme and rheme, do you learn it on writing class?	√	
20.	Does your lecture explain theme and rheme clearly?	√	

No.	Question		
21.	Do you face any difficulties in learning theme and rheme?	√	
22.	Do you do more practice to improve your comprehension in learning theme and rheme?	√	
23.	Do you have enough sources to learn theme and rheme?		√
24.	If you have deep knowledge of thematic progression, do you learn it on writing class?	√	
25.	Does your lecture explain thematic progression clearly?		√
26.	Do you have enough sources to learn thematic progression?		√

Respondent 6

Factors which influence the quality of the students' final project abstracts in term of coherence and cohesion

Please tick (√) your response:

No.	Question	Yes	No
1.	Do you mind cohesive devices to build your abstract cohesively?	√	
2.	Do you have deep knowledge of them?	√	
3.	Do you utilize them in your abstract?	√	
4.	Do you utilize reference as the identity of the particular thing is being referred to?	√	

5.	Do you utilize substitution as the substitute for the particular thing is replaced by?	√	
6.	Do you utilize ellipsis to omit a thing?		√
7.	Do you utilize conjunction to link your phrase or sentence?	√	
8.	Do you utilize lexical cohesion to replace one element by another in the ongoing text?	√	
9.	Do you mind the theme and rheme to build your abstract coherently?	√	
10.	Do you have deep knowledge of them?		√
11.	Do you utilize them in you abstract?	√	
12.	Besides the theme and rheme, do you utilize thematic progression to build your abstract coherently?	√	
13.	Do you have deep knowledge of them?		√
14.	If you have deep knowledge of cohesive devices, do you learn them on writing class?	√	
15.	Does your lecture explain cohesive devices clearly?	√	
16.	Do you face any difficulties in learning cohesive devices?	√	
17.	Do you do more practice to improve your comprehension in learning cohesive devices?	√	
18.	Do you have enough sources to learn cohesive devices?	√	

No.		Yes	No
19.	If you have deep knowledge of theme and rheme, do you learn it on writing class?	√	
20.	Does your lecture explain theme and rheme clearly?	√	
21.	Do you face any difficulties in learning theme and rheme?	√	
22.	Do you do more practice to improve your comprehension in learning theme and rheme?	√	
23.	Do you have enough sources to learn theme and rheme?	√	
24.	If you have deep knowledge of thematic progression, do you learn it on writing class?	√	
25.	Does your lecture explain thematic progression clearly?	√	
26.	Do you have enough sources to learn thematic progression?	√	

Respondent 7

Factors which influence the quality of the students' final project abstracts in term of coherence and cohesion

Please tick (√) your response:

No.	Question	Yes	No

1.	Do you mind cohesive devices to build your abstract cohesively?	√	
2.	Do you have deep knowledge of them?		√
3.	Do you utilize them in your abstract?	√	
4.	Do you utilize reference as the identity of the particular thing is being referred to?	√	
5.	Do you utilize substitution as the substitute for the particular thing is replaced by?	√	
6.	Do you utilize ellipsis to omit a thing?	√	
7.	Do you utilize conjunction to link your phrase or sentence?	√	
8.	Do you utilize lexical cohesion to replace one element by another in the ongoing text?	√	
9.	Do you mind the theme and rheme to build your abstract coherently?	√	
10.	Do you have deep knowledge of them?		√
11.	Do you utilize them in you abstract?	√	
12.	Besides the theme and rheme, do you utilize thematic progression to build your abstract coherently?	√	
13.	Do you have deep knowledge of them?		√
14.	If you have deep knowledge of cohesive devices, do you learn them on writing class?	√	
15.	Does your lecture explain cohesive devices clearly?	√	

16.	Do you face any difficulties in learning cohesive devices?	√	
17.	Do you do more practice to improve your comprehension in learning cohesive devices?	√	
18.	Do you have enough sources to learn cohesive devices?	√	
19.	If you have deep knowledge of theme and rheme, do you learn it on writing class?	√	
20.	Does your lecture explain theme and rheme clearly?	√	
21.	Do you face any difficulties in learning theme and rheme?	√	
22.	Do you do more practice to improve your comprehension in learning theme and rheme?	√	
23.	Do you have enough sources to learn theme and rheme?	√	
24.	If you have deep knowledge of thematic progression, do you learn it on writing class?	√	
25.	Does your lecture explain thematic progression clearly?	√	
26.	Do you have enough sources to learn thematic progression?	√	

Respondent 8

Factors which influence the quality of the students' final project abstracts in term

of coherence and cohesion

Please tick (√) your response:

No.	Question	Yes	No
1.	Do you mind cohesive devices to build your abstract cohesively?	√	
2.	Do you have deep knowledge of them?		√
3.	Do you utilize them in your abstract?	√	
4.	Do you utilize reference as the identity of the particular thing is being referred to?		√
5.	Do you utilize substitution as the substitute for the particular thing is replaced by?		√
6.	Do you utilize ellipsis to omit a thing?		√
7.	Do you utilize conjunction to link your phrase or sentence?	√	
8.	Do you utilize lexical cohesion to replace one element by another in the ongoing text?	√	
9.	Do you mind the theme and rheme to build your abstract coherently?		√
10.	Do you have deep knowledge of them?		√
11.	Do you utilize them in you abstract?		√
12.	Besides the theme and rheme, do you utilize thematic progression to build your abstract coherently?		√
13.	Do you have deep knowledge of them?		√
14.	If you have deep knowledge of cohesive devices, do you learn them on writing class?		√

15.	Does your lecture explain cohesive devices clearly?		√
16.	Do you face any difficulties in learning cohesive devices?	√	
17.	Do you do more practice to improve your comprehension in learning cohesive devices?		√
18.	Do you have enough sources to learn cohesive devices?		√
19.	If you have deep knowledge of theme and rheme, do you learn it on writing class?		√
20.	Does your lecture explain theme and rheme clearly?		√
21.	Do you face any difficulties in learning theme and rheme?	√	
22.	Do you do more practice to improve your comprehension in learning theme and rheme?		√
23.	Do you have enough sources to learn theme and rheme?		√
24.	If you have deep knowledge of thematic progression, do you learn it on writing class?		√
25.	Does your lecture explain thematic progression clearly?		√
26.	Do you have enough sources to learn thematic progression?		√

Respondent 9

Factors which influence the quality of the students' final project abstracts in term of coherence and cohesion

Please tick (√) your response:

No.	Question	Yes	No
1.	Do you mind cohesive devices to build your abstract cohesively?	√	
2.	Do you have deep knowledge of them?		√
3.	Do you utilize them in your abstract?	√	
4.	Do you utilize reference as the identity of the particular thing is being referred to?	√	
5.	Do you utilize substitution as the substitute for the particular thing is replaced by?		√
6.	Do you utilize ellipsis to omit a thing?		√
7.	Do you utilize conjunction to link your phrase or sentence?	√	
8.	Do you utilize lexical cohesion to replace one element by another in the ongoing text?	√	
9.	Do you mind the theme and rheme to build your abstract coherently?		√
10.	Do you have deep knowledge of them?		√
11.	Do you utilize them in you abstract?		√
12.	Besides the theme and rheme, do you utilize thematic progression to build your abstract coherently?		√

13.	Do you have deep knowledge of them?		√
14.	If you have deep knowledge of cohesive devices, do you learn them on writing class?		√
15.	Does your lecture explain cohesive devices clearly?		√
16.	Do you face any difficulties in learning cohesive devices?	√	
17.	Do you do more practice to improve your comprehension in learning cohesive devices?		√
18.	Do you have enough sources to learn cohesive devices?		√
19.	If you have deep knowledge of theme and rheme, do you learn it on writing class?		√
20.	Does your lecture explain theme and rheme clearly?		√
21.	Do you face any difficulties in learning theme and rheme?	√	
22.	Do you do more practice to improve your comprehension in learning theme and rheme?		√
23.	Do you have enough sources to learn theme and rheme?		√
24.	If you have deep knowledge of thematic progression, do you learn it on writing class?		√
25.	Does your lecture explain thematic progression clearly?		√

26.	Do you have enough sources to learn thematic progression?		√

Respondent 10

Factors which influence the quality of the students' final project abstracts in term of coherence and cohesion

Please tick (√) your response:

No.	Question	Yes	No
1.	Do you mind cohesive devices to build your abstract cohesively?	√	
2.	Do you have deep knowledge of them?	√	
3.	Do you utilize them in your abstract?	√	
4.	Do you utilize reference as the identity of the particular thing is being referred to?	√	
5.	Do you utilize substitution as the substitute for the particular thing is replaced by?	√	
6.	Do you utilize ellipsis to omit a thing?		√
7.	Do you utilize conjunction to link your phrase or sentence?	√	
8.	Do you utilize lexical cohesion to replace one element by another in the ongoing text?	√	
9.	Do you mind the theme and rheme to build your abstract coherently?		√

10.	Do you have deep knowledge of them?		√
11.	Do you utilize them in you abstract?		√
12.	Besides the theme and rheme, do you utilize thematic progression to build your abstract coherently?		√
13.	Do you have deep knowledge of them?		√
14.	If you have deep knowledge of cohesive devices, do you learn them on writing class?	√	
15.	Does your lecture explain cohesive devices clearly?	√	
16.	Do you face any difficulties in learning cohesive devices?		√
17.	Do you do more practice to improve your comprehension in learning cohesive devices?		√
18.	Do you have enough sources to learn cohesive devices?		√
19.	If you have deep knowledge of theme and rheme, do you learn it on writing class?	√	
20.	Does your lecture explain theme and rheme clearly?	√	
21.	Do you face any difficulties in learning theme and rheme?	√	
22.	Do you do more practice to improve your comprehension in learning theme and rheme?	√	
23.	Do you have enough sources to learn theme and rheme?	√	

No.	Question	Yes	No
24.	If you have deep knowledge of thematic progression, do you learn it on writing class?	√	
25.	Does your lecture explain thematic progression clearly?	√	
26.	Do you have enough sources to learn thematic progression?	√	

Respondent 11

Factors which influence the quality of the students' final project abstracts in term of coherence and cohesion

Please tick (√) your response:

No.	Question	Yes	No
1.	Do you mind cohesive devices to build your abstract cohesively?	√	
2.	Do you have deep knowledge of them?		√
3.	Do you utilize them in your abstract?	√	
4.	Do you utilize reference as the identity of the particular thing is being referred to?	√	
5.	Do you utilize substitution as the substitute for the particular thing is replaced by?		√
6.	Do you utilize ellipsis to omit a thing?		√
7.	Do you utilize conjunction to link your phrase or sentence?	√	

8.	Do you utilize lexical cohesion to replace one element by another in the ongoing text?	√	
9.	Do you mind the theme and rheme to build your abstract coherently?		√
10.	Do you have deep knowledge of them?	√	
11.	Do you utilize them in you abstract?		√
12.	Besides the theme and rheme, do you utilize thematic progression to build your abstract coherently?		√
13.	Do you have deep knowledge of them?		√
14.	If you have deep knowledge of cohesive devices, do you learn them on writing class?	√	
15.	Does your lecture explain cohesive devices clearly?	√	
16.	Do you face any difficulties in learning cohesive devices?		√
17.	Do you do more practice to improve your comprehension in learning cohesive devices?		√
18.	Do you have enough sources to learn cohesive devices?		√
19.	If you have deep knowledge of theme and rheme, do you learn it on writing class?		√
20.	Does your lecture explain theme and rheme clearly?	√	
21.	Do you face any difficulties in learning theme and rheme?	√	

22.	Do you do more practice to improve your comprehension in learning theme and rheme?	√	
23.	Do you have enough sources to learn theme and rheme?	√	
24.	If you have deep knowledge of thematic progression, do you learn it on writing class?		√
25.	Does your lecture explain thematic progression clearly?	√	
26.	Do you have enough sources to learn thematic progression?	√	

Respondent 12

Factors which influence the quality of the students' final project abstracts in term of coherence and cohesion

Please tick (√) your response:

No.	Question	Yes	No
1.	Do you mind cohesive devices to build your abstract cohesively?	√	
2.	Do you have deep knowledge of them?		√
3.	Do you utilize them in your abstract?	√	
4.	Do you utilize reference as the identity of the particular thing is being referred to?	√	

5.	Do you utilize substitution as the substitute for the particular thing is replaced by?		√
6.	Do you utilize ellipsis to omit a thing?		√
7.	Do you utilize conjunction to link your phrase or sentence?	√	
8.	Do you utilize lexical cohesion to replace one element by another in the ongoing text?	√	
9.	Do you mind the theme and rheme to build your abstract coherently?	√	
10.	Do you have deep knowledge of them?	√	
11.	Do you utilize them in you abstract?	√	
12.	Besides the theme and rheme, do you utilize thematic progression to build your abstract coherently?	√	
13.	Do you have deep knowledge of them?		√
14.	If you have deep knowledge of cohesive devices, do you learn them on writing class?	√	
15.	Does your lecture explain cohesive devices clearly?	√	
16.	Do you face any difficulties in learning cohesive devices?	√	
17.	Do you do more practice to improve your comprehension in learning cohesive devices?	√	
18.	Do you have enough sources to learn cohesive devices?	√	

19.	If you have deep knowledge of theme and rheme, do you learn it on writing class?		√
20.	Does your lecture explain theme and rheme clearly?	√	
21.	Do you face any difficulties in learning theme and rheme?	√	
22.	Do you do more practice to improve your comprehension in learning theme and rheme?	√	
23.	Do you have enough sources to learn theme and rheme?	√	
24.	If you have deep knowledge of thematic progression, do you learn it on writing class?		√
25.	Does your lecture explain thematic progression clearly?		√
26.	Do you have enough sources to learn thematic progression?		√

Respondent 13

Factors which influence the quality of the students' final project abstracts in term

of coherence and cohesion

Please tick (√) your response:

No.	Question	Yes	No
1.	Do you mind cohesive devices to build your abstract cohesively?	√	
2.	Do you have deep knowledge of them?		√
3.	Do you utilize them in your abstract?	√	
4.	Do you utilize reference as the identity of the particular thing is being referred to?	√	
5.	Do you utilize substitution as the substitute for the particular thing is replaced by?		√
6.	Do you utilize ellipsis to omit a thing?		√
7.	Do you utilize conjunction to link your phrase or sentence?	√	
8.	Do you utilize lexical cohesion to replace one element by another in the ongoing text?	√	
9.	Do you mind the theme and rheme to build your abstract coherently?		√
10.	Do you have deep knowledge of them?	√	
11.	Do you utilize them in you abstract?		√
12.	Besides the theme and rheme, do you utilize thematic progression to build your abstract coherently?	√	
13.	Do you have deep knowledge of them?	√	
14.	If you have deep knowledge of cohesive devices, do you learn them on writing class?	√	

15.	Does your lecture explain cohesive devices clearly?	√	
16.	Do you face any difficulties in learning cohesive devices?		√
17.	Do you do more practice to improve your comprehension in learning cohesive devices?		√
18.	Do you have enough sources to learn cohesive devices?		√
19.	If you have deep knowledge of theme and rheme, do you learn it on writing class?	√	
20.	Does your lecture explain theme and rheme clearly?	√	
21.	Do you face any difficulties in learning theme and rheme?	√	
22.	Do you do more practice to improve your comprehension in learning theme and rheme?	√	
23.	Do you have enough sources to learn theme and rheme?	√	
24.	If you have deep knowledge of thematic progression, do you learn it on writing class?	√	
25.	Does your lecture explain thematic progression clearly?	√	
26.	Do you have enough sources to learn thematic progression?	√	

Respondent 14

Factors which influence the quality of the students' final project abstracts in term

of coherence and cohesion

Please tick (√) your response:

No.	Question	Yes	No
1.	Do you mind cohesive devices to build your abstract cohesively?	√	
2.	Do you have deep knowledge of them?		√
3.	Do you utilize them in your abstract?	√	
4.	Do you utilize reference as the identity of the particular thing is being referred to?	√	
5.	Do you utilize substitution as the substitute for the particular thing is replaced by?		√
6.	Do you utilize ellipsis to omit a thing?		√
7.	Do you utilize conjunction to link your phrase or sentence?	√	
8.	Do you utilize lexical cohesion to replace one element by another in the ongoing text?	√	
9.	Do you mind the theme and rheme to build your abstract coherently?		√
10.	Do you have deep knowledge of them?	√	
11.	Do you utilize them in you abstract?		√
12.	Besides the theme and rheme, do you utilize thematic progression to build your abstract coherently?		√

13.	Do you have deep knowledge of them?		√
14.	If you have deep knowledge of cohesive devices, do you learn them on writing class?	√	
15.	Does your lecture explain cohesive devices clearly?	√	
16.	Do you face any difficulties in learning cohesive devices?		√
17.	Do you do more practice to improve your comprehension in learning cohesive devices?		√
18.	Do you have enough sources to learn cohesive devices?		√
19.	If you have deep knowledge of theme and rheme, do you learn it on writing class?	√	
20.	Does your lecture explain theme and rheme clearly?	√	
21.	Do you face any difficulties in learning theme and rheme?	√	
22.	Do you do more practice to improve your comprehension in learning theme and rheme?	√	
23.	Do you have enough sources to learn theme and rheme?	√	
24.	If you have deep knowledge of thematic progression, do you learn it on writing class?	√	
25.	Does your lecture explain thematic progression clearly?	√	

26.	Do you have enough sources to learn thematic progression?	√	

Respondent 15

Factors which influence the quality of the students' final project abstracts in term of coherence and cohesion

Please tick (√) your response:

No.	Question	Yes	No
1.	Do you mind cohesive devices to build your abstract cohesively?	√	
2.	Do you have deep knowledge of them?		√
3.	Do you utilize them in your abstract?	√	
4.	Do you utilize reference as the identity of the particular thing is being referred to?	√	
5.	Do you utilize substitution as the substitute for the particular thing is replaced by?		√
6.	Do you utilize ellipsis to omit a thing?		√
7.	Do you utilize conjunction to link your phrase or sentence?	√	
8.	Do you utilize lexical cohesion to replace one element by another in the ongoing text?	√	
9.	Do you mind the theme and rheme to build your abstract coherently?		√

10.	Do you have deep knowledge of them?		√
11.	Do you utilize them in you abstract?		√
12.	Besides the theme and rheme, do you utilize thematic progression to build your abstract coherently?		√
13.	Do you have deep knowledge of them?		√
14.	If you have deep knowledge of cohesive devices, do you learn them on writing class?	√	
15.	Does your lecture explain cohesive devices clearly?	√	
16.	Do you face any difficulties in learning cohesive devices?	√	
17.	Do you do more practice to improve your comprehension in learning cohesive devices?		√
18.	Do you have enough sources to learn cohesive devices?	√	
19.	If you have deep knowledge of theme and rheme, do you learn it on writing class?		√
20.	Does your lecture explain theme and rheme clearly?		√
21.	Do you face any difficulties in learning theme and rheme?	√	
22.	Do you do more practice to improve your comprehension in learning theme and rheme?		√
23.	Do you have enough sources to learn theme and rheme?		√
24.	If you have deep knowledge of thematic progression, do you learn it on writing class?		√

No.	Question		
25.	Does your lecture explain thematic progression clearly?		√
26.	Do you have enough sources to learn thematic progression?		√

Respondent 16

Factors which influence the quality of the students' final project abstracts in term of coherence and cohesion

Please tick (√) your response:

No.	Question	Yes	No
1.	Do you mind cohesive devices to build your abstract cohesively?	√	
2.	Do you have deep knowledge of them?		√
3.	Do you utilize them in your abstract?		√
4.	Do you utilize reference as the identity of the particular thing is being referred to?	√	
5.	Do you utilize substitution as the substitute for the particular thing is replaced by?		√
6.	Do you utilize ellipsis to omit a thing?	√	
7.	Do you utilize conjunction to link your phrase or sentence?	√	
8.	Do you utilize lexical cohesion to replace one element by another in the ongoing text?	√	

9.	Do you mind the theme and rheme to build your abstract coherently?		√
10.	Do you have deep knowledge of them?		√
11.	Do you utilize them in you abstract?		√
12.	Besides the theme and rheme, do you utilize thematic progression to build your abstract coherently?		√
13.	Do you have deep knowledge of them?		√
14.	If you have deep knowledge of cohesive devices, do you learn them on writing class?	√	
15.	Does your lecture explain cohesive devices clearly?	√	
16.	Do you face any difficulties in learning cohesive devices?	√	
17.	Do you do more practice to improve your comprehension in learning cohesive devices?		√
18.	Do you have enough sources to learn cohesive devices?	√	
19.	If you have deep knowledge of theme and rheme, do you learn it on writing class?	√	
20.	Does your lecture explain theme and rheme clearly?	√	
21.	Do you face any difficulties in learning theme and rheme?		√
22.	Do you do more practice to improve your comprehension in learning theme and rheme?	√	
23.	Do you have enough sources to learn theme and rheme?	√	

24.	If you have deep knowledge of thematic progression, do you learn it on writing class?	√	
25.	Does your lecture explain thematic progression clearly?	√	
26.	Do you have enough sources to learn thematic progression?	√	

Respondent 17

Factors which influence the quality of the students' final project abstracts in term of coherence and cohesion

Please tick (√) your response:

No.	Question	Yes	No
1.	Do you mind cohesive devices to build your abstract cohesively?	√	
2.	Do you have deep knowledge of them?		√
3.	Do you utilize them in your abstract?	√	
4.	Do you utilize reference as the identity of the particular thing is being referred to?	√	
5.	Do you utilize substitution as the substitute for the particular thing is replaced by?		√
6.	Do you utilize ellipsis to omit a thing?		√
7.	Do you utilize conjunction to link your phrase or sentence?	√	

8.	Do you utilize lexical cohesion to replace one element by another in the ongoing text?	√	
9.	Do you mind the theme and rheme to build your abstract coherently?		√
10.	Do you have deep knowledge of them?		√
11.	Do you utilize them in you abstract?		√
12.	Besides the theme and rheme, do you utilize thematic progression to build your abstract coherently?		√
13.	Do you have deep knowledge of them?		√
14.	If you have deep knowledge of cohesive devices, do you learn them on writing class?	√	
15.	Does your lecture explain cohesive devices clearly?	√	
16.	Do you face any difficulties in learning cohesive devices?	√	
17.	Do you do more practice to improve your comprehension in learning cohesive devices?		√
18.	Do you have enough sources to learn cohesive devices?	√	
19.	If you have deep knowledge of theme and rheme, do you learn it on writing class?		√
20.	Does your lecture explain theme and rheme clearly?		√
21.	Do you face any difficulties in learning theme and rheme?	√	

No.	Question		
22.	Do you do more practice to improve your comprehension in learning theme and rheme?		√
23.	Do you have enough sources to learn theme and rheme?		√
24.	If you have deep knowledge of thematic progression, do you learn it on writing class?		√
25.	Does your lecture explain thematic progression clearly?		√
26.	Do you have enough sources to learn thematic progression?		√

Respondent 18

Factors which influence the quality of the students' final project abstracts in term of coherence and cohesion

Please tick (√) your response:

No.	Question	Yes	No
1.	Do you mind cohesive devices to build your abstract cohesively?	√	
2.	Do you have deep knowledge of them?		√
3.	Do you utilize them in your abstract?	√	
4.	Do you utilize reference as the identity of the particular thing is being referred to?	√	
5.	Do you utilize substitution as the substitute for the particular thing is replaced by?		√
6.	Do you utilize ellipsis to omit a thing?		√

7.	Do you utilize conjunction to link your phrase or sentence?	√	
8.	Do you utilize lexical cohesion to replace one element by another in the ongoing text?	√	
9.	Do you mind the theme and rheme to build your abstract coherently?		√
10.	Do you have deep knowledge of them?		√
11.	Do you utilize them in you abstract?		√
12.	Besides the theme and rheme, do you utilize thematic progression to build your abstract coherently?		√
13.	Do you have deep knowledge of them?		√
14.	If you have deep knowledge of cohesive devices, do you learn them on writing class?	√	
15.	Does your lecture explain cohesive devices clearly?	√	
16.	Do you face any difficulties in learning cohesive devices?	√	
17.	Do you do more practice to improve your comprehension in learning cohesive devices?		√
18.	Do you have enough sources to learn cohesive devices?	√	
19.	If you have deep knowledge of theme and rheme, do you learn it on writing class?		√
20.	Does your lecture explain theme and rheme clearly?		√

21.	Do you face any difficulties in learning theme and rheme?	√	
22.	Do you do more practice to improve your comprehension in learning theme and rheme?		√
23.	Do you have enough sources to learn theme and rheme?		√
24.	If you have deep knowledge of thematic progression, do you learn it on writing class?		√
25.	Does your lecture explain thematic progression clearly?		√
26.	Do you have enough sources to learn thematic progression?		√

Respondent 19

Factors which influence the quality of the students' final project abstracts in term of coherence and cohesion

Please tick (√) your response:

No.	Question	Yes	No
1.	Do you mind cohesive devices to build your abstract cohesively?	√	
2.	Do you have deep knowledge of them?		√
3.	Do you utilize them in your abstract?	√	
4.	Do you utilize reference as the identity of the particular thing is being referred to?	√	

5.	Do you utilize substitution as the substitute for the particular thing is replaced by?		√
6.	Do you utilize ellipsis to omit a thing?		√
7.	Do you utilize conjunction to link your phrase or sentence?	√	
8.	Do you utilize lexical cohesion to replace one element by another in the ongoing text?	√	
9.	Do you mind the theme and rheme to build your abstract coherently?		√
10.	Do you have deep knowledge of them?		√
11.	Do you utilize them in you abstract?		√
12.	Besides the theme and rheme, do you utilize thematic progression to build your abstract coherently?		√
13.	Do you have deep knowledge of them?		√
14.	If you have deep knowledge of cohesive devices, do you learn them on writing class?	√	
15.	Does your lecture explain cohesive devices clearly?	√	
16.	Do you face any difficulties in learning cohesive devices?	√	
17.	Do you do more practice to improve your comprehension in learning cohesive devices?		√
18.	Do you have enough sources to learn cohesive devices?	√	

No.		Yes	No
19.	If you have deep knowledge of theme and rheme, do you learn it on writing class?		√
20.	Does your lecture explain theme and rheme clearly?		√
21.	Do you face any difficulties in learning theme and rheme?	√	
22.	Do you do more practice to improve your comprehension in learning theme and rheme?		√
23.	Do you have enough sources to learn theme and rheme?		√
24.	If you have deep knowledge of thematic progression, do you learn it on writing class?		√
25.	Does your lecture explain thematic progression clearly?		√
26.	Do you have enough sources to learn thematic progression?		√

Respondent 20

Factors which influence the quality of the students' final project abstracts in term of coherence and cohesion

Please tick (√) your response:

No.	Question	Yes	No

1.	Do you mind cohesive devices to build your abstract cohesively?	✓	
2.	Do you have deep knowledge of them?	✓	
3.	Do you utilize them in your abstract?	✓	
4.	Do you utilize reference as the identity of the particular thing is being referred to?	✓	
5.	Do you utilize substitution as the substitute for the particular thing is replaced by?		✓
6.	Do you utilize ellipsis to omit a thing?		✓
7.	Do you utilize conjunction to link your phrase or sentence?	✓	
8.	Do you utilize lexical cohesion to replace one element by another in the ongoing text?	✓	
9.	Do you mind the theme and rheme to build your abstract coherently?	✓	
10.	Do you have deep knowledge of them?		✓
11.	Do you utilize them in you abstract?	✓	
12.	Besides the theme and rheme, do you utilize thematic progression to build your abstract coherently?	✓	
13.	Do you have deep knowledge of them?		✓
14.	If you have deep knowledge of cohesive devices, do you learn them on writing class?	✓	

15.	Does your lecture explain cohesive devices clearly?	✓	
16.	Do you face any difficulties in learning cohesive devices?		✓
17.	Do you do more practice to improve your comprehension in learning cohesive devices?		✓
18.	Do you have enough sources to learn cohesive devices?	✓	
19.	If you have deep knowledge of theme and rheme, do you learn it on writing class?		✓
20.	Does your lecture explain theme and rheme clearly?		✓
21.	Do you face any difficulties in learning theme and rheme?	✓	
22.	Do you do more practice to improve your comprehension in learning theme and rheme?		✓
23.	Do you have enough sources to learn theme and rheme?		✓
24.	If you have deep knowledge of thematic progression, do you learn it on writing class?		✓
25.	Does your lecture explain thematic progression clearly?		✓
26.	Do you have enough sources to learn thematic progression?		✓

Respondent 21

Factors which influence the quality of the students' final project abstracts in term of coherence and cohesion

Please tick (√) your response:

No.	Question	Yes	No
1.	Do you mind cohesive devices to build your abstract cohesively?	✓	
2.	Do you have deep knowledge of them?	✓	
3.	Do you utilize them in your abstract?	✓	
4.	Do you utilize reference as the identity of the particular thing is being referred to?	✓	
5.	Do you utilize substitution as the substitute for the particular thing is replaced by?		✓
6.	Do you utilize ellipsis to omit a thing?		✓
7.	Do you utilize conjunction to link your phrase or sentence?	✓	
8.	Do you utilize lexical cohesion to replace one element by another in the ongoing text?	✓	
9.	Do you mind the theme and rheme to build your abstract coherently?	✓	
10.	Do you have deep knowledge of them?	✓	
11.	Do you utilize them in you abstract?	✓	

12.	Besides the theme and rheme, do you utilize thematic progression to build your abstract coherently?	✓	
13.	Do you have deep knowledge of them?		✓
14.	If you have deep knowledge of cohesive devices, do you learn them on writing class?	✓	
15.	Does your lecture explain cohesive devices clearly?	✓	
16.	Do you face any difficulties in learning cohesive devices?		✓
17.	Do you do more practice to improve your comprehension in learning cohesive devices?	✓	
18.	Do you have enough sources to learn cohesive devices?	✓	
19.	If you have deep knowledge of theme and rheme, do you learn it on writing class?	✓	
20.	Does your lecture explain theme and rheme clearly?	✓	
21.	Do you face any difficulties in learning theme and rheme?		✓
22.	Do you do more practice to improve your comprehension in learning theme and rheme?		✓
23.	Do you have enough sources to learn theme and rheme?		✓
24.	If you have deep knowledge of thematic progression, do you learn it on writing class?		✓
25.	Does your lecture explain thematic progression clearly?		✓

| 26. | Do you have enough sources to learn thematic progression? | | ✓ |

Respondent 22

Factors which influence the quality of the students' final project abstracts in term of coherence and cohesion

Please tick (√) your response:

No.	Question	Yes	No
1.	Do you mind cohesive devices to build your abstract cohesively?	√	
2.	Do you have deep knowledge of them?	√	
3.	Do you utilize them in your abstract?	√	
4.	Do you utilize reference as the identity of the particular thing is being referred to?	√	
5.	Do you utilize substitution as the substitute for the particular thing is replaced by?	√	
6.	Do you utilize ellipsis to omit a thing?		√
7.	Do you utilize conjunction to link your phrase or sentence?	√	
8.	Do you utilize lexical cohesion to replace one element by another in the ongoing text?	√	
9.	Do you mind the theme and rheme to build your abstract coherently?		√

10.	Do you have deep knowledge of them?		√
11.	Do you utilize them in you abstract?		√
12.	Besides the theme and rheme, do you utilize thematic progression to build your abstract coherently?	√	
13.	Do you have deep knowledge of them?		√
14.	If you have deep knowledge of cohesive devices, do you learn them on writing class?	√	
15.	Does your lecture explain cohesive devices clearly?	√	
16.	Do you face any difficulties in learning cohesive devices?		√
17.	Do you do more practice to improve your comprehension in learning cohesive devices?	√	
18.	Do you have enough sources to learn cohesive devices?	√	
19.	If you have deep knowledge of theme and rheme, do you learn it on writing class?		√
20.	Does your lecture explain theme and rheme clearly?		√
21.	Do you face any difficulties in learning theme and rheme?	√	
22.	Do you do more practice to improve your comprehension in learning theme and rheme?	√	
23.	Do you have enough sources to learn theme and rheme?		√

24.	If you have deep knowledge of thematic progression, do you learn it on writing class?	√	
25.	Does your lecture explain thematic progression clearly?	√	
26.	Do you have enough sources to learn thematic progression?		√

Respondent 23

Factors which influence the quality of the students' final project abstracts in term of coherence and cohesion

Please tick (√) your response:

No.	Question	Yes	No
1.	Do you mind cohesive devices to build your abstract cohesively?		√
2.	Do you have deep knowledge of them?	√	
3.	Do you utilize them in your abstract?	√	
4.	Do you utilize reference as the identity of the particular thing is being referred to?	√	
5.	Do you utilize substitution as the substitute for the particular thing is replaced by?	√	
6.	Do you utilize ellipsis to omit a thing?	√	
7.	Do you utilize conjunction to link your phrase or sentence?	√	

8.	Do you utilize lexical cohesion to replace one element by another in the ongoing text?	√	
9.	Do you mind the theme and rheme to build your abstract coherently?		√
10.	Do you have deep knowledge of them?	√	
11.	Do you utilize them in you abstract?		√
12.	Besides the theme and rheme, do you utilize thematic progression to build your abstract coherently?	√	
13.	Do you have deep knowledge of them?	√	
14.	If you have deep knowledge of cohesive devices, do you learn them on writing class?	√	
15.	Does your lecture explain cohesive devices clearly?	√	
16.	Do you face any difficulties in learning cohesive devices?		√
17.	Do you do more practice to improve your comprehension in learning cohesive devices?	√	
18.	Do you have enough sources to learn cohesive devices?	√	
19.	If you have deep knowledge of theme and rheme, do you learn it on writing class?	√	
20.	Does your lecture explain theme and rheme clearly?	√	
21.	Do you face any difficulties in learning theme and rheme?		√

No.	Question		
22.	Do you do more practice to improve your comprehension in learning theme and rheme?	√	
23.	Do you have enough sources to learn theme and rheme?	√	
24.	If you have deep knowledge of thematic progression, do you learn it on writing class?	√	
25.	Does your lecture explain thematic progression clearly?	√	
26.	Do you have enough sources to learn thematic progression?	√	

Respondent 24

Factors which influence the quality of the students' final project abstracts in term of coherence and cohesion

Please tick (√) your response:

No.	Question	Yes	No
1.	Do you mind cohesive devices to build your abstract cohesively?	V	
2.	Do you have deep knowledge of them?	V	
3.	Do you utilize them in your abstract?	V	
4.	Do you utilize reference as the identity of the particular thing is being referred to?	V	
5.	Do you utilize substitution as the substitute for the particular thing is replaced by?		V
6.	Do you utilize ellipsis to omit a thing?		V

7.	Do you utilize conjunction to link your phrase or sentence?	V	
8.	Do you utilize lexical cohesion to replace one element by another in the ongoing text?	V	
9.	Do you mind the theme and rheme to build your abstract coherently?	V	
10.	Do you have deep knowledge of them?	V	
11.	Do you utilize them in you abstract?	V	
12.	Besides the theme and rheme, do you utilize thematic progression to build your abstract coherently?	V	
13.	Do you have deep knowledge of them?	V	
14.	If you have deep knowledge of cohesive devices, do you learn them on writing class?	V	
15.	Does your lecture explain cohesive devices clearly?		V
16.	Do you face any difficulties in learning cohesive devices?		V
17.	Do you do more practice to improve your comprehension in learning cohesive devices?	V	
18.	Do you have enough sources to learn cohesive devices?	V	
19.	If you have deep knowledge of theme and rheme, do you learn it on writing class?		V
20.	Does your lecture explain theme and rheme clearly?		V

No.	Question	Yes	No
21.	Do you face any difficulties in learning theme and rheme?		V
22.	Do you do more practice to improve your comprehension in learning theme and rheme?	V	
23.	Do you have enough sources to learn theme and rheme?	V	
24.	If you have deep knowledge of thematic progression, do you learn it on writing class?		V
25.	Does your lecture explain thematic progression clearly?		V
26.	Do you have enough sources to learn thematic progression?	V	

Respondent 25

Factors which influence the quality of the students' final project abstracts in term of coherence and cohesion

Please tick (√) your response:

No.	Question	Yes	No
1.	Do you mind cohesive devices to build your abstract cohesively?	V	
2.	Do you have deep knowledge of them?	V	
3.	Do you utilize them in your abstract?	V	
4.	Do you utilize reference as the identity of the particular thing is being referred to?	V	

5.	Do you utilize substitution as the substitute for the particular thing is replaced by?	V	
6.	Do you utilize ellipsis to omit a thing?		V
7.	Do you utilize conjunction to link your phrase or sentence?	V	
8.	Do you utilize lexical cohesion to replace one element by another in the ongoing text?		V
9.	Do you mind the theme and rheme to build your abstract coherently?	V	
10.	Do you have deep knowledge of them?	V	
11.	Do you utilize them in you abstract?	V	
12.	Besides the theme and rheme, do you utilize thematic progression to build your abstract coherently?		V
13.	Do you have deep knowledge of them?		V
14.	If you have deep knowledge of cohesive devices, do you learn them on writing class?	V	
15.	Does your lecture explain cohesive devices clearly?	V	
16.	Do you face any difficulties in learning cohesive devices?	V	
17.	Do you do more practice to improve your comprehension in learning cohesive devices?	V	
18.	Do you have enough sources to learn cohesive devices?	V	

19.	If you have deep knowledge of theme and rheme, do you learn it on writing class?	V	
20.	Does your lecture explain theme and rheme clearly?	V	
21.	Do you face any difficulties in learning theme and rheme?		V
22.	Do you do more practice to improve your comprehension in learning theme and rheme?	V	
23.	Do you have enough sources to learn theme and rheme?	V	
24.	If you have deep knowledge of thematic progression, do you learn it on writing class?		V
25.	Does your lecture explain thematic progression clearly?		V
26.	Do you have enough sources to learn thematic progression?		V

Respondent 26

Factors which influence the quality of the students' final project abstracts in term of coherence and cohesion

Please tick (√) your response:

No.	Question	Yes	No
1.	Do you mind cohesive devices to build your abstract cohesively?	V	
2.	Do you have deep knowledge of them?	V	
3.	Do you utilize them in your abstract?	V	

4.	Do you utilize reference as the identity of the particular thing is being referred to?	V	
5.	Do you utilize substitution as the substitute for the particular thing is replaced by?		V
6.	Do you utilize ellipsis to omit a thing?		V
7.	Do you utilize conjunction to link your phrase or sentence?	V	
8.	Do you utilize lexical cohesion to replace one element by another in the ongoing text?	V	
9.	Do you mind the theme and rheme to build your abstract coherently?	V	
10.	Do you have deep knowledge of them?	V	
11.	Do you utilize them in you abstract?	V	
12.	Besides the theme and rheme, do you utilize thematic progression to build your abstract coherently?		V
13.	Do you have deep knowledge of them?		V
14.	If you have deep knowledge of cohesive devices, do you learn them on writing class?	V	
15.	Does your lecture explain cohesive devices clearly?	V	
16.	Do you face any difficulties in learning cohesive devices?		V
17.	Do you do more practice to improve your comprehension in learning cohesive devices?	V	

No.	Question	Yes	No
18.	Do you have enough sources to learn cohesive devices?	V	
19.	If you have deep knowledge of theme and rheme, do you learn it on writing class?		V
20.	Does your lecture explain theme and rheme clearly?	V	
21.	Do you face any difficulties in learning theme and rheme?	V	
22.	Do you do more practice to improve your comprehension in learning theme and rheme?	V	
23.	Do you have enough sources to learn theme and rheme?	V	
24.	If you have deep knowledge of thematic progression, do you learn it on writing class?		V
25.	Does your lecture explain thematic progression clearly?		V
26.	Do you have enough sources to learn thematic progression?		V

Respondent 27

Factors which influence the quality of the students' final project abstracts in term of coherence and cohesion

Please tick (√) your response:

No.	Question	Yes	No

1.	Do you mind cohesive devices to build your abstract cohesively?	√	
2.	Do you have deep knowledge of them?		√
3.	Do you utilize them in your abstract?	√	
4.	Do you utilize reference as the identity of the particular thing is being referred to?	√	
5.	Do you utilize substitution as the substitute for the particular thing is replaced by?		√
6.	Do you utilize ellipsis to omit a thing?		√
7.	Do you utilize conjunction to link your phrase or sentence?	√	
8.	Do you utilize lexical cohesion to replace one element by another in the ongoing text?	√	
9.	Do you mind the theme and rheme to build your abstract coherently?		√
10.	Do you have deep knowledge of them?		√
11.	Do you utilize them in you abstract?		√
12.	Besides the theme and rheme, do you utilize thematic progression to build your abstract coherently?	√	
13.	Do you have deep knowledge of them?		√
14.	If you have deep knowledge of cohesive devices, do you learn them on writing class?	√	
15.	Does your lecture explain cohesive devices clearly?	√	

16.	Do you face any difficulties in learning cohesive devices?	√	
17.	Do you do more practice to improve your comprehension in learning cohesive devices?	√	
18.	Do you have enough sources to learn cohesive devices?	√	
19.	If you have deep knowledge of theme and rheme, do you learn it on writing class?	√	
20.	Does your lecture explain theme and rheme clearly?	√	
21.	Do you face any difficulties in learning theme and rheme?	√	
22.	Do you do more practice to improve your comprehension in learning theme and rheme?	√	
23.	Do you have enough sources to learn theme and rheme?		√
24.	If you have deep knowledge of thematic progression, do you learn it on writing class?	√	
25.	Does your lecture explain thematic progression clearly?	√	
26.	Do you have enough sources to learn thematic progression?		√

Respondent 28

Factors which influence the quality of the students' final project abstracts in term
of coherence and cohesion

Please tick (√) your response:

No.	Question	Yes	No
1.	Do you mind cohesive devices to build your abstract cohesively?	√	
2.	Do you have deep knowledge of them?		√
3.	Do you utilize them in your abstract?	√	
4.	Do you utilize reference as the identity of the particular thing is being referred to?	√	
5.	Do you utilize substitution as the substitute for the particular thing is replaced by?	√	
6.	Do you utilize ellipsis to omit a thing?	√	
7.	Do you utilize conjunction to link your phrase or sentence?	√	
8.	Do you utilize lexical cohesion to replace one element by another in the ongoing text?	√	
9.	Do you mind the theme and rheme to build your abstract coherently?		√
10.	Do you have deep knowledge of them?		√
11.	Do you utilize them in you abstract?		√
12.	Besides the theme and rheme, do you utilize thematic progression to build your abstract coherently?	√	

13.	Do you have deep knowledge of them?		√
14.	If you have deep knowledge of cohesive devices, do you learn them on writing class?	√	
15.	Does your lecture explain cohesive devices clearly?	√	
16.	Do you face any difficulties in learning cohesive devices?	√	
17.	Do you do more practice to improve your comprehension in learning cohesive devices?	√	
18.	Do you have enough sources to learn cohesive devices?	√	
19.	If you have deep knowledge of theme and rheme, do you learn it on writing class?	√	
20.	Does your lecture explain theme and rheme clearly?	√	
21.	Do you face any difficulties in learning theme and rheme?	√	
22.	Do you do more practice to improve your comprehension in learning theme and rheme?	√	
23.	Do you have enough sources to learn theme and rheme?		√
24.	If you have deep knowledge of thematic progression, do you learn it on writing class?	√	
25.	Does your lecture explain thematic progression clearly?	√	

| 26. | Do you have enough sources to learn thematic progression? | | √ |

Respondent 29

Factors which influence the quality of the students' final project abstracts in term of coherence and cohesion

Please tick (√) your response:

No.	Question	Yes	No
1.	Do you mind cohesive devices to build your abstract cohesively?	√	
2.	Do you have deep knowledge of them?	√	
3.	Do you utilize them in your abstract?	√	
4.	Do you utilize reference as the identity of the particular thing is being referred to?	√	
5.	Do you utilize substitution as the substitute for the particular thing is replaced by?		√
6.	Do you utilize ellipsis to omit a thing?		√
7.	Do you utilize conjunction to link your phrase or sentence?	√	
8.	Do you utilize lexical cohesion to replace one element by another in the ongoing text?		√
9.	Do you mind the theme and rheme to build your abstract coherently?		√

10.	Do you have deep knowledge of them?		√
11.	Do you utilize them in you abstract?		√
12.	Besides the theme and rheme, do you utilize thematic progression to build your abstract coherently?		√
13.	Do you have deep knowledge of them?		√
14.	If you have deep knowledge of cohesive devices, do you learn them on writing class?	√	
15.	Does your lecture explain cohesive devices clearly?	√	
16.	Do you face any difficulties in learning cohesive devices?	√	
17.	Do you do more practice to improve your comprehension in learning cohesive devices?		√
18.	Do you have enough sources to learn cohesive devices?		√
19.	If you have deep knowledge of theme and rheme, do you learn it on writing class?	√	
20.	Does your lecture explain theme and rheme clearly?	√	
21.	Do you face any difficulties in learning theme and rheme?	√	
22.	Do you do more practice to improve your comprehension in learning theme and rheme?		√
23.	Do you have enough sources to learn theme and rheme?		√
24.	If you have deep knowledge of thematic progression, do you learn it on writing class?	√	

| 25. | Does your lecture explain thematic progression clearly? | √ | |
| 26. | Do you have enough sources to learn thematic progression? | | √ |

Respondent 30

Factors which influence the quality of the students' final project abstracts in term of coherence and cohesion

Please tick (√) your response:

No.	Question	Yes	No
1.	Do you mind cohesive devices to build your abstract cohesively?	V	
2.	Do you have deep knowledge of them?		V
3.	Do you utilize them in your abstract?	V	
4.	Do you utilize reference as the identity of the particular thing is being referred to?	V	
5.	Do you utilize substitution as the substitute for the particular thing is replaced by?	V	
6.	Do you utilize ellipsis to omit a thing?		V
7.	Do you utilize conjunction to link your phrase or sentence?	V	
8.	Do you utilize lexical cohesion to replace one element by another in the ongoing text?		V

9.	Do you mind the theme and rheme to build your abstract coherently?	V	
10.	Do you have deep knowledge of them?		V
11.	Do you utilize them in you abstract?	V	
12.	Besides the theme and rheme, do you utilize thematic progression to build your abstract coherently?		V
13.	Do you have deep knowledge of them?		V
14.	If you have deep knowledge of cohesive devices, do you learn them on writing class?	V	
15.	Does your lecture explain cohesive devices clearly?		V
16.	Do you face any difficulties in learning cohesive devices?		V
17.	Do you do more practice to improve your comprehension in learning cohesive devices?	V	
18.	Do you have enough sources to learn cohesive devices?		V
19.	If you have deep knowledge of theme and rheme, do you learn it on writing class?	V	
20.	Does your lecture explain theme and rheme clearly?		V
21.	Do you face any difficultes in learning theme and rheme?		V

22.	Do you do more practice to improve your comprehension in learning theme and rheme?	V	
23.	Do you have enough sources to learn theme and rheme?		V
24.	If you have deep knowledge of thematic progression, do you learn it on writing class?	V	
25.	Does your lecture explain thematic progression clearly?		V
26.	Do you have enough sources to learn thematic progression?		V