

Table of analysis for the explicitness and coherence of chain of reasoning between finding and conclusion

Explicitness criteria:

Are the key words or phrases in the findings explicitly or implicitly stated in the conclusions?

Coherence criteria:

1. *Do the conclusions represent the findings?*
2. *Do the conclusions answer the Problem?*

No	Problem statement	Data		Explicitness			Coherence			
		Finding	Conclusion	Ex	Im	Ne	Remark	Co	In	Remark
1.	1. "What kind of feedback does Mathematics teacher of International Class Grade X give to the students?" 2. "What language does Mathematics teacher use in giving feedback to of International Class Grade X students?"	Teacher's Technique in Giving Feedback: <ul style="list-style-type: none"> • Concurrent feedback. When giving the concurrent feedback, the Mathematics teacher used some form of languages like code switching and code mixing • Immediate feedback. The language used in giving immediate feedback is also varied • Verbal feedback. In giving verbal feedback, based on table 9 and chart 7, the mathematics teacher used full English 44% or 22 times, 	The mathematics teacher being observed used ten types of feedback, they are: concurrent, immediate, verbal, symbolic or non-verbal, positive, negative, evaluative, non-evaluative, reinforcement, and correction in giving feedback, the teacher of used some form of languages such as full English, full Bahasa Indonesia, code switching, code mixing, and code switching and code mixing. The overall percentages	✓			RQ1 Explicit. The key words or phrases in the problem statements and findings are explicitly stated in the conclusion. The key words are: feedback, mathematics teacher, language use.	✓		Coherent. The kinds of feedback that is revealed, is based on the findings. It also answers the problem of the research.
				✓				RQ2 Explicit	✓	

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		<p>full Bahasa Indonesia 22% or 11 times, code switching 6% or three times, code mixing 22% or 11 times, and code switching and code mixing 6% or three times</p> <ul style="list-style-type: none"> • Symbolic/ Non-verbal feedback. • Positive feedback. In giving positive feedback, the teacher also used some form of languages shown in the table and chart below... • Negative feedback. In giving negative feedback, based on table 6 and chart 5, the mathematics teacher used full English, code switching, and code mixing 33.33% • Evaluative feedback • Non-evaluative feedback <p>Reinforcement Correction</p>	<p>are:</p> <ul style="list-style-type: none"> • Full English 45.10% • Full Bahasa Indonesia 21.57%, • Code Switching 5.88% • Code Mixing 21.57% <p>Code Switching and Code Mixing 5.88</p>						
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2.	<p>Main problem: How is the speaking assessment of the first grade student majoring in tourism in SMKN 57 Jakarta?</p> <p>Sub problems: 1. What are the categories of speaking assessment (imitative, intensive, responsive, interactive and extensive) of the first grade students majoring in tourism in SMKN 57 Jakarta?</p> <p>2. How is the application of the speaking assessment principles in the speaking assessments of the first grade students majoring in tourism in SMKN 57 Jakarta?</p>	<ul style="list-style-type: none"> • The Categories of Speaking Assessment of the First Grade Students Majoring in Tourism in SMKN 57 Jakarta • The Application of the Language Assessment Principles in the Speaking Assessment of the First Grade Students Majoring in Tourism in SMKN 57 Jakarta • The Practicality of the Speaking Assessments of the First Grade Students Majoring in Tourism in SMKN 57 Jakarta • The Reliability of The Speaking Assessments of The First Grade Students Majoring in Tourism in SMKN 57 Jakarta • The Authenticity of The Speaking Assessments of The First Grade Students Majoring in Tourism in SMKN 57 Jakarta 	<p>In order to have an effective speaking assessment, the language assessment principles should be applied in the speaking assessment the speaking assessment did not relate with the major of the students which is tourism</p> <ul style="list-style-type: none"> • The writer found that the language assessment principles have no fully applied in the speaking assessment given. • The whole assessments were practical in term of cost, time and administration, but not in term of evaluation because the teacher did not prepare clear scoring criteria to give score to the student. • The reliability was also not applied because the absence of the scoring instrument which could decrease the consistency of 	✓			<p>RQ1 Explicit. The key words or phrases in the problem statements and findings are explicitly stated in the conclusion. The key words are: speaking assessment, categories, application</p>	✓		<p>Coherent. The conclusion represents the finding. It also addressed to answer the research problem. The explanation about language assessment principles, the practicality, validity and reliability, and the authenticity leads into a conclusion statement in the end.</p>
				✓			<p>RQ2 Explicit.</p>	✓		<p>Coherent.</p>

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			<p>the assessments' result.</p> <ul style="list-style-type: none"> • The validity of the speaking assessment was applied only in the last speaking assessment and not applied in the first and second speaking assessment. • The authenticity was applied in the entire speaking assessments. • In conclusion, the speaking assessment of the first grade students majoring in tourism in SMKN 57 Jakarta had not fully applied the language assessment principles 							
3.	How is teaching model designed to deliver the CBI in which Mathematics content is integrated into English subject?	<ul style="list-style-type: none"> • Classroom Observation • Analysis of the Classroom Observation • Interview • Analysis of the Interview • Documents Study • Documents of Teaching Materials • Analysis of Lesson Plan • Designing Teaching Model of Theme Based CBI • Validation of the Findings 	<ul style="list-style-type: none"> • it is found that not all of the bilingual schools implement the bilingual program for teaching mainstream subjects, such as Mathematics and Science • They are (the teacher) not ready to use bilingual program due to lack of competence and consider that this program is not 		✓		Implicit. The findings are not presented in explicit way.		✓	Incoherent. Even though the conclusion is based on the findings, however instead of answering the research question, the study tends to give more portions to evaluate the learning activities and the application of the bilingual program.

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			<p>effective yet</p> <ul style="list-style-type: none"> • The program that integrates content subject into English subject has not existed in that school • Related to an issue of a new curriculum in 2013, Content based instruction (CBI) is expected to be the right way of teaching method of combining language and content learning 						
4.	<p>1. What are the linguistic aspects mostly used in students translation in scientific text?</p> <p>2. How do the students employ the linguistic aspects of translation?</p>	<ul style="list-style-type: none"> • Transposition • Modulation • Lexicon level • Idiom • Overall Result: "...this study does not measure the accuracy of the translation. This study just mentions the mostly used in students' translation of scientific text. But, if it is demanded the level of the accuracy of all students' translation, the writer concludes that the percentage is about 50% up to 60% accurate." 	<ul style="list-style-type: none"> • found that from 300 data, in form of words, phrases and clauses, which is taken from sixteen students of fifth semester of English Literature Study Program, 158 data are categorized using transposition or 48 in percentage, 48 data are categorized using modulation or 15 in percentage, 123 data categorized as translation in lexical level or 37 in percentage, and idiom does not found. 	✓		<p>RQ 1 Explicit. The key words or phrases in the problem statements and findings are explicitly stated in the conclusion.</p>	✓	<p>Incoherent. Even though the conclusion is based on the findings, however it has not solve the main problem yet, that is about accuracy in translation.</p>	
					✓	<p>RQ 2 Non-existent. However, there is no explanation about how the students employ the</p>	✓	<p>Incoherent. Even though the conclusion is based on the findings, however it has not solve the main problem yet,</p>	

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			<ul style="list-style-type: none"> From the analysis, the procedure mostly used for translating the scientific text, in this circumstance biology, is transposition. 			linguistic aspects of translation (second research question)			that is about accuracy in translation.
5.	<p>1. What are the levels of error found in academic writings of English Department students major in English Language and Education Study Programme year 2010?</p> <p>2. What are the types of error found in academic writings of English Department students major in English Language and Education Study Programme year 2010?</p>	<ul style="list-style-type: none"> Substance-level Errors: Mechanical Errors Text-level Errors: Morphology Errors, Syntax Errors 	<ul style="list-style-type: none"> This study is conducted to investigate kinds of errors in academic writing of English Department students major in English Language and Education Study Programme. 495 errors are found in the 48 academic writings of English Department students major in English Language and Education Study Programme year 2010. Errors mostly occur in the text-level with 388 errors in total... In morphology errors, there are three types of error... In syntax errors, there are eight types of error... In lexical errors, there are 4 types of errors... 	✓		<p>RQ 1</p> <p>Explicit.</p> <p>The key words or phrases in the problem statements and findings are explicitly stated in the conclusion. The key words are: error, level, academic writing, type of error.</p>	✓	<p>Incoherent.</p> <p>The conclusion of the skripsi stated that the purpose of study is to investigate kinds of errors in academic writing of English Department students major in English Language and Education Study Program. However, the conclusion only provide year 2010 as the corpora, in addition, the use of “kind of error” is confusing since the research problem ask the “types and level of error”</p>	
				✓		<p>RQ 2</p> <p>Explicit.</p>	✓	<p>Incoherent.</p>	

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			<ul style="list-style-type: none"> • There are 107 errors in substance-level (21.62%) involving... • The findings indicate that English Department students major in English Language and Education Study Programme year 2010 lack the ability to comply with the grammatical rules in composing academic writing. • The students also apply the punctuation rules inaccurately considering the total errors in punctuation place the number two of errors that mostly occur • These conditions probably happen as the result of students' insufficient knowledge of grammatical and punctuation rules. 						
6.	How is instrument of evaluation developed to evaluate the CBI in which Mathematics	• Classroom Observation: It can be conclude that the classroom activity did not apply bilingual teaching for	• It can [sic] conclude that bilingual classes have some problems. The main problem is readiness of	✓		Explicit. The key words or phrases in the problem statements		✓	Incoherent. There are too many subjective opinion from the researcher stated in

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	<p>content is integrated into English subject?</p>	<p>teaching mainstream subjects, such as Mathematics and Science. It is also found that the teachers are having problem in teaching bilingual</p> <ul style="list-style-type: none"> • Interview: Analysis of the Interview, it is found that the school has already ingrate another subjects to English subject. They called the program as collaborative teaching. One of the English teachers gave an example that they ever made the instrument of evaluation collaborate to bahasa Indonesia and art subject; it is found that the English teacher ever already make instrument of evaluation which is collaborative with Bahasa Indonesia and art subjects; it is clear that CBI program can be implemented in teaching and learning activities. • Documents Study: Documents of the Instrument of Evaluation; Analysis of the 	<p>content subject teachers to teach in English</p> <ul style="list-style-type: none"> • Based on the result of interview English teacher agreed to integrate their class with content (Mathematics). But it has to be a team teaching between English and content teacher. This will help English teacher to know about terminology in the field of content subject • The instrument of evaluation develop by taking the indicators of Mathematics subject were taken and integrate into English subject which can be matched in the syllabus 			<p>and findings are explicitly stated in the conclusion. The key words are: instrument, evaluation, CBI, mathematic, English.</p>		<p>the conclusion, in addition the conclusion didn't conclude the whole study and cannot be used to answer the research problem that is about how instrument of evaluation is developed to evaluate the CBI in which Mathematics content is integrated into English subject.</p>
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		Instrument of Evaluation; Developing Instrument of Evaluation in CBI							
7.	1. What are the mistakes in English pronunciation made by students in the classroom? 2. How do teachers respond to students' pronunciation mistakes? 3. How do teachers teach pronunciation?	<ul style="list-style-type: none"> Findings of the Pronunciation Mistakes Findings of the Types of Pronunciation Mistakes Findings of the Pronunciation Correction Findings of the Types of Pronunciation Correction Findings of the Teaching of Pronunciation Findings of the Technique of Teaching Pronunciation 	<ul style="list-style-type: none"> The result of the study shows that there are 602 pronunciation mistakes found in the observation From 602 pronunciation mistakes produced by the students, only 371 mistakes or 62% are corrected by the teachers. The rests 231 mistakes or 38% are not corrected by the teachers 	✓			RQ 1 Explicit. The key words or phrases in the problem statements and findings are explicitly stated in the conclusion. The key words are: mistakes, English, pronunciation, teacher respond.	✓	Coherent. The conclusion is based on the findings and answer the problem, nevertheless the conclusion doesn't provide the overview of the study
			<ul style="list-style-type: none"> To correct students' pronunciation mistakes, teachers use six types of correction: explicit correction, recast, elicitation, metalinguistic clues, clarification and repetition 75% of correction is done by using explicit correction technique The technique used in the teaching of pronunciation at English Department of 	✓		RQ 2 Explicit. The key words or phrases in the problem statements and findings are explicitly stated in the conclusion. The key words are: mistakes, English, pronunciation, teacher respond.	✓	Coherent. The conclusion is based on the findings and answer the problem, nevertheless the conclusion doesn't provide the overview of the study	
				✓		RQ 3 Explicit. The key words or	✓	Coherent. The conclusion is based on the findings	

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			<p>State University of Jakarta is listen and imitate technique or known as drilling</p> <ul style="list-style-type: none"> there is no specific time for teaching pronunciation and the teachers also do not provide special time for the teaching of pronunciation 				<p>phrases in the problem statements and findings are explicitly stated in the conclusion. The key words are: mistakes, English, pronunciation, teacher respond.</p>			<p>and answer the problem, nevertheless the conclusion doesn't provide the overview of the study</p>
8.	<p>1. How do <i>the Jakarta Post</i> and <i>Jakarta Globe</i> construct the reality of Abdurrahman Wahid?</p> <p>2. What are the perspectives of <i>the Jakarta Post</i> and <i>Jakarta Globe</i> toward Abdurrahman Wahid?</p>	Not clearly stated	<ul style="list-style-type: none"> <i>The Jakarta Post</i> and <i>Jakarta Globe</i> have different perspectives in seeing Abdurrahman Wahid. Both newspapers tend pro Abdurrahman Wahid since the articles talks about eulogy and tribute of him in which the nature of eulogy and tribute are positive Based on the description of each finding above, it is concluded that <i>The Jakarta Post</i> sees Abdurrahman Wahid as a pluralist whereas <i>Jakarta Globe</i> sees Abdurrahman Wahid as a leader 			✓	<p>RQ 1 Non-existent.</p>		✓	<p>Incoherent.</p>
						✓	<p>RQ 2 Non-existent.</p>		✓	<p>Incoherent.</p>

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9.	How do the social issues and political issues shown in Linkin Park songs?	<ul style="list-style-type: none"> • This song (1st song) tells about the action from the soldier of the superior group that has resulted many destructions to a country and also to the civilians • The theme of this song (2nd song) is about political power • The theme of this song (3rd song) from the clues given above is about war, to be specific this song tells about the condition of people who live in a conflict area and also the situation there • In this song (4th song) Linkin Park tries to bring the message to those people that they still have hope. They want to show that even though they are already in despair due to the conflicts occur in their homeland, love and their inner voice tell them that they still have hope to survive from the condition 	<ul style="list-style-type: none"> • Social and political issues are always occurring in any countries • Linkin Park tries to criticize the issues of political power, war, war crime, and solidarity • In “Iridescent” Linkin Park try to illustrate the condition of people living in a conflict area, how a war can affect human life and result destruction to a country • in the “Burning in the Skies”, it shows the action from the soldier that has resulted a destruction to a country and death to the civilians • in the “Wretches and King”, Linkin Park concerns about how the power really works in daily life, how the political power gains the advantages from delivering its power to the helpless people • The last song “the 	✓		<p>Explicit. The key words or phrases in the problem statements and findings are explicitly stated in the conclusion. The key words are: social issue, political issue, Linkin Park, songs</p>	✓	<p>Coherent. The conclusion is based on the findings and can answer the problem.</p>
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			<p>Messenger” tells about the solidarity from Linkin Park to the people who suffer from the conflict in their homeland</p> <ul style="list-style-type: none"> ● the writer finds that these songs shown the issues of war, war crimes, political power, and solidarity 							
10.	How are Indonesian cultures & values represented in Garuda Indonesia magazine <i>destinations</i> column?	<ul style="list-style-type: none"> ● First article: it can be seen on the first article that the journalist represented the Indonesian cultures, mostly in the form of artifact cultures, and several mentifact cultures. Meanwhile, the values are mostly the economic and aesthetic values, and several social and religious values. All those things are exposed in the form of Javanese special art works, Javanese traditional performances and sacred area that contains religious values, and then supported by some pictures ● Second article: This article contains mostly about artifact 	<p>...All those things are exposed in the form of religious activities and traditions in Banda Aceh, Javanese traditional performances, traditional weapons, sacred area that contains local beliefs, histories, local art works and specialties, etc. It is also strengthen by the images inserted into each article, the use of words such as metaphors, exemplars, catchphrases, depictions, etc...</p>			✓	<p>Non-existent. The conclusion uses the word “etc”. The use of this word indicates that there are some other cultures and values but aren’t mentioned.</p>		✓	<p>Incoherent. The conclusion has not answered the problem yet that is about how the Indonesian cultures & values represented in Garuda Indonesia magazine <i>destinations</i> column.</p>

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		<p>cultures and also economic as well as aesthetic values from the <i>batik</i> itself</p> <ul style="list-style-type: none"> • Third article: The journalist enriched the promotion by representing the Indonesian cultures and values through the exploration of the places in Pontianak and the surroundings • Fourth article: the publication of this article made by the journalist contains mostly about the strength of religious values and also some economic values in Banda Aceh. Meanwhile, the representation of culture can be seen through the Acehese local cuisine and also the special handicrafts and souvenirs... 								
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11.	<p>1. What are the grammatical mistakes made by the students of the first year classes of ED UNJ?</p> <p>2. How do the teachers respond to the students' grammatical mistakes?</p>	<ul style="list-style-type: none"> Findings of the types of grammatical mistakes Findings of the correction of grammatical mistakes Findings of the types of the correction of the grammatical mistakes Findings of the effectiveness of the correction of grammatical mistakes 	<ul style="list-style-type: none"> The result of the study shows that the students at the first year classes of ED UNJ made grammatical mistakes mostly in Number (26.85% from all mistakes occurred). Followed by tense (21.30%), voice (17.59%), mood (10.18%), aspect (8.33%), degree (5.56%), deixis (4.63%), case (2.78%), gender (1.85%), and person (0.93%) The data above indicates that students of ED UNJ made grammatical mistakes mostly because of the transfer language since there are the differences between Bahasa Indonesia and English in terms of number, tense, voice, mood and aspect Based on the data taken, there are 69 of 108 or 63.9% of mistakes that corrected by the teacher, and only 39 of 108 or 36.1% mistakes were not 	✓			<p>RQ 1</p> <p>Explicit.</p> <p>The key words or phrases in the problem statements and findings are explicitly stated in the conclusion. The key words are: grammatical mistakes, teacher respond</p>	✓		<p>Coherent.</p> <p>Generally the conclusion is based on the findings and it answer the research problem,</p>
				✓			<p>RQ 2</p> <p>Explicit.</p> <p>The key words or phrases in the problem statements and findings are explicitly stated in the conclusion. The key words are: grammatical mistakes, teacher respond</p>	✓		<p>Incoherent.</p> <p>however the part “mostly because of the transfer language since there are the differences between Bahasa Indonesia and English in terms of number, tense, voice, mood and aspect “ is not based on the research or analysis (just assumption), in addition, the point of “effectiveness of the correction” is not asked by the research problem</p>

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			<p>corrected by the lecturer. It can be inferred that most teachers in English Department of State University of Jakarta are aware to the students' grammatical mistakes</p> <ul style="list-style-type: none"> • There are 37.68% of the corrections of grammatical mistakes used recasts, 24.64% used explicit correction, 15.94% used clarification requests, 10.14% used metalinguistic correction, 8.7% used elicitation, and 2.9% used repetitions in correcting the students' grammatical mistakes. The researcher also found that recasts is quite ineffective because there only 42.31% of the mistakes corrected by using recasts was improved by the students. The data also shows that the most effective types of correction are clarification requests, metalinguistic correction, and elicitation. It shows 						
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			that 100 % of mistakes corrected by using those three types were improved by the students						
12.	<p>1. What are the inappropriate words used in students writing?</p> <p>2. What are the ungrammatical forms in students writing?</p>	<ul style="list-style-type: none"> • Inappropriate Words (table consisting list of words) • Amount of Ungrammatical Form (table) • Percentage of Ungrammatical Form (table consisting calculation) • Ungrammatical Form Rank (table) • Misformation • Omission • Addition • Misordering 	<ul style="list-style-type: none"> • Inappropriateness word is the use of word that is not suitable to the context and situation. • Based on the finding in this study, inappropriate words are found by the researcher. There are 62 words that do not appropriate to the text. It occurs because the students influenced by the first language (mother tongue). 	✓			<p>RQ 1</p> <p>Explicit.</p> <p>The key words or phrases in the problem statements and findings are explicitly stated in the conclusion. The key words are: inappropriate word, ungrammatical forms, students writing.</p>	✓	<p>Incoherent.</p> <p>The conclusion doesn't represent or summarize the findings.</p>
			<ul style="list-style-type: none"> • Ungrammatical form is a phrase, clause, or sentence which is unacceptable because it does not follow the rules of grammar. • In ungrammatical forms, the mistakes were found in every student. It indicates the students have difficulties in producing writing. It can be said 	✓		<p>RQ 2</p> <p>Explicit.</p> <p>The key words or phrases in the problem statements and findings are explicitly stated in the conclusion. The key words are: inappropriate word, ungrammatical forms, students</p>	✓	<p>Incoherent.</p> <p>The conclusion doesn't represent or summarize the findings.</p>	

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			because there are many ungrammatical forms those are occurred in their writing, especially misformation (344items = 80, 38%). The researcher can conclude that the students have lack of knowledge in using English, particularly in applying the grammatical forms				writing.			
13.	To what extent are the profile and work performance of the alumni of English Language Educational Study Program English Department State University of Jakarta in accreditation perspective?	<ul style="list-style-type: none"> The alumni's profile of English Language Educational Program English Department State University of Jakarta on the year 2005-2009: The Alumni GPA, average time to get the first job include first salary and salary at present, Alumni's first, Percentage of the Alumni have relevance job with their skill salary, The Relevancy of Alumni's Competence with company requirement, Completion time of alumni's study, The quality and time to finish skripsi 	The profile of the alumni: <ul style="list-style-type: none"> GPA The percentage of the alumni with GPA <2,75 ; 2,75-3,5 ; >3,5 The time the alumni needed to get their first job (include their first salary) The percentage of alumni who work in the field that suitable with their skill The relevancy of competence reached by the requirements and the necessities of the user The time the alumni 	✓			Explicit. The key words of the problem become the sub section in the finding and conclusion. The key words are: The profile of the alumni, The work performance of the alumni	✓		Coherent. The conclusion shows the profile and the work performance of the Alumni. This is based on the findings and answers the research problem.

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		<ul style="list-style-type: none"> The alumni's Work performance of English Language Educational Study Program English Department State University of Jakarta on the year 2005-2009: Teacher (Pedagogic Competence, Personality Competence, Professional Competence, Social Competence), Non Teacher (Personality competence, Professional Competence, Social Competence) 	<p>needed to finish their study</p> <ul style="list-style-type: none"> The time the alumni needed to finish their thesis <p>The work performance of the alumni:</p> <ul style="list-style-type: none"> Work performance assessed by the user Professionalism The use of English Pedagogic competence Personality competence Social competence 						
14.	<p>1. What are the rhymes that mostly appear used in advertisements' slogans in English magazines?</p> <p>2. What are the rhymes that mostly appear in advertisements' slogans in Indonesian magazines?</p> <p>3. What are the products whose</p>	<ul style="list-style-type: none"> The Use of Rhyme in English and Indonesian Advertisements' Slogans in Magazines The Use of Rhyme in English Advertisements' Slogans Based on Search Good The Use of Rhyme in Indonesian Advertisements' Slogans Based on Search Good The Use of Rhyme in English Advertisements' Slogans Based on Experience Goods 	<p>From the 200 slogans found in English advertisements' slogans in magazines and that of Indonesian, there are 49 of search goods, 108 of experience goods, and 43 of services that use rhymes.</p> <p>Based on search good English advertisements' slogans: initial rhyme (41%) identical rhymes (28%) consonant rhymes (18%)</p>	✓		<p>RQ 1 Explicit. The key words or phrases in the problem statements and findings are explicitly stated in the conclusion. The key words are: rhyme, advertisements, slogan, goods.</p>	✓		<p>Coherent. The percentages and amount of rhymes are based on the findings and it also answers the research problem</p>

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<p>advertisements mostly use rhymes in advertisements' slogans in English magazines?</p> <p>4. What are the products whose advertisements mostly use rhymes in advertisements' slogans in Indonesian magazines?</p>	<ul style="list-style-type: none"> • The Use of Rhyme in Indonesian Advertisements' Slogans Based on Experience Goods • The Use of Rhyme in English Advertisements' Slogans Based on Services • The Use of Rhyme in Indonesian Advertisements' Slogans Based on Services • The Use of Rhyme in Advertisements' Slogans in English Magazines • the example of initial rhyme • the example of the perfect rhyme • the example of the imperfect rhyme • The example of eye rhyme • the example of rich rhyme • The Use of Rhyme in Advertisements' Slogans in Indonesian Magazine • the example of the assonant rhymes • the example of the end rhyme • The example of initial rhyme • the example of identical 	<p>assonant rhymes (5%) end rhymes (5%) imperfect rhymes (3%) Indonesian advertisements' slogans: assonant rhyme (40%) identical rhyme (20%) initial rhyme (20%) end rhymes (20%)</p> <p>Based on experience good English advertisements' slogans: initial rhyme (50%) the identical rhyme (30%) consonant rhyme (9%) end rhyme (7%) perfect rhyme (2%) rich rhyme (2%)</p> <p>Indonesian advertisements' slogans: assonant rhymes (27%) initial rhymes (23%) identical rhymes (20%) consonant rhymes (2%) perfect rhymes (2%) the end rhymes (26%)</p> <p>Based on Services English advertisements' slogans:</p>	✓			<p>RQ 2 Explicit. The key words or phrases in the problem statements and findings are explicitly stated in the conclusion. The key words are: rhyme, advertisements, slogan, goods.</p>	✓		<p>Coherent. The percentages and amount of rhymes are based on the findings and it also answers the research problem</p>
			✓			<p>RQ 3 Explicit.</p>	✓		<p>Coherent.</p>
			✓			<p>RQ 4 Explicit.</p>	✓		<p>Coherent.</p>

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		<p>rhyme</p> <ul style="list-style-type: none"> • is the example of the perfect rhymes • the example of consonant rhyme 	<p>the initial rhymes (27%) identical rhymes (21%) consonant rhymes (17%) assonant rhymes (17%) perfect rhyme (6%) imperfect rhyme (6%) eye rhyme (6%) Indonesian advertisements' slogans: assonant rhymes (48%)</p> <p>The mostly used of English advertisements' slogan is initial rhyme: to inform the readers about the brand's product information.</p> <p>The mostly used of Indonesian advertisements' slogan is assonant rhyme: to persuade the consumer to consume their product and to make the consumer remember the brand's name</p>						
15.	What are English reading and writing	<ul style="list-style-type: none"> • Need Analysis: document analysis (syllabus, lesson plan, 	<ul style="list-style-type: none"> • English as a part of adaptive program in 	✓		Explicit. The key words or		✓	Incoherent. The incoherence

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	learning materials relevant to syllabus and lesson plans for eleven grade students majoring in <i>Teknik Komputer Jaringan</i> of SMKN 22 Jakarta?	interviews) <ul style="list-style-type: none"> • Planning the Materials: Standar <i>Kompetensi</i> and <i>Kompetensi Dasar</i>, topics, time allocation, activities, instruction • Developing the materials 	vocational school also has function to support the learning of productive program <ul style="list-style-type: none"> • This study is an initial effort to develop materials that might relevant to vocational school especially Teknik Komputer Jaringan major. This study focused on developing materials for reading and writing. • The result of this materials development is the materials that related to the students' prospective jobs and personal life. • From the results of questionnaires and interview, in general, the materials developed are acceptable and relevant to the Content Standard, syllabus and the lesson plans. 			phrases in the problem statements and findings are explicitly stated in the conclusion. The key words are: materials, reading, writing, syllabus, lesson plan		starts in the research problem. The problem narrow the population into only for eleven grade, but actually the title states that it is for students majoring in Teknik Komputer Jaringan of SMKN 22 Jakarta
16.	1. What environmental issues are presented in the English	• Sekolah Dasar (SD) . These textbooks do not include any	• English textbook ideally provides appropriate	✓		RQ 1 Explicit. Key words or	✓	Incoherent. The conclusion doesn't reflect the

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	<p>textbooks?</p> <p>2.To what extent the environmental issues presented in the textbooks are able to implant students' awareness based on Barrett's taxonomy perspective?</p>	<p>environmental issues</p> <ul style="list-style-type: none"> • Sekolah Menengah Pertama (SMP). <i>English on Sky VII and VIII</i> also do not include environmental issues. <i>The Bridge English Competence 3</i> has put environmental issues in one chapter. The environmental issues involve in that chapter are: Acid rain, Sewage, Pesticide and fertilizer, Industrial waste, Air and water pollution, Deforestation Endangered species • Sekolah Menengah Atas (SMA). <i>Contextual English 1</i>, Environmental issues in this textbook are presented in one unit and two lessons: flood and pollution; • <i>Interlanguage: English for Senior High School Students XI</i> has one unit discussing about environmental issues: global warming; • <i>Real English 3</i>, it seems there are two units involving environmental issues: 	<p>environmental issues, problems, causes, and solutions add with tasks and questions which will make students aware of real life situation</p> <ul style="list-style-type: none"> • there are some textbooks that not put this issue at all (<i>Grow with English 4, 5, and 6; English on Sky VII and VIII</i>). Two textbooks present environmental problems with limited solutions (<i>The Bridge English Competence IX and Contextual English 1</i>). • best developed sections on environmental issues problems, causes, and solutions are included in <i>Interlanguage: English for Senior High School Students XI</i> • Besides presenting the current situation, the authors offer topics for discussion such as a poster that consist how to reduce global warming in several 				<p>phrases in the findings are explicitly stated in the conclusion. The key words are: environmental issue, textbook</p>			<p>findings and doesn't answer the research problem.</p>
				✓			<p>RQ 2 Implicit. However the students' awareness asked in second question is not stated clearly</p>		✓	<p>Incoherent. The conclusion doesn't reflect the findings and doesn't answer the research problem.</p>

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		<p>Environment and preservation and Energy</p> <ul style="list-style-type: none"> • Discussion per book: <ol style="list-style-type: none"> 1. The Bridge English Competence 3 for ninth grade junior high school students 2. Contextual English 1 for tenth grade senior high school students 3. Interlanguage: English for Senior High School Students XI or eleventh grade 4. Real English 3 for twelfth grade senior high school students 	ways that can be done by the students in real life						
17.	<p>1. What are the stylistic features used in “English News Service” and “Indonesia This Morning”.</p> <p>2. How do stylistic features of “English News Service” differ from “Indonesia This</p>	<ul style="list-style-type: none"> • The Use Stylistic features in both ‘English News Service’ and ‘Indonesia This Morning’ • The Use of Stylistic features ‘English News Service’ • The Use of Stylistic features ‘Indonesia This Morning’ • The Use of Phonetic expressive • means and stylistic devices in 	<ul style="list-style-type: none"> • There are 7 (9 %) Phonetic expressive means and stylistic devices, 58 (87%) Lexical expressive means and stylistic devices, and 2 (4 %) Syntactical expressive means and stylistic devices • <i>English News Service</i> of TVRI contributes more expressive means and 	✓		<p>RQ 1</p> <p>Explicit.</p> <p>Key words or phrases in the findings are explicitly stated in the conclusion. The key words are: stylistic features</p>	✓		<p>Coherent.</p> <p>The data given which are about stylistic features and the difference among the two of corpus, are based on the findings and they also answers the research problem.</p>

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	<i>Morning</i> ".	<p>'English News Service'</p> <ul style="list-style-type: none"> • The Use of Phonetic expressive means and stylistic devices in 'Indonesia This Morning' • The Use of Lexical expressive means and stylistic devices in 'English News Service' • The example of lexical expressive means and stylistic features • The Use of Lexical expressive means and stylistic devices in 'Indonesia This Morning' • examples of lexical expressive means and stylistic devices in 'Indonesia This Morning' • table showing the difference of 'English News Service' and 'Indonesia This Morning' news scripts • Difference use of expressive means and stylistic devices between 'English News Service' and 'Indonesia This Morning' 	<p>stylistic devices than <i>Indonesia This Morning</i></p> <ul style="list-style-type: none"> • Viewed from the kind of expressive means and stylistic devices, personification is predominantly occurred in both news programs • stylistic features in '<i>English News Service</i>' differ from '<i>Indonesia This Morning</i>' in the size of appearance • stylistic features occurred in '<i>English News Service</i>' more varied and covers all level of phonetic, lexical, and syntactical. This show that '<i>English News Service</i>' is richer in the usage of stylistic features • The writer also found that '<i>Indonesian This Morning</i>' very often used metaphors than '<i>English News Service</i>' 	✓		<p>RQ 2</p> <p>Explicit.</p> <p>Key words or phrases in the findings are explicitly stated in the conclusion. The key words are: stylistic features</p>	✓	<p>Coherent.</p> <p>The data given which are about stylistic features and the difference among the two of corpus, are based on the findings and they also answers the research problem.</p>
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18.	How responsive are “reading” teaching and learning activities of <i>Mata Kuliah Umum Bahasa Inggris</i> (MKU BING) to Faculty of Education students’ needs?	<ul style="list-style-type: none"> Types of Materials: students of Faculty of Education highly need computer-presented reading materials and photocopied notes for their study; the frequency of the reading materials given by MKU BING shows that MKU BING is not responsive to the needs of FIP students. This is supported by the interview results Reading activities: students of Faculty of Education highly need understanding the main point of texts and Reading a text quickly in order to establish a general idea of the content (skimming) in reading activities; the frequency of the reading reading activities given by MKU BING shows that MKU BING is not responsive to the needs of FIP students. This is supported by the interview 	<ul style="list-style-type: none"> In terms of types of materials, MKU BING is not responsive to Faculty of Education students’ needs. MKU BING fails in facilitating them with types of material highly needed by students In terms of reading activities, MKU BING is not responsive to Faculty of Technology students’ needs by providing them with highly needed activities MKU BING is not responsive to the reading skills needed by Faculty of Technology students. It is proven by the findings that they are not able to master reading skills they need 	✓		<p>Explicit. Key words or phrases in the findings are explicitly stated in the conclusion. The key words are: Faculty of Education, perception, reading, teaching learning activities, MKU Bahasa Inggris</p>	✓	<p>Incoherent. Perception is not enough to measure the responsiveness of a program.</p>
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		<p>results</p> <ul style="list-style-type: none"> • Reading skill students of Faculty of Education highly need these skills: general reading comprehension and library skills; • MKU BING is not responsive to reading skills needed by students 							
19.	<p>1. What kinds of assessments techniques were used by the teachers in teaching and learning activity?</p> <p>a. What kinds of teacher's speech functions were used by the teachers to assess the students?</p> <p>b. What kind of other assessment techniques was used by the teachers in</p>	<ul style="list-style-type: none"> • The Assessment Techniques Used in Teaching and Learning Process • Assessment happened during the teacher and students' interactions in the classroom: command, question, feedback. • Paper and pencil test • The Learning Domains Assessed: cognitive aspect, affective aspect, psychomotor aspect • The Assessment and the Basic Competences: classroom observation1, classroom 	<ul style="list-style-type: none"> • There were two kind of assessment; assessment which was happened in the classroom interaction between the teacher and the students in the process of teaching and learning and paper and pencil tests • Assessment which was happened in the classroom interaction is taken into account as informal assessment: question, command, and feedback. • The question vary from assessing students' 	✓		<p>RQ 1</p> <p>Explicit.</p> <p>Key words or phrases in the findings are explicitly stated in the conclusion. The key words are: on - going assessment, techniques, speech function, learning domain, basic competence</p>	✓	<p>Coherent.</p> <p>The conclusion provide kind of assessment which is based on findings and asked by the 1st research problem</p>	

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	<p>teaching and learning activity?</p> <p>2. What students' learning domains were assessed?</p> <p>3. How did the assessment achieve the need of basic competencies?</p>	<p>observation2, classroom observation3, classroom observation4.</p>	<p>knowledge of English vocabulary, assessing students' ability to identify things/person, to give example, to classify things, to compare things and to apply English language.</p> <ul style="list-style-type: none"> • Focus was on students' cognitive aspect especially the ability to remember material. • It can be concluded that most teacher's assessments is attended to achieve basic competence of "Merespon instruksi sangat sederhana secara verbal dalam konteks kelas" while in basic "Merespon dengan melakukan tindakan sesuai instruksi secara berterima dalam konteks kelas" both teachers didn't assess students' ability to act out the instruction. 	✓			<p>RQ 2</p> <p>Explicit.</p> <p>Key words or phrases in the findings are explicitly stated in the conclusion. The key words are: on - going assessment, techniques, speech function, learning domain, basic competence</p>	✓		<p>Coherent.</p> <p>The conclusion provides learning domain which is based on findings and asked by the 2nd research problem</p>
				✓			<p>RQ 3</p> <p>Explicit.</p> <p>Key words or phrases in the findings are explicitly stated in the conclusion. The key words are: on - going assessment, techniques, speech function, learning domain, basic competence</p>	✓		<p>Incoherent.</p> <p>The third research problem is not answered yet that is about "how the assessment achieve the need of basic competencies"</p>
20.	<p>How are the questioning skills of Biology teacher in</p>	<ul style="list-style-type: none"> • Teacher's Techniques in Questioning: Assisting students to find answers to 	<ul style="list-style-type: none"> • A biology teacher has shown eight questioning techniques as suggested by 	✓			<p>Explicit.</p> <p>Key words or phrases in the</p>	✓		<p>Coherent.</p> <p>The conclusion shows how the skills of</p>

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	<p>International Class grade XI at SMAN 13 Jakarta?</p> <p>Sub:</p> <p>1. What are the questioning techniques used by Biology teacher in International Class Grade XI at SMAN 13 Jakarta?</p> <p>2. What are the levels of questions used by Biology teacher in International Class grade XI at SMAN Jakarta in his questions?</p> <p>3. What are the languages used in questioning by the Biology teacher in International Class Grade XI at SMAN 13 Jakarta?</p>	<p>questions (Pausing, Prompting), Asking supplementary questions (Repeating, rephrasing, Providing Additional Info), Encouraging students to predict answers (Redirecting, Changing level of Question, structuring),</p> <ul style="list-style-type: none"> • Teacher's questioning Level: List of Questioning Levels in Section 1, List of Questioning Levels in Section 2 • Teacher's Language in Questioning: List of Language Used in Questioning, Grammar Structure of Questioning 	<p>Cole and Chan (1994). Here are the most frequent to the least frequent techniques of questioning used by the teacher</p> <ul style="list-style-type: none"> • the researcher found that teacher has failed in fulfilling the criteria of questioning's level based on the objectives stated in the syllabus with his actual questioning's level based on teaching and learning process in the classroom • From the language used, the researcher found that the teacher used some variation in his languages; About his English grammar, from the 40 times of full English used by the teacher, the researcher found that about 66% of his English grammar was already correct 				<p>findings are explicitly stated in the conclusion. The key words are: questioning skill, technique, level, and language used.</p>		<p>biology teacher are, that concluded from the aspect of technique, criteria of questioning, and language used. It is based on the findings and answers the research problem.</p>
21.	<p>What are the problem in determining the quality of a good</p>	<ul style="list-style-type: none"> • General problem in determining the quality of 	<ul style="list-style-type: none"> • Generally, there are 25 problems faced during 	✓		<p>Explicit. Key words or phrases in the</p>	✓	<p>Coherent. The conclusion shows problem encountered</p>	

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	translation, particularly in translated scientific and literary text?	<p>translation</p> <ul style="list-style-type: none"> • Problems in determining the translation quality of scientific text • Problems in determining the translation quality of literary text 	<p>assessing translated text. The most dominant problem...</p> <ul style="list-style-type: none"> • The problems encountered during determining the quality of translated scientific text are regarding on some aspects. The most dominant ones... • And last in determining translated literary text the problems lay on some aspects. The most dominant problems... 				findings are explicitly stated in the conclusion. The key words are: problem, quality, translation, scientific, and literary.			in translating scientific and literary text, it has already based on the findings, and also solved the research problem
22.	How clear, accurate, and natural is <i>Google translate</i> in translating English – Indonesian and Indonesian – English?	<ul style="list-style-type: none"> • The clarity, accuracy, and naturalness in English – Indonesian texts • The clarity, accuracy, and naturalness in Indonesian – English texts • Clarity in English – Indonesian using Google translate • Unclarity in English – Indonesian using Google translate • Accuracy in English – Indonesian using Google translate • Inaccuracy in English – 	<ul style="list-style-type: none"> • There are some requirements that should be fulfilled in creating a good translation such as clarity, accuracy, and naturalness. • Google translate is in sufficient in many aspect • From the source that given by the interraters, the writer can assumed that the translation of Indonesian – English is clearer, more accurate, and more natural than the 	✓			<p>Explicit.</p> <p>The key words or phrases in the problem statements and findings are explicitly stated in the conclusion. The key words are: The key words are: clarity, accuracy, naturalness, Google translate, Indonesian – English, English – Indonesian, text.</p>	✓		<p>Coherent.</p> <p>The conclusion tells the meaning of what findings show and lead the reader to solve the research problem. In addition, it also gives a brief summary about the whole research.</p>

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		<p>Indonesian using Google translate</p> <ul style="list-style-type: none"> • Naturalness in English – Indonesian using Google translate • Unnaturalness in English – Indonesian using Google translate • Clarity in Indonesian– English using Google translate • Unclarity in Indonesian– English using Google translate • Accuracy in Indonesian– English using Google translate • Inaccuracy in Indonesian– English using Google translate • Naturalness in Indonesian– English using Google translate • Unnaturalness in Indonesian– English using Google translate 	<p>translation of English – Indonesian</p> <ul style="list-style-type: none"> • The strength of Google translate is only on saving time and no limitation on the length of text. Whereas the weaknesses of Google translate are cannot detect the structure of words, didn't follow the principles of target language, cannot accommodate the accurate equivalent in target language, sometimes mistranslated and put an addition that is not related to the source text. 						
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23	<p>1. How is the students' involvement in CL which is implemented in microteaching course?</p> <p>2. How do the students solve problems which occur during the implementation of CL in Microteaching course?</p>	<ul style="list-style-type: none"> • The observation result and students' responses of Students' Positive Interdependence, Individual Accountability, Group Processing, Social Skills and Face-to-Face Promotive Interaction. • The process of doing group work. • The students' strategies to solve problems. 	<ul style="list-style-type: none"> • The implementation of CL in Microteaching course was successful which indicated by the active involvement of the students in the group work and their behaviors which indicating the existence of 5 elements of CL. • The biggest problem is communication. The students face the difficulties in finding available time to have a discussion, prepare group work and to unite ideas. They solve it by using various media to communicate such as SMS, group chat, gathering all ideas before choosing the best one and sharing responsibilities to find sources. 				RQ1			
							RQ2			

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24.	How is Islam represented in <i>Blue-Eyed Devil: A Road Odyssey Through Islamic America</i> ?	<ul style="list-style-type: none"> • Dynamics of Islam in America: militant (militant, liberal (nation of Islam, the nations of gods and earths, daughters of Hajar, progressive muslim union, punk muslim vegan, muslims for Bush, Al – Fatiha), common people 	<ul style="list-style-type: none"> • Islam is represented in term as good and bad religion that is reflected from how the characters represent themselves as Muslims in their life • It can be concluded that Islam is represented as a bad religion. • The dominant things that the characters do against Islamic teachings. 	✓		Explicit. Key words or phrases in the findings are explicitly stated in the conclusion. The key words are: Islam, represented	✓		Coherent. The conclusion that stated is represented as a bad religion is based on the findings and answers the research question.
25.	Does the implementation of linguistic subjects of ELESP – UNJ provide students with professional teacher competence?	<ul style="list-style-type: none"> • Not stated <p>The chapter’s title is “CHAPTERIV: RESEARCH FINDING AND DISCUSSION” however the sub titles which are followed behind this chapters are: Data Description, Data Analysis, The Limitation Of Study.</p> <p>The chapter’s contents are the explanation about linguistic subjects in ELESP, and the discussion of the questionnaire.</p>	<ul style="list-style-type: none"> • From the data gained, it shows that four linguistic subjects at ELESP already provide students with linguistic competence • Another two linguistic subjects that are FG 1 and FG 2 cannot provide students with linguistic competence 		✓	Non-existent.	✓		Incoherent.

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26.	What types of learning materials that can develop students' communicative competence?	<ul style="list-style-type: none"> • From the interview, the teacher said the same as what she did in the classroom • For the learning materials components, the teacher said that she reflects it to the curriculum and the students' need in the interview • The teacher also said that, she stated the learning materials clearly in lesson plan • For the appropriateness of learning materials, the teacher considered that the learning materials carried out has already match with the students' need and educational objectives. • The writer concluded that the teacher know how to teach young children with appropriate materials • The learning materials can develop students' communicative competence by using song, stories, substitution drill, positive reinforcement, and 	<ul style="list-style-type: none"> • This study was conducted to reveal kind of English learning materials... • The writer conclude that English learning materials stated in lesson plan and carried out in the teaching and learning activity develop students' communicative competence. • In conclusion, the learning materials can develop students' communicative competence by using song, stories, substitution drill, positive reinforcement, and communicative instructions to the students. 		✓	<p>Implicit. There are no key words or phrases in the research problem restated clearly in the findings and conclusion.</p>		✓	<p>Incoherent. The conclusion point 2 and 3, are not interconnected to research findings and problem.</p>
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		<p>communicative instructions to the students.</p> <ul style="list-style-type: none"> • The writer also found the weakness in teaching and learning English as a foreign language. 							
27.	How are the main teenage characters in the novel <i>The Sisterhood Of The Traveling Pants</i> characterized based on psychoanalysis approach?	<ul style="list-style-type: none"> • Carmen Lowell (sensitive girl, overly sensitive, motivated by her unconscious mind, her ego managed to control her id) • Lena Kaligaris (extremely beautiful, gorgeous, motivated by her experience to learn to hide her inner self, feels awkward and clumsy, her ego tries to find a way to protect her by using projection, quite person) • Tibby Rollins (rebellious, uses displacements of defense mechanism, judgmental) • Bridget Vreeland (beautiful girl, enjoys getting lots of attention, friendly and outgoing, courageous and 	<ul style="list-style-type: none"> • Carmen Lowell • Lena Kaligaris • Tibby Rollins • Bridget Vreeland • Overall, the writer concludes that the four of the main characters are round and dynamic characters. 	✓			Explicit. Some key words or phrases in the findings are clearly presented in the conclusion. The words are: teenage, characters,	✓	Coherent. The conclusion shows briefly the summary about the characterization of the 5 main teenage figures in the story.

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		reckless <ul style="list-style-type: none"> The writer concludes that Carmen Lowell, Lena Kaligaris, Tibby Rollins, Bridget Vreeland, are the protagonist characters because the story mainly focus on them. 							
28.	How is the image of Sri Mulyani portrayed in the Jakarta Post newspaper?	<ul style="list-style-type: none"> Subject – object position Writer – reader position The production of image 	<ul style="list-style-type: none"> Sri Mulyani in this study is shown as a powerful figure who has given a big influence for the country. Sri Mulyani is dominantly portrayed in positive image or it is counted to be about 67% from 9 articles. The second image of Sri Mulyani which is negative image is portrayed about 22% from 9 articles by using object positioning in text and writer domination This study also proves that woman can actually show her presence in text whether she can show her presence by herself or her presence is shown by the 		✓		Implicit. The way findings presented is not explicitly about how the image of Sri Mulyani portrayed in the Jakarta Post	✓	Coherent. The conclusion shows data gained from findings. It tells that how Sri Mulyani is portrayed in the newspaper. The conclusion is in line with the findings and research problem.

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			other party. The old thinking that woman is usually described as weak party than man should be changed.						
29.	<p>1. What cultural words are found in Pramoedya Ananta Toer's novel "Gadis Pantai"?</p> <p>2. What kinds of procedures are used in translating cultural words in Pramoedya Ananta Toer's novel "Gadis Pantai"?</p>	<ul style="list-style-type: none"> • Category of Cultural Words • Procedures of Translation in the Novel • Data Analysis and Findings of Cultural Words: Ecology Material Culture Social Culture Organization and Customs Gestures and Habits • Translation Procedures Used in Translating Cultural Words: Literal Transference Naturalization Cultural Equivalence Functional Equivalence Descriptive Equivalence Synonym Through – translation Transposition Modulation Recognized Translation Reduction and expansion 	<ul style="list-style-type: none"> • The writer found 305 cultural words, the categories are: organization and customs counted 125 words (41%), material culture... • The result of this study reveals that the procedures in translating cultural words, the translator uses literal counted 80 (26.2%), transference ... • In this study, literal procedure is the most frequently used. This applied because literal procedure produces the meaning in a way that is as close as possible to the way the source language expresses the meaning. 	✓			RQ 1 Explicit. Key words or phrases in the problem statements and findings are explicitly stated in the conclusion. The key words are: cultural words, procedures, Pramoedya	✓	Coherent. The conclusion shows the cultural words and the process of translation, based on the findings. It also provides the writers view about the findings. The conclusion is in line with the research problem and findings.
				✓			RQ 2 Explicit. Key words or phrases in the problem statements and findings are explicitly stated in the conclusion. The key words are: cultural words, procedures, Pramoedya	✓	Coherent. The conclusion shows the cultural words and the process of translation, based on the findings. It also provides the writers view about the findings. The conclusion is in line with the research problem and findings.

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		Paraphrase Couplet Note							
30.	What types of loan translation are mostly used in the Indonesian version of <i>The Alchemist</i> by Paulo Coelho?	<ul style="list-style-type: none"> • After analyzing the compound, only sixteen patterns appear in <i>The Alchemist</i> by Paulo Coelho. All eleven patterns of compound noun are found. There are three of four patterns of compound verb and 2 of 10 patterns compound adjective are found in the novel • From 151 compounds, there are 23 compounds which have the same pattern, for example <i>sunrise</i> • The main finding which answers the research 	<ul style="list-style-type: none"> • Loan translation or calque is kind of borrowing which is used to translate the morpheme of sentence, expression, phrase, compound, or idiom literally. It transfers the same message from the source language with used structure in target language. • After analyzing loan translation, it can be concluded the mostly type of loan translation used in compound is semi calque. It shows that the translator 	✓			Explicit. Key words or phrases in the findings are explicitly stated in the conclusion. The key words are: loan translation, Indonesian version, <i>The Alchemist</i>	✓	Incoherent. Even though the conclusion is based on findings, it still cannot solve the research problem since the findings is not coherent to what is being researched.

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		<p>problem is the mostly used type of loan translation. It deals with structure and the way translator of <i>The Alchemist</i> translates compound by using extended meaning, adopted words, translation of a part of the words, or word generally used in target language</p> <ul style="list-style-type: none"> • Table of compound in the types of loan translation • The translation of compound can be said as acceptable and meaningful for the readers. It proved that the Indonesian version of <i>The Alchemist</i> has printed in 12 editions 	<p>translates compound words literally to give the similar meaning or message without many changes. It shows the completeness of the loan translation process</p>							
31	How do International Ragnarok Online players show their hyperreality inside an international game forum?	<ul style="list-style-type: none"> • Only a table without any name. The table consists: post topic (characterization, motivation, identity, consumerism) interpretation theory 	<ul style="list-style-type: none"> • This thesis has investigated the relationship between Ragnarok Online players and Jean Baudrillard's hyperreality. • it can be concluded that players have some ways to show their hyperreality inside the virtual world: characterization, motivation, identity, and 		✓		Implicit.		✓	Incoherent. The findings are hard to be identified.

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			<p>consumerism</p> <ul style="list-style-type: none"> • Hyprereality in characterization happens because... • Through motivation, hyperreality is possible to happen because... • This change of identity happens because... • As the result of its capability to make those utopian dreams come true, the virtual world becomes more important part of players' lives 						
32.	What is the main character's motive to take the revenge?	<p>(There is no finding in the chapter 4 but in chapter 5. The finding presented here is copied fully as what it stated in the skripsi)</p> <ul style="list-style-type: none"> • There are several motives of the main character to take the revenge. The motives to take the revenge that appear in the man on fire film are the main character wants to release the child and he 	No conclusion available		✓	Non-existent.		✓	Incoherent.

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		wants to everyone who involved with the kidnapping feels hurt as he felt.							
33.	1. What problems are encountered by translators in translating text? 2. What is the implication of the research finding to the teaching and learning translation?	<ul style="list-style-type: none"> Findings and discussion on the difficulties in translating general text (teks umum) Findings and discussion on the difficulties in translating science text (teks ilmu pengetahuan) Findings and discussion on the difficulties in translating the Law text (teks legal dan hukum) Findings and discussion on the difficulties in translating poetry and literature text (teks puisi dan sastra) 	<ul style="list-style-type: none"> ...there are six conclusion can be drawn. First... From the conclusion above, the writer gives suggestion in teaching of translation. In teaching translation in class, lecturer can give the authentic text to student to practice translation Communication between student and lecturer is needed to give a feedback about the translation 	✓			R.Q. 1 Explicit Key words or phrases in the problem statements and findings are explicitly stated in the conclusion. The key words are: problems, translation	✓	R.Q. 1 Coherent. Findings and conclusion is about the problems encountered in translating. It is solve the 1 st R.Q.
					✓		R.Q. 2 Non-existent. There is no finding that is regarding the 2 nd R.Q.	✓	R.Q. 2 Incoherent. There is no finding that is regarding the 2 nd R.Q. although there is an explanation about the

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									suggestion to the teaching and learning of translation, it is not based on research, and also, suggestion is not “implication” which is asked by the research question.
34.	How are the images of women portrayed in the novel <i>The Awakening</i> by Kate Chopin?	<ul style="list-style-type: none"> • Feminist and Traditional Traits • The image of Women Characters in <i>The Awakening</i> • The traditional traits of Edna Pontellier (dependent, passive, weak, incompetent, sensitive, subjective, quitter, preserving...) • The feminist traits of Edna Pontellier • The traditional traits of Madam Adelle Rotignolle • The feminist traits of Madam Adelle Rotignolle • The traditional traits of Mademoiselle Reisz • The feminist traits of Mademoiselle Reisz 	<ul style="list-style-type: none"> • The result of the study showed three women main characters in <i>The Awakening</i> which possessing the different characteristics. The first... • From the analysis, Edna Pontellier as the principle character of the story... • Then, Madame Adelle Rotignolle as the perfect womanhood at the story categorized... • Last, Mademoiselle Reisz as a single old woman categorized... 	✓			Explicit. Key words or phrases in the problem statements and findings are explicitly stated in the conclusion. The key words are: image, women, feminist, <i>The Awakening</i>	✓	Coherent. The conclusion explains briefly about the three main character’s image.

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35.	How does eat, drink, and be married novel portray gender equality in <i>Education, Jobs, And Marriage</i> through the main character?	<ul style="list-style-type: none"> • Gender Equality in Education • Gender Equality in Jobs • Gender Equality in Marriage 	<ul style="list-style-type: none"> • It can be concluded that the gender equality in education, jobs, and marriage that exist in the novel is shown in the main character, Anna, by possessing independent, brave, confident, innovative, competitive, progressive, decision – maker, work – oriented, and risk – taking characteristic • Anna pursues those three aspects of gender equality by struggling so hard doing efforts to achieve her rights and freedom. • The characters which don't pursue equality in education are... 	✓		<p>Explicit. Key words or phrases in the problem statements and findings are explicitly stated in the conclusion. The key words are: gender equality, education, jobs, marriage</p>	✓	<p>Coherent. The conclusion reveals the gender equality matter through the main character, Anna. It has already been in line with the research question and findings.</p>
36.	How the women's image is portrayed in Paramore's songs Lyrics?	<ul style="list-style-type: none"> • <i>Careful</i> song First stanza of <i>Careful</i> song Second stanza of <i>Careful</i> song ... Tenth stanza of <i>Careful</i> song • <i>Decode</i> song First stanza <i>Decode</i> song 	<ul style="list-style-type: none"> • Semiotics is concerned about signs • The women in the five songs tend to have feminist traits within themselves. • The conclusion of this research is that women's 	✓		<p>Explicit. Key words or phrases in the problem statements and findings are explicitly stated in the conclusion. The key words are:</p>	✓	<p>Incoherent. The conclusion doesn't cover all the findings and also doesn't solve the research problem. The problem asks about how the</p>

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		<p>Second stanza <i>Decode</i> song ... Ninth stanza <i>Decode</i> song</p> <ul style="list-style-type: none"> • <i>Feeling Sorry</i> song First stanza <i>Feeling Sorry</i> song ... Fourth stanza <i>Feeling Sorry</i> song • <i>Ignorance</i> song First stanza <i>Ignorance</i> song ... Ninth stanza <i>Ignorance</i> song • <i>For A Pessimist, I'm Pretty Optimist</i> song First stanza <i>For A Pessimist, I'm Pretty Optimist</i> song ... Fifth stanza <i>For A Pessimist, I'm Pretty Optimist</i> song 	image can be studied through such a literary product like a song lyric			women, paramore's songs, image, lyrics.		women image portrayed in the song lyric, however the conclusion only stated "the women in the five songs tend o have feminist traits..." The general conclusion: "The conclusion of this research is that women's image can be studied through such a literary product like a song lyric" is also not connected to the problem and finding.
37.	How is romance portrayed in the song lyrics of Shania Twain and Westlife?	<ol style="list-style-type: none"> 1. The song's lyrics are portraying the romance. 2. The songs are containing the explicit and implicit meanings and messages for 	<ol style="list-style-type: none"> 1. Romance can be seen and studied through such a literary product like song lyric. 2. The explicit and implicit 	✓		Explicit. Key words or phrases in the problem statements and findings are	✓	Incoherent. The conclusion only stated that romance can be seen and study through song lyric and

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		<p>the listeners.</p> <p>3. The writer chose the pop song of Shania Twain not the country song, because it is consisting the romance words.</p> <p>4. The writer took “More than Words” by Westlife because the song was sang and written by the rock band extreme too. Westlife sang this song again with the same character with extreme, slow and mellow.</p> <p>5. The songs lyric can be a such media where a songwriter can express his or her feelings, thoughts, and emotions in a manner way.</p> <p>6. The level of connotation with the romance words such as love life to direct the romance words and lyrics by each stanza.</p>	<p>meanings of romance of these song’s lyrics can be seen by describing the signifier, the denotative and connotative meaning considering the context of romance itself.</p> <p>3. The songs portrayed the romance words and lyrics also song for relating to the love life for every relationship.</p>			<p>explicitly stated in the conclusion. The key words are: romance, song, lyric, Shania Twain, Westlife.</p>		<p>the explicit and implicit meanings can be seen through describing signifier the denotative and connotative meaning, these aren’t enough to solve the research problem.</p>
38.	<p>How is Maud Gonne portrayed in <i>William Butler Yeats Poetry A Man Young And Old</i> poetry?</p>	<ul style="list-style-type: none"> Analysis of the poetry <i>First love</i> <i>Human dignity</i> <i>The Mermaid</i> <i>The Date of The Hare</i> <i>The Empty Cup</i> 	<ul style="list-style-type: none"> We can conclude from all of the figurative language used, that metaphor is the most used figurative language. Metaphor is... 	✓		<p>Explicit. Key words or phrases in the problem statements and findings are explicitly stated in</p>	✓	<p>Coherent. The conclusion is based on the findings and by stating: “In the poetry Gonne dedication toward her</p>

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		<p><i>His Memories</i> <i>The Friends of His Youth</i> <i>Summer and Spring</i> <i>The Secret of the Old</i> <i>His Wildness</i> <i>From 'Oedipus at Colonus</i></p>	<ul style="list-style-type: none"> • The diction used in the poetry vary depend on the theme • The poetry is using figures that express about Gonne's beauty • Related to beauty, Gonne was also represented to have the quality of kindness • The poetry also shows the strength of Gonne • In the poetry Gonne dedication toward her love is stated and presented as something cruel in Yeats perspective 				<p>the conclusion. The key words are: Maud Gonne, portrayed, poetry</p>		<p>love is stated and presented as something cruel in Yeats perspective" the conclusion has solved the problem</p>
39.	<p>1. What is the ideology of Visit Indonesia Year Promotional Leaflets 2010? 2. How do the leaflets construct the ideology?</p>	<ul style="list-style-type: none"> • No chapters nor subchapters found labeled as findings <p>Chapter 4 is "Analysis". In this chapter, it is found: 1. General analysis of Visit Indonesia Year Promotional Leaflets 2010 (Logo of Visit Indonesia Year, Denotative Level, Connotative Level)</p>	<ul style="list-style-type: none"> • The study of Visit Indonesia Year Promotional Leaflets 2010 aims to find out the ideology behind them. • As the result, each leaflet constructs an ideology • In leaflets of China... • The second is leaflet for Australia. The analysis 		✓		<p>RQ1 Implicit. Key words or phrases in the problem statements and findings are not explicitly stated in the conclusion. The key words meant here are: ideology, visit Indonesia,</p>		<p>✓ Incoherent. The conclusion stated that the study doesn't aim at revealing the hedonism in leaflet but to find the ideology behind the leaflet.</p>

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		<p>2. Analysis of Leaflets for China (Denotative Level, Connotative Level)</p> <p>3. Analysis of Leaflets for Australia (Denotative Level, Connotative Level)</p> <p>4. Analysis of Leaflets for Singapore (Denotative Level, Connotative Level)</p> <p>5. Analysis of Leaflets for Malaysia (Denotative Level, Connotative Level)</p> <p>6. Analysis of Leaflets for Netherland (Denotative Level, Connotative Level)</p> <p>7. Analysis of Leaflets for France (Denotative Level, Connotative Level)</p> <p>8. Analysis of Leaflets for Germany (Denotative Level, Connotative Level)</p> <p>9. Analysis of Leaflets for India (Denotative Level, Connotative Level)</p> <p>10. Analysis of Leaflets for Japan (Denotative Level, Connotative Level)</p> <p>11. Analysis of Leaflets for Middle East (Denotative Level, Connotative Level)</p>	<p>result shows...</p> <ul style="list-style-type: none"> • Leaflets for Singapore combines data... • Besides, ideology that is constructed in of Visit Indonesia Year for Malaysia... • For Netherland, the ideology... • ... for Netherland... • Visit Indonesia year leaflet for France... • In leaflet for Germany, the combination • ... Indonesia provides everything which Indian tourists need... • The last one, in leaflet for tourist from Middle East • In conclusion, the ideology of Visit Indonesia Year Promotional Leaflets 2010 is hedonism • Visit Indonesia Year Promotional Leaflets 2010 are constructed by combining the logo, pictures, taglines, and colors. 				leaflets			
					✓		<p>RQ2</p> <p>Implicit.</p> <p>Key words or phrases in the problem statements and findings are not explicitly stated in the conclusion. The key words meant here are: ideology, visit Indonesia, leaflets</p>		✓	<p>Incoherent.</p> <p>The conclusion stated that the study doesn't aim at revealing the hedonism in leaflet but to find the ideology behind the leaflet.</p>

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40	What are the difficulties of learners of the English department of State University of Jakarta in reading an expository text and why do the learners of the English department of State University of Jakarta have such difficulties in reading an expository text?	<ul style="list-style-type: none"> • Questionnaire The response to statement no. 1 The response to statement no. 2 The response to statement no. 3 ... The response to statement no. 36 • Interview Question number 1 Question number 2 ... Question number 12 	<ul style="list-style-type: none"> • From the findings, it can be concluded that the students felt that reading expository text is very important yet difficult from the to comprehend • It is because the students didn't prepare themselves with powerful and effective reading strategies. 	✓		Implicit. The <i>findings</i> section doesn't state explicitly what the findings are (regarding difficulties in reading expository text)	✓	Incoherent. The conclusion doesn't state what are the difficulties that the student face in reading expository text
41.	How does the novel, <i>Night</i> , by Elie Wiesel reveal anti-Semitism?	<ul style="list-style-type: none"> • There is no chapter nor subchapter found labeled as findings. However the chapter IV is named discussion, and implicitly the researcher presents the finding on it. • Derogation • Denial Avoidance Restriction 	<ul style="list-style-type: none"> • Anti-Semitism is one of discrimination act. Anti-Semitism can be defined as an action associated with a prejudiced mind toward the Jews • It is found that there are 99 forms of discrimination indicating the anti-Semitism. The result is divided into three major forms based 	✓		Implicit. There is no chapter nor subchapter found labeled as findings. However the chapter IV is named discussion, and implicitly the researcher presents the finding on it	✓	Coherent. The conclusion are based on the findings and can be used to solve the research problem (regarding how the anti – Semitism revealed in the novel

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		Segregation • Violence Beatings Mob Aggression Genocide	on the related theory • The writer can conclude that there are two most frequent forms of discrimination portrayed in the novel. They are beating and genocide • To close this conclusion, the writer would conclude that it is clear that anti-Semitism and discrimination are both tied to each other. So many previous researches found that discrimination is only about black and white or prejudice						
42.	1. What are the types of corrective feedback used by teacher in speaking class at SMPN 275 Jakarta? 2. How is the corrective feedback delivered by the teacher in SMPN 275 Jakarta?	• Types of Corrective Feedback Used by The Teacher in Speaking Class at SMPN 275 Jakarta • Teacher and Students Interview of Teacher Corrective Feedback • Teacher Corrective Feedback Delivering in Three Speaking Aspect	• The present study was aimed to the types of corrective feedback used and how are they delivered in speaking class at SMPN 275 • Based on the finding, different types of corrective feedback gave different response from	✓		RQ 1 Explicit. Key words or phrases in the problem statements and findings are explicitly stated in the conclusion. The key words are: corrective feedback, types, speaking	✓		Coherent. The conclusion provides data about types of corrective feedback

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			<p>the students in certain speaking aspect</p> <ul style="list-style-type: none"> • In delivering the feedback the teacher mostly fulfilled the principle of giving feedback • Many feedback are success delivered and got relevant response from the students. 				class, deliver			
				✓			RQ 2 Explicit	✓		Coherent The conclusion provides data about types of corrective feedback, how they delivered, and also a brief summary of the whole study.
43.	<p>1. What are the ungrammatical patterns encountered in the English Department students' Skripsi?</p> <p>2. What are the ungrammatical patterns considered as errors and of mistake?</p> <p>3. What are the factors that possibly affect the ungrammatical patterns?</p>	<ul style="list-style-type: none"> • The total Ungrammatical Patterns • The Identification of Errors or Mistakes • The factors that Cause the Ungrammatical Patterns 	<ul style="list-style-type: none"> • Error or mistake is something that we cannot avoid • This might happen because of the complexity and the difference concept between this foreign language and our mother tongue. • In this study the writer focuses on five main categories they are subject verb agreement, passive voice, possessive, plurality, 	✓			Explicit. Key words or phrases in the problem statements and findings are explicitly stated in the conclusion. The key words are: ungrammatical pattern, error, mistake, cause	✓		Coherent. The conclusion gives a brief summary of the whole research and it presents the data that based on findings which can be used to answer the research problem. The data are about the ungrammatical pattern, the identification of it, and the factors that cause it.

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			<p>and article.</p> <ul style="list-style-type: none"> • The writer found out that there are... • The grammatical patterns in each category are caused by some factors. • From the 316 ungrammatical factors found, all of them are categorized as mistake. • This might be because the data are taken from skripsi of English department student in which they have already learnt English for years. 	✓			RQ 2 Explicit	✓		Coherent The data that is about the identification of it answered the 2 nd research problem
				✓			RQ 3 Explicit	✓		Coherent The data that is about the factors that cause it answered the third research problem.

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44.	1. What kinds of classroom activities are used by a visually – impaired English teacher to teach English?	<ul style="list-style-type: none"> • Description of situation • Classroom activities used by a visually – impaired English teacher • a visually – impaired English teacher’s preparations before teaching English in the classroom • students’ response about classroom activities that used by a visually – impaired English teacher 	<ul style="list-style-type: none"> • The first purpose is to find out classroom activities that are used by a visually – impaired English teacher in the classroom interaction. • During the researcher observation, it was seen that... • The second purpose is to explore a visually – impaired English teacher’s preparation before teaching in the classroom. • The preparation based on the material that he would give in the class. • The third purpose is to investigate students’ response about classroom activities that a visually – impaired English teacher’s used in the interaction • The students seemed not to have any trouble... 	✓			RQ 1 Explicit. Key words or phrases in the problem statements and findings are explicitly stated in the conclusion. The key words are: visually – impaired English teacher, activities, preparation, students’ responses.	✓		Coherent. The conclusion is presented based on the research question. First it stated the classroom activities,	
	2. How does a visually – impaired English teacher prepare classroom activities before teaching English in classroom?				✓			RQ 2 Explicit	✓		Coherent next it provides the data about preparation before class,
	3. What are students’ responses about classroom activities used by a visually – impaired English teacher?				✓			RQ 3 Explicit	✓		Coherent the third, it shows the students’ responses about the classroom.

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45.	<p>What efforts have been done by the lecturers to help students avoid doing plagiarism in English Department of State University of Jakarta?</p>	<ul style="list-style-type: none"> • Informing students • Setting assignment • Detecting plagiarism • Dealing with plagiarism 	<ul style="list-style-type: none"> • Based on the findings discussed in Chapter 4, the conclusions can be stated as follows: • Setting assignments and dealing with plagiarism become the highest rate of efforts • Informing students about plagiarism is done differently between the lecturers who are assigned to teach writing or research and the lecturers who are assigned to teach other than writing or research • In terms of setting assignments, five efforts get positive responses from the lecturers which can be seen from the rates of each items • Concerning with detecting plagiarism, 80% lecturers admit to use visual cues to detect plagiarism, and 15% to use technologies to detect plagiarism 	✓		<p>Explicit. Key words or phrases in the problem statements and findings are explicitly stated in the conclusion. The key words are: Informing students, Setting assignment, Detecting plagiarism, Dealing with plagiarism</p>	✓	<p>Coherent. The conclusion contains data that is based on findings and can be used to answer the research problem. They are the action that the action that lecturers take to help students avoiding plagiarism</p>
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			<ul style="list-style-type: none"> In terms of dealing with plagiarism, 40% lecturers admit to ignore minor plagiarism... 							
46.	<p>What are the similarities and differences between the transitivity systems of the Indonesian and Australian statuses?</p>	<ul style="list-style-type: none"> Process types, participants, and circumstances <ul style="list-style-type: none"> Material Process Mental Process Behavioral Process Verbal group to represent processes <ul style="list-style-type: none"> The differences in finites The differences between the English and Indonesian verbal groups/ predicators The similarities between the English and Indonesian nominal groups The differences between the English and Indonesian nominal groups The differences between the English and Indonesian prepositional phrases Adverbial groups to represent <ul style="list-style-type: none"> circumstances The similarities and differences between the 	<ul style="list-style-type: none"> The researcher conclude "too much" (it takes 8 pages for the conclusion) 		✓		<p>Implicit. The conclusion presented in long – winded way that the explicitness cannot be read.</p>		✓	<p>Incoherent. The conclusion presented in long – winded way that the explicitness cannot be read.</p>

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		English and Indonesian adverbial group patterns							
47.	<p>1. What are the roles of mentor teachers in helping student teachers to be effective teachers while doing teaching practise based on student teachers' perception?</p> <p>2. How do mentor teachers help student teachers to be effective teacher practice based on student teachers' perception?</p> <p>3. To what extent do the roles of mentor teachers help the student teachers while they were doing teaching practice based on ELESP student teacher's perception?</p>	<ul style="list-style-type: none"> The roles of mentor teachers in helping student teachers to be effective teachers The extent of the roles mentor teachers help student teachers to be effective teachers Student teachers' expectations to the effectiveness of mentor teachers' roles given 	<ul style="list-style-type: none"> It can be concluded that the student teacher revealed positive and negative perceptions toward the roles of mentor teachers in helping them to be effective teachers. The student teachers perceived that the roles of mentor teachers in helping them to be effective teachers were optimal in helping student teacher for their pedagogical, social, and personal competence but were not optimal yet in professional competence For social and personal competence, they asked student teacher to have interaction with others in school and show good attitudes The ways of mentor 	✓		RQ 1 Explicit. Key words or phrases in the problem statements and findings are explicitly stated in the conclusion. The key words are: the role, the extent of role, expectations, students teacher, mentor teacher.	✓		Coherent. The conclusion provide the role of mentor which is based on findings and can be used to answer the 1 st research problem
				✓		RQ 2 Explicit. Key words or phrases in the problem statements and findings are explicitly stated in the conclusion. The key words are: the role, the extent of role, expectations, students teacher, mentor teacher.	✓		Coherent. The conclusion provide the way mentor help the students which is based on findings and can be used to answer the 2 nd research problem

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			teachers in helping students teacher to be effective teachers are by giving guidance, suggestion, information by discussion	✓		RQ 3 Explicit. Key words or phrases in the problem statements and findings are explicitly stated in the conclusion. The key words are: the role, the extent of role, expectations, students teacher, mentor teacher.	✓	Incoherent. The conclusion should cover the whole study, and summarize the findings. Here, the conclusion doesn't talk about the extent that roles of mentor teachers help the student teachers which is asked in the third question.
48.	How are teaching-learning activities in speaking 3 classes of English department of UNJ?	<ul style="list-style-type: none"> • Observation Data • SAP of Speaking 3 Course 	<ul style="list-style-type: none"> • This study was aim to describing and analyzing the teaching and learning activities • The result of the study shows that there are some activities that happened in classroom, they are discussion, presentation drilling pronunciation, reading a load, question and answer, giving comment. • Based on SAP of speaking 3, the activities in the classroom are appropriate 	✓		Implicit. The <i>findings</i> section doesn't state explicitly what the findings are (regarding the activities in the speaking 3 class)	✓	Coherent. The conclusion includes the data from research findings, they are activities in the class, and its comparison with the SAP wants. These have been in line with the research problem.

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			<p>with SAP, observing presentation didn't happened in the classroom.</p> <ul style="list-style-type: none"> All the activities in the classroom can help student to achieve the objective of speaking 3 course 						
49.	<p>1. How do teachers develop their students speaking skills based on the School Based Curriculum?</p> <p>2. What are the difficulties encountered by English teachers to implement KTSP in developing students speaking skill and</p>	<ul style="list-style-type: none"> Finding in Research Question 1: How do teachers develop their students speaking ability Teachers: Using various method and technique Comprehending the differences of students' capability ... Students: Having opportunities to 	<ul style="list-style-type: none"> How do teachers develop their students speaking skills based on the School Based Curriculum? As a result, teachers have already implement School Based Curriculum... What are the difficulties encountered by English teachers to implement KTSP in developing students speaking skill and 	✓		<p>Explicit. Key words or phrases in the problem statements and findings are explicitly stated in the conclusion. The key words are: teacher, develop, speaking skill, difficulties, School Based Curriculum, implementation.</p>	✓	<p>Incoherent. Conclusion should have different content with the result or findings; conclusion should conclude the whole research. Here, the conclusion only restated the finding with different words.</p>	

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I : Implicit

Ne : Non – Existent

Coherence

C : Coherent

In : Incoherent

	what are the alternative solutions to cope their difficulties?	<p>discuss with others Having the ability to explain their idea to others ...</p> <ul style="list-style-type: none"> Finding in Research Question 2: What are the difficulties encountered by English teachers to implement KTSP in developing students speaking skill and what are the alternative solutions to cope their difficulties? 	what are the alternative solutions to cope their difficulties? The result of the study showed that the major difficulties faced by English teachers consisted of several factors...	✓		Explicit. Key words or phrases in the problem statements and findings are explicitly stated in the conclusion. The key words are: teacher, develop, speaking skill, difficulties, School Based Curriculum, implementation.	✓	Incoherent. Conclusion should have different content with the result or findings; conclusion should conclude the whole research. Here, the conclusion only restated the finding with different words.
50.	To what extent do the English learning materials relevant to the need of achievement of the curriculum objective stated in Basic Competences?	<ul style="list-style-type: none"> Learning materials review Discussion of the Result of Learning Materials Review <p>Basic competence 1: understanding the monologue in certain work field Basic competence 2: understanding simple conversation with native speaker Basic competence 3: Presenting a report Basic competence 4: Understanding the manual</p>	<ul style="list-style-type: none"> Mostly, the teachers used a course book in teaching and learning process From 15 vocational schools in East and West Bekasi have been surveyed the most used course book by the teachers is Communication Builder for Vocational School for Intermediate Level (Grade XII) Vocational School (SMK/ MAK) The learning material organization in the course 	✓		Implicit. The <i>findings</i> section doesn't state explicitly what the findings are (regarding the extent English learning materials relevant the need of achievement of the curriculum objective stated in Basic Competences)	✓	Incoherent. At the first, the research problem asks about learning material, but in the end the conclusion only about the course book used.

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		<p>instruction</p> <p>Basic competence 5: Understanding simple business letters</p> <p>Basic competence 6: Understanding technique documents</p> <p>Basic competence 7: Writing simple business letter and simple report</p>	<p>book was developed based on Competency Based Language Teaching.</p> <ul style="list-style-type: none"> • By reviewing the course book, it showed that the book relevance to the need of achievement of Basic Competence in vocational school. • The organization of the learning materials represented the level of cognitive stated in learning outcomes. • The learning materials represent in the course book are clear enough, but lack of variation such as... 							
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