REITERATION IN FINDING AND DISCUSSION SECTIONS OF ENGLISH DEPARTMENT STUDENTS' *SKRIPSI* AT UNIVERSITAS NEGERI JAKARTA

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ABSTRAK

Farah Andriana. 2017. Reiterasi di Bagian Temuan dan Pembahasan dari *Skripsi* **Mahasiswa Jurusan Bahasa dan Sastra Inggris di Universitas Negeri Jakarta.** Skripsi**,** Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Penelitian ini diselenggarakan untuk menemukan penggunaan reiterasi di bagian temuan dan pembahasan dari skripsi mahasiswa jurusan Bahasa dan Sastra Inggris di Universitas Negeri Jakarta. Penelitian ini menggunakan analisis konten kualitatif. Data penelitian ini adalah kata, frasa, dan klausa yang mengindikasikan adanya reiterasi. Sumber data penelitian ini adalah dua puluh bagian temuan dan pembahasan, yang diambil dari skripsi mahasiswa jurusan Bahasa dan Sastra Inggris program pendidikan dan sastra yang telah lulus di tahun 2015. Hasil temuan menunjukan bahwa semua tipe reiterasi digunakan, yakni repetisi, sinonim, antonim, hiponim, dan meronim. Penelitian ini menemukan bahwa repetisi adalah tipe yang paling dominan yang digunakan oleh mahasiswa (79.32%). Penggunaan repetisi yang ditemukan dalam penelitian ini adalah yang tertinggi karena repetisi digunakan untuk menyampaikan dan menekankan ide mahasiswa dan mereka mengulangi pernyataan mereka secara langsung maka pembaca memperoleh makna yang disampaikan secara tidak menyimpang. Tipe selanjutnya yang muncul adalah sinonim (6.44%), kemudian diikuti oleh antonim (6.27%), hiponim (4.74%), dan tipe yang paling sedikit digunakan oleh mahasiswa adalah meronim (3.22%). Temuan dari penelitian ini memperlihatkan bahwa repetisi mendominasi hasil penelitian dan mahasiswa masih belum menyadari penggunaan tipe reiterasi yang lain; sinonim, antonim, hiponim, dan meronim, di sebuah teks. Mahasiswa perlu menyadari untuk menggunakan reiterasi agar dapat membawa kepaduan dalam teks.

Kata kunci: Reiterasi, Bagian Temuan dan Pembahasan, Analisis Konten Kualitatif, Skripsi

ABSTRACT

Farah Andriana. 2017. Reiteration in Finding and Discussion Sections of English Department Students' *Skripsi* at Universitas Negeri Jakarta. Skripsi, Jakarta: English Department, Faculty of Languages and Arts, State University of Jakarta.

This research was conducted to find out the use of reiteration in finding and discussion sections of English Department students' *skripsi* at Universitas Negeri Jakarta. This research employed qualitative content analysis. The data are words, phrases, and clauses that indicated reiteration. The sources of data are twenty finding and discussion sections, taken from English Department students' *skripsi* of educational and literature programs which graduated in 2015. The results showed that all types of reiteration were all applied; they were repetition, synonymy, antonymy, hyponymy, and meronymy. The study found that repetition was the most dominant type used by the students (79.32%). The use of repetition found in the study was the highest because repetition was used to convey and emphasize the students' ideas and they directly restate their statements hence the readers gained the meanings unswervingly. The next type occurred was synonymy (6.44%) then followed by antonymy (6.27%), hyponymy (4.74%) and the least type used by students was meronymy (3.22%). The finding of study revealed that repetition dominated the result of research and students were still unaware of the use of other types of reiteration; synonymy, antonymy, hyponymy, and meronyny, in a text. Students need to be aware to use reiteration in order to carry the cohesiveness in a text.

Keywords: Reiteration, Finding and Discussion Section, Qualitative Content Analysis, *Skripsi*

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CHAPTER I

INTRODUCTION

This chapter provides the background of the study, the research questions, objectives of the study, scope of the study, and significance of the study.

1.1 Background of the Study

In the written or spoken text, the writer mostly repeats the statement that she or he has already stated before. The writer might repeat the statement with the same word or use synonym, or might use the opposite word; the antonym, or repeat the word specifically or even generally to elaborate or to explain their meanings. This phenomenon is called reiteration. Halliday and Hasan (1976) stated that reiteration is a lexical item which is used repeatedly. Reiteration is a form of repetition of lexical item, the use of the lexical item refers back to the lexical item in the previous again; can be the use of synonymy, near-synonymy, or superordinate. It means that reiteration can be the occurrence of a synonym, or hyponym, or meronymy, or antonym in the same context of a text which refers back to the used lexical item before, so the meanings are always in line. In addition, reiteration occurs to bring the cohesiveness in a text.

Reiteration is a part of lexical cohesion which is a form of cohesive devices. Halliday and Hasan (1976) divided two broad categories of cohesion: grammatical and lexical cohesion. Grammatical cohesion refers to the linguistic structures. The structure shows the grammatical elements which occur in the

sentence and the way they relate within a sentence because sentence is the highest unit in grammar (Halliday and Hasan, 1976 in Tsareva, 2010). And the lexical cohesion, which is divided into reiteration and collocation, "occurs when related word pairs join together to form larger groups of related words that can extend freely over sentence boundaries" (Morris and Flirst (2003) in Ebrahimpourtaher and Eissaei (2013)). It means that lexical cohesion refers to the semantic structure by connecting word pairs that related to the meaning. So that reiteration which involves repetition, synonym, antonym, or other general words is used to emphasize the meaning that wants to deliver by the writers.

Cohesion has gained many interests for some researcher to conduct a study, particularly in lexical cohesion. A recent study conducted by Rahayu (2015), her study aimed to find out the lexical cohesion in the application letter of students' examination at English Department and the appropriateness used in the application letter. The data source was 40 application letters from students who enrolled Business Discourse class at English Department, both from educational and literature program. The content analysis was conducted to find the aims by using Halliday and Hasan (1976) theoretical framework. The results showed that all the types of lexical cohesion were applied and the most frequently used was Repetition with the percentage of 71.32% then followed by Hyponym (13.96%), Collocation (11.32%), Synonym (2.26%), Antonym (0.75%), and the least used was Meronymy (0.37%). The appropriateness of lexical cohesion that was used in the application letter was at high percentage of 96.22% and the rest was inappropriately used.

The previous study showed that the repetition was the highest lexical cohesive tie used. Castro (2004b) in Mojica (2006) mentioned that students tended to use the repetition because it helped them to convince their ideas. It indicated that repetition was important to students and highly used in their needs. Repetition is subdivision of reiteration, which also including synonym, superordinate, and general word (Halliday & Hasan, 1976). Reiteration itself would be the focus in present study. Reiteration is the process where repetition of two or more lexical items emerges in a text and produces cohesion (Llach & Catalan, 2007).

In Mojica (2006), she found that repetition was the most frequently used type of lexical cohesion. She conducted a study which aimed to find out the type of lexical cohesion in ESL students papers. She examined two groups who enrolled Advanced Academic Writing course; one group came from Master of Arts and Teaching the English Language (MATEL) and another one was multidisciplinary group, non MATEL students. Mojica adopted Halliday & Hasan's framework (1976) which had been grouped by Liu (2000). After examining the first part of Conclusion section, in both group found that repetition is the highest preference which reached 49.7% (Group A, MATEL students) and 50.3% (Group B, non MATEL students). The study also intended to examine the types of cohesive occurrence among repeated lexical items and it found that 60% of repeated lexical items had identical cohesive occurrence. The last aim of the study was to find out the holistic score in overall lexical cohesion in students' papers and it showed that more than 50% of the papers gained an average rating in overall lexical cohesion.

In writing academically, the students should aware of elements of writing or how to make their writing effectively. A recent study conducted in academic research article was conducted by Malah (2015). He aimed to identify the frequencies of lexical ties utilized in writing Applied Linguistic research article in abstract section and to examine how these lexical cohesive ties contributed to the coherence of the abstract. In his study, he found, from 40 abstract research articles, that repetition is the highest frequency (54%) found from the data. The Halliday and Hasan's theory was employed to identify the lexical cohesive ties in abstract research articles, which from Discourse Analysis, Critical Discourse Analysis, Contrastive Linguistic, and Second Language Acquisition. For his second purpose, he found that lexical cohesion also contributed tremendously in proportional development of all the move structures typical of abstract research article.

In Halliday and Hasan's framework, lexical reiteration is a mechanism of producing cohesion in a text by means of repetition of two or more lexical items that are observable at the surface of the text (in Llach & Catalan, 2007). It meant that the cohesiveness is produced when kind of lexical items can be seen and acknowledge that they bring the cohesiveness in a text. Liu (2000), in Mojica (2006) found that students failed to write cohesive paper. Mojica (2006) noted that L2 teachers considered that lack of cohesion in writing as one problem cannot be ignored. Besides, most of result of study found that repetition is the most heavily used. As Ting (2003:6) in McGee (2009), this can bring "redundant

repetition" in students' writing. This is where a lot of repetition used in writings, which also cannot bring the cohesiveness in the writings.

With this in mind, the researcher would purpose to find out the types of reiteration used in English Department students' *skripsi*, particularly in finding and discussion sections. Finding and discussion section is the section to provide the result and elaboration of the findings. This section includes the results of the finding and the discussion which help the readers to understand the implication of the study and to interpret the results (Bavdekar, 2015). Furthermore, in finding and discussion section, students might explain, interpret, and justify the findings. Also, this section can involve the repeating theoretical frameworks or models that have been mentioned (Bowker, 2007). This section was chosen as the corpus of study because the finding and discussion can be achieved using reiteration because it is about repeating statement used some particular word choices to achieve the cohesiveness in text so the readers can get the meaning even though they read the text backward or forward.

For that reason, this present study would also find out the frequencies of the use of reiteration in finding and discussion sections' *skripsi* by students of English Department, Universitas Negeri Jakarta who graduated in 2015. This study later could bring the implication to pedagogical or teaching strategies about the use of reiteration for the lecturers to the students in the classroom.

1.2 Research Questions

This study was conducted to answer these research questions:

1. What are the types of reiteration used by English Department students in finding and discussion sections of *skripsi*?

2. How are the frequencies of the types of reiteration found in finding and discussion sections of English Department students' *skripsi*?

1.3 Purpose of the Study

To answer the research questions, the purposes of the study would be:

1. To find out the types of reiteration used by English Department students in finding and discussion sections of *skripsi*.

2. To find out the frequencies of the types of reiteration found in finding and discussion sections of English Department students' *skripsi*.

1.4 Scope of the Study

This study would focus on investigating reiteration in finding and discussion sections in English Department students' *skripsi* which graduated in 2015 using theory proposed by Halliday and Hasan (1976). It mainly concerned on the types of reiteration and how they are used in finding and discussion sections of *skripsi* in English Department.

1.5 Significance of the Study

The result of this study might give the insight for English Department students about the reiteration, how reiteration could be employed in academic writing effectively, and to build students' awareness about the use of reiteration in

writing which could help them to create a cohesive writing. And for lecturers, it could be feedbacks and beneficial for pedagogical or teaching strategies that reiteration is important to be recognized and used because when placing word pairs that is not related to the meaning that want to deliver, there will no cohesiveness nor coherence in the texts.

CHAPTER II

LITERATURE REVIEW

This chapter provides the literature review of cohesion, types of cohesion, lexical cohesion, reiteration, types of reiteration, academic writing, *skripsi*, findings and discussion in *skripsi*, and conceptual framework.

2.1 Cohesion

The concept of cohesion is a semantic one, where it always refers to the meaning that exists within the text and that is the way to define it as a text. Based on Cohesion in English by M.A.K. Halliday and R. Hasan (1976), cohesion refers to the semantic relations rather than the structural one. The semantic relations emerge through cohesive devices within a text (Kafes, 2012). Furthermore, Halliday and Hasan stated that:

> Cohesion occurs where the interpretation of some element in the discourse is dependent on that of another. The one presupposes the other, in the sense that it cannot be effectively decoded except by recourse to it. When this happens, a relation of cohesion is set up, and the two elements, the presupposing and the presupposed, are thereby at least potentially integrated into a text. (1984:4)

Meanwhile, Jones (2012) stated that "*cohesion primarily has to do with linguistic features in texts*". In fact, what makes cohesion emerges in texts are not linguistic features only, but the features lead readers to perform certain mental operations – to locate and take note of earlier or later parts of the text as they are going through it (Jones, 2012:39). Cohesion is the quality in the text that helps the

reader to gain the sense of what the reader reads, whether the reader reads text backward or forward, the texts itself will bring the quality of connectedness. Therefore, the reader can always achieve the connection of the text from what the writer has written.

According to Markels (1983) in Helallet (2013) defined cohesion as both semantic and syntactic phenomenon. It is happened when "a dominant term, explicit or implicit, occupies concurrently the most important semantic position in the paragraph and also the most important syntactic position in each sentence in the paragraph" (p.453). The main point is dominant. The dominant should consistently appear in the subject position. What makes a dominant term is when cohesive ties and chains are appeared repeatedly in subject position, so these also should be considered with reference to their syntactic position because syntax is also essential as it will help the readers recall the context of the text and easily recognize the topic by the way of the dominant term appear.

2.2 Types of Cohesion

Halliday and Hasan in Cohesion in English (1976) divided cohesion into two types of cohesive ties: reference, substitution, ellipsis and conjunction, and lexical ties. Reference, substitution, ellipsis and conjunction are grouped as grammatical cohesion and the lexical ties are known as lexical cohesion.

2.2.1   Grammatical Cohesion

Grammatical cohesion refers to the linguistic structures. The highest structural unit in the grammar is sentence (Halliday & Hasan,

1974:28). The structures which occur in the sentence are seen toward the grammatical elements and the way they related within the sentence (Tsareva, 2010). The grammatical elements include morphology and syntax. Halliday and Hasan (1976) categorized the grammatical cohesion into five types: reference, substitution, ellipsis, and conjunction.

2.2.2 Lexical Cohesion

Lexical cohesion is the cohesive effect that happened by the selection of vocabulary (Halliday & Hasan, 1984:274). While the grammatical cohesion is about the structures of the text, the lexical cohesion is related with the words choice. Moris and Hirst (2003) in Ebrahimpourtaher and Eissaei (2013) stated that lexical cohesion occurs when there are related words pairs join to form a larger groups that function to extend freely over sentence boundaries.

According to Flowerdew and Mahlberg (in Fatimah & Yunus, 2014), lexical cohesion is related to the meaning in the text. The meaning is achieved when the lexical items appear in a text and these connect to each other and other cohesive devices continue to build the text, so that the meaning can be achieved. Halliday and Hasan (1976) divided lexical cohesion into two types: reiteration and collocation.

2.3 Reiteration

Reiteration is lexical items that use repeatedly (Halliday & Hasan, 1976). In the influential work of Halliday and Hasan, *Cohesion in English* (1976), it

stated that "reiteration is a form of lexical cohesion which involves the repetition of a lexical item, at one end of the scale; the use of general word to refer back to a lexical item, at the other end of the scale; and a number of things in between – the use of synonym, near-synonym, or superordinate" (p.278). Reiteration occurs when the repeated lexical items are connected with the previous one (Lestari, 2009), so that the cohesiveness could be achieved by the readers or listeners. The reiteration is not only about the repetition of same lexical items or different lexical items, but it is also about the occurrence of the related items, it could be a synonym to a general word. That is why the lexical items should refer back to another because it needs to bring the cohesiveness within a text and the meaning can be achieved.

From those statements, it can be seen that reiteration is related to cohesion. Reiteration is applied to emerge and to bring the cohesiveness and coherence in a text. According to Halliday and Hasan (1976), reiteration is categorized into same word (repetition), synonym (or near-synonym), superordinate, and general word.

2.4 Types of Reiteration

Reiteration is occurrence of the repetition of lexical items in the same context of a text which refer back to the previous one and help the reader to build the meaning of the text (Halliday & Hasan, 1976). Tárnyiková (2002) and Halliday and Matthiessen (2004) describe the reiteration into five types: repetition, synonymy, antonymy, hyponymy, and meronymy.

2.4.1   Repetition

Repetition occurs when the same lexical item is restated in the next sentence (Halliday & Hasan, 1976). This phenomenon is an action when a same lexical item that has been mentioned before appear again in the next statement. Repetition is a simple repetition which it has no particular word replacement (Lestari, 2009). Halliday and Matthiessen (2004) stated that repetition of a lexical item is the most direct lexical cohesion.

McGee (2009) argued that repetition is a standard way of achieving lexical cohesion because the fact he found that there can be a lot of 'redundant repetition' in students' writing. He thought that the writings overused the same lexical item which can lead the reader to the negative meaning. McCarthy op.cit.: 67,68, in McGee (2009), argued that the repetition occurs because it was affected by L1 (first language) of a student. Repetition also occurs because the students are not aware the important of a variety in academic writing and it can probably occur because students only know one lexical item to convey their message.

For example(s):

(i)   Algy met a *bear*. The *bear* was bulgy. (Halliday & Matthiessen, 2004:644)

(ii)   There's a *boy* climbing that tree. The *boy*'s going to fall if he doesn't take care. (Halliday & Hasan, 1976:279)

From the examples, (i) the second occurrence of *bear* harks back to the first one; (ii) *boy* is repeated. From these examples, we can conclude

that repetition is a simple repeated word without any particular replacement.

2.4.2 Synonymy

Synonymy is the choice of lexical that is in some sense synonymous with a preceding one (Halliday & Matthiessen, 2004:645). It means that a lexical item in the second occurrence is replaced with a particular lexical item whose meaning remains the same in the context. MacMillan (2007) stated that "synonym involves the repetition of the idea represented by a given lexical item, rather than its form" (p.79). It means that synonym used as repetition to represent the idea.

Moreover, Vehaar in Oka (1994) in Lestari (2009) defined the synonym is the utterance (words, phrase, sentence) which contains the same meaning. There are words that exactly can assume as synonym, and fit in all contexts, but have not same meaning when they put in up together in the reiteration (for example: *large* and *big*). When these words put in a phrase "My *big* sister" and "My *large* sister", they really show not the same meaning. So that the use of the synonymy need to be aware when it will come to the text.

For example(s):

(i) There's a *boy* climbing that tree. The *lad*'s going to fall if he doesn't take care. (Halliday & Hasan, 1976:279-280).

(ii)   … In the last year, my school made that day to introduce the *laws* and to respect the *regulations* … (MacMillan, 2007:216).

From the examples, we can conclude that in (i) *boy* and *lad* are synonym because *lad*, according to *Cambridge Advanced Learner's Dictionary,* means a boy or young man. In (ii), it sees that cohesion need not depend on identity of reference. The words, *laws* and *regulations,* are synonym and it fits in the context, so does in the meaning.

2.4.3   Antonymy

Antonymy is lexical item which has opposite meaning and function with cohesive effect in a text (Halliday & Matthiessen, 2004). Jones (2002) in MacMillan (2007) defined the term antonym as "the used in its broader sense, referring to any pair of words which could intuitively be recognized as 'opposites'" (p.1). Furthermore, antonymy can be achieved when the addition of prefix to the same morpheme, for example: *happy – unhappy* (Hoey, 1991).

For example(s):

(i)   He fell *asleep*. What *woke* him was a loud crash. (Halliday & Matthiessen, 2004:646).

(ii)   I usually wear *dark* colours. I don't look nice in *light* colours. (Ebrahimpourtaher & Eissaei, 2013:64).

From the example (i) *asleep* is the opponent word for *woke*, and in (ii) the opponent word for *dark* is *light.* It means that the key of antonym is opposite.

2.4.4 Hyponymy

Hyponymy is also known as subordinate. It means that hyponym is a word that, in the first occurrence, appears specifically then in the second occurrence it becomes general. This occurrence happens based on classification; specific to general (Halliday & Matthiessen, 2004). As mentioned, hyponym refers to hierarchical relationship between the meanings of a lexeme; this lexeme is under the meaning of another lexeme (Jackson, 1988, in Lestari, 2009). McGee (2008) stated that specific words are used first in the sentence or text, then the superordinate (general) because the superordinate contains less information.

For example(s):

(i) Noah's wife and his sons' wives went to the fields to gather *fruit*, and *grain* and *vegetables*. They would need plenty of *food* for themselves and the animal on the ark. [Text 14] (Halliday & Matthiessen, 2004: 647).

(ii) You take over main line like the Great Central and a few branch lines that run off from it, you electrify it, and then instead of running *trains* as they're run at present as public *vehicles* you hire out small trains to individual drivers. [Text 19] (Halliday & Matthiessen, 2004: 646).

From the example (i) *food* is the superordinate of *fruit*, *grain*, and *vegetables*. Also, the example (ii) *vehicles* is the superordinate of *train*. This comes to conclusion that a word that occurs in a sentence, then it is restated using a word that has a whole meaning to the previous one.

2.4.5 Meronymy

As mentioned, the hyponym as 'be a kind of', meanwhile meronymy is 'be part of'. Meronymy is defined as "a figure of speech in which an attribute of something is used to stand for a thing itself" (Bloomsbury, 1994: 1190, in Lestari, 2009). In addition, Ebrahimpourtaher & Eissaei (2013) mentioned that meronymy is the result of selection of a lexical item which is intended as part-whole relationship after an existing item. Meronymy is used to extend the relations. It is intended to introduce the whole first, then "extend the meronymically in terms of the parts" (Halliday & Matthiessen, 2004).

For example(s):

(i)   I live in a large *house*. The *yard* is full of trees. (Ebrahimpourtaher & Eissaei, 2013: 64)

(ii)   She knelt down and looked along the passage into the loveliest *garden* [you ever saw]. How she longed to get out of that dark hall, and wander about among those beds of bright *flowers* and those cool *fountains*, … (Halliday & Matthiessen, 2004: 648)

In (i), *yard* is the part of *house*. Clearly in (ii) that *flowers* and *fountains* are part of the *garden* because in the garden there could be flowers, fountains, trees, or bench.

2.5 Academic Writing

In higher education level, writing academically is the obligation for each university students. Academic writing is intended to be the chance for university student to explore their interest from the course that has been learned. In academic writing, "*you will start by asking good question, then find and analyse answer to it, and choose your own best answer(s) to discuss in your paper. Your paper will share your thoughts and findings and justify your answer with logic and evidence*" was stated by Whitaker in Academic Writing Guide (2010). So the objective of academic writing is not to tell one's knowledge about a topic, but to show one's understanding and how one can think critically about the topic (Whitaker, 2010).

In addition, academic writing requires the writers to have the skill in identifying and presenting complex ideas and arguments. To identify and present the complex ideas and arguments, the writer needs to be able to present it clearly, to make it cohesive and coherent. This means that the ideas and arguments have to relate to each other and can be clearly understood by the reader (Murphy, 2010). There are some kinds of academic writing; essay, paper, research paper, term paper, argumentative paper/essay, analysis paper/essay, informative essay, position paper, and *skripsi*, particularly in Indonesia.

2.5.1   Skripsi

Skripsi is the requirement for university students to be submitted to achieve the degree of '*sarjana*'. *Skripsi* is a report. A report is a specific form of writing that is organized around concisely identifying and examining issues, events or findings that have happened in a physical sense, for example a finding of research investigation (Bowker, 2007:62). In short, *skripsi* is a report of a research investigation that has to identify and present concisely.

Furthermore, according to *Pedoman Penulisan Tugas Akhir* (2013) stated that *skripsi* is final report for undergraduate students. *Skripsi* is scientific activities which can be done quantitatively or qualitatively. The structures that mostly find in the *skripsi* are: background of the study, research problems, literature review, methodology, data collection, data analysis, interpretation and conclusion. The objective of *skripsi* for university students is to experience in solving the problems using appropriate research procedure (p.1).

2.5.1.1 Finding and Discussion section of *Skripsi*

This section provides the result of the findings and elaboration of the findings. Firstly, this section provides the reader about information that the writer has found. Secondly, the information that writer has found should be explained. A good proportion of the discussion is explaining, interpreting, and where relevant, and justifying the findings. When providing the findings and discussion, it

can involve repeating the theoretical frameworks or models in mentioned in the introduction (Bowker, 2007).

Finding addresses the result of the data analysis where it should use tables, figures, or charts to illustrate and summarize the numeric information (Hon, 2008). While discussion is the interpretation and explanation about what have found from the finding. Bavdekar (2015) stated that a well-written discussion section includes a statement of important results, reference to previously published relevant literature, comparison of the result with the previously reported findings, explanation of the results, elucidations of strengths and weaknesses of the study, interpretation of all evidence, impact of study, and recommendation for future course of action.

Furthermore, this section is "to support the analysis and reasoning with theoretical ideas, concepts, and models available within the course and to provide evidence to back up conclusion and recommendation" (Bowker, 2007:81). Murphy (2010) suggested guidelines for an approach of discussion of findings chapter:

1) Try to present the principles, relationship, and generalisations shown by the findings.
2) Indicate where the findings lacked correlation, were surprising, or where they unsettled assumptions made in the original research design.

3) Show how your findings agree with, or contradict, previously published result of similar studies.

4) Be brave in discussing the theoretical implications of the findings, if relevant.

5) Indicate any practical implications of the findings as they relate to the aims and objectives of the study.

Murphy (2010) assumed that these suggestions may lead to the cohesiveness and coherence of the findings and discussion section.

To present the result of the research, students of English Department in Fakultas Bahasa dan Seni, Universitas Negeri Jakarta need to explain and interpret their findings in finding and discussion section.

2.6 Conceptual Framework

Liu (2000) in Mojica (2006) found that types of reiteration are highly used by the students in their writings. Lexical reiteration (repetition, synonymy, antonymy, hyponymy, and meronymy) is seemed to be easy to apply because students can relate their idea, which they want to convey and elaborate, using this devices. Therefore, this study would focus on the types of reiteration.

There are five types of reiteration: repetition, synonymy, antonymy, hyponymy, and meronymy. Repetition is the same lexical items occur again in the next statement. It is used to emphasize the statements. Synonymy is occurred when a lexical item is replaced with another word which has same meaning and fit

in the context. Antonymy is lexical item which has opposite meaning. It is used to elaborate the statements. Hyponymy is occurred specific in the first then it becomes general in the next one. Meronymy is "part-of" some selected lexical items. It is used to extend the relation of statements.

The corpus of the study is the finding and discussion sections of English Department students' *skripsi*. Finding presents the results of study where it is presented in charts, tables, or figures. Discussion section is the interpretations of the results. While presenting the finding and discussion of study, the writer must be able to write cohesively. In order to get the cohesiveness, some devices of reiteration can be applied.

To conduct the present study, the writer adopted the influential theory of Halliday and Hasan (1976) about the types of reiteration. The theory was used because it supported the analysis of this study. The types of reiteration in finding and discussion sections were collected, analysed, identified, and categorized. After that the inferences can be drawn.

CHAPTER III

METHODOLOGY

This chapter provides research method and design, data and data source, time and place of study, data collection procedures, and data analysis procedures.

3.1 Research Method and Design

This present study would conduct a content analysis. The theory of content analysis would be adapted from Krippendorf (2004) which is a technique that used to make valid and replicable inferences that is used from the text. Krippendorf described the steps in conducting content analysis, they are unitizing, sampling, recording/coding, inferring, and narrating. The study adapted Krippendorf's theory because the following steps clearly helped the researcher to conduct the study, from collecting and analyzing the data until drawing the inferences. In addition, content analysis is also to classify the written or oral materials into identified categories of similar meanings (Moretti, et.al, 2011).

The qualitative study would be adopted as the approach of the study. Creswell (2009) stated that qualitative research is a means for exploring and understanding the individuals or groups ascribe to a social or human problem (p.4). The qualitative research would refer to the meanings, concepts, definitions, characteristics, metaphors, symbols and description of things (Berg, 2007). Hence, this study would be presented through the classification of reiteration and then

would be analyzed and described about the use of reiteration in finding and discussion sections in English Department's *skripsi.*

3.2 Time and Place of the Study

This study would be conducted from June up to September 2016 in English Department, Universitas Negeri Jakarta.

3.3 Data and Data Source

The data of this study are words, phrases, and clauses that indicated as types of reiteration and the data source to conduct the study was taken from finding and discussion sections of *skripsi* in English Department, Universitas Negeri Jakarta. The *skripsi* were taken from education and literature study program which graduated in 2015. The total data that would be analyzed is twenty findings and discussion sections (ten from education program and ten from literature program).

3.4 Data Collection Procedures

The data would be collected by the following procedures:

1. Setting up criteria of words, phrases, or clauses that indicated reiteration.

2. Selecting data sources, twenty finding and discussion sections of *skripsi* (ten from educational programs and ten from literature programs), which were graduated in 2015 randomly.

3. Reading and underlining the data (words, phrases, or clauses) that indicated reiteration.

4. Presenting the data in the table analysis.

3.5 Data Analysis Procedures

The following steps in analyzing the data are:

1. Coding the finding and discussion sections which are analyzed in Finding and Discussion column, for example: FD1, FD2, FD3, until FD20[1].

2. Numbering the sentences which are taken from the finding and discussion sections in Sentence column, for example: S1, S2, S3, etc[2].

3. Writing down the sentences which are contained reiteration in the Data column.

4. Identifying the data (words, phrases, or clauses) from the finding and discussion sections in *skripsi* which identify as reiteration by bolding/underlining.

5. Classifying the data in the table classification (Table 1) and giving (√) if the data is included the repetition, synonymy, antonymy, hyponymy, or meronymy. The classification of reiteration is based on Halliday and Hasan (1976).

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[1] FD1 is the first sample of Finding and Discussion section taken for analyzed, FD2 is the second sample, and FD3 is the third sample until twentieth sample selected.
[2] S1 is the first sentence of Finding and discussion section, S2 is the second sentence, etc.

Finding and Discussion	Sentence	Data	Reiteration					Analysis
			Repetition	Synonymy	Antonymy	Hyponymy	Meronymy	
FD1	S1 & S2							
…								
FD20								

Table 1. Table of Analysis (Classification is adapted from Halliday & Hasan, 1976)

6. Calculating the total occurrences of the types of reiteration in the table of result. (Table 2)

7. Calculating the percentage of the total occurrence of reiteration in the table of result. (Table 2)

Findings & Discusion Code	Reiteration					Total
	Repetition	Synonymy	Antonymy	Hyponymy	Meronymy	
FD1						
FD2						
FD3						
FD4						
FD5						
FD6						
FD7						
FD8						
FD9						
FD10						
FD11						
FD12						
FD13						
FD14						
FD15						
FD16						
FD17						
FD18						
FD19						
FD20						
Total						
Percentage						

Table 2. Table of Results (Total and the percentage of occurrences of reiteration)

8. Drawing the inferences from the result of the findings.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents finding and discussion with regard to the study undertaken. The finding concerns on the types of reiteration found in the study and the discussion section deals with the use of the types of reiteration in finding and discussion sections of English Department students' *skripsi* at Universitas Negeri Jakarta.

4.1 Finding of the Study

The finding can be found after completing the steps related to the data analysis procedures. From twenty finding and discussion sections from English Department's *skripsi*, it is found that all types of reiteration proposed by Halliday and Hasan (1976) were all applied. It is found that the total of reiteration occurred in the data is 590. The first type occurred with highly frequency is repetition. The total repetition occurred in the data is 468 (79.32%). It is shown that repetition is the most dominant type used in the Finding and Discussion sections. The second type occurred is synonymy, with 38 occurrences (6.44%). The third type occurred is antonymy, with 37 occurrences (6.27%). The fourth type occurred is hyponymy, with the total of occurrence is 28 (4.74%). Finally, the last type occurred which indicated the least type occurred is meronymy, with 19 occurrences (3.22%).

The brief finding can be seen in the diagram below.

Types of Reiteration in Finding and Discussion Sections
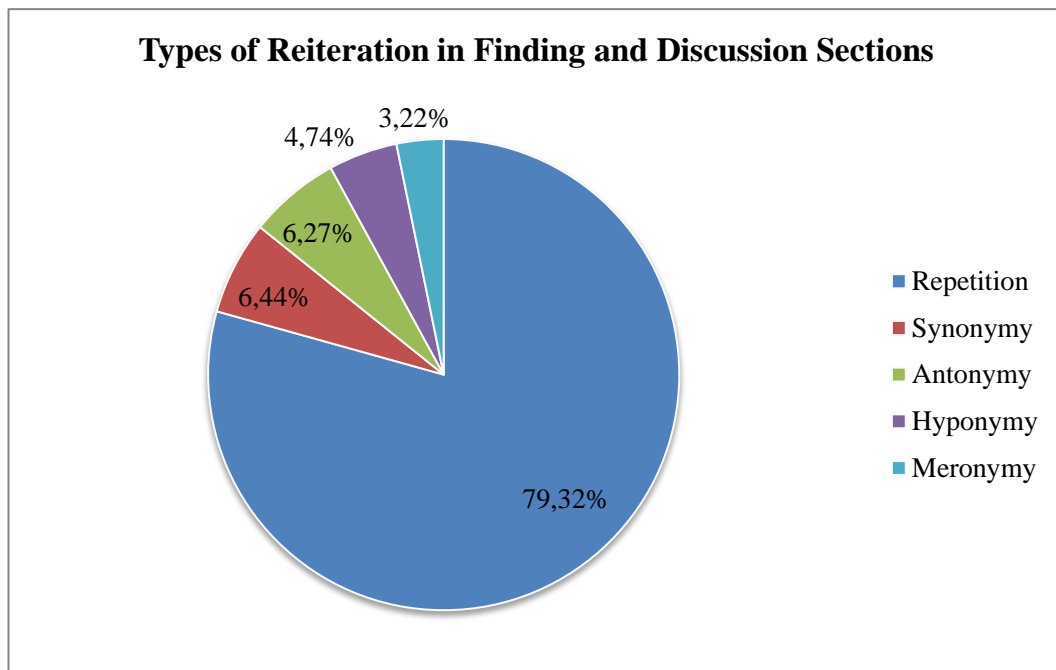
Diagram 1. Types of Reiteration in Finding and Discussion Sections of English Dept. Students'

Skripsi

4.2 Discussion

In this section, the writer aims to show the use of the reiteration in Finding and Discussion section of English Department students' *skripsi* at Universitas Negeri Jakarta

4.3.1 The Use of Reiteration in Finding and Discussion Sections of English Department Students' *Skripsi* at Universitas Negeri Jakarta

As mentioned above, it is found that all types of reiteration were all used by graduated students in 2015 in their finding and discussion sections. It could be said that students used the types of reiteration in order to make the readers easier when they read the sections. Because reiteration brings the

cohesiveness to the readers, so the readers can achieve the ideas that want to deliver by the writers (Lestari, 2009).

Reiteration itself is a form of lexical cohesion and can be occurred when there is some selected lexical item used repeatedly and it need to refer back to the used of lexical item in the previous occur (Halliday & Hasan, 1976). It means that the use of reiteration is to bring the cohesiveness and coherencies because it cannot be said as reiteration if the repeated lexical item does not refer to the previous one.

The use of reiteration in finding and discussion sections show that repetition is the most dominant type occurred whereas the least type used is meronymy. Even though all the types were all applied, but it indicated that repetition gained the highest occurrence with 468 occurrences (79.32%) from 590 occurrences of reiteration. It showed that students repeated the same lexical items in their finding and discussion sections very often. To see the further explanation and how each types of reiteration are used in finding and discussion sections, the writer will prove them in the next explanation.

4.3.1.1 Repetition

Repetition occurs when the same lexical item is used repeatedly in the next statement (Halliday & Hasan, 1976). This phenomenon occurs when same lexical item which has been mentioned in the previous statement appear again with no particular word replacement. It is also the most direct lexical cohesion, because it does not need

particular word to replace the lexical item. This study found that repetition is the most dominant type used in the finding and discussion sections; with 468 occurrences (79.32%). The occurrences can be seen in the following examples below.

(i)   **The data** are sentences and paragraphs which contain wordiness. **The data** were taken from *seminar proposal* in semester 102. (FD4/S2&S3)

In example (i), the word '*the data*' was repeated in the next sentence. '*the data*' itself referred back to the word '*the data*' in the previous sentence. The writer repeated the word '*the data*' because it is the direct lexical item to emphasize what the writer had stated in the previous sentence. Also, the use of '*the data*' was indicated to elaborate the writer's idea by using again the '*the data'* in the next statement then the writer added the explanation as the supports.

(ii)   **Sheryl** tries to inform that the audience can hear their playlist at Indika 91.60 FM. It shows a code mixing because **Sheryl** speaks different language in a single utterance. (FD14/S26&S27).

Meanwhile, in the example (ii), it is found that the word '*Sheryl'*, which indicated as a person's name, was repeated again using the same word in the next sentence. This is obviously repetition, but if this occurrence appeared continually it would lead to the redundant repetition; where a lot of repetition used in the writings which cannot bring the cohesiveness (Ting, 2003:6, in McGee (2009)). It would be better if the

word '*Sheryl*' in the next statement was replaced with '*she*'. Even if the word '*Sheryl*' referred back to the '*Sheryl*' in the previous statement, using another selected lexical item could show that the writer was aware the important of a variety in academic writing, which in this case was a Finding and Discussion section.

(iii)   **The writer** analyzed the curriculum and six **lesson plans** from three teachers of SMPN 28 Bekasi. **The writer** took three samples of **lesson plans** of grade VII and grade VIII. (FD8/S1&S2).

In the example (iii), it is found that the repetition occurred twice. First, the '*the writer*' referred back to the previous words, and second, '*lesson plan*' also repeated again in the next statement. The occurrences here indicated that the writer wanted to emphasize about who will conduct the study and what are the data. The use of repetition here showed that the writer wanted to keep the readers' attention and they can easily understand what the writer intended.

From the examples above, it can be seen that the repetition occurs in example (i), (ii), and (iii). Repetition occurs in each example shows that there is no particular word replacement in the statements.

With the highest dominant type used by the students in their finding and discussion sections, it showed that repetition was the most dominant lexical cohesive devices to apply in the writings. These findings were in line with the findings of Mojica (2006) which found

that repetition was also the most frequently used by the students. It proved that repetition is important to bring the cohesiveness in the writings and students need to be aware of the use of repetition because the tremendously used of this type would bring to the redundant repetition and the writings would not bring the cohesiveness. As the addition, the highest used of repetition occurred because it was affected by L1 of the students, so in order to relate their ideas they used repetition conveniently.

Meanwhile, Rahayu (2015) found in her study that the mostly occurred was repetition of subject pronoun, where functioned to introduce the applicant and to give summarization of applicant's personal information and skills. This study found that the repetition of subject noun in the sentence is mostly occurred in finding and discussion sections because writers can elaborate the relation of the previous statement with using the same subject in the next one. Therefore, the readers can understand with the writers' ideas directly.

As the result, repetition found in the study showed the cohesiveness because the writers wanted to emphasize the ideas and made the readers achieve what the writers intended by using the same lexical repetition in order to keep the readers' attention.

4.3.1.2 Synonymy

Synonymy is the choice of lexical that is in some sense synonymous with a preceding one (Halliday & Matthiessen, 2004:645). It means that a lexical item in the second occurrence is replaced with a particular lexical item whose meaning remains the same in the context. This study found that synonymy is the second dominant used in finding and discussion sections, with 38 occurrences (6.44%). The use of synonymy in the writings shows that students are aware of variety of language used in academic writing. The occurrences of synonymy found in this study can be seen in the following examples below.

(i)   Regarding to the **meanings** of circuitous, this sentence is put the distance between the subjects with the verb. So, **ideas** cannot be shared clearly. (FD4/S22&S23).

In the example (i), the word '*meanings*' is reiterated in the next statement using '*ideas*'. The '*meanings*' and the '*ideas*' have the same meanings, that is the things or ideas that wishes to communicate, according to Oxford Advanced Learner's Dictionary. The use synonymy in the example showed the cohesiveness because the '*ideas*' replaced the word '*meanings*' fit in the context.

(ii)   This **study** held at Taman Mini Indonesia Indah, from March until May 2015. This **research** aims to analyze the English speaking ability of the tour guide at TMII Jakarta. (FD7/S1&S2).

In the example (ii), the synonymy was '*study*' and '*research*'. To showing the further explanation of the writer's research, the writer replaced the word '*study*' in the first sentence with '*research*' in the sentence. The synonymy occurred here was acceptable because the word used was fit in the context that the writer was talking about because 'study' and 'research' brought the same sense to the statements.

(iii)   Kafka Tamura lost what's very **important** not only for him but also for every child in the world that is a **mother figure** at the very early age, in which that **mother figure** is very **necessary** for his mental, emotional, and physical development. (FD13/S64).

In the example (iii), it was found that there were repetition of '*mother figure*' and synonymy occurred. The word 'important' was replaced to emphasize the meaning that the writer wanted to share with 'necessary'. In this context, these words brought the same meanings; something that is really serious or important. What the writer wanted to share is that Kafka is losing thing that is really important for him in his childhood, which is the mother figure. That is why the repetition of 'mother figure' was occurred there. It was to emphasize the ideas of the writer by employing the explanation using the some particular lexeme.

From the examples above found in the data, it showed that synonymy used by students in their finding and discussion sections. The study found that the use of synonymy in reiterating the statement was

really important. Also, the selected lexical items as the synonymy fit with the context. Because if the replacement word was not related or having the same meaning, it would not bring the cohesiveness in the text (Vehaar in Oka (1994) in Lestari (2009)). It showed that writing finding and discussion need to use variant of lexical items, in order to drawing the inferences and help the readers to understand the findings.

4.3.1.3 Antonymy

Antonymy is lexical item which has opposite meaning and function in cohesiveness (Halliday & Matthiessen, 2004). The antonymy occurs to give the elaboration in the text by using the selected words which have opposite meaning. By this occurrence, the readers can achieve the cohesiveness of the texts and achieve the writers' meanings. In this study, antonymy was in the third position as the type of reiteration used by students in the finding and discussion sections, with 37 occurrences (6.27%). To see how anonymy used in the finding and discussion sections can be seen in the following examples.

(i)   But, those materials were still **general** and are not related to the major. The **specific** terms used related to the major are very limited. (FD1/S118&S119).

In the example (i), there was antonymy occurred in the word '*general*' and the word '*specific*'. In the first sentence, the writer wanted to say

that the materials used were still *general* and not related to the major. And then, to support the previous statement, the writers added that the *specific* materials were very limited. These words indicated that they have opposite meanings.

(ii)   The total number of **appropriate** grammatical cohesion is 838, beside that the total number of **inappropriate** grammatical cohesion devices is 14 or 1.6%. (FD5/S155).

In the example (ii), the antonymy occurred was the addition of the prefix in the same morpheme (Hoey, 1991). It was the opposite of '*appropriate*' was '*inappropriate*'. Once again, it was used as the addition of supporting statement in the previous one. The writer used the addition of prefix '*in-*'to make it easier to be understood by the readers.

(iii)   The **syntactic features of sports headlines** in the *Jakarta Post* and *New York Times* are **similar**. The results indicated that the **syntactic features of sport headlines** generally appear in both newspapers whereas the frequency of occurrences is **different**. (FD19/S92&S93).

In the example (iii), it was seen that the repetition occurred in the example provided and also the antonymy. The word 'similar' and 'different' were occurred as antonymy because both had opposite meaning. Firstly, the repetition 'syntactic features of sports headlines' are occurred. Then selected lexical item, in this case was antonymy,

used to give the further elaboration. As the result, the repetition occurred to bring the cohesiveness along with the antonymy.

From the examples above, the study found that the antonymy occurred. The finding gave us the insight that antonymy is important to employ in the writings because their function not only to raise cohesiveness, but also to add and to support the statement in the previous one, which always refer back to the use of lexical items before.

4.3.1.4 Hyponymy

Hyponymy is known as subordinate. It means that hyponym is a word that, in the first occurrence, appears specifically then in the second occurrence it becomes general. This occurrence happens based on classification; specific to general (Halliday & Matthiessen, 2004). As mentioned, hyponym refers to hierarchical relationship between the meanings of a lexeme; this lexeme is under the meaning of another lexeme (Jackson, 1988, in Lestari, 2009). This study found that the use of hyponymy in finding and discussion sections occurred 28 times (4.74%). To see how this type of reiteration used in the finding and discussion can be seen in the following examples.

(i) From those examples, same like synonymy, antonymy also gives cohesive effect to the English Department students' **application letter**. It develops cohesion in the **text**. (FD2/S60&S61).

In the example (i), it was seen that the hyponymy occurred. The '*application letter*' was the specific one, while the '*text*' was the general one. It indicated that the writer wanted to elaborate the relation of *application letter* (specific) with *text* (general). The '*application letter*' is under the meaning of '*text*' because text contained less information about what actually text was referred to, so that the '*application letter*' came first.

(ii) Since **content analysis** is one of kinds of **methods**, the writer does not need to state or explain the content analysis as the writer's method. (FD4/S82).

In the example (ii), it is obvious seen that '*methods*' was the general one and '*content analysis*' was the specific. The '*content analysis*' was part of '*methods*' which indicated that '*method*' was the generally used to relate the use of '*content analysis*' which had been stated before.

(iii) Divergent **novel** is an interesting dystopian literature written in a progressive plot. The **book** consists of series of events that create the whole story. (FD18/S7&S8)

In the example (iii), '*book*' is the superordinate (general) and the '*novel*' was the subordinate (specific). So that the '*book*' was referred to the '*novel*', this occurrence existed in the example showing that the writer used another variant of word choice. Beside the writer wanted to give the further explanation about what kind of book that the writer was talking about.

From the examples above, study found that the hyponymy occurred had brought to the cohesiveness. Since, the function is to relate the elaboration (Halliday & Matthiessen, 2004), the findings showed that the writers used this type to give the further explanation, which the use of some lexical item contains less information.

4.3.1.5 Meronymy

Meronymy is the result of selection of a lexical item which is intended as part-whole relationship after an existing item. Meronymy is used to extend the relations. It is intended to introduce the whole first, then "extend the meronymically in terms of the parts" (Halliday & Matthiessen, 2004). It is known as 'be part of'. The finding of this study found that this type, meronymy, is the least type of reiteration used in finding and discussion sections, with only 19 occurrences (3.22%) from 590 occurrences. The following examples show how meronymy is used in finding and discussion sections.

(i) Even though **he** is good-looking and smart in **class**, **he** refuses to make friends with other children his age. Even for him, **school** is not very important as long as people can learn from anything anywhere in this world. (FD13/S101&S102)

In the example (i) found that 'class' and 'school' were indicated as meronymy. It was happened because class is part of school. The writer

reiterated with lexical item of part relationship because the writer wanted to convince the ideas.

(ii) There are four **patterns of thematic progression**. They are **constant**, **linear**, **split theme**, and **split rheme**. (FD17/S6&S7)

In the example (ii), it is obviously meronymy because in the first statement the writer stated '*patterns of thematic progression*', then the writer extending the statement by mentioning the part of thematic progression; '*constant, linear, split theme*, and *split rheme*'. This meant to make the statement understandable and to support it, too.

(iii) The use of verbal headlines in the *Jakarta Post* and *New York Times* sport headlines that they are written in full **sentences**, which consists of **subject**, **verb**, **object** or **complement**, or the **adverbial phrase**. (FD19/S96)

In the last example (iii), it can be seen that '*sentence*' consisted of '*subject, verb, object or complement, or adverbial phrase*'. The writer reiterated the statement by extending them into various items which indicated as part-whole relationship. Because first the writer mentioned 'sentence' in the next statement what parts which consisted of it.

From the examples above, study found that meronymy occurred even though with the least percentage. We can see that the writer first intended to introduce the 'whole' first then they extended it in the terms of the parts. This type occurred in the examples showing that the use of

meronymy could bring the cohesiveness in the text because the meronymically terms must be parts of the whole relationship or refer back to it. So that the ideas could be achieve and understood by the readers.

From the finding and discussion above, it was found that the most dominant type occurred was repetition. Then it was followed by synonymy, antonymy, hyponymy, and the least type occurred was meronymy. The highest percentage of repetition found from the study showed that students used this devices conveniently to state their ideas directly, too. It was also found that students were still unaware to use other types of reiteration because reiteration occurred to bring the cohesiveness in a text.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter provides the conclusion from the finding and discussion section of this study, limitation of the study and recommendation for future research

.

5.1 Conclusion

This study aimed to find out the types and frequencies of reiteration applied in finding and discussion sections of students' *skripsi* at English Department Universitas Negeri Jakarta. The data were taken from twenty finding and discussion sections; ten from educational program and ten from literature program, at English Department which graduated in 2015. The data were analyzed using theory proposed by Halliday and Hasan (1976). After completing several steps of data collection and analysis procedures to conduct this study, the findings were found and the inferences were drawn.

From this study, it is revealed that all the types were all applied in the finding and discussion sections. It was found that there were 590 occurrences of reiteration in twenty finding and discussion sections. Repetition is the most dominant type used in finding and discussion sections, the percentage is 79.32%. Repetition found in the study, as the highest frequent used, showed that the repetition is the direct way to relate the writers' ideas, so that they can keep the readers' attention and their meanings can be delivered directly.

The second type occurred is synonymy, the percentage is 6.44%. It showed that writing finding and discussion need to use variant of lexical items, that fit in the context, therefore the ideas can be achieved by the readers. The third type occurred is antonymy, the percentage is 6.27%. The writers can support their ideas by giving the further elaboration using selected lexical items of opposite meanings. The fourth type occurred is hyponymy, the percentage is 4.74%. The findings showed that the writers used this type to give the further explanation in their finding and discussion, which the use of some lexical item contains less information. Finally, the last type occurred which indicated the least type occurred is meronymy, the percentage is 3.22%. It can be seen that the writer first intended to introduce the 'whole' first then they extended it in the terms of the parts, so that the readers can achieve the intention of the writers.

5.2 Limitation and Suggestions

This study, indeed, has some limitations that can take into account in the future research. First, the data of this study are twenty finding and discussion sections of *skripsi*, that randomly chosen from educational and literature program at English Department Universitas Negeri Jakarta which graduated in 2015. The future research might take a large amount of data to prove the validity of the study. Second, this study took the finding and discussion section, since there are other sections in the *skripsi*, the future research might take another section as the data. Last, reiteration, which is the focus of this study, is part of lexical cohesion and Halliday and Hasan were divided this device into reiteration and collocation.

As the gap for the future researches, who are interested in this filed, might aim to analyze the collocation in any writing products.

After finding the results, this study found that reiteration is really important material to be understood. Because of the highest used of repetition, students might be unaware of the use of other lexical items. Therefore, it is suggested to be a part of learning in any writing skill subjects in order to improve students' skill in writing cohesively and coherently. It will be beneficial for students and lecturers because students can get the feedbacks through the lecturers about how to write cohesively and coherently.

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APPENDIX 1 –
Table of Analysis

Table 3. Table of Analysis (Reiteration in Finding and Discussion Sections)

Findings and Discussion	Sentence	Data	Reiteration					Analysis
			Repetition	Synonymy	Antonymy	Hyponymy	Meronymy	
FD1	S1	This study was conducted to get the data about the relevance of **English reading** materials to the **English reading** needs of **vocational school** students majoring in **automotive (*Teknik Kendaraan Ringan*)**.	√				√	1. English Reading – English Reading : Repetition. 2. vocational school - automotive (*Teknik Kendaraan Ringan*) : Meronymy.
FD1	S1 & S2	This **study** was conducted to get **the data** about the relevance of English reading materials to the English reading needs of vocational school students majoring in automotive (*Teknik Kendaraan Ringan*). **The data** of the **study** were collected through **three instruments**, they were **questionnaires for students, teachers, and practitioners, interview questions for students, teachers, and practitioners, and classroom observation sheet**.	√			√		1. study – study : Repetition. 2. the data – the data : Repetition. 3. three instruments - questionnaires for students, teachers, and practitioners, interview questions for students, teachers, and practitioners, and classroom observation sheet : Hyponymy.
FD1	S3	The writer distributed the questionnaires, conducted the interview and classroom observation in fifteen **vocational schools** in Jakarta that have *Teknik Kendaraan Ringan* **major**.					√	1. vocational schools – *Teknik Kendaraan Ringan* major : Meronymy.
FD1	S9	The questionnaires were in *bahasa Indonesia* in order to be more easily **understood** by the students and avoid **misunderstanding**.			√			1. understood – misunderstanding : Antonymy.

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FD1	S10	**Materials** that were given by the teachers during the English learning process are important because *Teknik Kendaraan Ringan* students might face these **materials** at their future workplace.	√					1. materials – materials : Repetition.
FD1	S11	**They** should learn **these materials** so that **they** will be ready and will know what **they** should do when **they** meet **these materials** later.	√					1. they – they – they : Repetition. 2. these materials – materials : Repetition.
FD	S14	As **they** work later, **they** have to be **able** to understand written information before being **able** to do something.	√					1. they – they : Repetition. 2. able – able : Repetition.
FD1	S22 & S23	For these 4 materials, it shows that there is a **quite large gap** the percentage between the material needed by the students and which were actually given. The next two materials, which are report, announcement, and text, also show similar results but the **gap** are **not too large**.	√		√			1. quite large – not too large : Antonymy. 2. gap – gap : Repetition.
FD1	S28	It can be concluded that the materials related to **work** experience and/or **job** interview (memo, business letter, SOP, job aplication letter, report, and announcement) are mostly needed by the students.		√				1. work – job : Synonymy.
FD1	S35 & S36	But from those materials, only **tenses** that was often **given** (83,4% students stated that, meanwhile other materials only below 77%). **Tenses** become the most material needed and **given**.	√					1. tenses – tenses : Repetition.
FD1	S38	Teachers' answers tell us that most of materials the writer provided in the questionnaire are mostly given to the students **which** are stated more than 70%	√		√			1. which – which – which : Repetition. 2. direct – indirect : Antonymy.

FD1								
		students except for **direct** and **indirect** speech **which** is taught only by 66,7% teachers and complex sentences **which** is taught only by 53,3% teachers.						
FD1	S52 & S53	This chart represents the **low** percentage of **material given** by teacher in part of speech, prefix, and suffix. For specific terms related to the major, it can be said that the **material given** is not enough considering the **high** percentage of students need (84%).	√		√			1. low – high : Antonymy. 2. material given – material given: Repetition.
FD1	S60	The chart above represents the **reading activity** that given by the teacher in the classroom during the **learning process**.					√	1. reading activity – learning process : Meronymy.
FD1	S61	From teachers' answer, we know that the activities commonly teachers done while teaching reading are **reading to find** general information (*membaca untuk menemukan informasi umum*) and **reading to find** main idea (*membaca untuk menemukan ide pokok*), represented by 100%, followed by **reading to find** specific information and detailed information (*membaca untuk menemukan informasi khusus dan informasi rinci*), represented by 93,3%.	√					1. reading to find – reading to find – reading to find : Repetition.
FD1	S64	In the reading learning process, the teacher also teach their students **grammar** in order to make them know better about the **structure of the language** while they are reading.				√		1. grammar – structure of the language : Hyponymy.
FD1	S65	The writer provided some **activities** may usually done by teachers while they are **teaching reading** related grammar in questionnaire part II point 5.				√		1. activities – teaching reading : Hyponymy.

FD1	S75 & S76	It shows that, teachers still **rarely** used creating a sentence from a vocabulary given (*menuliskan kalimat berdasarkan kosakata yang diberikan*), **represented by** 56,7% and labelling picture (*memberi label pada gambar*), which **represented by** 26,7%. Even the most **often** used activities is only done by 67% teachers.	√		√				1. rarely – often : Antonymy. 2. represented by – represented by : Repetition.
FD1	S79, S80, & S81	From the charts **above** about materials needed and activities given, we know what **reading materials needed by *Teknik Kendaraan Ringan* students**. The table **below** represents the details of needs analysis results about **reading materials needed by *Teknik Kendaraan Ringan* students** and reading materials needed by **the practitioners** in the **workplaces**. Materials that the students needed will be compared and confirmed by **the practitioners** to know how much those materials will be used in the **workplaces**.	√		√				1. above – below : Antonymy. 2. reading materials needed by *Teknik Kendaraan Ringan* students - reading materials needed by *Teknik Kendaraan Ringan* students : Repetition. 3. the practitioners - the practitioners : Repetition. 4. workplaces – workplaces : Repetition.
FD1	S82 & S83	The table above **represents** the result of reading materials needed by the students compared to what practitioners really need in the workplaces. Students' answers **show** that the most needed reading material is job application letter, but actually this material doesnt really needed by them (only needed by 66,7% practitioners).		√					1. represent – show : Synonymy.
FD1	S85 & S86	From the students' answer, we know that almost all the material mentioned in the questionnaire are higly needed (more than 75%), except for **text** (only				√			1. text – SOP, job application letter, memo, and report : Hyponymy.

		needed by 46,4% students). But, the practitioners' answer show that what they will really need are **SOP**, followed by **job application letter, memo, and report** (represented by 66,7%).						
FD1	S90 & S91	Based on the students' answer, all the reading materials related to **grammar** mentioned in the questionnaire are needed (needed more than 70% students), except for **plural and singular** which is needed by 69,8% students. But, based on practitioners' answers, the materials that students will need are **tenses, modal auxiliary, passive voice, adjective clauses, preposition, possesive adjective, countable and uncountable noun, and degrees of comparison** (represented by 66,7%).					√	1. grammar – plural and singular, tenses, modal auxiliary, passive voice, adjective clauses, preposition, possesive adjective, countable and uncountable noun, and degrees of comparison : Meronymy.
FD1	S97 & S98	The most needed material is specific term related to the major, represented by 100%, which means all the practitioners stated that they need **this material**. For **this material**, the **students** are agree (84% **students** needed this).	√					1. this material – this material : Repetition. 3. students – students : Repetition.
FD1	S102 & S103	**It** was not match with the students' answer. However, **it** was still relevance because both memo and report were the materials given the most by the teacher, and also needed in the future workplaces.	√					1. it – it : Repetition.
FD1	S104 & S105	The **teachers** have to give these materials during the reading learning process. The **teachers** also must provide the **SOP** that related to automotive because in their future workplaces the students will read and	√					1. teachers – teachers : Repetition. 2. SOP – SOP : Repetition.

		understand the **SOP**.						
FD1	S105 & S107	The important thing that has to be considered is the **topic** should be based on the students' major. During the reading learning process, the **topic** of job application letter provided by the teacher was general, so it was not suitable for *Teknik Kendaraan Ringan* students.	√					1. topic – topic : Repetition.
FD1	S108 & S109	**Teachers** need to be creative in selecting and designing the materials so that it will suitable to the specific needs of their students. Furthermore, based on the questionnaires, it was found that the **teachers** have fulfilled the reading materials related to **grammar** for the students needs in **tenses, possesive objective, and modal auxiliary.**	√				√	1. teachers – teachers : Repetition. 2. grammar – tenses, possessive objective, and modal auxiliary : Meronymy.
FD1	S111	In addition, the teachers also have fulfilled the reading materials related to the **vocabulary** of the students needs in **parts of speech, verb related to major, tools and kits, and specific terms related to major.**					√	1. vocabulary - parts of speech, verb related to major, tools and kits, and specific terms related to major : Meronymy.
FD1	S113	The **teachers' questionnaires' results of reading activities** were **relevant** to what students needed. Furthermore, the **teachers' questionnaires' results of reading activities related** to grammar were relevant to the students' answer.	√	√				1. teachers' questionnaires' results of reading activities - teachers' questionnaires' results of reading activities : Repetition. 2. relevant – related : Synonymy.
FD1	S118 & S119	But, those materials were still **general** and are not related to the major. The **specific** terms used related to the major is very limited.			√			1. general – specific : Antonymy.

FD1	S121	It makes the **materials** was not relevant to the needs of *Teknik Kendaraan Ringan* students because the **materials** provided by the teacher may not be used in their future workplaces.	√					1. materials – materials : Repetition.
FD2	S2	There are fourty **application letters** collected from two **study program**, twenty **application letters** were taken from **literature program** and twenty others were taken from **educational program**.	√			√		1. application letters – application letters : Repetition. 2. study program – literature program, educational program : Hyponymy.
FD2	S3	The study was conducted to find out what **lexical cohesions** are employed, what types of **lexical cohesion** devices are mostly used, how is the frequency of **lexical cohesion** used, and how appropriate **lexical cohesion** used in application letter of English Department students in Business Writing class.	√					1. lexical cohesions – lexical cohesion : Repetition.
FD2	S5 & S6	From fourty **application letters** made by the English Department students, there are found 265 **lexical cohesion devices** used. All types of **lexical cohesion devices** were applied in those **application letters**.	√					1. application letters – application letters : Repetition. 2. lexical cohesion devices – lexical cohesion devices : Repetition.
FD2	S8 & S9	**It** has 71,32% used in **application letters**. **It** is also the most dominantly used in **application letters**.	√					1. it – it : Repetition. 2. application letters – application letters : Repetition.
FD2	S29, S30, & S31	Like the previous example, in example (2), **the word** "company" in "I am writing to apply as an editor in your company" is repeated in "High Quality	√					1. the word – the word : Repetition. 2. refers – refers : Repetition.

		Magazine company". **The word** "company" in "High Quality Magazine company" **refers** back to the previous clause "I am writing to apply as an editor in your company". **The word** "company" **refers** to "High Quality Magazine" which is the recipient's company.						
FD2	S32 & S33	From the examples above, repetition is used for keeping **the readers** attention or emphasizing the words. Therefore, **the readers** can easily understand the information the writer wants to deliver.	√					1. the readers – the readers : Repetition.
FD2	S38	**The word** "fresh" in "Go Girl! Magazine served fresh info about style" and **the word** "current" in "and also current info about lifestyle" are synonymy.	√					1. the word – the word : Repetition.
FD2	S43	So, **the word** "good" in "I have a good interpersonal skill" and **the word** "well" in "can get along really well with other people" are synonymy.	√					1. the word – the word : Repetition.
FD2	S45 & S46	From those examples, it can be seen that synonyms develop cohesion in the **text**. They give cohesive effect in the **abstract** of English Department students' **application letter** to make theirs easier to be understood.				√		1. text – abstract of application letter : Hyponymy.
FD2	S50	**The word** "from" in "I am looking forward to hearing from you" refers back to **the word** "for" in "I have attached my Curriculum Vitae for you to look".	√					1. the word – the word : Repetition.
FD2	S51	Both of them are followed by the same pronoun "you" which is the subject that the writer intend to **give** and **recieve** information with.			√			1. give – receive : Antonymy.

FD2		Text							
FD2	S53	So, **the word** "for" in "I have attached my Curriculum Vitae for you to look" and **the word** "from" in "I am looking forward to hearing from you" are antonymy.	√						1. the word – the word : Repetition.
FD2	S56 & S57	Both of them are followed by the same word "working" which is **explaining the writer**'s characteristic. They **show** how **the writer** works.	√	√					1. the writer – the writer : Repetition. 2. explaining – show : Synonymy.
FD2	S59	So, **the word** "hard" in "I am also hardworking" and **the word** "enjoy" in "enjoy working with a team or individually" are antonymy.	√						1. the word – the word : Repetition.
FD2	S60 & S61	From those examples, same like synonymy, antonymy also give cohesive effect to the English Department students' **application letter**. It develop cohesion in the **text**.					√		1. application letter – text : Hyponymy.
FD2	S64	In example (1), **the word** "Literature" refers back to **the word** "English" in "majoring English Literature".	√						1. the word – the word : Repetition.
FD2	S65 & S66	The writer wants to give a **specific** detail of her identity. "Literature" is a **specific** classification of "English".	√						1. specific – specific : Repetition.
FD2	S68	In example (2), **the word** "oral" and "written" are refer back to **the word** "communication" in "I am excellent in communication skills both in oral and written".	√						1. the word – the word : Repetition.
FD2	S69 & S70	The writer wants to give a **specific** information of her specialization. "Oral" and "written" are the **specific** classification of "communication".	√						1. specific – specific : Repetition.

FD2	S71 & S72	From those example, **hyponymy** are used to give the accentuation to the specific information. **Hyponymy** gives a cohesive effect to the text.	√					1. hyponymy – hyponymy : Repetition.
FD2	S79 & S80	From the finding above, meronymy is used to give **further information** to what the writer **intended** to say. This **further information** is **intended** to give more explanation so the reader get more understanding.	√					1. further information – further information : Repetition. 2. intended – intended : Repetition.
FD2	S86, S87, & S88	In example (1), **the word** "daily" is collocate with **the word** "newspaper". **The words** are related in the term of superordinate. In this case, **the word** "daily" is a specific term of "newspaper".	√					1. the word – the word – the word – the word : Repetition.
FD2	S89	**The writer** use the collocate words to show specific **information** about the object, so the reader knows specifically where **the writer** get the **information**.	√					1. the writer – the writer : Repetition. 2. information – information : Repetition.
FD2	S90 & S91	In example (2), **the word** "campus" is collocate with **the word** "University". **The words** are related because **they** are used in the **same** context, so **they** are contribute to the **same** area of meaning.	√					1. the word – the word – the word : Repetition. 2. they – they : Repetition. 3. same – same : Repetition.
FD2	S93	From those examples, the usage of collocation in the text develops the cohesion in the **application letter** and makes the **application letter** understandable for the readers because the occurrence of these words create cohesive text.	√					1. application letter – application letter : Repetition.
FD2	S94 & S95	Concerning the appropriateness of **lexical cohesion devices** used in the English Department students' application letter, the study found that, over all,	√		√			1. lexical cohesion devices - lexical cohesion devices - lexical cohesion devices : Repetition.

FD	Sentence	Text							Analysis
		lexical cohesion devices used are **appropriate** based on cohesion theory. However, there are some **lexical cohesion devices** that are **inapproriate** in term of usage, in this case grammatical term.							2. appropriate – inappropriate : Antonymy.
FD2	S96 & S97	The appropriateness of **lexical cohesion** used is referred to the theory that is proposed by Halliday, the **appropriate lexical cohesion** is the connection of cohesive sentence in **the text**. In contrast, **inappropriate lexical cohesion** is the cohesive **text** that does not give **lexical cohesion** link to the **text**.	√		√				1. lexical cohesion - lexical cohesion - lexical cohesion - lexical cohesion : Repetition. 2. appropriate – inappropriate : Antonymy. 3. text – text : Repetition.
FD2	S98 & S99	It is found that 96,22% of **lexical cohesion devices used appropriately** based on cohesion theory. The total number of **lexical cohesion devices used appropriately** is 255.	√						1. lexical cohesion devices used appropriately - lexical cohesion devices used appropriately : Repetition.
FD2	S102 & S103	In this subchapter, the discussion focuses on **appropriate lexical cohesion devices** in the application letters based on their usage. In other words, **appropriate lexical cohesion devices** are the lexical cohesion devices that give cohesive relation to the sentences.	√						1. appropriate lexical cohesion devices - appropriate lexical cohesion devices : Repetition.
FD2	S107, S108, & S109	By using this **repetition**, **the writer** gives the highlight to herself to show her capability to **the reader**. So **the reader** will keep the value of **the writer** in their mind. It means the **repetition** gives link to the previous word to make the sentences understandable for **the reader**.	√						1. repetition – repetition : Repetition. 2. the reader – the reader - the reader : Repetition. 3. the writer - the writer : Repetition.
FD2	S111	The words "fresh" and "current" are reiterate by			√				1. different – same : Antonymy.

		showing **different** words but have the **same** meaning.						
FD2	S115 & S116	The word "hard" and "enjoy" are reiterated in a **different** words with a opposite meaning. Those words are refer back to the **same** word which explaining the writer's capability of working.			√			1. different – same : Antonymy.
FD2	S126	**The word** "major" **refers** to the word "English Literature" which is the part of the "University", so **the word** "major" **refers** back to "University".	√					1. the word - the word : Repetition 2. refers – refers : Repetition.
FD2	S134	In other words, inappropriate **lexical cohesion devices** are the **lexical cohesion devices** that do not give cohesive relation to the sentence.	√					1. lexical cohesion devices - lexical cohesion devices : Repetition.
FD2	S137 & S138	This **sentence** has the word "job" and "editor" as hyponymy, but as lexical cohesion device, these words do not make the **sentence** cohesive because the word "editor" is not appropriately used in this **sentence**. This **sentence** needs verb "editing" because the writer wants to tell her skill.	√					1. sentence – sentence – sentence – sentence : Repetition.
FD2	S142 & S143	As lexical cohesion device, these words do not make the sentence cohesive because the word "graduated" is not appropriately used in **this sentence**. **This sentence** needs noun phrase "fresh graduate" not "fresh graduated" to explain the writer's identity and collocate with the word "student".	√					1. this sentence - this sentence : Repetition.
FD3	S8	Based on the table above, it can be seen that the **components** of the *Language Learning and Teaching*	√					1. components – components : Repetition.

FD	S	Text						Analysis
		Theories course **syllabus** is quite the same with the **syllabus components** that proposed by Altman & Cashin (1992).						2. syllabus – syllabus : Repetition.
FD3	S8 & S9	Based on the table above, it can be seen that the components of the *Language Learning and Teaching Theories* course syllabus is quite the **same** with the syllabus components that proposed by Altman & Cashin (1992). The **differences** only in *Language Learning and Teaching Theories* course syllabus doesn't include instructor information and available support service components.		√				1. same – difference : Antonymy.
FD3	S10	The four main components of the **syllabus**, which are **aims and objectives, learning materials, teaching and learning activities, and assessment and evaluation** also explained explicitly in the syllabus of *Language Learning and Teaching Theories* course.					√	1. syllabus - aims and objectives, learning materials, teaching and learning activities, and assessment and evaluation : Meronymy.
FD3	S18 & S19	The **students**' perception about the aims and objectives can be seen in **statements** 3 and 4. The responds in **statement** 3 "the aims and objective of the course has given them basic knowledge for taking another pedagogical course in ELESP UNJ such as *Curriculum and Material Development* and *English Language Teaching and Methodology* course", shows that 96 % of the **students** agreed about it.	√					1. students – students : Repetition. 2. statement – statement : Repetition.
FD3	S21	In **statement** 4 "the aims and objective of the course are appropriate with the students' need as future	√					1. statement – statement : Repetition.

		English teachers, especially in order to know the appropriate theories for teaching English as foreign language in Indonesia", the students' responds shows that 98% of them agreed to the **statement**.						
FD3	S24	They also support students for taking another **pedagogical** course by giving them the basic knowledge about theories in **teaching** and learning language.		√				1. pedagogical – teaching : Synonymy.
FD3	S25	Students' stated that this course really help them in the next **pedagogical courses**, such as in *Curriculum and Materials Development* in order to make appropriate syllabus and materials and *English Language Teaching and Methodology* in order to choose appropriate method in teaching English as foreign language in Indonesia.				√		1. pedagogical courses - *Curriculum and Materials Development, English Language Teaching and Methodology* : Hyponymy.
FD3	S27 & S28	From the data above, it can be seen in statement 5 "Several topics which are studied in the course are the current beliefs about language learning theories, the process of learning a second language in the classroom, factors affecting the success of language learners, principles for language teaching, and characteristics of good language teachers", mostly **students** agreed to the **statements**. **Students** really have gotten the learning materials which based on the syllabus when they were taking *Language Learning and Teaching Theories* course because almost all of the respondents agreed with the **statement**.	√					1. students – students : Repetition. 2. statement – statement : Repetition.

FD3	S33	Thus, if students have known how is the acquisition of second/foreign language and what are the factors **affecting the success in language learning**,they can choose the most appropriate methods or theories in teaching English and can develop the factors which **affecting the success in language learning** in the classroom.	√					1. affecting the success in language learning - affecting the success in language learning : Repetition.
FD3	S34	However, 7% of **students** stated that they somewhat disagreed and 2% of **students** disagreed that the topics appropriate for their needs as future English teacher in order to teach **English** in meaningful learning and to choose the right methods for teaching **English** in the classroom.	√					1. students – students : Repetition 2. English – English : Repetition.
FD3	S35	**Students** stated that the learning **materials** in *Language Learning and Teaching Theories* course **used** less of authentic **materials** so **students** couldn't well **applied** the **materials** in real life especially in the classroom.	√	√				1. students – students : Repetition. 2. materials – materials : Repetition. 3. used – applied : Synonymy.
FD3	S38 & S39	Students answered that the **sources** of **learning materials** were from several books. Based on the syllabus, there are a lot of **sources** and book references for the **learning materials** in.	√					1. sources – sources : Repetition. 2. learning materials – learning materials : Repetition.
FD3	S40 & S41	In contrast, 35% of **students** stated that they **somewhat** disagreed and 2% of **students strongly** disagreed with the statement. Several **students** stated that the source was only from one book that seemed pretty old	√		√			1. students – students : Repetition. 2. somewhat – strongly : Antonymy.

FD3	S47	**They** stated that during the course **they** only did lecturing and discussion, with no assignment and group presentation	√						1. they – they : Repetition.
FD3	S49	However, based on the findings, it also shows that **several** lecturers only did **several** methods in the syllabus that is explanation and discussion **method** without assignment **method**.	√						1. several – several : Repetition. 2. method – method : Repetition.
FD3	S51	However, 37% of **students** did not really **agreed**, 11% **students disagreed**, and 2 % of **students** strongly disagreed with the statement.	√		√				1. students – students : Repetition. 2. agreed – disagreed : Antonymy.
FD3	S53 & S54	All of the **students** have their own turn to present the **topics** in group, so those lecturers only add several explanations of the **topics**. It makes each **students** has their contribution during the course.	√						1. students – students : Repetition. 2. topics – topics : Repetition.
FD3	S56 & S57	Thus, it can be concluded that teaching and learning **activities** in *Language Learning and Teaching Theories* course not too student-centered and also not too teacher-centered. The **activities** involved both of the **students** and **lecturer**, in terms that **students** have their chance to have the presentation of the **topic** and **lecturer** also play important role in explaining the **topic** to the students.	√						1. activities – activities : Repetition. 2. students – students : Repetition. 3. lecturer – lecturer : Repetition. 4. topic – topic : Repetition.
FD3	S62	**Students** stated that with lecturing activity they can know more about the theories, then it supported by presentation and discussion which involve **students** actively in order to learn with their own way.	√						1. students – students : Repetition.
FD3	S69 &	**They** responded that **they** haven't gotten the **form** of	√						1. they – they : Repetition.

	S70	test-assessment during the course. Students only have the assessment in the **form** of non-test such as presentation and written assignment.							2. form – form : Repetition.
FD3	S74	**They** stated that during the course **they** only had to sit, read the book, and listened to the lecturer without has been given any assignment such as presentation and academic paper.	√						1. they – they : Repetition.
FD3	S79	**Several students** stated that they only has been given assessment in the form of test in multiple choice and essay questions and **several students** also stated that they only has been given assessment in the form of non-test in presentation and written assignment.	√						1. several students – several students : Repetition.
FD3	S83	Then, in order to assess students' learning result, the used of end-of-term academic paper was appropriate enough to check whether the students have truly **understood** about the whole topics in the course by **comprehend** them into one academic paper.		√					1. understood – comprehend : Synonymy.
FD4	S1	The **20** research proposals written by **20** English Department students batch 2011 were collected for this study.	√						1. 20 – 20 : Repetition.
FD4	S2 & S3	**The data** are sentences and paragraphs which contain wordiness. **The data** were taken from *seminar proposal* in semester 102.	√						1. the data – the data : Repetition.
FD4	S6	After analyzing the **wordiness** occurred in the 20	√						1. wordiness – wordiness :

FD	Sentence	Text						Analysis
		research proposals, the researcher found that there are 181 sentences which analyze as **wordiness**.						Repetition.
FD4	S18 & S19	The number of the **circuitous** found in the research proposal is 68 with the percentage is 37.6%. Here are the examples of the **circuitous** which found in the data	√					1. circuitous – circuitous : Repetition.
FD4	S20 & S21	This sentence is circuitous because of the **words** *can be of many different type.* Instead of saying those **words** it would be shortened the sentences, when the writer says *the attitude expressions consist of expression of surprise, of thinking that something is important, or of concession, agreement, disagreement, and soon.*	√					1. words – words : Repetition.
FD4	S22 & S23	Regarding to the **meanings** of circuitous, this sentence is put the distance between the subjects with the verb. So, **ideas** cannot be shared clearly.		√				1. meanings – ideas : Synonymy.
FD4	S25	The same case happen in this **sentence**, the writers put the distance between the **subject** and the **verb.**					√	1. sentence – subject, verb : Meronymy.
FD4	S27 & S28	**It** would be shortened and better when saying *This study analyzed the form verb, adverb, and adjective.* **It** is not necessary to **explain** the attitude markers since the writer already **explain** the focus of the study in the previous sentences.	√					1. it – it : Repetition. 2. explain – explain : Repetition.
FD4	S31 & S32	The number of **empty** found in research proposals is 38 with the percentage is 21%. Here are the examples of **empty**	√					1. empty – empty : Repetition.

FD4	S41 & S42	In the **passive** form **the writer** will use **two verbs**. Rather than using **two verbs**, **the writer** can change it into the **active** form.	√		√				1. the writer - the writer : Repetition. 2. two verbs - two verbs : Repetition. 3. passive – active : Antonymy.
FD4	S44	Here are the examples of **passive** sentence while it could be in **active** form			√				1. passive – active : Antonymy.
FD4	S51 & S52	This sentence is describing the definition of oral presentation, the words *is often described* indicates the **passive form** and it adds the length of the sentence. It could be changed into the **passive form** with discarding the words *often described.*	√						1. passive form - passive form : Repetition.
FD4	S55 & S56	The number of **overkill found** in the research proposal is 14 and the percentage is 7.7%. Here are the examples of **overkill found**	√						1. overkill found - overkill found : Repetition.
FD4	S57 & S58	The explanation about the section the **writer** focused on is already mentioned before stating this sentence, so it does not need to explain it anymore. The **writer** needs just to straight to the section of the **writer** focused on.	√						1. writer – writer – writer : Repetition.
FD4	S61 & S62	In this context, the writer already explain the specific major of automotive in the previous sentences, so **it** does not need to write **it** anymore. **It** would be better saying *This study is focused on Teknik Kendaran Ringan in vocational school.*	√						1. it – it – it : Repetition.
FD4	S71	The previous sentence the writer explains the **criteria** of relevance textbook and will use those **criteria** to assess the appropriateness of textbook by using those **criteria**.	√						1. criteria – criteria – criteria : Repetition.

FD4	S-code	Description							Cohesion Type
FD4	S74	The same case happen to **this sentence**, the word *tries* does not add significant meaning to **this sentence**.	√						1. this sentence - this sentence : Repetition.
FD4	S80 & S81	The words *the reason why* called redundant, because the **word** *why* is asking the reason. So, it does not need to state the **word** *why* after *the reason*.	√						1. word – word : Repetition.
FD4	S82	Since **content analysis** is one of kinds of **methods**, the writer does not need to state or explain the content analysis as the writer's method.				√			1. content analysis – methods : Hyponymy.
FD4	S84	The same case is happen in **this sentence**, in the beginning of sentence the writer stated *on the other hand* which mean **this sentence** is related to the previous sentence or paragraph.	√						1. this sentence - this sentence : Repetition.
FD4	S87	In order to have **similar meaning** to **replace** the words, the writer tends to **replace** it with the other word which has **similar meaning**.	√						1. similar meaning - similar meaning : Repetition. 2. replace – replace : Repetition.
FD4	S101	In the **previous** sentence and in the title, the writer **already** mentioned the focus of the writer's focus is on the authentic assessment.		√					1. previous – already : Synonymy.
FD4	S103	In the **previous** sentence, the writer **already** mentioned the subject of the study which is the English Department Students' skripsi year 2014.		√					1. previous – already : Synonymy.
FD4	S111	The words *second/foreign* shows that the writer inconsistency in explaining about **English Language**.				√			1. English – Language : Hyponymy.
FD4	S111 &	The words *second/foreign* shows that the **writer**	√						1. writer – writer : Repetition.

	S112	inconsistency in explaining about English Language. The **writer** is not sure whether the English Language is a second language or foreign language in Indonesia.						
FD4	S116 & S117	The words *much little* are nonsensical; **it** is kind of contradiction and inconsistent. Something is described as *much* means *a lot,* and **it** cannot be mentioned in one sentence.	√					1. it – it : Repetition.
FD5	S1 & S2	The data **analyzed** in this study were taken from the examination of **application letters** at English Department of State University of Jakarta. There were forty students' **application letters** that **analyzed** from three classes of business discourse in the semester 102.	√					1. analyzed – analyzed : Repetition. 2. application letter - application letter : Repetition.
FD5	S5	In this research the findings and discussion focuses on **grammatical cohesion used in the students' application letter** and the appropriateness of **grammatical cohesion used in the students' application letter**.	√					1. grammatical cohesion used in the students' application letter - grammatical cohesion used in the students' application letter : Repetition.
FD5	S13	There are three kinds of **reference**: **personal**, **demonstrative**, and **comparative**.				√		1. reference – personal, demonstrative, comparative : Hyponymy.
FD5	S15 & S16	**Reference** is used dominantly 687 times or 80%. The total number includes personal **reference** 580 or 68%, demonstrative **reference** 100 or 11.7%, comparative **reference** 7 or 0.8%.	√					1. reference – reference – reference – reference : Repetition.

			√					
FD5	S21, S22, S23 & S24	Personal reference is the most frequently types that used in the **application letter**. This type always found in each **application letter**. This kind of reference occurs 580 times or 68% in **application letter**. It is seen in the following clauses taken from the **application letter**	√					1. application letter - application letter - application letter - application letter : Repetition.
FD5	S25	**In example** (1) in the **word** '*I'* and **in example** (2) the **word** '*my'* is used refer to the pronoun or person.	√					1. in example - in example : Repetition. 2. word – word : Repetition.
FD5	S28 & S29	The **word** '*I* ' in example (3) is also personal reference '*I* ' refer to '*As a fresh graduate* '. In this case, the **word** '*I*' in the sentence above is a part of pronoun as the writer.	√					1. word – word : Repetition.
FD5	S34 & S35	**Demonstrative reference** is also **occurred** in each **application letter**. In **demonstrative reference** is found the use of article *the* that is dominantly **occurred** in **application letter**.	√					1. demonstrative reference - demonstrative reference : Repetition. 2. occurred – occurred : Repetition. 3. application letter - application letter : Repetition.
FD5	S39 & S40	**It** is used to refer and simplify the unit of meaning occurred before. And **it** is to show a plural thing that is far to the writer.	√					1. it – it : Repetition.
FD5	S41 & S42	In example (2), the **word** '*the*' is demonstrative reference that refers back to what has been mentioned before. The **word** '*the*' refers to '*job of translator*'.	√					1. word – word : Repetition.
FD5	S51	**It** shows that **it** mostly refers to thing in each **application letter** because the **application letter** mostly convey information about the advertisement	√					1. it – it : Repetition. 2. application letter - application letter : Repetition.

		that the writer found.							
FD5	S54	Besides that, **it** is called reference because the things to be compared refer to each other. In other words, **it** is used for referring to thing and person that can be seen in the following examples	√						1. it – it : Repetition.
FD5	S56 & S57	In the word above '*such as*' **in example** (1) is comparative reference that inform comparability between many things. The word '*such as*' **in example** (1) is compare to '*many kinds'*.	√						1. in example - in example : Repetition.
FD5	S65 & S66	In this way this type of reference is less occur in the **application letters**. It shows that comparative reference is rarely used for referring to the same person or thing in the **application letters**.	√						1. application letter - application letter : Repetition.
FD5	S80 & S81	The word '*all'* in example (1) is **nominal ellipsis**. **Nominal ellipsis** '*all'* refers to '*from kids to adult'*.	√						1. nominal ellipsis - nominal ellipsis : Repetition.
FD5	S88	Verbal ellipsis within the **verbal group** refers to the elliptical verb on the previous **verbal group**.	√						1. verbal group - verbal group : Repetition.
FD5	S112 & S113	The function is to **connect** each **sentence**. Conjunction can **connect** a line of **words**, **phrases**, **clauses**, and sentences.	√					√	1. connect – connect : Repetition. 2. sentence – words, phrase, clauses : Meronymy.
FD5	S114, S115, & S116	**There** are four types of conjunction: additive, adversative, comparison, and temporal. However, **there** are only three types of conjunction that used in **application letter**. An adversative conjunction type is not found in the **application letter**.	√						1. there – there : Repetition. 2. application letter - application letter : Repetition.
FD5	S117 &	In the application letter of English department	√						1. conjuction – conjuction :

FD	Sentence							
	S118	**conjunction** is the second frequently used. The total number of **conjunction** is used 103 times or 12%.						Repetition.
FD5	S125 & S126	**In example** (2), the **word** *'or'* is also additive conjunction, because *'or'* in this sentence means make an alternative or an option way between *the number above* and *naidatalitha@gmail.com*. **In example** (3), the **word** '*in addition*' is in complex expression.	√					1. in example - in example : Repetition. 2. word – word : Repetition.
FD5	S131 & S132	**It** still connected to the previous sentence. **It** is used for adding information in the application letter.	√					1. it – it : Repetition.
FD5	S134	It is causal relation is connecting out **differences** and **similarity** clauses.			√			1. differences – similarity : Antonymy.
FD5	S143 & S144	**It** is only 3 times or 0.3%. **It** is usually happened in application letter to show the sequence of event depends on the writer.	√					1. it – it : Repetition.
FD5	S155	The total number of **appropriate** grammatical cohesion is 838, beside that the total number of **inappropriate** grammatical cohesion devices is 14 or 1.6%.			√			1. appropriate – inappropriate : Antonymy.
FD5	S178 & S179	And the writer used *because* as **cause** in this sentence. In other word, *because* gives connecting to this **cause**.	√					1. cause – cause : Repetition.
FD5	S180	Hence, it **can** be said there is a grammatical cohesion devices between *I'm applying in your company* and *I like the way your magazine translate* that makes the sentence is **able** to understand by the reader.		√				1. can – able : Synonymy.

FD	Sentence	Description						Notes
FD5	S185, S186, & S187	**It** is the type of ellipsis in which the lexical verb is missing from the verbal group. **It** is clear that the function of verbal ellipsis *will* is giving connecting to *this translator position*. **It** means the sentence has a grammatical cohesion devices in the word *will* that makes the sentences can easier to understand by the reader.	√					1. it – it – it : Repetition.
FD5	S199	In this sentence, comparative reference *more detail* is an inappropriate grammatical cohesion device because it is a **plural** thing but the noun in *detail* here is **singular**.			√			1. plural - singular : Antonymy.
FD5	S207 & S208	**It** belongs to non-specific deictic in nominal ellipsis. **It** has to be represented by the forms *one*.	√					1. it – it : Repetition.
FD6	S1 & S2	The **data** of this study were 16 transcribed video recording of students' speech performances. The **data** were taken from 6 to 9 minutes speech performances of each students' on the Public Speaking course by 13 Dik B students of English Department State University of Jakarta on 16th April 2015.	√					1. data – data : Repetition.
FD6	S8 & S9	Nonetheless, not all of the **speech** performances by English Department' Student **used** all the three types of **attitude markers**. From table 6, we can see that there are 15 students **employed** a combination of **attitude verb** and **adjective** in their **speech**.	√	√			√	1. speech – speech : Repetition 2. used – employed : Synonymy 3. attitude markers – attitude verb, adjective : Meronymy
FD6	S11	Among the three types of **attitude marker**		√			√	1. attitude markers – adjective :

		employed in English Department speech performances, the researcher found that **adjective** is the predominantly attitude marker that is **used** by English Department student.						Meronymy. 2. employed – used : Synonymy.
FD6	S23	As in example (1), STUDENT01 **believe** that MDG is a great program, in other word STUDENT01 support MDG to be applied and STUDENT02 **believe** that the three cases mentioned is important and the listener need to know the three cases mentioned.	√					1. believe – believe : Repetition.
FD6	S25	In example (1), STUDENT01 believe that both speaker and listener have role to keep the **environmental sustainability**, "ensure" used as attitude markers in form of attitude verb that means the speaker also invite the listener to participate in the **environmental sustainability**.	√					1. environmental sustainability - environmental sustainability : Repetition.
FD6	S31	Example (1) shows that the **global warming** is really impacting in the real life and both the speaker and listener feel the impact of the **global warming**.	√					1. global warming - global warming : Repetition.
FD6	S35	Example (1) **indicates** that STUDENT04 view MGD as a good challenge for Indonesians and the listeners to improve themselves and example (2) **shows** that STUDENT13 propose good quality education as the basic element to build a good nation.		√				1. indicates – shows : Synonymy.
FD6	S40 & S41	Example (4) **points out** that the advantages of demographic bonus for Indonesians. Example (5) **points out** the positive impact of AEC if all of the	√					1. points out - points out : Repetition.

		potential optimized greatly.						
FD7	S1 & S2	This **study** held at Taman Mini Indonesia Indah, from March until May 2015. This **research** aims to analyze the English speaking ability of the tour guide at TMII Jakarta.		√				1. study – research : Synonymy.
FD7	S3 & S4	**The data** from this study was obtained through video recorder and tape recorder. **The data** are categorized into two areas, namely; English speaking ability of the tour guide and the tour guide performance when he deliver the information for foreign tourists at TMII Jakarta.	√					1. the data – the data : Repetition.
FD7	S8	Based on the result from oral performance rubric, the researcher can measure the English **speaking ability** of the **tour guide**, and how intelligible the **tour guide**'s **speaking ability** in delivered the information to the foreign tourists.	√					1. speaking ability – speaking ability : Repetition. 2. tour guide – tour guide : Repetition.
FD7	S10 & S11	The pronunciation was good, it was usually **fluent** but there were mispronounces in some words and often **hesitant** and **inaccurate**. For example, the tour guide always said "Jawanese", but the **correct** pronunciation is "Javanese".			√			1. fluent – hesitant : Antonymy. 2. inaccurate – correct : Antonymy.
FD7	S12 & S13	Based on the rubric above, the researcher also know how intelligible the English used by the **tour guide**. In guiding activities, when the **tour guide** delivered some **information** about the **culture**, the tourists very excited to know the **culture** in that area, and	√					1. tour guide – tour guide – tour guide – tour guide : Repetition. 2. information – information : Repetition. 3. culture – culture : Repetition.

FD7	S#	Text						Analysis
		they nodded while the **information** delivered by the **tour guide**, which is the body language to express their understanding what is being said that means the English used by the **tour guide** is intelligible enough.						
FD7	S14	Some of the tourists asked **questions**, and the tour guide answered the **questions** with very good knowledge of the topic, it is because **he** already mastered the **materials**, and **he** always seems to be prepared about what **materials** to be delivered.	√					1. questions – questions : Repetition. 2. he – he : Repetition. 3. materials – materials : Repetition.
FD7	S15 & S16	From the rubrics above, it can be summed up that a good tour guide needs to have a good **speaking ability**. The component of speaking including **pronunciation**, **grammar**, **vocabulary**, and **fluency**.					√	1.speaking ability – pronunciation, grammar, vocabulary and fluency : Meronymy.
FD7	S20 & S21	The **tour guide**'s performance when delivering the information for foreign tourists, the **tour guide** must prepare well about what he have to do in guiding activities. For example, the **tour guide** picks up the tourists and accompanies them to visit the places at Taman Mini Indonesia Indah.	√					1. tour guide – tour guide – tour guide : Repetition.
FD7	S22 & S23	The **tour guide** also prepared what kind of **information** that should be delivered. In deliver the **information** the **tour guide** must speak clearly, fluent, pronounce well, precise vocabulary, good grammar, and also appropriate gesture.	√					1. tour guide – tour guide : Repetition. 2. information – information : Repetition.
FD7	S25 & S26	It is used when the **tour guide** telling information through the tour guiding. For example, when telling the information about TMII, the **tour guide** will	√					1. tour guide – tour guide : Repetition.

		relate it with the history of TMII itself.							
FD7	S27 & S28	Third, the **tour guide** must have mastering the grammar, vocabulary, the pronunciation and the fluency to ease the guiding activities. So that, when the **tour guide** delivers the information, the tourists can understand what is being said.	√						1. tour guide – tour guide : Repetition.
FD7	S29, S30, & S31	Besides, the **tour guide** also needs to **knowledgeable** about everything related to the place he works for. **Knowledgeable** here can be described as what things must be mastered by the **tour guide**. The **tour guide** must know and give the information about the places at TMII, the cultures from many traditional houses, the histories, and every information the tourists want to know more.	√						1. tour guide – tour guide – tour guide : Repetition. 2. knowledgeable – knowledgeable : Repetition.
FD8	S1 & S2	**The writer** analyzed the curriculum and six **lesson plans** from three teachers of SMPN 28 Bekasi. **The writer** took three samples of **lesson plans** of grade VII and grade VIII.	√						1. the writer – the writer : Repetition. 2. lesson plans – lesson plans : Repetition.
FD8	S5 & S6	**The charts** were divided into five parts, they are: characters education in learning objectives, characters education in indicators, characters education in learning materials, characters education in teaching learning activities and characters education in assessments. **The charts** were based on the tables of analysis of six lesson plans from three teachers of SMPN 28 Bekasi.	√						1. the charts – the charts : Repetition.

FD8	S8	Chart 4.1 shows the most frequent character values **appeared** in the learning objectives were confidence and responsibility with 22% or 4 times **appeared** from six lesson plans.	√						1. appeared – appeared : Repetition.
FD8	S13	The most frequent character value **appeared** in the indicators was confidence with 31% or 4 times **appeared** from six lesson plans.	√						1. appeared – appeared : Repetition.
FD8	S17 & S18	The function of indicators in the lesson plan is to indicate **the achievement in learning activities**. **The achievement in learning activities** should same with the learning objectives.	√						1. the achievement in learning activities - the achievement in learning activities : Repetition.
FD8	S19 & S20	The findings show **the indicators** have been designed with different character values from **learning objectives**. In **learning objectives** there were seven character values, while in **the indicators** there were six character values.	√						1. the indicators – the indicators : Repetition. 2. learning objectives – learning objectives : Repetition.
FD8	S21 & S22	In the **learning materials**, teachers put **character values** in the topic. Chart 4.3 shows the **character values appeared** in **learning materials**.	√						1. learning materials – learning materials : Repetition. 2. character values – character values : repetition.
FD8	S26 & S27	Chart 4.4 **shows** the **character values** appeared in the **teaching and learning activities** of English in the lesson plans. It **shows** the **character values** that appeared in **teaching and learning activities** was only religiousness.	√						1. shows – shows : Repetition. 2. teaching and learning activities - teaching and learning activities : Repetition. 3. character values – characters values : Repetition.
FD8	S36 &	The finding shows that the assessment of affective	√						1. learning objectives, indicators,

	S37	domain in the six lesson plans did not represent the **learning objectives**, **indicators**, **learning materials** and **teaching learning activities**. It can be seen from the character values that appeared in the assessment were different with character values in the **learning objectives**, **indicators**, **learning materials** and **teaching learning activities**.						learning materials, teaching learning activities - learning objectives, indicators, learning materials, teaching learning activities : Repetition.
FD8	S42 & S43	The writer also found only Teacher A & Teacher C who realized that taught **character values**. They also said in teaching **character values** need to use direct statements.	√					1. character values – character values : Repetition.
FD8	S46	Characters education is reflected in the **lesson plans**, in the **learning objectives**, **indicators**, **learning materials**, **teaching learning activities**, and **assessment**.					√	1. lesson plans – learning objectives, indicators, learning materials, teaching learning activities, assessment : Meronymy.
FD8	S58 & S59	In **teaching and learning activities** that have been planned by teachers in the lesson plans, the writer found only one character values that appeared in this part. The **leaching and learning activities** were divided into pra activity, main activity and post activity.	√					1. teaching and learning activities – teaching and learning activities : Repetition.
FD8	S71 & S72	Teacher plays important roles in **implementing character building education**. Therefore, the teacher must have knowledge in **implementing character building** in teaching and learning activities.	√					1. implementing character building - implementing character building : Repetition.
FD8	S80 &	From the findings, it was true that the English	√				√	1. character education – character

	S81	teachers of SMPN 28 Bekasi have already designed **lesson plans** with **character education**. The **character education** has integrated in the **learning objectives, indicators, learning materials, teaching learning activities**, and **assessment**.						education : Repetition. 2. lesson plan - learning objectives, indicators, learning materials, teaching learning activities, assessment : Meronymy.
FD9	S9 & S10	Type of **interactive metadiscourse** which is dominantly used in findings and discussion section is transitional markers. It can be seen from the figure of **interactive metadiscourse** below.	√					1. interactive metadiscourse – interactive metadiscourse : Repetition.
FD9	S11 & S12	transitions get the highest **number** than the other types of interactive metadiscourse. From the **total** of 1181 **words**, there are 402 **words** considered as transitional markers, those are as follow	√	√				1. number – total : Synonymy. 2. words – words : Repetition.
FD9	S18 & S19	By seeing the result, it also indicates that English Department students want to make their findings and discussion become coherent and reader-friendly which means **they** have a clear **reader** orientation. **They** want all the explanations on that section are understandable and acceptable for the **readers.**	√					1. they – they : Repetition. 2. reader – reader : Repetition.
FD9	S28	As mentioned before, the transitions become the most **dominant** markers found in the findings and discussion section with 402 words of 1181 words or 34 per cent of all interactive metadiscourse with *and* is on the **top** rate.		√				1. dominant – top : Synonymy.
FD9	S35	Comparing with two transitions; addition and comparison, consequence is in third rank with			√			1. most dominant – less : Antonymy.

FD9		Text	C1	C2	C3	C4	C5	Analysis
		because and *so* as the **most dominant** items, while *since* is the **less** items used in the findings and discussion section.						
FD9	S44	This item is placed on the **beginning** of the last sentence which indicate the **ending** and a conclusion of written work			√			1. beginning – ending : Antonymy.
FD9	S49 & S50	As shown in the calculation (see table.3), there are 300 **code glosses**, the total of interactive metadiscourse. Below are the list of **code glosses** which used findings and discussion section.	√					1. code glosses – code glosses : Repetition.
FD9	S51 & S52	The table shows that "( )" or **bracket** is the most dominant items found. The **bracket** used to restate the previous statement by using different words.	√					1. bracket – bracket : Repetition.
FD9	S71	It means that the writers tend to **copy** the particular information without change it or repeating the **original** one.			√			1. copy – original : Antonymy.
FD9	S83 & S84	Besides that, the markers like "this sentence" also assist the reader to see **the example** which shows earlier. The writer prefers to point **the example** explicitly.	√					1. the example – the example : Repetition.
FD9	S85 & S86	As have been mentioned, all of the types of interactive metadiscourse, **transitions** are the **most** frequently used by English Department with 36%. The **high** use of **transitions** in academic writing means that the writers want to help the readers to get the point of their writing correctly and also want to make a coherent and persuasive discourse.	√	√				1. transitions – transitions : Repetition. 2. most – high : Synonymy.

FD9	S87	A coherent and persuasive findings and discussion section can help **the writers** to achieve their purpose that is to inform effectively and efficiently and make the readers agree with their findings and its discussion and interpret all of it like **the writers** intend.	√						1. the writers – the writers : Repetition.
FD10	S1	The data were gained through two **instruments** which are **questionnaire** and **deep interview**.						√	1. instruments – questionnaire, deep interview : Meronymy.
FD10	S3 & S4	**The questionnaire** was written in Indonesian in order to avoid **misunderstanding** and **misinterpretation**. Below the description of each statement in **the questionnaire**	√	√					1. the questionnaire – the questionnaire : Repetition. 2. misunderstanding – misinterpretation : Synonymy.
FD10	S9 & S10	**Findings** of this study are divided into four parts which answer the main research question and each sub-research questions. The **results** are shown in percentage that have been tabulated and calculated (see Appendix) using simple frequency analysis.		√					1. findings – result : Synonymy.
FD10	S11 & S12	The data will divided in each subject "**English for Social Communication**" and "**English in Social Discourse**". There are five lecturers for "**English for Social Communication**" and two lecturers for "**English in Social Discourse**".	√						1. English for Social Communication - English for Social Communication : Repetition. 2. English in Social Discourse - English in Social Discourse : Repetition.
FD10	S15	Based on the Table 4.2.2 respondents in "English for Social Communication" **chose** they have *RPKPS* (study guide) for their teaching and **chose** on the	√						1. chose – chose : Repetition. 2. *RPKPS* – *RPKPS* : Repetition.

			√					
		statements integration language skill is written on the ***RPKPS***.						
FD10	S19 & S20	Based on the table, 5 **respondents** of "English for Social Communication" have various answers for **the materials** in their subject. But, all of **respondents** chose took **the materials** (written and unwritten) from website, YouTube, and even CD of English learning.	√					1. respondents – respondents : Repetition. 2. the materials – the materials : Repetition.
FD10	S34 & S35	Although the listening is not from the native speaker but the students also get the listening skill with hear and listen their friend speaking while they presentation and **the lecturer** explanation. Then, **the lecturers** are teaching the subject skill as the context.	√					1. the lecturer – the lecturer : Repetition.
FD10	S40	For the **assessment** all respondents of "English for Social Communication" chose for giving **assessment** as integrated language skill.	√					1. assessment – assessment : Repetition.
FD10	S50 & S51	But on UTS (mid-term test) **they** have same chosen, **they** didn't work together on giving assessment on UTS (mid-term test). And, **they** arranged together the assessment for UAS (final test).	√					1. they – they – they : Repetition.
FD10	S55 & S56	Some **different** perceptions also appeared during the interview. It is because they had **different** background.	√					1. different – different : Repetition.
FD10	S68	The plan of this **subjects' skill** also described the aim of the **subjects' skill**, the material, CEFR level, materials, course learning outcomes, references, and the evaluation process.	√					1. subjects' skill – subjects' skill : Repetition.

FD10	S71 & S72	**The answer** for the second sub main research question *What is the lecturers' perception towards RPKPS of "English for Social Communication" and "English in Social Discourse"?* **The answer** is integrated language skill.	√						1. the answer – the answer : Repetition.
FD10	S75 & S76	**The answer** for the third sub-main research question *What is the lecturers' perception towards material of "English for Social Communication" and "English in Social Discourse"?* **The answer** is the authentic material was used during teaching and learning process.	√						1. the answer – the answer : Repetition.
FD10	S80 & S81	**The answer** for the fourth sub-main research question *What is the lecturers' perception towards teaching-learning process of "English for Social Communication" and "English in Social Discourse"?* **The answer** is integrated language skill was used in the classroom.	√						1. the answer – the answer : Repetition.
FD10	S84 & S85	Then, **the lecturers** are teaching the students by making group, individually, and making pairs in "English for Social Communication"(100%) and "English in Social Discourse" (50%). **The lecturer** also gives statements during the interview	√						1. the lecturer – the lecturers : Repetition.
FD10	S87 & S88	**The answer** for the fifth sub-main research question *What is the lecturers' perception towards evaluation of "English for Social Communication" and "English in Social Discourse"?* **The answer** is integrated language skill was applied in the	√						1. the answer – the answer : Repetition.

		evaluation.							
FD10	S94 & S95	As seen on the explanation of the answer of the sub-main questions research, **the answer** of the main research *What are the lecturers' perception towards implementation of "English for Social Communication" and "English in Social Discourse" at English Department, Faculty of Art and Language, State University of Jakarta?* **The answer** is integrated language skill was used by the lecturers of English for Social Communication" and "English in Social Discourse" in the name, plan, and the whole of teaching and learning process, and evaluation.	√						1. the answer – the answer : Repetition.

Findings and Discussion	Sentence	Data	Reiteration					Analysis
			Repetition	Synonymy	Antonymy	Hyponymy	Meronymy	
FD11	S1 & S2	In this study, the data are sentences in Margaret Thatcher's **speeches**. The **speeches** were taken randomly from January-December 1988-1991.	√					1. speeches – speeches : Repetition.
FD11	S10 & S11	The reason that **someone** uses to support the **Claim** by giving experts opinion, statistics, etc is **Data**. Warrant is the intentions that **someone** wants to achieve from connecting the **Data** and the **Claim**, and usually it is unstated.	√					1. someone – someone : Repetition. 2. claim – claim : Repetition. 3. data – data : Repetition.
FD11	S13 & S14	After then, Rebuttal is an argument that makes **Claim** undeniable. The last is Qualifier, which is used to adjust how possible the **Claim** is.	√					1. claim – claim : Repetition.
FD11	S17 & S18	**Margaret Thatcher** addressed the **speech** to the college of Europe at Bruges Belfrey, Bruges, Belgium. The **speech** uses 55 sentences of Claims (35%), 29 sentences of Data (18%), 29 sentences of Backing (18%), 21 sentences of Rebuttal (13%), 18 sentences of Qualifier (11%), and 6 sentences of Warrant (4%) of total 158 sentences. In this **speech**, most of the sentences are Claims that **Margaret Thatcher** stated, in order to gain the audience's belief as many as possible.	√					1. Margaret Thatcher – Margaret Thatcher : Repetition. 2. speech – speech – speech : Repetition.
FD11	S19 &	**Claims** is one of the element in Toulmin Model of	√		√			1. claims – claims : Repetition.

	S20	Argumentation, which is stating the fact that the author tries to prove. **Claims** could be stated at the **beginning** or the **end** of text.						2. beginning – end : Antonymy.
FD11	S23	The first example is included as Claim of Cause because in this Claim, Margaret Thatcher mentioned that Bruges had many **historical associations** as the effect and then she stated those **historical associations** as the cause that makes Bruges becomes **historical association** for Britain.	√					1. historical associations - historical associations - historical associations : Repetition.
FD11	S34 & S35	The first **example** is the intention that Margaret Thatcher wanted to achieve from the Claim she made that Europe had to be ready in every aspect. This **example** could be considered as Argument from Generalization.	√					1. example – example : Repetition.
FD11	S38	The expectation is shown after saying that we had a responsibility to the **less developed countries** and giving the reason of what **less developed countries** needed.	√					1. less developed countries - less developed countries : Repetition.
FD11	S41 & S42	The **format** of **Backing** usually has the same **pattern** with Data, **Backing** could be stated by personal opinion. **Backing** also could be used to support Rebuttal, making the exception sharper.	√	√				1. format – pattern are Synonymy. 2. Backing – Backing – Backing : Repetition.
FD11	S46 & S47	As stated in chapter two, **Rebuttal** is an exception in argument to make Claim cannot be countered. **Rebuttal** is useful to answer audience's questions and objections in order to strengthen argument.	√					1. Rebuttal – Rebuttal : Repetition.
FD11	S54	These examples show that Qualifier is useful to	√					1. claim – claim : Repetition.

		tone down our **Claim** so that the **Claim** does not seem forcing audience to accept it.						
FD11	S55, S56, & S57	**Margaret Thatcher** addressed the **speech** to the Leningrad State University, Soviet. The **speech** uses 57 sentences of Claims (37%), 22 sentences of Data (14%), 43 sentences of Backing (28%), 21 sentences of Rebuttal (14%), 12 sentences of Qualifier (8%), and 0 sentences of Warrant (0%) of total 158 sentences. In this **speech**, most of the sentences are Claims that **Margaret Thatcher** stated, in order to gain the audience's belief as many as possible.	√					1. Margaret Thatcher - Margaret Thatcher : Repetition. 2. speech – speech – speech : Repetition.
FD11	S58 & S59	**Claims** is one of the elements in Toulmin Model of Argumentation, which is stating the fact that the author tries to prove. **Claims** could be stated at the **beginning** or the **end** of text.	√		√			1. Claims – claims : Repetition. 2. beginning – end : Antonymy.
FD11	S71 & S72	The writer could conclude that the intention of Margaret Thatcher in this speech is to **persuade** the next generation of the **Soviet Union** to participate in the revolution that The **Soviet Union** had done in recent years. She also wanted to **persuade** the audiences that they should respect the **history** and learn that **history** of their country encourage the freedom of revolution.	√					1. persuade – persuade : Repetition. 2. Soviet Union – Soviet Union : Repetition. 3. history – history : Repetition.
FD11	S85	These examples show that Qualifier is useful to tone down our **Claim** so that the **Claim** does not seem forcing audience to accept it.	√					1. Claim – Claim : Repetition.

FD11	S86 & S87	Margaret Thatcher addressed the **speech** to the Jagiellonian University, Krakow, Poland. The **speech** uses 64 sentences of Claims (39%), 22 sentences of Data (13%), 47 sentences of Backing (28%), 16 sentences of Rebuttal (10%), 16 sentences of Qualifier (10%), and 1 sentences of Warrant (1%) of total 158 sentences.	√					1. speech – speech : Repetition.
FD11	S102 & S103	The example shows an stated warrant, which explains about the difference between the **modern European civilization** with the previous times. Margaret Thatcher concluded that the **modern European civilization** was smarter in every kind of aspect.	√					1. modern European civilization - modern European civilization : Repetition.
FD11	S108 & S109	The **format** of Backing usually has the same **pattern** with Data, **Backing** could be stated by personal opinion. **Backing** also could be used to support Rebuttal, making the exception sharper.	√	√				1. format – pattern are Synonymy. 2. Backing – Backing : Repetition.
FD11	S117	The first example is the **exception** about the Chinese had discovered the magnetic compass, while the second is the **exception** about the Tibetans had discovered turbine movement.	√					1. exception – exception : Repetition.
FD12	S5 & S6	**It** starts from introducing and explaining Chanel's early life. Moreover, **it** continues to the beginning of Chanel's relationship with the aristocrats who introduced her to the 'New World' and began her career as a designer until she reached her success.	√					1. it – it : Repetition.

FD12	S8 & S9	It used to analyze **Coco Chanel** behavior **depicted** by Garelick. The term "penis envy" by Freud only used to **describe** the stage where **Chanel** felt that she was powerless than man.	√	√				1. Coco Chanel – Chanel : Repetition. 2. depict – describe : Synonymy.
FD12	S16 & S17	He left **her** every time her mother got pregnant and made **her** raised their **five children** (excluding baby Augustin who died at the age of only six month) alone, in a condition where she did not have a job. When the death came to **her**, Albert Chanel (Coco Chanel's father) took his **five children** on his carriage.	√					1. her – her : Repetition. 2. five children – five children : Repetition.
FD12	S26 & S27	In Freudian this stage was named as a **"penis envy"** where little Chanel starts craving for his father **power** as a men. The term **"penis envy"** in **Chanel** case can be seen when **Chanel** started to think that she as a woman was **powerless** than a men.	√		√			1. "penis envy" – "penis envy" : Repetition. 2. power – powerless : Antonymy. 3. Chanel – Chanel : Repetition.
FD12	S34	However **she** tried to found a way to empower herself, **she** works day and nights, **she** even has a dream of becoming an artist.	√					1. she – she – she : Repetition.
FD12	S35 & S36	The last job **she** tried before entering the "new world", was becoming Etienne Balsan Mistress. **She** did everything **she** could only to find her way into liberty.	√					1. she – she – she : Repetition.
FD12	S37 & S38	Entering adolescence stage means entering the "new world" for **Chanel**. This was the time **Chanel** found her way to fulfill her desire of becoming a 'free bird'.	√					1. Chanel – Chanel : Repetition.

FD	S	Text							Notes
FD12	S40	Seeing this movement by Chanel, in liberal point of view she was trying to make the **people** in her **society** – in this case **family** – realize that nobody can ever put a **woman** in a 'cage' merely because she was lack of power and the **man** who got the 'cage' have the power.				√			1. people – man, woman : Hyponymy. 2. society – family : Hyponymy.
FD12	S43	Before discussing on how Chanel entering the 'new world' or **Aristocrats society**, we discussed about Chanel's principle in life which lead her to the **Aristocrats society**.	√						1. Aristocrats society – Aristocrats society : Repetition.
FD12	S44 & S45	Why she wanted to be there and how feminist psychoanalysis and liberal feminism see **it**. As **it** has been analyzed in the childhood section, that Chanel has a **desire** to liberate herself from men, her desire grows into a more specific **will**.	√	√					1. it – it : Repetition. 2. desire – will : Synonymy.
FD12	S46 & S47	Chanel's **statement** depicted her repressed desire she had since her father left. From psychoanalytic critiques Karen Horney's point of view, this **statement** was the statement of woman who has been struggling in a patriarchal society and make her end up of having a 'masculinity complex'.	√						1. statement – statement : Repetition.
FD12	S49	Here, Chanel praised the power of money because **she** thinks if **she** can have it, **she** will be able to get the power of men which **she** has been craving for a long time.	√						1. she – she – she – she : Repetition.
FD12	S52 & S53	In such a young age (18 years old) she entered **the society** which changed her life forever. In order to	√						1. the society – the society : Repetition.

		fit herself in **the society** she tries to dress like them, but it did not work.						
FD12	S54	Realize that the Aristocrat's girl clothing did not suit her, Chanel then choose **to dress** in clothes that no woman in that era would ever think **to wear.**		√				1. to dress – to wear : Synonymy.
FD12	S64 & S65	In the end **Chanel** was succeed in entering the Aristocrat's society by being **herself**. Moreover, the Aristocrat's girl start to likes her clothes, and make **Chanel** think to make this as another door to liberate **herself**.	√					1. Chanel – Chanel : Repetition. 2. herself – herself : Repetition.
FD12	S66 & S67	**This stage** was the stage where in the proponent of psychoanalysis feminism named it as the stage of results. In **this stage** we can see how Chanel's childhood and adolescence life affect her future.	√					1. this stage – this stage : Repetition.
FD12	S68	The way **she** think, communicate, build a relationship, and later the way **she** rock European politics with her design.	√					1. she – she : Repetition.
FD12	S69 & S70	As it depicted in the Chanel's statement above, **she** want **the world** to see her as someone who was belonged to nobody. Not to any man in the world, **she** wants to liberate herself and make **the world** see it.	√					1. the world – the world : Repetition. 2. she – she : Repetition.
FD12	S85	The way Garelick **depicted** Chanel's personality can be seen in the way she **described** Chanel's vision of a women body.		√				1. depicted – described : Synonymy.
FD12	S98 &	**She** used them as a tool to magnify her network, to	√					1. she – she : Repetition.

	S99	build up her empire. **She** used them as a tool to liberate women.							
FD12	S104 & S105	Garelick did not clearly state on her book that **Chanel** was a feminist. **Chanel** also never gives any statements which declare that she was a feminist.	√						1. Chanel – Chanel : Repetition.
FD12	S108 & S109	In psychoanalytical feminism **it** was one of the reasons why a woman can become a feminist. **It** was because Chanel was constructed by the society which was patriarchal society, that women was powerless than a men and it make her as a woman cannot do anything without a man.	√						1. it – it : Repetition.
FD12	S116, S117, S118, & S119	Here **she** was depicted by Garelick(2014) as a woman who valued liberal feminism concept which wanted to be equal with men in social environment, workplace, and politics. **She** first wanted to be equal in the social environment by wearing clothes which was belonged to Balsan. **She** shows everyone in the Aristocrat's society that **she** still looks chic even in a men clothing. **She** wants everyone to know that women do not have to dress for a men, woman must dress as they want.	√						1. she – she – she – she : Repetition.
FD12	S121 & S122	Moreover, Chanel used **liberal feminism values** in almost every movement she made. In her relationship with friends, lovers, and her designs she always put **liberal feminism values** which she wanted to be equal with men.	√						1. liberal feminism values – liberal feminism values : Repetition.

FD12	S123, S124, & S125	With her friends **she** spread her principle to the Aristocrat's girl. With her lovers, **she** never put her live on them. Even though **she** needs them to enter the 'new world' but **she** paid them back.	√						1. she – she – she –she : Repetition.
FD13	S4	The **odd** chapters tell us about fifteen-year-old Kafka's journey searching for his identity while the **even** chapters tell us about Nakata, an elderly guy who suffered from mental backward yet be able to talk to cats.			√				1. odd – even : Antonymy.
FD13	S11 & S12	Both Oedipus and Kafka share the **same** prophecy of killing their fathers and being with their mothers. The **difference** is Kafka happens to be the modern version of the story of Oedipus Rex.			√				1. same – difference : Antonymy.
FD13	S19	The original version of Oedipus written by Sophocles never knew about the curse laid on him, so that **he** never made any resistance or refusal about this, only when **he** knew that **he** married his own biological mother then **he** torn his eyes out.	√						1. he – he – he – he : Repetition.
FD13	S20	While in Kafka, **he** made some sense of refusal towards **the curse** since **he** knows it before every part of **the curse** occurs in reality	√						1. he – he : Repetition. 2. the curse – the curse : Repetition.
FD13	S24 & S25	Kafka actually does not have any idea why **his father** lays the curse upon him. All he could think of is that **his father** uses him as revenge because **his father** cannot make his mother stay instead of leaving them behind.	√						1. his father – his father : Repetition.

FD13	S27 & S28	**He** takes it as his destiny without the effort to change them even if **he** says **he** does not want them to happen. Later **he** focuses on finding his mother and sister.	√						1. he – he – he – he : Repetition.
FD13	S29, S30, & S31	In addition, Kafka's imaginary friend, **Crow**, keeps appearing in times **Kafka** feel doubt on doing something. With **Crow**, **Kafka** has such little argument as if he has a discussion with somebody else. Indeed, **Crow** is nothing but his own imagination, his repressed personality.	√						1. Crow – Crow – Crow : Repetition. 2. Kafka – Kafka : Repetition.
FD13	S36	While Oedipus **regrets** every single thing he has done, Kafka rather **enjoys** every part of it.			√				1. regrets – enjoys : Antonymy.
FD13	S47 & S48	**It** is reflected from how **Kafka** cannot even find the difference between reality and dream. **It** can be assumed as a signifier, means that what **Kafka** wants very much is now happening to his real life; that is getting his mother back.	√						1. it – it : Repetition. 2. Kafka – Kafka : Repetition.
FD13	S57	Yet, the remaining question for Kafka is to be why it has to be sex with his own mother, which is clearly **unusual** and **weird** to be happening in social life.		√					1. unusual – weird : Synonymy.
FD13	S59 & S60	Indeed, **he** never pays attention to his environment and people surround him. **He** stays focus on himself, his goods, and his problems.	√						1. he – he : Repetition.
FD13	S64	Kafka Tamura lost what's very **important** not only for him but also for every child in the world that is a **mother figure** at the very early age, in which that	√	√					1. important – necessary : Synonymy. 2. mother figure – mother figure :

FD	Sentence	Text						Analysis
		mother figure is very **necessary** for his mental, emotional, and physical development.						Repetition.
FD13	S77 & S78	The imaginary is the phase where the subject starts to **realize** that there is no clear distinction between him and the world surround him. In Lacanian analogy, it is the state when the baby or the child starts **recognize** the other being outside himself.		√				1. realize – recognize : Synonymy.
FD13	S79	For instance, **he** will realize that his being and the mother are not as one, as **he** thinks before.	√					1. he – he : Repetition.
FD13	S90 & S91	**Kafka** is lost in his confusion of his identity, for what and who he is, due to the absence of **his parents** along the development of himself. This causes **Kafka** to assume that **his parents** never truly care about himself.	√					1. Kafka – Kafka : Repetition. 2. his parents – his parents : Repetition.
FD13	S92 & S93	Beyond that, Kafka begins to feel that he is unwanted, has no position in his **family**, and wants to erase the DNA of his **parents** from himself					√	1. family – parents : Meronymy.
FD13	S94 & S95	Kafka's loss of **parents** figure can be another signifier in this case. Losing **mother** without another mother figure replacing it is not easy especially for a boy age four.					√	1. parents – mother : Meronymy.
FD13	S97 & S98	**A mother** should be the fundamental figure for a **child** to develop himself. As Lacan stated, if **a mother** is always there when the **child** needs, the **child** will probably grow up becoming a trustful person, and vice versa.	√					1. a mother – a mother : Repetition. 2. child –child – child : Repetition.

FD13	S101 & S102	Even though **he** is good-looking and smart in **class**, **he** refuses to make friends with other children his age. Even for him, **school** is not very important as long as people can learn from anything anywhere in this world.	√				√	1. he – he : Repetition. 2. class – school : Meronymy.
FD13	S108 & S109	Through the novel, it is quite clear that **Kafka** would never do anything, especially do something bravely without the permission of **Crow**. Here, **Crow** is no more than a voice in **Kafka**'s mind, which means **Kafka**'s own mind and opinion.	√					1. Kafka – Kafka – Kafka : Repetition. 2. Crow – Crow : Repetition.
FD13	S123	**He** actually has other choice that is making friends with other children in school, yet **he** refuses to do so due to his sense of distrust towards others, the result of the loss of parents.	√					1. he – he : Repetition.
FD13	S124 & S125	In Symbolic phase, the **Subject** starts to feel yearning for the Real phase. After realizing that everything in his life is broken, separated from himself, and far from perfection, the **Subject** needs to "put everything the way it was".	√					1. Subject – Subject : Repetition.
FD13	S138	In this phase, there is a process of "differential relation", in which he recognizes the **differences** and **similarities** between himself and the other.			√			1. differences – similarities : Antonymy.
FD13	S160 & S161	For **Kafka** a mother figure is very important. **Kafka** may feel the revenge of the absence of his mother so that he tries to find her.	√					1. Kafka – Kafka : Repetition.
FD13	S164	In his journey fleeing from home, **he** meets some women who later on **he** assumes to be his sister and	√					1. he – he : Repetition.

		mother.						
FD13	S167 & S168	Later on, his hate for **his mother** changes into the feeling of missing. Kafka misses **his mother** and wishes for her to be beside him all the time.	√					1. his mother – his mother : Repetition.
FD13	S172	From Lacanian perspective, Kafka's illusion is based on his self-force to have the utopianist **sibling** relationship, the harmonious one, with his **sister** Sakura.				√		1. sibling – sister : Hyponymy..
FD13	S177	For Kafka, **Saeki** is very important as if **Saeki** is his own biological mother.	√					1. Saeki – Saeki : Repetition.
FD13	S192	**Saeki's ex-lover** then becomes the biggest obstacle for Kafka in getting Saeki's love and cherish, though **Saeki's ex-lover** whose name never mentioned in the novel has died for about thirty years.	√					1. Saeki's ex-lover – Saeki's ex-lover : Repetition.
FD13	S197 & S198	**Kafka** comes to all his realization when his only desire, Saeki, comes to death. Understanding there is no way in getting Saeki back alive, **Kafka** finally surrenders to his fate.	√					1. Kafka – Kafka : Repetition.
FD13	S214	Until **he** meets Miss **Saeki** and takes her as his own mother, **he** begins to realize that his love for **Saeki** is not the kind of love for a mother.	√					1. he – he : Repetition. 2. Saeki – Saeki : Repetition.
FD13	S235	Later, when **he** realizes that **he** is not what **Saeki** wants; that **he** is not more than a tool for **Saeki** feeling satisfied as if she gets her former lover back, Kafka undergoes an identification of Saeki's	√					1. he – he – he : Repetition. 2. Saeki – Saeki : Repetition.

		desire towards him.							
FD13	S250 & S251	Even though Lacan keeps those phases in structural formation; **it** is the opposite that occurs in Kafka's journey. **It** can be said as the reflection of the characteristic of postmodern psychoanalysis; no center, no structure, and pastiche.	√						1. it – it : Repetition.
FD14	S2 & S3	The writer chose randomly **the data** that **using code switching** and **code mixing**. Next, **The data** used in this study are words, phrases, clauses and sentences that contain **code switching** and **code mixing** which are found in Breakout Music Program and put **the data** into the table.	√						1. the data – the data – the data : Repetition. 2. code switching – code switching : Repetition. 3. code mixing – code mixing : Repetition.
FD14	S5, S6, & S7	In this research, **the writer** found 114 datas containing code mixing of Bahasa Indonesia and English in conversation by the hosts on Net tv. **The writer** analyzed the words based on Fasold (1984) theory which decribed word class, phrase, and conjuction in particular data of code mixing. **The writer** used the conversation that has already transcript.	√						1. the writer – the writer – the writer : Repetition.
FD14	S16 & S17	It shows a code mixing because **Boy** speaks different language in a single utterance. The bilingual between Indonesia-English which **Boy** did was considered to express his solidarity to the audience.	√						1. Boy – Boy : Repetition.
FD14	S26 &	**Sheryl** tries to inform that the audience can hear	√						1. Sheryl – Sheryl : Repetition.

	S27	their playlist at Indika 91.60 FM. It shows a code mixing because **Sheryl** speaks different language in a single utterance.						
FD14	S28 & S29	**She** did it because she wanted to gives an information to the audience. Previouly, **she** asks for permission that the program is almost over.	√					1. she – she : Repetition.
FD14	S33 & S34	Sheryl gives the information about One Direction that **they** have so much character. **They** have great voices and did not know each other in the first place, but **they** were instantly connected, like **they** were made for each other.	√					1. they – they –they – they : Repetition.
FD14	S35 & S36	It shows a code mixing because Sheryl speaks different **language** in a single utterance. The bilingual between **Indonesia-English** which Sheryl did was explained to the topic about One direction.				√		1. language – Indonesia-English : Hyponymy.
FD14	S40, S41, & S42	**Sheryl** gives the information that Justin Timberlake was originally the one who wanted to produce Justin Bieber. It shows a code mixing because **Sheryl** speaks different **language** in a single utterance. The bilingual between **Indonesia-English** which Sheryl did was explained to the topic about Justin Bieber.	√			√		1. Sheryl – Sheryl : Repetition. 2. language – Indonesia-English : Hyponymy.
FD14	S58 & S59	The bilingual between Indonesia-English which Gamal did was considered to express his **feeling** to others. He did it because he comes along **happy**.				√		1. feeling – happy : Hyponymy.
FD14	S64 & S65	The bilingual between **Indonesia-English** which Sheryl did was considered to express her support to	√			√		1. language – Indonesia-English : Hyponymy.

		GAC that **it** looks sincere when releasing all their songs in this album. **It** shows a code mixing because Boy speaks different **language** in a single utterance.						2. it – it : Repetition.
FD14	S83 & S84	**Sheryl** asks to the **guest star**, GAC about There's gotta be one song from their childhood or just recently that they cannot stop to listen. The bilingual between Indonesia-English which **Sheryl** did was considered to curiously when asking to the **guest star**.	√					1. Sheryl – Sheryl : Repetition. 2. guest star – guest star : Repetition.
FD14	S91 & S92	The bilingual between **Indonesia-English** which Sheryl did was considered to inform the audiences about One direction for this episode. It shows a code mixing because **Sheryl** speaks different **language** in a single utterance.	√			√		1. Indonesia-English – language : Hyponymy. 2. Sheryl – Sheryl : Repetition.
FD14	S114 & S115	Boy tries to explain **the audiences** not to worry because they have one more video of Demi Lovato and **the audiences** should be keep watching on Breakout. The bilingual between Indonesia-English which Boy did was considered to solidarity **the audiences**.	√					1. the audiences - the audiences - the audiences : Repetition.
FD14	S120	Sheryl asks to **Vidi** as guest star that Maybe **Vidi** also has the same dream to do things other than singing.	√					1. Vidi – Vidi : Repetition.
FD14	S122, S123, & S124	**Tag switching** is a type of code switching. In this research, the writer found 33 datas that can be categorized into this type of **tag switching**. There	√					1. tag switching – tag switching – tag switching : Repetition.

FD	S	Text						Analysis
		are some examples of **tag switching** that occurring in the sentence below						
FD14	S133	He also introduces **the program** of Breakout and himself which is hosted at **the program**.	√					1. the program – the program : Repetition.
FD14	S148 & S149	Sheryl tries to inform the audiences that **Michael J. Fox** did that electric guitar playing. By using the word *you know,* she expresses her amazed to **Michael J. Fox**.	√					1. Michael J. Fox – Michel J. Fox : Repetition.
FD14	S161 & S162	**Boy** switching his language from English to Indonesia to treat his partner, **Sheryl**. It happens because **Boy** tries to tell the audiences that **Sheryl** loves Justin Bieber and his music.	√					1. Boy – Boy : Repetition. 2. Sheryl – Sheryl : Repetition.
FD14	S164 &S165	This **switching** is said by Sheryl, one of the host of Breakout. Sheryl **switching** her **language** from **Indonesia** to **English** to show if she can emphasize her message to tell the audiences is about single from GAC.	√			√		1. switching – switching : Repetition. 2. language – Indonesia, English : Hyponymy.
FD14	S166 & S167	It happens because **Sheryl** is curious about Bahagia song is the only single from **GAC** was really cool. **Sheryl** switching that language to express her support to **GAC**.	√					1. Sheryl – Sheryl : Repetition. 2. GACE – GAC : Repetition.
FD14	S175 & S176	**Sheryl** switching her **language** from **English** to **Indonesia** to show if she can emphasize her message to tell the audiences is about **Cantika** who loves in music. It happens because **Sheryl** adore to **Cantika** that is so in depth with her music even she has been in music schools as well.	√			√		1. Sheryl – Sheryl : Repetition. 2. language – English, Indonesia : Hyponymy. 2. Cantika – Cantika : Repetition.

			√					
FD14	S181 & S182	In this research, the writer found 109 data that can be categorized into this type of **intra-sentential switching**. There are some examples of **intra-sentential switching** that occurring in the sentence below	√					1. intra-sentential switching - intra-sentential switching : Repetition.
FD14	S189 & S190	**She** switches her **language** from **Indonesia** to **English** in a form of sentence. **She** switches to English because she wants to express her feeling but **she** can't complete until the end of sentence in **Bahasa Indonesia**.	√			√		1. she – she – she : Repetition. 2. language – Indonesia, English, Bahasa Indonesia : Hyponymy.
FD14	S216 & S217	By seeing the word *twitter* is proved by the message of **the speaker** which is the host, Sheryl. Thus, it is obvious if **the speaker** switch their language when they want to give any information to deliver her message about the timeline on twitter.	√					1. the speaker – the speaker : Repetition.
FD14	S227 & S228	From **the examples above**, the switch action is attempted to get someone to do something that the speaker wants to. In **the example above**, Boy tries again to ask Sheryl to answer quickly his questions about the fiance of Perry Edward.	√					1. the example above - the example above : Repetition.
FD14	S231 & S232	From **the examples above**, the switch action is attempted to get someone to do something that the speaker wants to. In **the example above**, Sheryl asks the guest star Vidi Aldiano to sing a song and teach them the vibrato.	√					1. the example above - the example above : Repetition.
FD14	S233 &	From **the examples above**, the switch action is	√					1. the example above - the example

	S234	attempted to get someone to do something that the speaker wants to. In **the example above**, Sheryl asks Gamal to do a little bit of rap.						above : Repetition.
FD14	S236 & S237	This function is used for the speakers that want to express their **feelings**. It can be feeling of **happiness**, **anger**, **sadness**, **disappointed**, or other feelings.				√		1. feelings – happiness, anger, sadness, disappointed : Hyponymy.
FD14	S249 & S250	The example above shows the speaker; Sheryl expresses her feeling of guilty because **she** and boy couldn't come to meet **the fans**. So, **she** apologizes to **the fans** about yesterday and giving special episode to **the fans**.	√					1. she – she : Repetition. 2. the fans – the fans – the fans : Repetition.
FD14	S254 & S255	The example above shows how the speakers changing the topic by switching **the language**. Sheryl switches **the language** to discuss about the song of let it go by Demi Lovato.	√					1. the language – the language : Repetition.
FD14	S262 & S263	The example above shows how the speakers changing the topic by switching **the language**. The speaker switches **the language** after giving the song of don't by Ed Sheeran.	√					1. the language – the language : Repetition.
FD14	S270 & S271	The example above shows how the speakers changing the topic by switching **the language**. The speaker switches **the language** to ask the guest star to sing a song.	√					1. the language – the language : Repetition.
FD14	S277 & S278	The example above shows how the speakers changing the topic by switching **the language**. Sheryl tries to switch **the language** and asks about	√					1. the language – the language : Repetition.

		GAC to perform in Breakout.						
FD14	S279 & S280	Then, **She** changes the **topic** again about the launch of **new album** from **GAC** and tells that **she** already download all the songs in Itunes. Last, **she** tries to switch the language by **topic** the **new album** from **GAC**.	√					1. she – she – she : Repetition. 2. topic – topic : Repetition. 3. new album – new album : Repetition. 4. GAC – GAC : Repetition.
FD14	S294 & S295	In the example above, the speaker, Boy, has an intended meaning to give a humorous effect with his action and **he** also trying to sing a song like **Vidi Aldiano**. **He** acts like **Vidi Aldiano** and make the others laughing.	√					1. he – he : Repetition. 2. Vidi Aldiano – Vidi Aldiano : Repetition.
FD15	S3 & S4	In this study, **the writer** analyze the texts of news articles from Global Indonesian Voices and The Jakarta Post and then interpret the meaning of the texts by using Robert N. Entman's theory of framing analysis. **The writer** also describe the dominant aspects which are being shown by each media and reveal how the image of Susi Pudjiastuti is being constructed by these two different online media.	√					1. the writer – the writer : Repetition.
FD15	S8	**It** can be seen from the paragraph two to paragraph six, **it** contains the statements of Muslim Nuin about his perspectives toward Susi Pudjiastuti.	√					1. it –it : Repetition.
FD15	S12 & S13	**It** can be concluded that even though **Susi** basically has experience in becoming a fishery enterpenuer, **it** does not mean she is the right person to regulate	√					1. it – it – it : Repetition. 2. Susi – Susi : Repetition.

			√						
		the sea. **It** can be seen in Muslim Nuin's statemnets where he said that appointing **Susi** as Maritime and Fishery Affairs Minister is a wrong decision.							
FD15	S19 & S20	By appointing the wrong person, it is impossible to make **Indonesia** as a world maritime axis. **Indonesia** will appear great because of our high **fish** production, but however the **fish** will deplete and the **fish** will always be exploited.	√						1. Indonesia – Indonesia : Repetition. 2. fish –fish – fish : Repetition.
FD15	S42 & S43	Even though many people criticized her for smoking, having tattoo, and being eccentric, but **she** would not mind them. **She** only focuses on her work.	√						1. she – she : Repetition.
FD15	SS44 & S45	Susi stated that **she** would use her business experience to develop Indonesia's fisheries. **She** also has pledged to crack down the illegal-fishing, provide more soft loans to the fishermen, and educate them on how to run a business.	√						1. she – she : Repetition.
FD15	S57 & S58	Jokowi also wrote part of his discussion with **Susi** prior to announcing the ministerial composition on Sunday (26 Oct 2014). **Susi** was reportedly surprised when she learnt that the president is giving her the trust to lead the fishery ministry, despite often being referred as a crazy person.	√						.1. Susi – Susi : Repetition.
FD15	S59 & S60	Indeed, it is her craziness that is needed by **the president**. However, this does mean **the president** is accusing Susi for having a mental problem.	√						1. the president – the president : Repetition.
FD15	S63	Building the **maritime industry** is not an easy job,	√						1. maritime industry – maritime

		and it is the cause of the issue. Since there are some problems in the **maritime industry** such as illegal fishing, cheap price because of a smooth distribution, then the country needs a person who can provide the solutions.						industry : Repetition.
FD15	S76 & S77	In television show, Minister for Maritime and Fishery Affairs Susi Pudjiastuti has on Thursday (12/2) said that **she** will not serve the entire 5 year term as minister. **She** had even conveyed her opinion on the adequacy of only serving for two years as minister in the current cabinet.	√					1. she – she : Repetition.
FD15	S80 & S81	In this news article, **the pressure** put on **Susi** put on Susi is the cause of her setback from the ministry. The journalist frames **the pressure** on **Susi** as the dominant cause.	√					1. the pressure – the pressure : Repetition. 2. Susi – Susi : Repetition.
FD15	S95 & S96	Global Indonesian Voices defined this issue as **educational case**. It is seen as **educational case** since the news article reporting about the educational background which only reaches Secondary School graduate.	√					1. educational case – educational case : Repetition.
FD15	S118	Susi is a minister who can make policies which meet the demand of **the public**, that is why **the public** is on her side.	√					1. the public – the public : Repetition.
FD16	S1 & S2	The data of the analysis are taken from Jakarta Post and Jakarta Globe **article** in year of 2014 until 2015 about **Basuki Tjahaja Purnama** image that	√					1. article – article : Repetition. 2. Basuki Tjahaja Purnama - Basuki Tjahaja Purnama : Repetition.

		represented by them. The **articles** are reporting the work performance of **Basuki Tjahaja Purnama** in leading Jakarta, his innovation working program on build Jakarta, his spontaneous language use, and his attitude.						
FD16	S12	The article that shows the filthy word which using by **Ahok** is **Ahok** blames ministry project in Sunter for Friday flood.	√						1. Ahok – Ahok : Repetition.
FD16	S15	Not only when **he** feels angry, **he** also said the filthy word to compare something.	√						1. he – he : Repetition.
FD16	S23 & S24	Beside that **the journalist** also represented **Ahok** as good innovator in article TransJakarta should run all of the City's public transport. Here **the journalist** quote from **Ahok** that conversion to gas might be an appropriate solution for public transport operators who now have to adapt to higher fuel price.	√						1. the journalist – the journalist : Repetition. 2. Ahok – Ahok : Repetition.
FD16	S36, S37, & S38	**The journalist** frame join with TransJakarta has big benefit. So **the journalist** quote it with purpose in order to influence all public transportation join with TransJakarta. **The journalist** using pronoun they for bus drivers and word governor that heading to Ahok.	√						1. the journalist – the journalist – the journalist : Repetition.
FD16	S62	Rhetoric sentence explains the lexicon that use by the **journalist**, the **journalist** choose word *interest, good investment* and *potential* to support the idea why Ahok wants to buy the state owned enterprise	√						1. journalist – journalist : Repetition.

		building which is oofered by Minister Rini Soemarno.						
FD16	S89 & S90	The **journalist** shows the theme very clearly that Ahok feels furious with Ciliwung-Cisadane Flood Control Office and Ministry of Public Work Project in Sunter, North Jakarta. **Journalist** use words complaint and jerk to make the theme stronger.	√					1. journalist – journalist : Repetition.
FD16	S93	The headline of the news is **Ahok** threatens to sack another agency has described if **Ahok** feels unsatisfied with someone's work performance.	√					1. Ahok –Ahok : Repetition.
FD16	S95	**The journalist** quote three sentences of **Ahok** to emphasize why **Ahok** become very angry with **Muhammad Akbar**, not only that **the journalist** also quote from another news source to contrast the statement from **Ahok**, as if **Muhammad Akbar** in the right side and **Ahok** in the wrong side.	√					1. the journalist – the journalist : Repetition. 2. Ahok – Ahok – Ahok – Ahok : Repetition. 3. Muhammad Akbar – Muhammad Akbar : Repetition.
FD16	S96	**Journalist** put all elements of 5W, but the **journalist** did not write about *How* element.	√					1. journalist – journalist : Repetition.
FD16	S98 & S99	The theme is **Ahok** unsatisfied with Akbar Project performance the he would sack him because he was very slow. **Ahok** was very angry with him.	√					1. Ahok – Ahok : Repetition.
FD16	S107 & S108	The main point **Basuki** compares prostitution with human fesses. The article represented that **Basuki** use the filthy word.	√					1. Basuki – Basuki : Repetition.
FD16	S115 & S116	In the beginning, journalist shows the result of a survey of 1000 Jakarta residents which want **Ahok**	√					1. Ahok – Ahok : Repetition..

FD	Sentences	Text						Analysis
		to change some of his attitude. **Ahok** is known for his outspoke manner and he does not compromise on what he believes is right.						
FD17	S1 & S2	In this study, **the data** are clauses taken from five articles from **The Jakarta Post** and five articles from **New York Times** which have the same topic about MERS virus. **The data** are analyzed by using McCabe (1999) to investigate the kind of thematic progression pattern used in **The Jakarta Post** and **New York Times**.	√					1. the data – the data : Repetition. 2. The Jakarta Post – The Jakarta Post : Repetition. 3. New York Times – New York Times : Repetition.
FD17	S6 & S7	There are four **patterns of thematic progression**. They are **constant**, **linear**, **split theme**, and **split rheme**.					√	1. pattern of thematic progression – constant, linear, split theme, split rheme : Meronymy.
FD17	S9 & S10	Next, the result will be compared in several **comparative aspects**. The **comparative aspects** that will be determined the analysis are the result, the similarities of the patterns and the differences of patterns found in the articles.	√					1. comparative aspects – comparative aspects : Repetition.
FD17	S17 & S18	This findings was in line with Wang (2007) stated that there are several main thematic progression patterns, which depend on different **text** types. As evidence, in **narrative-type text**, we often repeat the theme of one clause into the theme of the subsequent clause (constant patterns).				√		1. text – narrative-type text : Hyponymy.
FD17	S21 & S22	The percentage of **linear** is less than constant but **linear** as Alonso and McCabe (2000) stated that	√			√		1. linear – linear – linear : Repetition. 2. text – explanation text :

FD	S	Text						Analysis
		linear patterns provides more of dynamic **text** which works well with explanation as it allows writers to add points always moving from given idea to a new one. Therefore, linear is effective to be used in **explanation text** and it gives more dynamic effect of the text.						Hyponymy.
FD17	S27	Based on the table above, from **four patterns** of thematic progression theory by McCabe, there are **four patterns** found in the Jakarta Post articles about MERS virus.	√					1. four patterns – four patterns : Repetition.
FD17	S35 & S36	The third dominant thematic progression is **split theme** (6%). **Split theme** in New York Times is more than in The Jakarta Post but the last thematic progression used in New York Times, split rheme, has the same percentage with the Jakarta Post (3%).	√					1. split theme – split theme : Repetition.
FD17	S37	After analyzing the data and then comparing the result, there are some **similarities** and **differences** between The Jakarta Post and New York Times.			√			1. similarities – differences : Antonymy.
FD17	S52	From an example above "*A 67-year-old woman*" as a **theme** of the first clause is selected as the **theme** of the following clause "*she*" even it is not with **identical** word but has the **same** meaning.	√	√				1. theme – theme : Repetition. 2. identical – same : Synonymy.
FD17	S54	From the example above *According to Mayor Park* is a **theme** in the first clause and then selected again as a **theme** in the following clause with *The mayor.*	√					1. theme – theme : Repetition.
FD17	S55	From the example above, *The doctor* as a **theme** in the first clause is selected to be a **theme** in the	√					1. theme – theme : Repetition.

		following clause with identical word *The doctor.*							
FD17	S66	From the example above, *Health Ministry on its official website* is **the rheme** of the first clause and then becomes a theme in the following clause with the word *The Minister* which has the same meaning with **the rheme**.	√						1. rheme – rheme : Repetition.
FD17	S74 & S75	The last thematic progression pattern used in The Jakarta Post is **split rheme**. **Split rheme** is the rheme of the first clause is split into two items, then each turn being taken as a theme element in subsequent clauses citing from Karim Alboghobeish and Hamed.	√						1. split rheme – split rheme : Repetition.
FD17	S81 & S82	The use of **linear patters** in The Jakarta Post are used to give more dynamic explanation. Alonso and McCabe (2000) stated that **linear patterns** provides more of a dynamic text which works well with explanation as it allows writers to add points always moving from given idea to a new one.	√						1. linear patterns – linear patterns : Repetition.
FD17	S84 & S85	From the findings, the most dominant thematic progression patterns found in the **New York Times** is constant (71%). Here is the example of constant thematic progression in **New York Times**.	√						1. New York Times – New York Times : Repetition.
FD17	S86	From an example above "*Public health officials*" as a **theme** of the first clause is selected as the **theme** of the following clause as *"They"* even it is not **identical** word but has the **same** meaning.	√	√					1. theme – theme : Repetition. 2. identical – same : Synonymy.
FD17	S89	From the example above, *The health authorities in*	√						1. theme – theme : Repetition.

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FD17	S109	The third dominant is **split theme** with (6%). **Split theme** in **New York Times**. is more than in the Jakarta Post and here are two examples from **New York Times**.	√					1. split theme – split theme : Repetition. 2. New York Times – New York Times : Repetition.
FD17	S112 & S113	The last thematic progression pattern used is **split rheme** with (3%). There is only one **split rheme** in the New York Times articles	√					1. split rheme – split rheme : Repetition.
FD17	S131 & S132	**Both news articles** are famous newspaper and media in each country. In the analysis there are four patterns found in **both news articles**; constant, linear, split theme and split rheme.	√					1. both news articles - both news articles : Repetition.
FD18	S1 & S2	**This chapter** aims to present the findings and discussions of Governmental Rationality found in Veronica Roth's *Divergent*. **This chapter** is organized into four sections.	√					1. this chapter – this chapter : Repetition.
FD18	S7 & S8	Divergent **novel** is an interesting dystopian literature written in a progressive **plot**. The **book** consists of series of **events** that create the whole story.		√		√		1. novel – book : Hyponymy. 2. plot – events : Synonymy.
FD18	S9 & S10	The story develops in each **book** and offers a complicated understanding of a futuristic society. The writer focuses on analyzing the govern mentality system in the **novel** by using				√		1. book – novel : Hyponymy.

		deconstructive method.							
FD18	S17	These elements are used to see how the government system works in a **dystopian society** and what makes this a **dystopian society**.	√						1. dystopian society – dystopian society : Repetition.
FD18	S25 & S26	The scarcity of the 'mirror' thing in the character's house can also be associated with the situation in **their house**, that there is '**rule**'. There is **rule** in **their house** that only allows the character and the member of her family to use it once every three months.	√						1. their house – their house : Repetition. 2. rule – rule : Repetition.
FD18	S27 & S28	The 'rule' now becomes the **new signifier** as a sign that they live in a **community** that has rule(s) to govern them all. The phrase 'our faction allow me to stand in front of it' can be a **new signifier** as a sign there is 'faction' in this **community**.	√						1. new signifier – new signifier : Repetition. 2. community – community : Repetition.
FD18	S49 & S50	Looking at how the novel is started with the **character** standing in front of the mirror and giving '**the opposite**' character of her own faction, will create new interpretation that **the story** will grow in favor of this **character**. That later **the story** will reveal how the **character** deals with herself and also the reason why this **character** acts '**the opposite**' with her own faction.	√						1. character – character – character – character : Repetition. 2. 'the opposite' – 'the opposite' : Repetition. 2. the story – the story : Repetition.
FD18	S55	There is an inconsistent in the 'rule' when the character first stated that the 'aptitude test' will determine where **she** belongs but then **she** added by saying that in the 'choosing ceremony' **she** can	√						1. she – she – she : Repetition.

		decide what faction she *wants* to be a part of it.							
FD18	S69 & S70	This act of bravery and selflessness as the true characteristic of this character further becomes the **new signifier**. This **new signifier** can be related to the first art of governmentality, morality or self-govenrment.	√						1. new signifier – new signifier : Repetition.
FD18	S86	The use of **serum** can be seen as the way truth and reality in Tris's mind is mediated by the **third party**, and the **third party** here is the government who provided the **serum** therefore the drinker will be under a simulation that stimulate the drinker's brain to showing his/her true characters.	√						1. serum – serum : Repetition. 2. third party – third party : Repetition.
FD18	S93	The citizen's behavior is controlled by **the government** and **the government** wants every citizen to only have one **trait** therefore they can focus on that **trait** and live in one community for the rest of their life.	√						1. the government – the government : Repetition. 2. trait – trait : Repetition.
FD18	S94 & S95	Foucault explains in his essay about Govermental Rationality about **the art of self-government** that is always related to the continuity of one type to another. The first **art of self-government** is the art of governing one self.	√						1. the art of self-government - the art of self-government : Repetition.
FD18	S98	Tris believes that her brother really belongs to the **Abnegation** while **she** herself does not belong in **Abnegation** since **she** cannot be naturally being selfless to others.	√						1. Abnegation – Abnegation : Repetition. 2. she – she : Repetition.
FD18	S140	Tris's father describe **Jeanine** as an 'arrogant' and	√						1. Jeanine – Jeanine : Repetition.

		'self-righteous' person and he 'accused' of **Jeanine** to release a rumor about Marcus, another Abnegation leader.						
FD18	S153 & S154	The Erudite is associated with **knowledge**. Their faction believes that **knowledge** is essential part to lead a perfect society.	√					1. knowledge – knowledge : Repetition.
FD18	S159 & S160	Knowledge is associated with **logic**. **Logic** as the signified of knowledge can now be a new signifier.	√					1. logic – logic : Repetition.
FD18	S163 & S164	**Government** is the one who lead the society here. In this faction-based community, the **government** consists of representatives from each factions, and mainly the government board comes from the Abnegation.	√					1. government – government : Repetition.
FD18	S166 & S167	**Utopian society** tend to believe that they are living in the most perfect condition and that this perfection comes in an order. **Utopian society** intrigued themselves in a thought that to achieve a perfect society, a perfect government or the center is needed.	√					1. Utopian Society – Utopian society : Repetition.
FD18	S169 & S170	From this statement it can be seen how the futuristic society tend to **believe**. They **believe** that one of the reason war happened is because of human personality itself.	√					1. believe – believe : Repetition.
FD18	S176 & S177	Identity as the signified from the phrase 'Faction before blood' makes a **new signifier**. The **new signifier** travels from the faction to the individual itself now.	√					1. new signifier – new signifier : Repetition.

FD18	S197 & S198	The mistakes in this society is that some side, in this case the **Erudite** thinks that they are already living a perfect society. The **Erudite** thinks that the faction system is the best system in maintaining order, in preventing war.	√						1. Erudite – Erudite : Repetition.
FD18	S217 & S218	To run a **good economy**, there must be a **good family** therefore a **good economy** will be established. The **good family** here means, they know where their place, and they know where their position well in society.	√						1. good economy – good economy : Repetition. 2. food family – good family : Repetition.
FD19	S1, S2 & S3	This study aims to analyze the syntactic feature of **sport headlines** in two English newspapers. The data are the sentences of **sport headlines** in the *Jakarta Post* and *New York Times* dated on June – August 2014. The **sport headlines** are all about FIFA world cup, SEA games and N.B.A season.	√						1. sport headlines – sport headlines – sport headlines : Repetition.
FD19	S5	The writer analyzed **sport headlines** of *Jakarta Post* and *New York Times* in purpose to investigate the **differences** and **similarities** in the syntactic features of **sport headlines** and also find the syntactic commonly used in both newspapers.	√		√				1. sport headlines – sport headlines : Repetition. 2. differences – similarities : Antonymy.
FD19	S31 & S32	It is related to the previous studies that finite verbal headline mostly **occurred** in headline. The form that **occurred** the most is the form of S+V+O/Com+A	√						1. occurred – occurred : Repetition.
FD19	S34 &	The second most frequent structure type of both	√						1. headline with more than on free

	S35	newspapers is the **headline with more than on free structure**. **Headline with more than one free structure** is divided as follows:						structure - headline with more than on free structure : Repetition.
FD19	S44 & S45	The other structure type of headlines is **Nominal headline**. The number of **nominal headlines** in both newspapers is quite similar.	√					1. nominal headline – nominal headlines : Repetition.
FD19	S49	A nominal headline is a headline that does not have a **verb phrase** at all where a **verb phrase** exists but headed by another noun phrase.	√					1. verb phrase – verb phrase : Repetition.
FD19	S77 & S78	They may be a full sentence or they take the **form** of a single word or phrase. Sometimes their **form** is reduced and no verb is used.	√					1. form – form : Repetition.
FD19	S80	For the **command types** *New York Times* used only one **command types** despite there is no **command types** in *Jakarta Post*.	√					1. command types – command types – command types : Repetition.
FD19	S81 & S82	**Command** is used to instruct someone or the readers to do something. Syntactically a **command** is a sentence which typically has no subject and when the verb is in the imperative mood.	√					1. command – command : Repetition.
FD19	S84 & S85	It can be seen from both table that **simple sentence** is the highest frequent of complexity type. It is related to the previous study that **simple sentence** mostly occurs in headlines.	√					1. simple sentence – simple sentence : Repetition.
FD19	S86 & S87	**Simple sentence** is used to simplify the circumstantial complements. The sport headline will be more understandable and still eye catching	√					1. simple sentence – simple sentence : Repetition.

FD19	S#	Text						Explanation
		by using **simple sentence** rather than complex sentence.						
FD19	S90	Both of newspapers were compared in order to see the **similarities** and **differences** of syntactic features commonly used in the sport headlines.			√			1. similarities – differences : Antonymy.
FD19	S92 & S93	The **syntactic features of sports headlines** in the *Jakarta Post* and *New York Times* are **similar**. The results indicated that the **syntactic features of sport headlines** generally appear in both newspapers whereas the frequency of occurrences is **different**.	√		√			1. syntactic features of sport headlines - syntactic features of sport headlines : Repetition. 2. similar – different : Antonymy.
FD19	S96	The use of verbal headlines in the *Jakarta Post* and *New York Times* sport headlines that they are written in full **sentences**, which consists of **subject**, **verb**, **object** or **complement**, or the **adverbial phrase**.					√	1. sentences – subject, verb, object or complement, adverbial phrase : Meronymy.
FD19	S102 & S103	**It** identifies the theme or the main topic of the clause, and the *verb* is the second element. **It** expresses the wide range of meaning such as action, sensation and state of being.	√					1. it – it : Repetition.
FD19	S107 & S108	**It** was found that verbal + verbal structure was most frequently used. **It** occurred 6 times or 12% for Jakarta Post and 8 times or 16% for New York Times.	√					1. it –it : Repetition.
FD19	S113 & S114	The other structure type used but in less frequent is **Nominal headline**. In a **nominal headline**, an adjective is used as a premodifier of the head noun	√					1. nominal headline – nominal headline : Repetition.

		and a prepositional phrase usually occurs as a postmodifier of the head noun.						
FD19	S115, S116 & S117	**It** can be assumed that to describe sport headlines, the nominal structure is not enough. Because **it** is only occurs as head noun and postmodifier or premodifier. **It** is need a complete form like verbal headline form to tell the whole games.	√					1. it –it – it : Repetition.
FD19	S142 & S143	The sports headline will be more understandable and still eye catching by using simple sentence rather than **complex and compound sentence**. Because **complex and compound sentences** need more length sentence, since this is **headline** matters, it is not appropriate if **headline** has the long sentence.	√					1. complex and compound sentence - complex and compound sentence : Repetition. 2. headline – headline : Repetition.
FD20	S1 & S2	In this study **the data** are taken from the narrations and dialogues from twenty chapters of Aimee Carter's novel entitled *The Goddess Test*. **The data** being analyzed to search out how do the three parts of the classical mythology proposed by William Hansen in 2004 portrayed in the novel.	√					1. the data – the data : Repetition.
FD20	S20 & S21	In the book of *Handbook of Classical Mythology (2004, 21)*, William Hansen said that there are three gods who control the sky and doing their job **independently**. **Independently** means that **they** do not have relationship in each other's job because **they** have their own obligation.	√					1. independently – independently : Repetition. 2. they –they : Repetition.

FD20	S23	The world is rotating while **they** do their own **duty**, which explains why **they** have not relationship in each other's **job**.	√	√					1. they – they : Repetition. 2. duty – job : Synonymy.
FD20	S34	It is known from the sentences that **they** will spend their life in Eden until her mother die, which interpret that until the end of the story, **they** will hang out in that place.	√						1. they – they : Repetition.
FD20	S35 & S36	In the next narration, it showed how far **the place** is. And it is as Hansen's theory indicating that the more far **the place** from the center of the earth, the more extraordinary **the place** will be (2004, 19).	√						1. the place – the place – the place : Repetition.
FD20	S42	The narrator mentioned the place directly to show that this **place** really mean something for Kate after **she** knew that starting from this point **she** could not meet her mother, because **she** has to stay in Henry's **manor** to pay her promise.	√				√		1. place – manor : Hyponymy. 2. she – she – she : Repetition.
FD20	S48 & S49	Again proven that the place on this place was too obvious and real to call as just a **dream**. The narrator given every detail information about the setting although it was a **dream**.	√						1. dream – dream : Repetition.
FD20	S55 & S56	**She** is the mother of Hades' wife, Persephone. **She** takes Kate while she is not awake because it will hard to make her trust the myth story since she will always deny it.	√						1. she – she : Repetition.
FD20	S61 & S62	In *The Goddess Test,* the central place or setting is in this **land**. The **land** where there is a beautiful manor who belongs to the god who change his	√						1. land – land : Repetition.

		shape into human being.						
FD20	S68 & S69	The **gate** that he mentioned is the border within the living and the dead. Kate still alive but the reason why she can enter the **gate** and living there because Henry invited her and allowed her to see beyond imagination.	√					1. gate – gate : Repetition.
FD20	S81 & S82	Greek mythology believed that they have in total **twelve gods** in controlling the universe. The **twelve gods** remain as family to each other while actually they never have any blood relation.	√					1. twelve gods – twelve gods : Repetition.
FD20	S84	Furthermore, Carter did not make **the reader** asking a lot of question about him since in the next pages of **the novel**, she writes a dialogue that give **the reader** clue about whose mythological character that **the novel** will tell.	√					1. the reader – the reader : Repetition. 2. the novel – the novel : Repetition.
FD20	S89	Except for God superiority of there are still some characteristic that Hansen mentioned in his, like God is **immortal** while human is **mortal**.			√			1. immortal – mortal : Antonymy.
FD20	S97	**She** has no idea about the situation because **she** never knows that underworld and figure of legend was real since **she** only knows about her world only.	√					1. she – she – she : Repetition.
FD20	S120 & S121	The dialogue above showing that Henry as the god of underworld believes and **he** is knowledgeable figure to see the future of the mortal, in this case the person is Kate. **He** repeatedly said that **Kate** will become this and become that only to put a spirit in	√					1. he – he : Repetition. 2. Kate – Kate : Repetition.

		Kate's mind.							
FD20	S132	He used **Gaia** as the example of this narrative since **Gaia** was the combination of a perfect earth and also a perfect human especially figure of mother.	√						1. Gaia – Gaia : Repetition.
FD20	S139	This is also the main topic that usually makes the story, since once **you** give something and wish it to happen so **you** must pay the bill to take what already given to **you**.	√						1. you – you – you : Repetition.
FD20	S142	Since **she** thinks it is impossible and not logic in real life to do that kind of thing, **she** just said it because **she** was panic.	√						1. she – she – she : Repetition.
FD20	S143	And once **she** knows that **Henry** really did the impossible thing to make Ava alive, **she** must keep her promise to do anything for **Henry**.	√						1. she – she : Repetition. 2. Henry – Henry : Repetition.
FD20	S145	It was the scene in the chapter 5, after **Henry** visited Kate to remind her that **she** has to spend six months in **Henry**'s world, **she denied it** and constantly **rejected it**.	√	√					1. Henry – Henry : Repetition. 2. she – she : Repetition. 3. denied – rejected : Synonymy. 4. it – it : Repetition.

APPENDIX 2 – Table of Result

Table 4. Table of Result (Total and Percentage of the Occurrence of Reiteration in Finding and Discussion Sections)

Finding and Discussion Code	Reiteration					Total
	Repetition	Synonymy	Antonymy	Hyponymy	Meronymy	
FD1	25	3	7	4	6	42
FD2	42	1	5	3	0	51
FD3	30	3	3	1	1	38
FD4	22	3	2	2	1	30
FD5	31	1	3	1	1	37
FD6	6	3	0	0	2	11
FD7	16	1	2	0	1	20
FD8	18	0	0	0	2	20
FD9	9	3	3	0	0	15
FD10	18	2	0	0	1	21
FD11	25	2	2	0	0	29
FD12	26	4	1	2	0	33
FD13	32	3	4	1	2	42
FD14	43	0	0	9	0	52
FD15	16	0	0	0	0	16

FD16	17	0	0	0	0	17
FD17	20	2	1	2	1	26
FD18	30	1	0	2	0	33
FD19	18	0	3	0	1	22
FD20	24	3	1	1	0	29
TOTAL	468	38	37	28	19	590
PERCENTAGE	79.32%	6.44%	6.27%	4.74%	3.22%	

Total occurrence of reiteration 590	**Percentage**
Repetition 468	**79.32%**
Synonymy 38	**6.44%**
Antonymy 37	**6.27%**
Hyponymy 28	**4.74%**
Meronymy 19	**3.22%**

BIOGRAFI PENULIS

Nama lengkap penulis ialah Farah Andriana, lahir di Serang, 5 Juli 1994. Penulis merupakan anak pertama dari tiga bersaudara dari pasangan Gempar Juli Wahyudi dan Iyoh Maesaroh. Penulis berkebangsaan Indonesia dan beragama islam. Penulis beralamat di Jalan Lantana IV Blok D3 No. 14 Kecamatan Periuk Kota Tangerang.

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Demi menamatkan pendidikannya di universitas tersebut, penulis menyelesaikan penulisan skripsi di tahun 2017 berjudul "*Reiteration in Finding and Discussion Sections of English Department Students' Skripsi at Universitas Negeri Jakarta*". Untuk informasi lebih lanjut, bisa menghubungi penulis di alamat e-mail 126189faraha@gmail.com.