

Discussion 1-Cultural Content in Reading Materials of “Think Globally, Act Locally” Textbook.

ID	Conjunction	Clause	Function	Moves
D1-CL1		The analysis of “ <i>Think Globally, Act Locally</i> ” Textbook showed		Statement of results
D1-CL2	that	this textbook is heavily loaded with Indonesian culture (source culture) (82%), target culture (13%),	Elaboration-Description	
D1-CL3	and	followed by international culture (5%).	Extension-Addition	Reference to previous research
D1-CL4		This result supports the general goals set by National Education system		
D1-CL5	which	is stated that national education goal is the formulation of the character must be developed in education character building can be delivered through education containing national character is a part of national culture.	Projection-Idea	Statement of results
D1-CL6		The result of analysis “ <i>Think Globally, Act Locally</i> ” Textbook included the following of target culture		
D1-CL7	which	only appears 13% reveal	Elaboration-Description	
D1-CL8	that	target culture are not enough portion in this book.	Elaboration-Description	



Discussion 2-Teacher's Questioning Strategies to Accomodate High Order Thinking Skills at SMKN 26 Jakarta

ID	Conjunction	Clause	Function	Moves
D2-CL1		Based on the finding part		Statement of results
D2-CL2	that	can be stated.	Elaboration-Description	
D2-CL3		The result of the observation found there are 64 activities		
D2-CL4	that	shown teachers' questioning strategies.	Elaboration-Description	
D2-CL5		Regarding to the previous research by Kian Ong (2016) stated		Reference to previous research
D2-CL6	that	a teacher may adopted a subtle approach to alter a student's answer in a way to helps to scaffold both students' thinking and linguistic learning by allowing students, particularly those with weak language abilities and who may have difficulties in verbalizing their thoughts.	Projection-Locution	
D2-CL7		In this research the teacher uses some strategies from Wragg and Brown (2001).		
D2-CL8		The teacher mostly used listening to reply & respond (24 activities),		Statement of results
D2-CL9	then	followed by directing and distributing strategy (12 activities), pausing and pacing (11 activities), prompting&probing (9 activities), structuring and sequencing strategy (4 activities),	Enhancement-Temporal	
D2-CL10	and	pitching and putting strategy not found in the learning activity.	Extension-Addition	
D2-CL11		The result differ with the result from Nur Anisah, Sri Wuli Fitriati, Dwi Rukmini (2018, p.138).		Reference to previous research
D2-CL12		It was found		Statement of results
D2-CL13	that	all variant of key tactic question delivered by teachers in reading class.	Elaboration-Description	
D2-CL14		The teachers performed their question strategy mostly in listening to replied and responding tactic.		
D2-CL15		They never used pacing tactic.		
D2-CL16	whereas	the result found pacing tactic	Extension-Addition	
D2-CL17	and	pitching putting strategy doesn't exist in the learning activity.	Extension-Addition	

Discussion 3-Students' Responses Toward Small Group Discussion in Automotive Major SMKN 26 Jakarta

ID	Conjunction	Clause	Function	Moves
D3-CL1		In this part the researcher elaborate the findings		Background information
D3-CL2	and	justify the findings based on reference.	Extension-Addition	
D3-CL3		These discussions were explained based on the order of the research questions.		
D3-CL4		“How is the students' participation toward small group discussion in Automotive Major SMKN 26 Jakarta?”		
D3-CL5		To answer the 1st question, the research finding above showed		Statement of results
D3-CL6	that	the students gave various kinds of participation during teaching learning activities, both physical and psychological activities.	Elaboration-Description	
D3-CL7		Iskandar, Sudarsono, & Syarif (2015) have a similar finding about physical activities		Reference to previous research
D3-CL8	that	from all activities, the value reached positive result to the some activities namely; be relevant to the teaching and learning activities (73%), listening to the lesson (76%), reading (73%), discussing with friends (80%), writing (66%).	Projection-Idea	
D3-CL9		From the findings, it proved		Statement of results
D3-CL10	that	students gave more participation	Elaboration-Description	
D3-CL11	when	they were discussing with friends.	Enhancement-Temporal	
D3-CL12		Small group discussion as a forum for students to give opinions, speak, exchange ideas		
D3-CL13	and	practice to be confidence.	Extension-Addition	
D3-CL14		Harmer (2004) defines		Reference to previous research
D3-CL15	that	the way to encourage the students to be more active in the teaching and learning process, a teacher should apply a method, a strategy or technique,	Projection-Idea	
D3-CL16	because	the teacher has a role in small group discussion such as making decisions, explaining the task, monitoring and assessing students (Johson 1998).	Enhancement - Cause:reason	
D3-CL17		Due to small group discussion thus the students were all active in the class for completing their task		Statement of results
D3-CL18	that	they were all interesting to give	Elaboration-Description	
D3-CL19	and	to achieve comments and suggestion.	Extension-Addition	

D3-CL20		“What are their opinions toward small group discussion implementation?”		
D3-CL21		The second research finding showed		
D3-CL22	that	the students have their own opinions toward small group discussion implementation.	Elaboration-Description	
D3-CL23		From the 15 students were interviewed, they said		
D3-CL24	that	the small group discussion is appropriate for vocational high school students like them because they are more comfortable to discuss.	Projection-Location	
D3-CL25	By	discussing they can freely and more confident	Enhancement - Manner:Means	
D3-CL26	to	express their opinions using everyday language	Enhancement - Cause:purpose	
D3-CL27	if	there is an explanation of the teacher	Enhancement -Condition:positive	
D3-CL28	that	has not been understood , they can ask friends without hesitation	Elaboration-Description	
D3-CL29		This is relate with study done by Kao and Gansneder (1995) which indicated		
D3-CL30	that	participation is related to a students’ confidence and therefore if they do not feel confident in their language abilities they are more unwilling to participate thus reducing overall participation levels.	Projection-Idea	Reference to previous research
D3-CL31		Through the student interviews that were conducted , there are advantages and disadvantages of the small group discussion implementation.		
D3-CL32		The advantages of small group discussions that students can know how to express opinions in a good ways, improve their public speaking, they can socialize more with friends,		Statement of results
D3-CL33	so that	they can build cooperation.	Enhancement -Cause:result	
D3-CL34		The disadvantage is		
D3-CL35	that	there are a lot of voices, joking	Elaboration-Description	
D3-CL36	and	perhaps the lack of supervision from teacher causes the class become less conducive.	Extension-Addition	
D3-CL37		Again, the role of the teacher is very important in the implementation of small group discussions.		

Discussion 4-Metadiscourse in Educational News Articles

ID	Conjunction	Clause	Function	Moves
D4-CL1		These results are distinct compared to previous Metadiscourse studies focusing on news-genre.		Statement of results
D4-CL2		On opinion columns, Dafouz-Milne (2007) conducted a cross-linguistic study to explore Metadiscourse in Spanish and British newspapers.		Reference to previous research
D4-CL3		The study revealed		
D4-CL4	that	Spanish columns comprised higher number of Metadiscourse than English columns.	Elaboration-Description	
D4-CL5	While	English columns used higher number of Metadiscourse than Spanish did.	Extension-Addition	
D4-CL6	Furthermore	on editorials, Kuhi & Mojood (2014) investigated Metadiscourse in 60 English and Persian newspaper editorials.	Extension-Addition	
D4-CL7		The findings showed		
D4-CL8	that	the occurrences of Interactional Metadiscourse outnumbered the Interactive Metadiscourse.	Elaboration-Description	
D4-CL9	While	the most frequently used Metadiscourse are respectively Attitude Markers (27.56%), Hedges (19.84%), and Transitions (19.50%).	Extension-Addition	
D4-CL10		In a comparative study on English news writing, Farahani & Sabetifard (2017) attempted to contrast		
D4-CL11	and	compare Metadiscourse features between English native writer and Iranian non-native writers.	Extension-Addition	
D4-CL12		The study revealed		
D4-CL13	that	in both corpora, Interactional Metadiscourse were preeminent than Interactive Metadiscourse.	Elaboration-Description	
D4-CL14		On business news, Hooi et al (2018) conducted a comparative study of Metadiscourse in two news corpora.		
D4-CL15		The study revealed		
D4-CL16	that	the use of Interpersonal Metadiscourse features, according to Dafouz-Milne (2008) taxonomy, in two newspaper corpora were different.	Elaboration-Description	

D4-CL17		One outnumbered the Textual Metadiscourse than the Interpersonal Metadsicourse and vice versa.	
D4-CL18	In addition,	Hedges and Transitions were found to be frequently used in the news writing.	Extension-Addition
D4-CL19	But,	similarly to the present study, the study of Siddique et al (2017)	Extension-Addition
D4-CL20	that	focused on Pakistani English newspaper editorials revealed	Elaboration-Description
D4-CL21	that	Interactive Metadiscourse were more frequently used than Interactional Metadiscourse.	Elaboration-Description
D4-CL22		Proposing a new model of Metadiscourse, Siddique et al (2017) found	
D4-CL23	that	the sub-categories of Interactive category such as sequencing and Transition markers have been seen in greater amount	Elaboration-Description
D4-CL24	as	compared to the other corpora.	Enhancement-Manner: comparison
D4-CL25	While	the sub-categories of interactional category such as self-mention, engagement markers, boosters, attitude markers and hedges have been found more frequently than other corpora.	Extension-Addition
D4-CL26	To sum up	the previous related studies above, the use of Metadiscourse could be distinct on each study.	Elaboration-Clarification
D4-CL27		The existence of wide variety of genres within a newspaper (such as headlines, news reports, sports reports, editorials, etc.), it makes the language of newspaper attractive (Bhatia, 1993, cited in Kuhl & Mojdood, 2014).	Deduction
D4-CL28		Each newspaper genre has different audience and goals,	
D4-CL29	and	that makes the writers differ their strategies in writing news.	

Discussion 5-The Prepositional Phrase in Introduction Section of TESOL Quarterly Journal Articles

ID	Conjunction	Clause	Function	Moves
D5-CL1		Prepositional phrases usually provide information asked for by the question words <i>who, what, where, when, why, how, and how long</i> (Wishon and Burks, 1980).		
D5-CL2		Based on the findings of this study, it was clear prepositional phrases in these three research article introductions were answering those questions		
D5-CL3	by	stating possession, location (abstract and concrete), element, manner, time, topic, matter, agent, accompaniment, purpose, relation, and role.	Enhancement - Manner:means	
D5-CL4		Those meaning categories were represented by the prepositional phrases with <i>of, in, on, into, to, about, as, from, between, with, than, by, over, at, through, during, around, toward, beneath, under, and for</i> .		
D5-CL5		In functional perspective, the findings showed prepositional phrases functioned as postmodifier of nominal group or qualifier and circumstance of process (Halliday and Matthiessen, 2014).		
D5-CL6	However,	the results showed	Extension-Addition	Statement of result
D5-CL7	that	prepositional phrases mostly functioned as qualifier rather than circumstance.	Elaboration-Description	
D5-CL8		This showed that qualifier seem to be more important than circumstance (Benelhadj, 2015).		
D5-CL9	As	a qualifier represented by the prepositional phrase, the most dominant functions	Enhancement - Cause:reason	
D5-CL10	that	took role in prepositional phrases were <i>possession and position</i> .	Elaboration-Description	
D5-CL11		The function of possession was mostly represented by the preposition <i>of</i>		
D5-CL12	and	the function position was mostly represented by the preposition <i>in</i> .	Extension-Addition	
D5-CL13	Moreover,	prepositional phrases can serve as in circumstance role (Halliday and Matthiessen, 2014).	Extension-Addition	
D5-CL14		The results showed the most dominant circumstances		
D5-CL15	which	were represented by prepositional phrases <i>in</i>	Elaboration-Description	
D5-CL16	and	<i>to</i> were circumstance of place (location) and purpose (cause).	Extension-Addition	

D5-CL17	Since	the topic of these three RAs are regarding to teachers' cognition field, the phrases	Enhancement -Temporal
D5-CL18	that	following the preposition ' <i>of</i> ' mostly refer to pedagogic context, for instance, <i>of teachers' actual classroom practices, of language teaching and assessment, and of tasks.</i>	Elaboration- Description
D5-CL19		In these 3 RAs, the prepositional phrase with <i>of</i> has similar roles in indicating 'part of' or element, topic, and relationship.	
D5-CL20	On the other hand,	in showing the location, it was mostly represented by preposition <i>in</i> , for instance, <i>in Jenkin's study</i> and <i>in a study of French immersion.</i>	Extension- Addition
D5-CL21		In these 3 RAs, the findings also showed	
D5-CL22	that	circumstance of location does not only occur in exact	Elaboration- Description
D5-CL23	or	concrete place for the process occurs but also in an abstract location.	Extension- alternation
D5-CL24	In conclusion,	the variations and complexities of prepositional phrases were used in these 3 RAs in different roles in regards to the RAs writing.	Elaboration- Clarification
D5-CL25		The interesting findings showed RA 3 was rarely using prepositional phrases in quantity,	
D5-CL26	yet	having many variations of prepositions more than RA 1 and RA 2.	Extension- Addition
D5-CL27	Moreover,	by looking the function of the prepositional phrases, it helps the writer in terms of RA introduction identify (at-phrase), compare (than-phrase), argue (for and to-phrases), state the abstract or concrete location (in, on, from-phrases), etc.	Extension- Addition

Discussion 6-Teacher Scaffolding Talks and Students' Responses in The Process of Teaching and Learning

ID	Conjunction	Clause	Function	Moves
D6-CL1		From the findings, metacognitive development is type of teacher's scaffolding talks dominantly used by the teacher's		Statement of results
D6-CL2	to	enhance students' response.	Enhancement - Cause:purpose	
D6-CL3		The teacher used this type of scaffolding		
D6-CL4	to	trigger students to think, talk, or write	Enhancement - Cause:purpose	
D6-CL5	by	modeling of asking question throughout the learning process.	Enhancement - Manner:means	
D6-CL6		For teacher, questions are often the used in the lesson		
D6-CL7	and	the teacher see questions	Extension-Addition	
D6-CL8	as	enabling , keeping students active in the lesson, arousing interest, modelling enquiry,	Enhancement - Cause:reason	
D6-CL9	and	confirming for the teacher	Extension-Addition	
D6-CL10	that	'most' of the students are keeping up.	Elaboration-Description	
D6-CL11	But	the majority of questions are about the facts, the definitions and also the functions	Extension-Addition	
D6-CL12	that	the students all know	Elaboration-Description	
D6-CL13	that	the teacher knows the answer.	Elaboration-Description	
D6-CL14		The findings of this study is same with the results of a study conducted by Rich Mayer and colleagues (Mayer, 2004, 2009; Mayer et al., 2009).		Reference to previous results
D6-CL15		They have an interest in using questioning in classes		
D6-CL16	to	promote active learning to relevant material, mentally organize the selected material,	Enhancement - Cause:purpose	
D6-CL17	and	integrate the material with prior knowledge	Extension-Addition	

D6-CL18	so that	they advance in their knowing and understanding.	Enhancement -Cause:result	
D6-CL19		Mayer et al. noted the positive effects from asking students to answer adjunct questions while reading a text, asking questions at the end rather than beginning of the learning, teaching students how to ask questions during learning, asking students to take a practice test, and encouraging students to explain aloud to themselves as they read a text.		
D6-CL20		He also argued		
D6-CL21	that	students were developing meta-cognitive skills	Elaboration- Description	
D6-CL22	for	measuring how well they understood the lecture material	Enhancement - Cause:purpose	
D6-CL23	and	for how to answer similar exam like the questions in the future.	Extension- Addition	
D6-CL24		The results related to student's response revealed		
D6-CL25	that	student responds teacher's scaffolding talks in various ways,	Elaboration- Description	
D6-CL26	but	the average response are students guessing meaning, answering the exercise on their workbook	Extension- Addition	Statement of results
D6-CL27	like	arranging random sentence, filling the blank, and changing the correct words,	Elaboration- Exemplification	
D6-CL28	and	also delivering their opinion related to the topic.	Extension- Addition	
D6-CL29		The results of this study above same with a study conducted by Rosenshine and Meister		
D6-CL30	that	stated "scaffolding can also mean a process in which the students are given support until they can apply new skills and strategies independently".	Projection- Locution	
D6-CL31		The scaffolding facilitates the students' ability		
D6-CL32	to	build on prior knowledge	Enhancement - Cause:purpose	Reference to previous results
D6-CL33	and	internalized new information.	Extension- Addition	
D6-CL34		Teacher becomes the students' facilitators, assistants, guides, coaches, partners, and mediators		
D6-CL35	to	achieve the desired expressions.	Enhancement - Cause:purpose	

Discussion 7-The the implementation of School Literacy Movement in SMPN 52 Jakarta

ID	Conjunction	Clause	Function	Moves
D7-CL1		Based on the research finding conveyed by the researcher above, there are some components		Background information
D7-CL2	which	are discussed in the research findings.	Elaboration-Description	
D7-CL3		The components consist 15 minutes reading, library, English Day,		
D7-CL4	and	also techniques used by the English teacher in the English subject in SMPN 52 Jakarta.	Extension-Addition	
D7-CL5	First,	the 15 minutes reading carried out in SMPN 52 Jakarta, the researcher compares	Enhancement-Temporal	Statement of results
D7-CL6	with	the 15 minutes reading suggested by Ministry of Education and Culture.	Enhancement - Cause:purpose	
D7-CL7		Ministry of Education and Culture suggested		
D7-CL8	that	all school should implement the 15 minutes reading as one of their School Literacy Movement	Elaboration-Description	
D7-CL9	where	it should be implemented everyday in the morning	Elaboration-Description	
D7-CL10	before	the lesson started	Enhancement-Temporal	
D7-CL11		The intention of doing this before the lesson started is		
D7-CL12	because	the students still have fresh mind in the morning.	Enhancement - Cause:reason	
D7-CL13	In fact,	SMPN 52 Jakarta implements the 15 minutes reading only on Monday	Elaboration-Clarification	
D7-CL14	and	it is in the last subject	Extension-Addition	
D7-CL15	in which	it is not will make a significant impact on students	Elaboration-Description	
D7-CL16		SMPN 52 Jakarta at least should do this activity in the morning due to the students' fresh mind.		
D7-CL17	Also	it is quite good if this activity will be carried out more than once a week	Extension-Addition	
D7-CL18	in order to	foster students' reading interest.	Enhancement - Cause:purpose	
D7-CL19	Also,	in order to support students' motivation to learn English, the school need to provide more English book.	Extension-Addition	
D7-	If	the school increase the day of the 15 minutes reading,	Enhancement	

CL20		the school can have one or two days	- Condition:po sitive
D7- CL21	where	students should read book in English.	Elaboration- Description
D7- CL22	Second,	the library, it is said	Enhancement -Temporal
D7- CL23	that	the library is still lacking in the book procurement	Elaboration- Description
D7- CL24	because	they only rely on the government	Enhancement - Cause:reason
D7- CL25	even though	there are some parents	Enhancement -Condition: concessive
D7- CL26	who	donate more than three books.	Elaboration- Description
D7- CL27		The school need to acknowledge the parents	
D7- CL28	when	they are about to donate the books	Elaboration- Description
D7- CL29	by	referring to the good book specification suggested by Ministry of Education and Culture.	Enhancement - Manner:mea ns
D7- CL30	So that	all books can meet the purpose of the literacy.	Enhancement -Cause:result
D7- CL31	Third,	the English Day. This programme is the most special programme in this school	Enhancement -Temporal
D7- CL32	as	they pay more attention to English.	Enhancement - Cause:reason
D7- CL33	But beside that,	the school needs to be more assertive in implementing English Day.	Extension- Addition
D7- CL34		It is mentioned in the findings	
D7- CL35	that	there are some students	Elaboration- Description
D7- CL36	who	still do not use English in the English Day as well as the teacher.	Elaboration- Description
D7- CL37	In order to	avoid it, the school needs to concern to the teacher first	Enhancement - Cause:purpos e
D7- CL38	where	the involvement of the teacher is becoming the most crucial thing here	Elaboration- Description
D7- CL39	since	we all know	Enhancement - Cause:reason

D7-CL40	that	the teachers play an important role in the school.	Elaboration- Description
D7-CL41		The school need to train the teacher about English	
D7-CL42	so that	the teacher can get used to English	Enhancement -Cause:result
D7-CL43	as	they will be the role model in the school especially in the implementation of English Day.	Enhancement - Cause:reason
D7-CL44	Fourth,	the technique used by the English Teacher.	Enhancement -Temporal
D7-CL45		This has the most significant role in supporting students' motivation to learn English.	
D7-CL46	But	it is better of the English teacher can improve the technique	Extension- Addition
D7-CL47	as	suggested by the National Reading Panel such as phonemic awareness, phonics, oral reading fluency, reading comprehension, and vocabulary.	Enhancement - Cause:reason



Biografi Penulis



Penulis skripsi ini bernama Retno Mayang Puspita. Ia dilahirkan di Sukabumi, 17 Desember 1997. Penulis adalah anak ke dua dari tiga bersaudara, buah dari pasangan Rispianto dan Imas Masitoh. Eno adalah panggilan akrab yang biasa digunakan oleh orang-orang terdekat sang penulis. Penulis bertempat tinggal di Sukabumi, berkebangsaan asli Indonesia dan beragama Islam.

Penulis pertama kali bersekolah pada usia 5 tahun di TK RA Baitussalam, Jatiasih, Bekasi dan melanjutkan sekolah dasar pada usia 6 tahun di SDN Gegerbitung, Sukabumi sampai kelas 3 semester 1 lalu pindah sekolah dan pada akhirnya lulus di SDN Bongas, Sukabumi. Kemudian melanjutkan sekolah menengah pertama pada tahun 2009 di SMPN 1 Sukaraja, dan sekolah menengah atas pada tahun 2012 di SMAN 4 Kota Sukabumi. Setelahnya, pada tahun 2015, penulis melanjutkan jenjang pendidikannya pada perguruan tinggi negeri Universitas Negeri Jakarta dengan program studi Pendidikan Bahasa Inggris. Penulis dinyatakan lulus dari Universitas Negeri Jakarta pada tanggal 24 Februari 2020 dengan judul skripsi *The Logico-Semantic Relation in The Discussion Section of Skripsi Written by English Language Undergraduate Students of Universitas Negeri Jakarta*. Penulis dapat dihubungi melalui email puspitaretno172@gmail.com.