



APPENDICES

BS1

NO	CONJUNCTION	CLAUSE	MOVES	FUNCTION
BS1-CL1		The development of students' critical thinking is an essential educational priority (APA Delphi Consensus Report, 1990)	Establishing a research territory	
BS1-CL2		The report result in the movement to infuse the K-12,		
BS1-CL3	and	post-secondary curricula with critical thinking had gained remarkable momentum,		Paratactic Extension : addition
BS1-CL4		developing learners' critical thinking as part of educational aims across the world (Ab Kadir, 2010)		
BS1-CL5		Regarding those importance of critical thinking, Indonesia developed the curriculum 2013		
BS1-CL6	which	result in productive, creative, inovative, affective individuals through integrated reinforcement in attitude, skill, and knowledge (UU No. 20, 2003).		Hypotactic elaboration : Description
BS1-CL7		The Ministry of Education in the press workshop titled 'Curriculum 2013 Implementation' on January 2014 also stated the reason for curriculum development is to reach future competence: critical skill.	Establishing a research territory	Hypotactic locution
BS1-CL8		The students require to develop a concrete reasoning		
BS1-CL9	when	they're making a decision.		Hypotactic enhancement : temporal
BS1-CL10		The output is the students are able to do problem-solving issue.		
BS1-CL11		Brookhart (2010, p.3) argues that if teachers think of higher-order thinking as problem solving they can set lesson goals to teach students how to identify and solve problems at school and in life.		Hypotactic locution
BS1-CL12		This involves not just solving problems set by the teacher		
BS1-CL13	but	solving new problems	Paratactic Extension : variation	
BS1-CL14	that	they define themselves, creating something new as the solution.	Hypotactic elaboration : Description	
BS1-CL15		Limbach and Waugh (2010, p.2) stated that there are five steps for the high order thinking skill development; determine learning	Establishing a research territory	Hypotactic locution

		objectives, teach through questioning, practice before assessment, review-refine-improve, and provide feedback and assessment of learning.	
BS1-CL16		According to Paul and Elder (2009, cited in Judith, 2015) questions are what stimulates the thinking process.	Paratactic Idea
BS1-CL17		Harvey (2000 as cited in Syarifah Rahmah, 2017) has argued that questioning strategy is most effective when it allows students to become fully involved in the learning process.	Hypotactic locution
BS1-CL18		Walsh (2011, cited in Nur Anisah, 2019) defined questioning strategy into a strategies used by teachers to get learners to respond that typically entail asking questions.	Paratactic locution
BS1-CL19		High order thinking skill can be stimulated by using Bloom Taxonomy revised by Anderson and Krathwohl (2001).	
BS1-CL20		The stages are remembering, understanding, applying, analyzing, evaluating, and creating.	
BS1-CL21		HOTs stages are analyzing, evaluating, and creating.	
BS1-CL22		Those stages focus on critical thinking, logical thinking, reflective thinking, metacognitive, and creative thinking.	
BS1-CL23	furthermore	it refers to the ability to applying knowledge, skills, and values in reasoning, reflection, problem-solving, decision making, innovating and creating something new.	Paratactic Extension : addition
BS1-CL24		These problems leads some researchers	
BS1-CL25	to	conduct a study about the teachers' questioning strategies in teaching learning activity.	Establishing a niche Hypotactic Enhancement : Causal - Purpose
BS1-CL26	such as	The finding of a study by Divya Shukla (2016, p.217) revealed that the teachers' professional components such as designation, teaching experience, and qualification are significantly correlated with strategies used for imparting higher order thinking skills.	Establishing a territory paratactic elaboration - exemplification

BS1-CL27	while	a reserach by Judith (2015, p. 39) said that questions that are limited to asking students to recall information obstruct the promotion of higher order, critical thinking that is necessary for students to be successful in life.		Hypotactic Extension : Addition
BS1-CL28		Teaching students how to think about their thinking, or metacognition, can lead the students to deeper understanding.		
BS1-CL29		In conclusion, the research in teachers' questioning strategies is not sufficient.	Establishing a niche	
BS1-CL30		In this research tries to seek to what kind of question mostly stated by the teacher	Occupying the niche	
BS1-CL31	and	how they propose those question with a specific purpose.		Paratactic Extension : Addition
BS1-CL32	then	classify the phenomenon of questioning strategies into the level of thinking.		Paratactic Enhancement : Temporal
BS1-CL33		The purpose is exploring teachers' questioning strategies		
BS1-CL34	and	the level of thinking represented on it.		Paratactic Extension : Addition
BS1-CL35		The observation will be conducted in SMKN 26 Jakarta.		
BS1-CL36		The sample will be taken from English language classroom.		

BS2

NO	CONJUNCTION	CLAUSE	MOVE	FUNCTION
BS2-CL1		Language and culture cannot be separated.	Establishing a research territory	
BS2-CL2		Language is an important role		
BS2-CL3	as	a means of communication for people.		Hypotactic Enhancement : Causal Reason
BS2-CL4		According to Kramsch (1998 as cited in Ihsan, 2004), language is the expressions, the embodiments, and the symbols of cultural reality.		Paratactic idea
BS2-CL5		In its relation to language, culture and language are inseparables and bound to each other.		

BS2-CL6		According to Tylor (1871 as cited in Naibei, 2014), culture has a complex definition it includes knowledge, beliefs, arts morals, law, customs, and any other capabilities, and habits acquired by a human as a member of society.		Paratactic idea
BS2-CL7		In general, from the sociological perspective, culture is the total of the inherited and innate ideas, attitudes, beliefs, values, and knowledge, comprising or forming the shared foundations of social action.		
BS2-CL8		Another definition from Rocher (1972, 2004), “culture is a connection of ideas and feeling accepted by the majority of people in a society”,		paratactic locution
BS2-CL9	which	means culture is learned and shared within social groups and is conveyed by non-genetic ways.		Hypotactic elaboration : description
BS2-CL10		According to National Standards for Foreign Language Education (1996, as cited in Yuen 2014) added that culture is the study of the language and of the people who speak the language.		hypotactic idea
BS2-CL11		The two are impossible to separate.		
BS2-CL12		It is further stated		
BS2-CL13	that	authentic audio, video clips, internet resources, music, etc. offer insight into the lives of those who speak the language	Establishing a research territory	Hypotactic elaboration : description
BS2-CL14	and	provide a way for students to learn about the culture by studying the perspectives, practices, and products of the target area cultures		Paratactic Extension : Addition
BS2-CL15	and	comparing them with their own.		Paratactic Extension : Addition
BS2-CL16		Regarding to the National Standards for Foreign Language Education (1996) framework, a study by Yuen (2014) has been conducted which aimed to investigate		
BS2-CL17	whether	the representation of foreign cultures in two English language textbooks used by Hong Kong secondary schools reflected the status of English as an international language.	Establishing a research territory	Hypotactic Enhancement : Condition Concessive
BS2-CL18		It was found		
BS2-CL19	that	the representation favored the cultures of English-speaking countries,		Hypotactic elaboration

				n : descriptio n
BS2- CL20	while	the cultures of Africa were underrepresented.		Hypotacti c Extension : Addition
BS2- CL21		The selection of English language textbook and the implications for redressing the imbalance in cultural content are discussed.		
BS2- CL22		Culture are greatly important the reading materials in English language teaching and learning.		
BS2- CL23		These reading materials are represented by texts, tasks, exercises, instructions, and illustrations.		
BS2- CL24		In Reading materials "When English Rings a Bell" Textbook Grade VII, the students can learn many kinds of text		
BS2- CL25	that	can broaden their knowledge	Establishing a niche	Paratacti c Elaborati on : Clarificat ion
BS2- CL26	and	it can also help students to develop their reading skill.		Paratacti c Extension : Addition
BS2- CL27		One of the reasons why culture is important to investigate on the English learning materials,		
BS2- CL28	because	there is a serious absence of studies		Hypotacti c Enhance ment : Causal Reason
BS2- CL29	that	examine the quality and the types of materials used in teaching culture.	Establishing a niche	Hypotacti c elaboratio n : descriptio n
BS2- CL30	Therefore	the major purpose of this study is to find out the English reading material		Paratacti c Enhance ment : Causal Reason
BS2- CL31	which	provides content for students' cultural understanding.		Hypotacti c elaboratio n : descriptio n
BS2- CL32		Culture is one of the goals in 2013 curriculum in Indonesia.		

BS2-CL33		According to Philosophical foundation in introduction of 2013 curriculum stated that curriculum development must be rooted from the culture of the nation.	Establishing a research territory	hypotactic locution
BS2-CL34		Ministry of National Education (2010) added that education intentionally attempts to optimize student potency in English learning.		hypotactic locution
BS2-CL35		That attempt cannot be separated with the environment where students live, especially its culture.		
BS2-CL36		From the description above, the researcher argues	Establishing a niche	
BS2-CL37	that	cultural aspects in the English learning material become the additional knowledge as the fourth (speaking, reading, listening and writing) English skill in English learning.		Hypotactic elaboration : description
BS2-CL38		The students are not only to master speaking, reading, listening, and writing competencies as well		
BS2-CL39	but	they have to raise the cultural awareness in the term of tolerance, sensitivity, and flexibility among cultures		Paratactic Extension : Variation
BS2-CL40	because	there is no better or even worst culture in this world.		Hypotactic Enhancement : Causal Reason
BS2-CL41		Previous studies related to cultural aspect in the learning materials have been found in recent years.		
BS2-CL42		The first study has been conducted by Arnis Silvia (2014) entitled "Cultural Content in English Textbooks Used at Madrasah Tsanawiyah Negeri in DKI Jakarta".		
BS2-CL43		The investigation revealed		
BS2-CL44	that	the in-use English textbooks portray cultures mainly in the form of visual illustration,	Establishing a research territory	Hypotactic elaboration : description
BS2-CL45	thus	cultures are represented mostly by their <i>products</i> and <i>persons</i> .		Paratactic Enhancement : Manner Comparison
BS2-CL46		Subsequently, source culture, target culture, and international target culture are found in a balance proportion		
BS2-CL47	where	source culture is more dominant than target culture and international target culture.		Hypotactic Enhance

			ment : Manner Comparis on
BS2-CL48		The study also points out	
BS2-CL49	that	the textbooks represent more “surface culture” compared to “deep culture”.	Hypotactic elaboratio n : descriptio n
BS2-CL50		Aesthetic sense and pragmatic sense are presented more frequently than sociological sense and semantic sense.	
BS2-CL51		Cultures are mainly represented by people names, food, landmarks, dances (products) and language forms (expressions of showing sympathy, asking for opinion, etc).	
BS2-CL52		On the contrary, values, opinions, and perspective among culture are not represented.	
BS2-CL53		The second study has been conducted by Kurnia Citra Dewi (2016) entitled “A Cultural Content Analysis of a Senior High School English Textbook for Grade X”.	
BS2-CL54		The investigation revealed	
BS2-CL55	that	(1) Cultural content were mostly presented through picture and reading texts (61%), (2) the dominant aspect of culture is products (44%), and (3) the presented culture were mostly about source culture (45%).	Hypotactic elaboratio n : descriptio n
BS2-CL56		(1) Cultural content were mostly presented through picture and reading texts (61%), (2) the dominant aspect of culture is products (44%), and (3) the presented culture were mostly about source culture (45%).	
BS2-CL57		Based on the findings, it is a need for textbook developers and teachers	
BS2-CL58	to	provide a more balanced proportion of cultural contents in terms of the dimensions (products, practices, persons, perspectives)	Hypotactic Enhance ment : Causal Purpose
BS2-CL59	and	categories of cultures (source, target, and international culture) to help learners develop their intercultural understanding.	Paratactic Extension : Addition
BS2-CL60		The third study has been conducted by Ihsan Nur Iman Faris (2014) entitled “Cultural Content Analysis of An English Textbook for Senior High School Grade Three in Cianjur, West Java”.	
BS2-CL61		The result showed	

BS2-CL62	that	the research finds the target culture is predominant in the textbook.	Occupying the niche	Hypotactic elaboration : description
BS2-CL63		The investigation found		
BS2-CL64	that	77.05% cultural contents refer to the target culture, 13.11% cultural contents refer to the source culture, and 09.84% cultural contents refer to the international culture.		Hypotactic elaboration : description
BS2-CL65		Regarding how cultures are represented in the textbook,		
BS2-CL66		generally culture is represented by the aesthetic sense (37.70%), the sociological sense (31.15%), the pragmatic sense (19.67%) and the semantic sense (11.48%).		
BS2-CL67		Based on the findings it is recommended		
BS2-CL68	that	more source culture and international culture be included in the textbook.		Hypotactic elaboration : description
BS2-CL69		Based on the background of the study, the researcher would like to conduct a content analysis focuses on investigating what kind of reading materials		
BS2-CL70	and	cultural aspects are covered in reading materials “When English Rings a Bell” Textbook Grade VII.		Paratactic Extension : Addition

BS3

NO	CONJUNCTION	CLAUSE	MOVE	FUNCTION
BS3-CL1		Research article has long been viewed as the most valuable tool in spreading and distributing research findings around the world (Swales and Feak, 1994; Belcher, 2009; Qamariah and Wahyuni, 2017).	Establishing a research territory	hypotactic locution
BS3-CL2		As result, number of researchers has analyzed research article in each sections; abstract (Hanidar, 2016; Marefat and Mohammadzadeh, 2013), discussion (Arsyad, 2013), conclusion (Zemani and Ebadi, 2016; Vazifehdan and Amjadiparvar, 2016), and also method (Musa, et al. 2015; Noorli, 2015).		

BS3-CL3	However	researchers have considered		Paratactic Extension : Addition
BS3-CL4	that	the core point of research article is found on introduction section (Swales and Feak, 1994; Belcher, 2009)		Hypotactic Elaboration : Description
BS3-CL5	since	the importance of its purposes are to deliver the knowledge and information to the readers		Hypotactic Enhancement : Causal Purpose
BS3-CL6	in order to	make them understand on the researcher's argument (Belcher, 2009, p. 209)		Hypotactic Enhancement : Causal Purpose
BS3-CL7	and	also to give a logical reason for the article		Paratactic Extension : Addition
BS3-CL8	and	to provoke readers to read it (Swales and Feak, 1994).		Paratactic Extension : Addition
BS3-CL9		Previous studies on research article introduction have discerned various purposes in some fields for instance; medical (Csongor and Hambuch; 2015), law (Muhtadin and Noermanzah; 2015), and so on.		
BS3-CL10		Common studies have investigated the rhetorical function	Establishing a research territory	
BS3-CL11	or	move structures of research article introduction by looking Swales' CARS (Create of Research Space) model (1990)		Paratactic Extension : Alternation
BS3-CL12	In addition,	other studies focused on linguistic features used to recognize communicative and sub-communicative units.		Paratactic Extension : Addition
BS3-CL13	However,	those previous studies have attracted a great amount of research attention in different disciplines.		Paratactic Extension : Addition
BS3-CL14		an increasing number of researchers have begun to investigate how various linguistic features in research article introduction.	Occupying the niche	
BS3-CL15	On the one hand	there has been a significant interest in the use of SFL, one of discourse analysis tools		Paratactic Extension : Addition
BS3-CL16	which	concentrated on linguistic features (Halliday, 1978; Swales, 1990; Hyland, 2003), in analyzing research article by exploring the use of verbal groups (Safnil, 2013; Hanidar, 2016), nominal group (Khanifah, 2013), and also adverbials or prepositional phrase (Thomas and Sarda, 2011; Benelhadj, 2015).	Establishing a research territory	Hypotactic Elaboration : Description
BS3-CL17	Moreover	SFL has three main types of transitivity roles correlated with verbal groups, nominal groups and adverbials		Paratactic Extension : Addition

BS3-CL18	or	often in the form of prepositional phrases in analyzing clause structure to create meanings (Halliday 1970; 1994, Halliday and Matthiessen 2004).		Paratactic Extension : Alternation
BS3-CL19		prepositional phrase		
BS3-CL20	which	the only element contained in the 'out ring' has an important function to state position, place, direction, time etc.		Hypotactic Elaboration : Description
BS3-CL21		Scholars from many different disciplines have conducted studies on the prepositional phrase.		
BS3-CL22	However	it is rather surprising		Paratactic Extension : Addition
BS3-CL23	as far as	the data concerned		Hypotactic Enhancement : Spatial
BS3-CL24		the function of prepositional phrase in research article has attracted the attention of only a handful of scholars.		
BS3-CL25		Among the studies elaborated during the background study of the present study, Thomas and Sarda (2011), Fontaine (2017) and Porter (2017) only included prepositional phrase as an important feature in a text.	Establishing a research territory	
BS3-CL26	Additionally	none of them specifically focused on examining the function of prepositional phrase in research article introduction.		Paratactic Extension : Addition
BS3-CL27		The only study which specifically focused on prepositional phrases across disciplines and research genres seen by SFL perspective to explore the syntactic and semantic function was Benelhadj (2015).		
BS3-CL28		She pointed out the use of prepositional phrase semantically and syntactically in different roles.		paratactic locution
BS3-CL29		The three SFL metafunctions were discussed here		
BS3-CL30	yet	the analysis was too broad		Paratactic Extension : Addition
BS3-CL31	since	the corpus from research genres across disciplines; medical and science.		Hypotactic Enhancement : Causal Reason
BS3-CL32		We can conclude		

BS3-CL33	that	many studies have revealed the important influences of prepositional phrase both in non-academic writing (e.g., Thomas and Sarda, 2011; Fontaine, 2017; Porter, 2017) and academic writing (e.g., Gnanaseelan, 2014; Benelhadj, 2015; Saravanan, 2015)	Establishing a niche	Hypotactic Elaboration : Description
BS3-CL34		few researches have paid attention to the use of prepositional phrase in the introductions sections of research paper articles.		
BS3-CL35	Moreover	it appears	Occupying the niche	Paratactic Extension : Addition
BS3-CL36	that	in the few existing studies on the use of prepositional phrase in research article introduction no special efforts have been made to examine		Hypotactic Elaboration : Description
BS3-CL37		how the element of prepositional phrase are functioned in different roles.		
BS3-CL38		The present study contributes to fill this gap in revealing experiential meaning of research article introduction	Establishing a niche	
BS3-CL39	since	the section aim of this study is to explore the use of prepositional phrase focusing on introduction section in TESOL Research Articles.		Hypotactic Enhancement : Causal Reason

BS4

NO	CONJUNCTION	CLAUSE	MOVE	FUNCTION
BS4-CL1		Being able to speak English is an obligatory for students of the English major	Establishing a territory	
BS4-CL2	as	it is a part of their identity as English learners		Hypotactic Enhancement : Causal Reason
BS4-CL3		Nunan (1999) argues that the ability to function in another language is generally characterized in terms of being able to speak in the target language.		hypotactic locution
BS4-CL4		It is necessary for students of the English major		
BS4-CL5	to	master speaking skill		Hypotactic Enhancement : Causal Result
BS4-CL6	because	good speaking fluency can make one's English proficiency sounds better and slicker, more natural, and more impressive.		Hypotactic Enhancement : Causal Reason

BS4-CL7		Lennon in Cucchiarini, Strik, and Boves (2002) defines that fluency means that the speaker is able to generate speech at the same tempo with native speakers of target language without having to do silent pauses, hesitations, filled pauses, self-corrections, repetitions, and false starts during speaking.		hypotactic locution
BS4-CL8	However	it is difficult to reach	Establishing a niche	Paratactic Extension : Addition
BS4-CL9	that	level of fluency in speaking a foreign language or second language.		Hypotactic Elaboration : Description
BS4-CL10		According to Bailey and Savege (1994), speaking in a second or foreign language has often been viewed as the most demanding of the four skills because it is an activity requiring the combination of a lot of factors.	Establishing a territory	paratactic idea
BS4-CL11	So	for language learners, speaking in a second or foreign language is a difficult task		Paratactic Enhancement : Causal Result
BS4-CL12	although	speaking is seen as the central skill.		Hypotactic Enhancement : Conitional Concessive
BS4-CL13		according to Harmer (2007), when speaking, construct words and phrases are constructed with individual sounds, and pitch change, intonation, and stress are also used to convey different meanings in order to make people understand.		paratactic idea
BS4-CL14	Also	Bailey in Nunan (2003) argues that unlike writing, speaking happens in real time.		Paratactic Extension : Addition
BS4-CL15	Additionally	speaking cannot be edited or revised according to what speaker purposefully wants to say		Paratactic Extension : Addition
BS4-CL16	because	the characteristic of speaking itself		Hypotactic Enhancement : Causal Reason
BS4-CL17	that	it happens spontaneously.		Hypotactic Elaboration : Description
BS4-CL18		These make second language learners are struggling to speak in the target language.		

BS4-CL19		Those factors cause problems during speaking in the target language.	Establishing a niche	
BS4-CL20		The psychological factor plays a role in hindering foreign language learners to speak.		
BS4-CL21		Ur (1996) stated that learners are often self-conscious in trying to say things in a target language due to the feeling of being afraid of making mistakes and feeling guilty after.	Establishing a research territory	hypotactic location
BS4-CL22		The linguistic issue is also a factor in this case		
BS4-CL23		Gan (2012) stated that lack of vocabulary, grammar, and pronunciation are regarded as main obstacles for spoken communication by the learners.		hypotactic location
BS4-CL24		Gan's statement is similar to the study conducted by Lukitasari, et.al (2003)		
BS4-CL25		which is revealed		
BS4-CL26	that	students' speaking performance was not performed well		Paratactic Elaboration : clarification
BS4-CL27	because of	linguistic problems, such as lack of vocabulary, mispronunciation and grammatical mistakes.		Hypotactic Enhancement : Causal Reason
BS4-CL28		there are ways in doing it.		
BS4-CL29		One of them is communication strategies.		
BS4-CL30		Communication strategies refer to all those techniques		
BS4-CL31	that	language learners employ when target language items are not available	Hypotactic Elaboration : Description	
BS4-CL32		They are used to tackle the encountered problems during the delivery of message due to lack of language proficiency	Establishing a research territory	
BS4-CL33		During speaking in second language, learners need communication strategies		
BS4-CL34	that	do not only make the communication meaningful		Hypotactic Elaboration : Description
BS4-CL35	but	to compensate the lack of linguistic or sociolinguistic competencies		Paratactic Extension : Addition

BS4-CL36		A study by Maldonado (2016) showed		
BS4-CL37	that	the lower level learners resorted to a higher number of CSs than the more proficient learners.		Hypotactic Elaboration : Description
BS4-CL38		This happened		
BS4-CL39	because of	their limited linguistics resource in second language.		Hypotactic Enhancement : Causal Reason
BS4-CL40		From this study, it showed		
BS4-CL41	that	communication strategies indeed helped L2 or foreign language learners in getting their messages in L2 addressed through speaking		Hypotactic Elaboration : Description
BS4-CL42	when	their linguistic knowledge did not support their intended words in the target language.		Hypotactic Enhancement : Temporal
BS4-CL43		Houston (2006) concluded his study by stating that learners should be encouraged to negotiate meaning in the L2, although their L2 resource is limited.		hypotactic locution
BS4-CL44		By encouraging and forcing learners to transmit information in L2,		
BS4-CL45		they are more likely to develop communication strategies		
BS4-CL46	that	will prepare them to interact with other speakers of the target language.		Hypotactic Elaboration : Description
BS4-CL47	Although	it may not always be possible to negotiate meaning in the target language,		Hypotactic Enhancement : Conditional Concessive
BS4-CL48		using the native language should be regarded		
BS4-CL49	as	a lost opportunity for developing strategic competence	Establishing a niche	
BS4-CL50	So that	teacher and learners always have this goal in mind.		Hypotactic Enhancement : Causal Result
BS4-CL51		To see the utilization of communication strategies	Establishing a research territory	

BS4-CL52	and	how they are used by L2 or foreign language students,	Paratactic Extension : Addition
BS4-CL53		we could see them through the classroom interaction.	
BS4-CL54		It involves two parties of teacher and students.	
BS4-CL55		Through interaction with teachers and other students	
BS4-CL56		students can increase their language store	
BS4-CL57	and	use all languages they possess.	Paratactic Extension : Addition
BS4-CL58	Also	learners have opportunities	Paratactic Extension : Addition
BS4-CL59	to	understand and use the language	Paratactic Extension : Addition
BS4-CL60	that	is incomprehensible	Hypotactic Elaboration : Description
BS4-CL61	and	they could get more input and more opportunities for output.	Paratactic Extension : Addition
BS4-CL62		When opportunities are created for students to speak in the target language,	
BS4-CL63		the use of communication strategies may happen especially for getting their ideas addressed by asking question, answering question, explaining, and giving opinion.	
BS4-CL64		universities provide English majors, including English Education Study Program, with courses	
BS4-CL65	that	help students develop their English skill.	Hypotactic Elaboration : Description
BS4-CL66		Universitas Negeri Jakarta provides English Education Study Program students with courses to practice, improve, and perfect their speaking skill.	
BS4-CL67		One of the courses is English for Popular Science Communication.	
BS4-CL68		This course is a compulsory course specifically for freshmen students.	

BS4-CL69		In this course, the instilling skills of writing and speaking are integrated to focus on various of popular scientific texts.		
BS4-CL70		Students are to discuss and talk about the broad range of topics,		
BS4-CL71		focusing on popular scientific texts during the process of teaching and learning in the classroom		
BS4-CL72		Some activities are carried out		
BS4-CL73	in order to	give students opportunities		hypotactic enhancement – causal: purpose
BS4-CL74	to	give their ideas on the topic being discussed.		hypotactic enhancement – causal: purpose
BS4-CL75		The writer has a curiosity in finding about the types of communication strategies		
BS4-CL76	and	how they are used in the classroom	Occupying the niche	Paratactic Extension : Addition
BS4-CL77	while	speaking in English by students.		hypotactic enhancement – Temporal
BS4-CL78	Therefore,	the researcher conducts a study		paratactic enhancement – cause: reason
BS4-CL79	that	focuses on “Communication Strategies Used in English for Popular Science Communication Class at English Education Study Program of Universitas Negeri Jakarta” .	Establishing a niche	Hypotactic Elaboration : Description
BS4-CL80		This topic is chosen		
BS4-CL81	because	it focuses on the communication strategies		hypotactic enhancement – causal: reason
BS4-CL82	as	a part of the way students maintain and sustain communication	Occupying the niche	hypotactic enhancement – causal: reason
BS4-CL83	while	using English in the classroom		hypotactic enhancement – Temporal
BS4-CL84	and	how they are used in foreign language learning classroom interaction context.		Paratactic Extension : Addition

BS5

NO	CONJUNCTION	CLAUSE	MOVE	FUNCTION
BS5-CL1		ICT is used in every aspect of our life		
BS5-CL2	where	the smartphone or laptops are used in every situation and in every age of a human.		hypotactic enhancement – Spatial
BS5-CL3		Zainuddin, Idrus, and Jamal (2016 in Elhawwa, Tazkiyatunnafs. 2017) stated that ICT is now becoming an essential part of everyday life for most people in the world.		hypotactic locution
BS5-CL4		From the smooth running of vital functions,		
BS5-CL5	such as	banking and finance, to social networking and education, new technologies rapidly transform very important aspects of our life.		paratactic elaboration - exemplification
BS5-CL6		The development of ICT will be beneficially for the people all over the world, especially as the educators.		
BS5-CL7		The integration of Information Communication Technology (ICT) into educational practice continues to be lauded		
BS5-CL8	as	having the potential	Establishing a research territory	Hypotactic enhancement - Causal Reason
BS5-CL9	to	dramatically transform the teaching and learning process		Hypotactic enhancement - Causal Reason
BS5-CL10		As there are so many ways in teaching through ICT,		
BS5-CL11	So	foreign language teachers prefer to use ICT		Hypotactic Enhancement - Causal Purpose
BS5-CL12	to	teach their students.		Hypotactic Enhancement - Causal Purpose
BS5-CL13		ICT plays an important role in education,		
BS5-CL14		having a special relevance in the instructional component, supported by Learning Management Systems, such as Moodle.		
BS5-CL15		Moodle is one of the multifunctional platforms		

BS5-CL16	that	have so many advantages from the menu contained in that platform	Hypotactic elaboration - description
BS5-CL17		The menu can help the teacher	
BS5-CL18	to	teach their students	Hypotactic Enhancement - Causal Purpose
BS5-CL19	by	using the internet connection.	Hypotactic Enhancement - Manner Means
BS5-CL20		Teachers can give the students the materials	
BS5-CL21	even	assess their students	hypotactic enhancement – condition: concessive
BS5-CL22	only	by using the Moodle platform.	paratactic extension – variation
BS5-CL23		There is also a discussion board and the live chat menu	
BS5-CL24	for	giving the feedback to the students.	Hypotactic Enhancement - Causal Purpose
BS5-CL25		Elhawwa, Tazkiyatunnafs (2017) in her journal's stated that The Moodle platform is characterized by a set of functionalities grouped in two different classes: resources and modules.	hypotactic locution
BS5-CL26		Resources represent instructional materials	
BS5-CL27	that	are usually created in digital formats	Hypotactic elaboration - description
BS5-CL28	and then	uploaded to the platform.	paratactic enhancement – temporal
BS5-CL29	some examples	Web pages, PowerPoint files, word documents, flash animations, video and audio files represent some examples of these resources.	paratactic elaboration - exemplification
BS5-CL30		Modules are components created via Moodle	
BS5-CL31	in order to	provide interaction among students and teachers towards manipulation and content transformation.	hypotactic enhancement – cause: reason
BS5-CL32	In this context	the Moodle platform provides several bases, Lessons, Assignments, Workshops, Chats, Forums, News, Glossary, Wikis, Choice, Quiz, Survey, Feedback, SCORM	paratactic elaboration – exemplification

		(Shareable Content Object Reference Model) and External tools.	
BS5-CL33		Regarding the activities of the learning platforms,	
BS5-CL34		it presents a classification based on six classes: Creation, Organization, Delivery, Communication, Collaboration, and Assessment.	
BS5-CL35		The pictures, audio, and video files can make learners	
BS5-CL36		feel like being in authentic foreign language surroundings,	
BS5-CL37	which	can booster their interest in learning EFL.	Hypotactic elaboration - description
BS5-CL38		Moodle also offers more space and ways	
BS5-CL39	for	ESL learners and their teachers to communicate,	Hypotactic enhancement – causal: purpose
BS5-CL40	which	helps learners better catch their teachers' intention	Hypotactic elaboration - description
BS5-CL41	and	facilitate teachers	paratactic extension – addition
BS5-CL42	to	obtain learners feedback of teaching.	Hypotactic enhancement – causal: purpose

BIOGRAFI PENULIS



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