

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

Explicitness criteria:

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

Coherence criteria:

Can the findings be used to answer the problem?

No	Skripsi	Data		Explicitness				Coherence		
		Problem statement	Finding	Ex	Im	Ne	Remark	Co	In	Remark
1.	The Use of Feedback in Teaching Mathematics to International Class Grade X Students: A Case Study in SMA N 81 Jakarta (M, 2013)	1. "What kind of feedback does Mathematics teacher of International Class Grade X give to the 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 	✓			RQ1 Explicit. The key words or phrases in the problem statements are explicitly stated in the findings	✓		Coherent. Concurrent feedback, immediate feedback, verbal feedback, and so on are addressed to the first research question.
		2. "What language does Mathematics teacher use in giving feedback to of International Class Grade X students?"	<ul style="list-style-type: none"> 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, 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 		✓		RQ2 Implicit. However, the "language used" (asked in the second question) is refractive and isn't presented in separated subsection.	✓		Coherent The second research question is also answered by the findings although there is no separation into subsection. The language use lies and include in the explanation of the

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			<p>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>						kind of feedback.
2.	SPEAKING ASSESSMENT OF STUDENTS MAJORING IN TOURISM IN SMKN 57 JAKARTA (HJ, 2013)	<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</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 	✓		RQ1 Explicit. Key words or phrases in the problem statements are explicitly stated in the findings.	✓	Coherent. All the title of the subsections in findings (the categories, application, practicality, reliability, and authenticity) is addressed to answer the research problem (how is the speaking assessment, what are they, how is the application)	

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		<p>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 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>RQ2</p> <p>Explicit.</p> <p>Key words or phrases in the problem statements are explicitly stated in the findings.</p>	✓		<p>Coherent.</p> <p>All the title of the subsections in findings (the categories, application, practicality, reliability, and authenticity) is addressed to answer the research problem (how is the speaking assessment, what are they, how is the application)</p>
3.	Designing Teaching Model of Content Based Instruction (CBI) to Integrate Mathematics Content into English Subject at SMP Labschool, East	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 		✓		<p>Implicit.</p> <p>The findings are not presented in explicit way.</p>		✓	<p>Incoherent.</p> <p>Instead of answering the research question that focus on designing teaching model by using CBI in which Mathematics</p>

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	Jakarta (SA, 2013)		<ul style="list-style-type: none"> • Documents of Teaching Materials • Analysis of Lesson Plan • Designing Teaching Model of Theme Based CBI • Validation of the Findings 						content is integrated into English subject, the research tend to give more portions to evaluate the learning activities and the application of the bilingual program
4.	Accuracy in Translation of Scientific Text: A Case Study of Fifth Semester Students of English Literature Study Programme, FBS-UNJ (DIL, 2013)	<ol style="list-style-type: none"> 1. What are the linguistic aspects mostly used in students translation in scientific text? 2. How do the students employ the linguistic aspects of translation? 	<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." 	✓			RQ1 Explicit. The findings provide the linguistic aspects mostly used by students (first research question)	✓	Incoherent. Even though the findings can be used to answer the research question, however these have nothing to do with the main topic that is about accuracy in translation.
					✓		RQ2 Implicit. However, the way how the students employ the linguistics aspect is not presented explicitly.	✓	Incoherent. Even though the findings can be used to answer the research question, however these have nothing to do with the main topic that is about accuracy in translation.

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5.	ERROR ANALYSIS IN ACADEMIC WRITING OF ENGLISH DEPARTMENT STUDENTS MAJOR IN ENGLISH LANGUAGE AND EDUCATION STUDY PROGRAMME (RM, 2013)	<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 	✓			<p>RQ1</p> <p>Explicit.</p> <p>Key words or phrases in the problem statements are explicitly stated in the findings. The key words are “levels of error”, “types of error”</p>	✓	<p>Incoherent.</p> <p>The title of the skripsi stated that the study covers error analysis in academic writing of English department students major in English language and education study programme. However, the research question asked only the errors made by students major in English Language and Education Study Programme year 2010. Furthermore, the findings didn't state explicitly whether these show only from students year 2010 or general students major in English Language and Education Study.</p>
				✓			<p>RQ2</p> <p>Explicit.</p>	✓	<p>Incoherent.</p>

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6.	Developing Instrument Of Evaluation To Integrate Mathematics Content Into English Subject in Content Based Instruction at SMP LABSCHOOL East Jakarta AU (2013)	How is instrument of evaluation developed to evaluate the CBI in which Mathematics content is integrated into English subject?	<ul style="list-style-type: none"> • Classroom Observation: It can be conclude that the classroom activity did not apply bilingual teaching for teaching mainstream subjects, such as Mathematics and Science. It is also found that the teachers are having problem in teaching bilingual • 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 Instrument of Evaluation; Developing Instrument of Evaluation in CBI 		✓	Implicit. The findings are not presented in explicit way.		✓	Incoherent. The findings cannot be used to answer the problem. Mostly the findings are about the evaluation of the teaching and learning activities in class. They are not so important since the research problem is about how the instrument to evaluate CBI is developed.
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7.	Coping with Pronunciation Problems (A Case Study of 1 st Year Students at ED UNJ), (A, 2010)	<p>1. What are the mistakes in English pronunciation made by students in the classroom?</p> <p>2. How do teachers respond to students' pronunciation mistakes?</p> <p>3. How do teachers teach pronunciation?</p>	<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 	✓			<p>RQ1</p> <p>Explicit.</p> <p>Key words or phrases in the problem statements are explicitly stated in the findings. The key words are: mistakes, English pronunciation, and teacher's response.</p>	✓		<p>Coherent.</p> <p>The findings can be used to answer the problem. The findings of the pronunciation mistakes, types, correction, teaching, and technique, are straight forwardly addressed to answer the research problem</p>
				✓			<p>RQ2</p> <p>Explicit.</p> <p>Key words or phrases in the problem statements are explicitly stated in the findings. The key words are: mistakes, English pronunciation, and teacher's response.</p>	✓		<p>Coherent.</p> <p>The findings can be used to answer the problem. The findings of the pronunciation mistakes, types, correction, teaching, and technique, are straight forwardly addressed to answer the research problem</p>
				✓			<p>RQ3</p> <p>Explicit.</p> <p>The explanation is the same with above</p>	✓		<p>Coherent.</p> <p>Point 5 of findings answers the 3rd research problem</p>

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8.	PERSPECTIVE OF <i>THE JAKARTA POST</i> AND <i>JAKARTA GLOBE</i> TOWARD ABDURRAHMAN WAHID (DN, 2011)	1. How do <i>the Jakarta Post</i> and <i>Jakarta Globe</i> construct the reality of Abdurrahman Wahid?	<ul style="list-style-type: none"> Not clearly stated 			✓	RQ1 Non – existent.		✓	Incoherent.
		2. What are the perspectives of <i>the Jakarta Post</i> and <i>Jakarta Globe</i> toward Abdurrahman Wahid?				✓	RQ2 Non – existent.		✓	Incoherent.
9.	The Social and Political Issues in Linkin Park’s Song Lyrics (QA, 2011)	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 	✓			Explicit. Key words or phrases in the problem statements are explicitly stated in the findings. The key words are: social issues, political issues,	✓		Coherent. The findings can be used to answer the problem. The finding are divided based on the songs. There are 4 songs and the writer discuss one by one regarding the social

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			<p>war, to be specific this song tells about the condition of people who live in a conflict area and also the situation there</p> <ul style="list-style-type: none"> 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 			Linkin Park, song.			and political issues that lie in the songs.
10.	(AA, 2011)	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 	✓		Explicit. Key words or phrases in the problem statements are explicitly stated in the findings. The key words are: Indonesian, cultures, values.	✓		Coherent. The findings show how Garuda Indonesia magazine destinations column represent the Indonesian cultures and values. Thus, the findings can be used to answer the problem.

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			<p>mostly about artifact 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 Acehnese local cuisine and also the special handicrafts and souvenirs... 						
11.	(AR, 2010)	<ol style="list-style-type: none"> 1. What are the grammatical mistakes made by the students of the first year classes of ED UNJ? 2. How do the teachers respond to the students' grammatical mistakes? 	<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 	✓		<p>RQ1 Explicit. Key words or phrases in the problem statements are explicitly stated in the findings. The key words are: grammatical mistake, teachers' respond</p>	✓		<p>Coherent. Point one until three of the findings are enough to solve the problem</p>

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				✓			RQ2 Explicit.	✓	Incoherent. point four (effectiveness of the correction) is Incoherent to the problem
12.	INAPPROPRIATE WORDS AND UNGRAMMATICAL FORMS (A CONTENT ANALYSIS OF STUDENTS' WRITINGS AT SMPN 74 JAKARTA) (WF, 2010)	1. What are the inappropriate words used in students writing? 2. What are the ungrammatical forms in students writing?	<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 		✓		RQ1 Implicit. There are too many tables without a comprehension discussion.	✓	Incoherent. The incoherence starts in the research problem that is too simple and not clearly formulated. It will be so much clearer if it uses the word "found" to replace "used" in the first research problem and to make the second research problem clearer.
					✓		RQ1 Implicit. There are too many tables without a comprehension discussion.	✓	Incoherent. The incoherence starts in the research problem that is too simple and not clearly formulated. It will be so much clearer if it uses the word "found" to replace "used" in the first research problem and

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									to make the second research problem clearer.
13.	RNS (2009)	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 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) 	✓			Explicit. Key words or phrases in the problem statements are explicitly stated in the findings. The key words are: the profile, work performance, educational study student, and accreditation perspective.	✓	Coherent. The findings about alumni's profile of ELEP ED UNJ contain alumni's GPA, time to get job, salary, and the relevancy of the job to their skill. The findings about alumni's work performance of ELEP ED UNJ are divided into two kinds of job, teacher and non teacher. Generally it includes pedagogic competence, personality competence, professional competence, and social competence. Those finding is complete and can be used to answer the research problem

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14.	Comparing the Use of Rhyme in English and Indonesian Advertisements' Slogans in Magazines DH (2009)	<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 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 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 • 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 	✓		RQ1 Implicit. The findings are not separated with subsections. The details of findings in the column beside are obtained from charts' title.	✓		Coherent. The findings provide the readers kinds of rhyme which are used by both Indonesian and English advertisements magazine. The distribution that based on kinds of good helps to answer the third and forth research question.
				✓		RQ2 Implicit.	✓		Coherent.
				✓		RQ3 Implicit.	✓		Coherent.
				✓		RQ4 Implicit.	✓		Coherent.

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			<ul style="list-style-type: none"> • 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 rhyme • is the example of the perfect rhymes • the example of consonant rhyme 						
15.	Developing English Reading and Writing Learning Materials for Students Majoring in <i>Teknik Komputer Jaringan</i> of SMKN 22 Jakarta (LA, 2010)	What are English reading and writing learning materials relevant to syllabus and lesson plans for eleven grade students majoring in <i>Teknik Komputer Jaringan</i> of SMKN 22 Jakarta?	<ul style="list-style-type: none"> • Need Analysis: document analysis (syllabus, lesson plan, interviews) • Planning the Materials: Standar <i>Kompetensi</i> and <i>Kompetensi Dasar</i>, topics, time allocation, activities, instruction • Developing the materials 	✓			Explicit. Key words or phrases in the problem statements are explicitly stated in the findings. The key words are: materials, reading, writing, syllabus, lesson plan	✓	Incoherent. The incoherence 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.	Environmental Issues in Some English Textbooks for SD, SMP, and SMA Students in Bekasi and East Jakarta	1. What environmental issues are presented in the English textbooks? 2. To what extent the	<ul style="list-style-type: none"> • Sekolah Dasar (SD). These textbooks do not include any environmental issues • Sekolah Menengah Pertama (SMP). <i>English on Sky VII</i> and <i>VIII</i> also do not 	✓			RQ1 Explicit. Key words or phrases in the problem statements are explicitly stated	✓	Coherent. The findings present the environmental issues which is asked by the 1 st RQ

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	Content Analysis (VP, 2010)	environmental issues presented in the textbooks are able to implant students' awareness based on Barrett's taxonomy perspective?	<p>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</p> <ul style="list-style-type: none"> • 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: Environment and preservation and Energy • 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 				in the findings. The key words are: environmental issue, textbook			
				✓			<p>RQ2 Implicit. However the students' awareness asked in second question is not stated clearly.</p>		✓	<p>Incoherent. The findings didn't provide "to what extent..." which is the second research problem</p>

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			High School Students XI or eleventh grade 4. Real English 3 for twelfth grade senior high school students						
17.	A Content Analysis of Stylistic Features in News Television Program: “English News Service” and “Indonesia This Morning, (MR 2010)	1. What are the stylistic features used in “ <i>English News Service</i> ” and “Indonesia This Morning”. 2. How do stylistic features of “ <i>English News Service</i> ” differ from “ <i>Indonesia This Morning</i> ”.	<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 ‘English News Service’ 	✓			RQ1 Explicit. Key words or phrases in the problem statements are explicitly stated in the findings. The key words are: stylistic features	✓	Coherent. The findings which are all about kinds of stylistic features and its differences, are coherent with the research problem

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			<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' 	✓			RQ2 Explicit. Key words or phrases in the problem statements are explicitly stated in the findings. The key words are: stylistic features	✓		Coherent. The findings which are all about kinds of stylistic features and its differences, are coherent with the research problem
18.	Faculty of Education Students' Perception of "Reading" Teaching and Learning Activities	How responsive are "reading" teaching and learning activities of <i>Mata</i>	<ul style="list-style-type: none"> • Types of Materials: students of Faculty of Education highly need computer-presented reading materials and photocopied 	✓			Explicit. Key words or phrases in the problem statements	✓		Incoherent. The title stated that the skripsi is about perception, while the

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	<p>of MKU Bahasa Inggris: A Case Study</p>	<p>Kuliah Umum Bahasa Inggris (MKU BING) to Faculty of Education students' needs?</p>	<p>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</p> <ul style="list-style-type: none"> • 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 results • 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 			<p>are explicitly stated in the findings. The key words are: Faculty of Education, perception, reading, teaching learning activities, MKU Bahasa Inggris</p>		<p>research problem asks about “how responsive...” The findings showed, are perception of the students. If the skripsi wants to reveal the responsiveness it is needed more than just perception, but since the title stated that it is perception so it can be said that the incoherence is caused by the research problem.</p>
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19.	ON-GOING ASSESSMENT IN TEACHING AND LEARNING ENGLISH AS A FOREIGN LANGUAGE FOR PRIMARY SCHOOL STUDENTS: A DISCOURSE ANALYSIS (OA, 2012)	<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 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>	<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 observation2, classroom observation3, classroom observation4. 	✓			<p>RQ1</p> <p>Explicit.</p> <p>Key words or phrases in the problem statements are explicitly stated in the findings. The key words are: on - going assessment, techniques, speech function, learning domain, basic competence</p>	✓		<p>Coherent.</p> <p>The findings point 1, 2, and 3 answers the first problem, and the last point of findings answers the third research problem which is about the achievement to the need of basic competences.</p>
				✓			<p>RQ2</p> <p>Explicit.</p> <p>Key words or phrases in the problem statements are explicitly stated in the findings. The key words are: on - going assessment, techniques, speech function, learning domain, basic</p>	✓		<p>Coherent</p> <p>the finding point 4 which is about domains assessed answers second research problem</p>

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						competence		
				✓		RQ2 Explicit.	✓	Coherent The last point of findings answers the third research problem which is about the achievement to the need of basic competences.
20.	THE QUESTIONING SKILLS OF A BIOLOGY TEACHER IN INTERNATIONAL STANDARD SCHOOL GRADE XI AT SMAN 13 JAKARTA (RDP, 2013) dik	How are the questioning skills of Biology teacher in International Class grade XI at SMAN 13 Jakarta? Sub: 1. What are the questioning techniques used by Biology teacher in International Class Grade XI at SMAN 13 Jakarta? 2. What are the levels of questions used	<ul style="list-style-type: none"> • Teacher's Techniques in Questioning: Assisting students to find answers to questions (Pausing, Prompting), Asking supplementary questions (Repeating, rephrasing, Providing Additional Info), Encouraging students to predict answers (Redirecting, Changing level of Question, structuring), • 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 	✓		Explicit. Key words or phrases in the problem statements are explicitly stated in the findings. The key words are: questioning skill, technique, level, and language used.	✓	Coherent. The three points of findings straight forwardly answer the sub research problem. They are: Teacher's Techniques in Questioning, Teacher's questioning Level, Teacher's Language in Questioning.

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		<p>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>							
21.	PROBLEMS IN DETERMINING THE QUALITY OF TRANSLATED LITERARY AND SCIENTIFIC TEXT (MA, 2009)	What are the problem in determining the quality of a good translation, particularly in translated scientific and literary text?	<ul style="list-style-type: none"> • General problem in determining the quality of translation • Problems in determining the translation quality of scientific text • Problems in determining the translation quality of literary text 	✓		<p>Explicit. Key words or phrases in the problem statements are explicitly stated in the findings. The key words are: problem, quality, translation, scientific, and literary</p>	✓		<p>Coherent. The findings show the problems encountered I translating scientific and literary text, it has been appropriate with the research problem and the tittle.</p>

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22.	INTERRATERS' JUDGMENT OF CLARITY, ACCURACY, AND NATURALNESS OF <i>GOOGLE TRANSLATION</i> (WA, 2010)	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 – Indonesian using Google translate • 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– 	✓		<p>Explicit. Key words or phrases in the problem statements are explicitly stated in the findings. The key words are: clarity, accuracy, naturalness, Google translate, Indonesian – English, English – Indonesian, text.</p>	✓	<p>Coherent. The findings give the detail information about the clarity, accuracy, and naturalness of text (both Indonesian – English and vice versa) that is translated by Google translate. These are coherent finding to the research problem</p>
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			English using Google translate						
23	Students' Involvement in Collaborative Learning: A Case Study in Microteaching Course Dik 11	1.How is the students' involvement in CL which is implemented in microteaching course? 2.How do the students solve problems which occur during the implementation of CL in Microteaching course?	<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. 			RQ1 Implicit. Key words or phrases in the problem statements are explicitly stated in the findings. The key words are: students' involvement, implementation, microteaching		Incoherent. There is no finding that answers the question "How is the students' involvements"	
						RQ2 Explicit.	Coherent. The point 3 of the findings that is about strategies to solve problems solves the 2 nd research problem.		

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24.	REPRESENTATION OF ISLAM IN AMERICA IN <i>BLUE-EYED DEVIL: A ROAD ODYSSEY THROUGH ISLAMIC AMERICA</i> (T, 2012)	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 		✓		Implicit. There are no some key words in the research problem clearly stated in the findings, but it exists implicitly. For example the word “militant and liberal”, it implicitly show “how Islam is represented”	✓		Coherent. Although the way findings are showed is bad, the content of the findings can be used to solve the research problem. The findings tell how Islam is presented in the novel.
25.	CURRICULUM IMPLEMENTATION OF LINGUISTIC SUBJECT AT ELESP – UNJ IN PROVIDING THE STUDENTS WITH PROFESSIONAL TEACHER COMPETENCE (ND, 2009)	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>			✓	Non-existent.	✓		Incoherent.

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26.	DEVELOPING STUDENTS' COMMUNICATIVE COMPETENCE THROUGH ENGLISH LEARNING MATERIALS FOR THE THIRD GRADE OF PRIMARY STUDENT: A Case Study at SD Negeri Pisangan Timur 03 Pagi – East Jakarta (JFT, 2011)	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 communicative instructions to the students. • The writer also found the weakness in teaching and learning English as a foreign language. 		✓	<p>Implicit. There are no key words or phrases in the research problem restated clearly in the findings. In addition, The way findings presented is not well organized.</p>		✓	<p>Incoherent. The findings about implementation of the curriculum, lesson plan, weakness in teaching and learning and almost all findings showed there, are not in aiming to solve the research problem.</p>
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27.	CHARACTERIZATION OF THE MAIN TEENAGE CHARACTERS IN THE NOVEL <i>THE SISTERHOOD OF THE TRAVELING PANTS</i> : PSYCHOANALYSIS APPROACH (LY, 2010)	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 reckless) • The writer concludes that Carmen Lowell, Lena Kaligaris, Tibby Rollins, Bridget Vreeland, are the protagonist characters because the story mainly focus on them. 		✓		Implicit. The way findings presented, are person per person, thus it is impossible to have the same key words or phrases.	✓	Coherent. The findings are about the five girls who are the main character in the novel. It is already in line with the research problem.
28.	THE IMAGE OF SRI MULYANI IN THE JAKARTA POST NEWS PAPER (RA, 2012)	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 		✓		Implicit. The way findings presented is not explicitly about how the image of Sri Mulyani portrayed in the Jakarta Post	✓	Coherent. The findings show the image of Sri Mulyani portrayed in Jakarta Post newspaper in two angles: Subject – object position and

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									Writer – reader position. The findings also provide the way how the image is shaped.
29.	THE TRANSLATION OF INDONESIAN CULTURAL WORDS INTO ENGLISH IN PRAMOEDYA ANANTA TOER’S NOVEL “GADIS PANTAI” (LM, 2012)	1. What cultural words are found in Pramoedya Ananta Toer’s novel “Gadis Pantai”? 2. What kinds of procedures are used in translating cultural words in Pramoedya Ananta Toer’s novel “Gadis Pantai”?	<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 	✓			RQ1 Explicit. Key words or phrases in the problem statements are explicitly stated in the findings. The key words are: cultural words, procedures, Pramoedya	✓	Coherent. The findings contains table consisted of cultural words which are based on 5 categories; it also contains the procedures used in translating the words.

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			Cultural Equivalence Functional Equivalence Descriptive Equivalence Synonym Through – translation Transposition Modulation Recognized Translation Reduction and expansion Paraphrase Couplet Note	✓		RQ 2 Explicit. Key words or phrases in the problem statements are explicitly stated in the findings. The key words are: cultural words, procedures, Pramoedy	✓	Coherent. The findings contains table consisted of cultural words which are based on 5 categories; it also contains the procedures used in translating the words.
30.	Loan Translation in the Indonesian Version of <i>The Alchemist</i> by Paulo Coelho (SK, 2013)	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 problem is the mostly used type of loan translation. It deals with structure and the way translator of <i>The Alchemist</i> translates compound 		✓	Non-existent. There is no key word or phrases in the research problem restated clearly in the findings. The key words in the problem are: loan translation, Indonesian version, <i>The Alchemist</i>	✓	Incoherent. Although there is a point in the findings stated the mostly used of loan translation, the findings are gained from only compound aspect. If the researcher want to use compound only as the data, it should be stated clearly in the research problem.

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			<p>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 							
31	HYPERREALITY IN MASSIVELY MULTIPLAYER ONLINE ROLE-PLAYING GAME (AF, 2013)	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 		✓		Implicit. The findings are only presented by unnamed table and without any text following them.		✓	Incoherent. The title stated that the skripsi is about Multiplayer Online RPG; however the problem stated only game Ragnarok. The findings are hard to be identified.
32.	REVENGE IN MAN ON FIRE FILM (WY, 2009)	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 		✓		Implicit. The finding is not presented in the place it should be. In addition, the length of the finding is only one short paragraph.		✓	Incoherent. The title of the skripsi stated that it is about the revenge in the movie, however the problem only ask about the motive of the revenge.

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			the main character wants to release the child and he wants to everyone who involved with the kidnapping feels hurt as he felt.							The problem and the finding are not fit enough to be called as research.
33.	PROBLEMS ENCOUNTERED BY TRANSLATOR AND ITS IMPLICATION IN TEACHING AND LEARNING OF TRANSLATION (HKP, 2009)	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) 	✓			R.Q. 1 Explicit. Key words or phrases in the problem statements are explicitly stated in the findings. The key words are: problems, translation	✓		R.Q. 1 Coherent. The findings are about the problems encountered. These are addressed to answer 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.

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34.	THE IMAGES OF WOMEN IN THE NOVEL "THE AWAKENING" (HWS, 2010)	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 	✓			Explicit. Key words or phrases in the problem statements are explicitly stated in the findings. The key words are: image, women, feminist, <i>The Awakening</i> .	✓		Coherent. The findings present the main characters of the novel, and the traits or how they portrayed in the novel
35.	GENDER EQUALITY IN <i>EAT, DRINK, AND BE MARRIED</i> NOVEL (ANM, 2010)	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 	✓			Explicit. Key words or phrases in the problem statements are explicitly stated in the findings. The key words are: gender equality, education, jobs, marriage	✓		Coherent. The findings present all what the research problem ask. They are the gender equality in education, jobs, and marriage.

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36.	WOMEN'S IMAGE IN PARAMORE'S SONGS (A SEMIOTIC ANALYSIS) (AM, 2011)	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 Second stanza <i>Decode</i> song ... Ninth stanza <i>Decode</i> song • <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 	✓	<p>Implicit. The <i>findings</i> section doesn't state explicitly what the findings are (regarding how the women image in the song is)</p>	✓	<p>Coherent. However, the findings present the same thing with the research problem ask, that is the women's image is portrayed in Paramore's songs lyrics</p>
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37.	Romance Portrayed in <i>Shania Twain</i> and <i>Westlife</i> Song's Lyrics (PRN, 2012)	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 the listeners. 3. The writer chose the pop song of Shania Twain not the country song, because it is consisting the romance words. 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. 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. 6. The level of connotation with the romance words such as love life to direct the romance words and lyrics by each stanza. 	✓			Explicit. Key words or phrases in the problem statements are explicitly stated in the findings. The key words are: romance, song, lyric, Shania Twain, Westlife.		✓	Incoherent. The findings cannot be used to answer the question. The research problem how the romance portrayed in the song lyric, but the findings don't provide it.

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38.	THE PORTRAYAL OF MAUD GONNE IN WILLIAM BUTLER YEATS POETRY A MAN YOUNG AND OLD (IES, 2011)	How is Maud Gonne portrayed in <i>William Butler Yeats Poetry A Man Young And Old</i> poetry?	<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> <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> 	✓		Implicit. The <i>findings</i> section doesn't state explicitly what the findings are (regarding how the Maud Gonne portrayed in the poetry)	✓		Coherent. The findings present the image of Maud Gonne which is asked by the research problem
39.	Hedonism in Visit Year Promotional Leaflets 2010 (WWP, 2011)	<ol style="list-style-type: none"> What is the ideology of Visit Indonesia Year Promotional Leaflets 2010? How do the leaflets construct the ideology? 	<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:</p> <ol style="list-style-type: none"> General analysis of Visit Indonesia Year Promotional Leaflets 2010 (Logo of Visit Indonesia Year, Denotative Level, Connotative Level) Analysis of Leaflets for China (Denotative Level, Connotative Level) Analysis of Leaflets for Australia (Denotative Level, Connotative 	✓		RQ 1 Implicit. No key words or phrases in the problem statements are explicitly stated in the findings. The key words that are meant here are: ideology, visit Indonesia, leaflets	✓		Incoherent. The findings don't provide how the ideology is constructed. The research problems also aren't coherent to the title. The title stated that the study is about hedonism, however the problems are not asking about hedonism but about ideology.

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			<p>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>RQ2</p> <p>Implicit.</p> <p>No key words or phrases in the problem statements are explicitly stated in the findings. The key words that are meant here are: ideology, visit Indonesia, leaflets</p>	✓	<p>Incoherent.</p> <p>The findings don't provide how the ideology is constructed. The research problems also aren't coherent to the title. The title stated that the study is about hedonism, however the problems are not asking about hedonism but about ideology.</p>
40	STUDENTS' DIFFICULTIES IN READING EXPOSITORY TEXT, (DRM, 2009)	What are the difficulties of learners of the English department of State University of	<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 ... 	✓		<p>Implicit.</p> <p>The <i>findings</i> section doesn't state explicitly what the findings are</p>	✓	<p>Coherent.</p> <p>However, the findings present the difficulties of learners of the English</p>

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		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?	<p>The response to statement no. 36</p> <ul style="list-style-type: none"> • Interview Question number 1 Question number 2 ... Question number 12 			(regarding difficulties in reading expository text)			department of State University of Jakarta
41.	Anti-Semitism in <i>Night</i> by Elie Wiesel (AMC, 2013)	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 <ul style="list-style-type: none"> Avoidance Restriction Segregation • Violence <ul style="list-style-type: none"> Beatings Mob Aggression Genocide 		✓	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 finding include kinds of anti Semitism revealed in the novel
42.	TEACHER CORRECTIVE FEEDBACK IN SPEAKING CLASS (A Case Study at	1. What are the types of corrective feedback used by teacher in	<ul style="list-style-type: none"> • Types of Corrective Feedback Used by The Teacher in Speaking Class at SMPN 275 Jakarta • Teacher and Students Interview of 	✓		RQ 1 Explicit. The key words in the research	✓		Coherent. The finding show the type of corrective feedbackfeedback. In

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	SMPN 275 Jakarta) MRM, 2013	speaking class at SMPN 275 Jakarta? 2. How is the corrective feedback delivered by the teacher in SMPN 275 Jakarta?	Teacher Corrective Feedback • Teacher Corrective Feedback Delivering in Three Speaking Aspect			problem are explicitly restated in the findings and become the subsection title. The key words are: corrective feedback, types, speaking class, deliver		addition they also provide the perception of the teacher and student regarding the corrective feedback.
				✓		RQ 2 Explicit.	✓	Coherent. The findings reveals the way corrective feedback delivered
43.	UNGRAMMATICAL PATTERNS IN ENGLISH DEPARTMENT STUDENTS' SKRIPSI OF UNJ: An Error Analysis (DC, 2009)	1. What are the ungrammatical patterns encountered in the English Department students' Skripsi? 2. What are the ungrammatical patterns considered as errors and of mistake? 3. What are the factors that possibly affect the	• The total Ungrammatical Patterns • The Identification of Errors or Mistakes • The factors that Cause the Ungrammatical Patterns	✓		RQ 1 Explicit. The key words in the research problem have explicitly restated in the findings. The key words are: ungrammatical pattern, error, mistake, cause.	✓	Coherent. The findings present what is needed to solve the research problem. They are: the total Ungrammatical pattern, the identification of error and mistake, and the factors that cause it.
				✓		RQ 2 Explicit. The key words in the research	✓	Coherent. The findings present what is needed to solve the research

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		ungrammatical patterns?				problem have explicitly restated in the findings. The key words are: ungrammatical pattern, error, mistake, cause.			problem that is the identification of error and mistake
				✓		RQ 3 Explicit. The key words in the research problem have explicitly restated in the findings. The key words are: ungrammatical pattern, error, mistake, cause.	✓		Coherent. The findings present what is needed to solve the research problem that is the factors that cause mistakes or errors.

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44.	CLASSROOM ACTIVITIES USED BY A VISUALLY-IMPAIRED ENGLISH TEACHER AT SMP DIPONEGORO 1, EAST JAKARTA: A CASE STUDY (M, 2009)	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 	✓			RQ 1 Explicit. The key words in the research problem have explicitly restated in the findings. The key words are: visually – impaired English teacher, activities, preparation, students’ responses.	✓		Coherent. The findings provide what is needed to answer the research question that is the activities used by the teacher
		2. How does a visually – impaired English teacher prepare classroom activities before teaching English in classroom?		✓			RQ 2 Explicit.	✓		Coherent. The findings provide what is needed to answer the research question that is the preparation
		3. What are students’ responses about classroom activities used by a visually – impaired English teacher?		✓			RQ 3 Explicit.	✓		Coherent. The findings provide what is needed to answer the research question that is the students’ responses toward this.
45.	LECTURERS’ EFFORTS TO HELP STUDENTS	What efforts have been done by the	<ul style="list-style-type: none"> Informing students Setting assignment 		✓		Implicit. The key words in	✓		Coherent. The content of the

Explicitness

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In : Incoherent

	<p>AVOID DOING PLAGIARISM IN ENGLISH DEPARTMENT A Descriptive Study (FN, 2012)</p>	<p>lecturers to help students avoid doing plagiarism in English Department of State University of Jakarta?</p>	<ul style="list-style-type: none"> • Detecting plagiarism • Dealing with plagiarism 			<p>the research problem are implicitly restated in the findings. The key words are: efforts, lecturers, students, plagiarism</p>		<p>findings are about the action that lecturers take to help students avoiding plagiarism. It has been in line to what is asked by research problem.</p>
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46.	THE TRANSITIVITY SYSTEMS OF THE INDONESIAN AND AUSTRALIAN FACEBOOK STATUSES: A Contrastive Analysis (MM, 2012)	What are the similarities and differences between the transitivity systems of the Indonesian and Australian statuses?	<ul style="list-style-type: none"> • Process types, participants, and circumstances Material Process Mental Process Behavioral Process • Verbal group to represent processes 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 • circumstances • The similarities and differences between the English and Indonesian • adverbial group patterns 	✓		<p>Explicit. The key words in the research problem have explicitly restated in the findings. The key words are: Indonesian, Australian, statuses, facebook, similarities, and differences.</p>	✓	<p>Coherent. The findings present the similarities and differences of Indonesian and Australian facebook statuses. These appropriate to the research problem.</p>
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47.	STUDENT TEACHERS' PERCEPTION TOWARD THE ROLES OF MENTOR TEACHERS IN HELPING THEM TO BE EFFECTIVE TEACHERS (DSS, 2012)	<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 ELESF 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 	✓			<p>RQ1</p> <p>Explicit.</p> <p>The key words in the research problem have explicitly restated in the findings. The key words are: the role, the extent of role, expectations, students teacher, mentor teacher.</p>	✓		<p>Coherent.</p> <p>The first point of findings solves the 1st research problem.</p>
				✓			<p>RQ2</p> <p>Explicit.</p> <p>The key words in the research problem have explicitly restated in the findings. The key words are: the role, the extent of role, expectations, students teacher, mentor teacher.</p>	✓		<p>Coherent.</p> <p>The second point of findings solves the 2nd research problem.</p>
				✓			<p>RQ3</p> <p>Explicit.</p>	✓		<p>Coherent.</p> <p>The third point of findings solves the 3rd research problem.</p>

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48.	TEACHING AND LEARNING ACTIVITIES IN SPEAKING 3 CLASSES OF ENGLISH DEPARTMENT OF STATE UNIVERSITY OF JAKARTA (FI, 2011)	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 		✓		Implicit. The <i>findings</i> section doesn't state explicitly what the findings are (regarding the activities in the speaking 3 class)	✓		Coherent. The findings content are about the activities in the speaking 3 class that is found in the research data.
49.	THE DEVELOPMENT OF STUDENTS' SPEAKING SKILL BASED ON SCHOOL BASED CURRICULUM (A CASE STUDY AT SMAN 4 JAKARTA) (E, 2011)	1. How do teachers develop their students speaking skills based on the School Based Curriculum? 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?	<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 discuss with others Having the ability to explain their idea to others ... 	✓			RQ1 Explicit. The key words in the research problem have explicitly restated in the findings that is becoming the title of subsections. The key words are: teacher, develop, speaking skill, difficulties, School Based Curriculum, implementation.	✓		Coherent. The first point of findings solves the 1 st research problem.
			<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 	✓			RQ1 Explicit.	✓		Coherent. The second point of findings solves the 2 nd research problem.

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			their difficulties?						
50.	THE RELEVANCE OF ENGLISH LEARNING MATERIALS TO THE NEED OF ACHIEVEMENT IN BASIC COMPETENCES FOR VOCATIONAL SCHOOL YEAR III (NR, 2011)	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</p> <p>Basic competence 2: understanding simple conversation with native speaker</p> <p>Basic competence 3: Presenting a report</p> <p>Basic competence 4: Understanding the manual 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>		✓		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)	✓	Coherent. The findings contain what is needed to solve the research problem, they are: learning materials review and its comparison to the basic competence.

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