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AN ANALYSIS OF UNDERGRADUATE THESIS AT ENGLISH EDUCATION DEPARTMENT OF FKIP UNILAK PEKANBARU

THESIS

Presented to State Islamic University Sultan Syarif
Kasim Riau In partial fulfillment of the
Requirements for the Degree
of Master in English Education



BY:

SUCI KARTIKA
SRN. 21890125422

POSTGRADUATE PROGRAM
STATE ISLAMIC UNIVERSITY OF
SULTAN SYARIF KASIM RIAU
1441 H. / 2020 M.



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THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

Lembaran Pengesahan

Nama	Suci Kartika
Nomor Induk Mahasiswa	21890125422
Gelar Akademik	M.Pd (Magister Pendidikan)
Judul	Analysis of Undergraduate Thesis At English Education Department of FKIP Unilak Pekanbaru

Tina Penguji

Drs. H. Iskandar arnel, MA., Ph. D
Penguji I / Ketua

Dr. Tuti Andriani, S.Ag, M.Pd
Penguji II / Sekretaris

Abdul Hadi, MA, Ph.D
Penguji III

Dr. H. Abdullah Hasan, M. Sc
Penguji IV

Tanggal Ujian/Pengesahan

03 Juni 2020



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 Program of Study : Islamic Education
 Field of Study : English Education

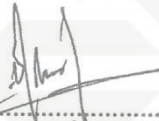
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Approved by:
Examiner I
Abdul Hadi, MA., Ph.D
NIP. 19730118 20003 1005



 Date: June 3rd, 2020

Examiner II
Dr. H. Abdullah Hasan, M.Sc
NIDK. 8802233420



 Date: June 3rd, 2020

Acknowledged by:
Head of Islamic Education Study Program


Dr. Hj. Andi Murniati, M.Pd
NIP. 19650817 199402 2 001

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Nama : Suci Kartika
 Students Number : 21890125422
 Program Study : Islamic Education
 Field of Study : English Education

has been corrected and revised based on the feedback by provided by the Thesis Consultant Team in final exam held on June 3rd, 2020

Approved by:

Supervisor 1

Dr. Bukhori., S.Pd.I., M.Pd
NIP. 197905122007101001



.....
Date: June, 3rd, 2020

Supervisor II

Dr. Faurina Anastasia., M.Hum
NIP. 198106112008012017



.....
Date: June, 3rd, 2020

Acknowledged by:
Head of Islamic Education Study Program



Dr. Andi Murniati.,M.Pd
NIP. 196508171994022001

APPROVAL SHEET

The thesis entitled "An Analysis of Undergraduate Thesis at English Education Department at FKIP UNILAK Pekanbaru." is written by.

Name	Suci Kartika
Student Number	21890125422
Program of Study	Islamic Education
Field of Study	English Education

is accepted and approved to be examined at the thesis examination of Postgraduate Program of State Islamic University (UIN) of Sultan Syarif Kasim Riau.

Date : May 7th, 2020

Consultant I



Dr. Bukhori, S.Pd.I., M.Pd

NIP.197905122007101001

Date : May 7th, 2020

Consultant II



Dr. Faurina Anastasia M.Hum

NIP. 198106112008012017

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Consultant II



Dr. Faurina Anastasia, M.Hum
NIP. 198106112008012017

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I. The Undersigned

Name : Suci Kartika
 Student Number : 21890125422
 Place and date of birth : Pekanbaru, 6th Mei 1996
 Study program : Islamic Education
 Concentration : English Education

Stated that the thesis I have written entitled "An Analysis of Undergraduate Thesis at English Education Department of FKIP UNILAK Pekanbaru, is truly my original work. There are some parts in the thesis quoted from other sources have been clearly stated based on the norms and ethnics of scientific writing.

If in the future, it is found that the whole of parts of this thesis is not my own work or there are any plagiarism in some parts, I will accept the sanctions based on the related regulation and law.

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 ENAM RIBU RUPIAH

Suci Kartika
 21890125422

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the Name of Allah the Most Gracious and the Most Merciful

Praise belongs to Allah Almighty, the Lord of the universe. Regard and pray to our Prophet Muhammad, Peace Be upon Him.

This thesis is written and intended to submit in partial requirements for a Master Degree in English Education major at the Postgraduate Program, State Islamic University of Sultan Syarif Kasim Riau. The thesis entitled “An Analysis of English Thesis Writing on Undergraduate Students at FKIP UNILAK”.

I am very happy that I have completed my study at the Postgraduate Program UIN Suska Riau; therefore, I would like to express my gratitude and sincere thanks to:

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3. My lecturers at the Postgraduate Program for the knowledge they have transferred to me through the meetings in the class or in person.
4. My best friends, for their help and support during my study at the Postgraduate Program UIN Suska Riau.

Finally, I realize that there are many weaknesses in this thesis. Therefore, constructive criticisms and suggestion are welcomed for the improvement of this thesis. May Allah Almighty bless us all. Amin

The Writer

Suci Kartika

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TABLE OF CONTENTS

TABLE OF CONTENT	iii
CHAPTER I INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem.....	4
1.3 Limitation of the of the Problem.....	6
1.4 Purpose and Objectives of the Study	7
1.5 Research Questions	7
1.6 Significance of the Research.....	8
1.7 Rational of the Study	8
1.8 Definition of the Key Terms	10
CHAPTER II REVIEW OF RELATED LITERATURE	11
2.1 The Nature of Writing.....	12
2.1.1 Academic Writing	14
2.1.2.1 Move 1 Establishing a Research Territory.....	17
2.1.2.2 Move 2 Establishing a Niche	19
2.1.1.3 Move 3 Occupying the Niche	21
2.1.2. Coherence	24
2.1.3 Theme and Rheme	27
2.1.4. Thematic Progression.....	29
2.1.4.1 Reiteration / Constant Theme	31
2.1.4.2 Zigzag Theme	33
2.1.4.3 Multiple Theme Theme.....	35
2.2 Related Studies.....	37
2.3 Theoretical Framework.....	43



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CHAPTER III METHODOLOGY	44
3.1 Research Design.....	46
3.2 Source of the Data and Sample	47
3.3 Data Analysis	50
CHAPTER IV FINDING AND DISCUSSION	51
4.1 Finding	51
4.1.1. What are the elements of background used by the students in writing background? (RQ 1).....	50
4.1.1.1 Establishing Research Territory.....	53
4.1.1.2 Establishing a Niche	62
4.1.1.3 Occupying the Niche.....	69
4.1.2. What are kinds of coherent used by students in writing background of the study (RQ 2)	75
4.1.2.1 Establishing Research Territory.....	76
4.1.2.2 Establishing a Niche.....	91
4.1.2.3 Occupying the Niche.....	106
4.2 Discussion	118
4.2.1 Elements of Background of the Study	118
4.2.2 The Types of Coherence in Writing Background of The Problem	120
CHAPTER V CONCLUSION AND RECOMENDATIONS	123
5.1 Conclusion	123
5.2 Recommendations	124
REFERENCES	
APPENDIXES	



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ABSTRACT

Suci Kartika (2020): An Analysis of English Thesis Writing on Undergraduate Students at FKIP UNILAK Pekanbaru.

A research background describes and highlights briefly the main points of a research in an academic writing. The aim of this research was to analyse the element used by undergraduates students in writing research background and the coherence in each element. Those points above were important in order to know the quality of the background of the study. The researcher analysed the 30 background of the study that were written by the students in English department of FKIP UNILAK. This finding of the research was analysed by using library research. Further, the result of this research found that the research was challenged the theoretical concept. It was challenging the result of the previous research and Swales and Feak theory. It was caused by Most of the students did not write the important elements that must exist in a background. Therefore, it can be seen that the quality of the background of the study of undergraduates students were poor and still need any improvement.

Keywords : Background of the study, element of background of the study

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ABSTRACT

Suci Kartika (2020) : Analisis Penulisan Thesis Mahasiswa S1 Pendidikan Bahasa Inggris FKIP UNILAK Pekanbaru.

Latar belakang penelitian menjelaskan dan menyoroti ringkasan poin-poin utama penelitian dalam penulisan akademik. Tujuan dari penelitian ini adalah untuk menganalisis elemen - elemen yang digunakan oleh mahasiswa sarjana dalam menulis latar belakang penelitian dan koherensi pada setiap elemen. Poin-poin di atas penting untuk mengetahui kualitas latar belakang penelitian. Peneliti menganalisis 30 latar belakang penelitian yang ditulis oleh para mahasiswa jurusan Bahasa Inggris di FKIP UNILAK. Temuan penelitian ini dianalisis dengan menggunakan penelitian kepustakaan. Selanjutnya, hasil penelitian ini menemukan bahwa penelitian ini menantang konsep teoretis. Itu menantang hasil penelitian sebelumnya dan teori Swales dan Feak. Hal itu disebabkan oleh sebagian besar siswa tidak menulis unsur-unsur penting yang harus ada di latar belakang. Oleh karena itu, dapat dilihat bahwa kualitas latar belakang studi mahasiswa sarjana sangat lemah dan masih perlu perbaikan.

Kata kunci : Latar Belakang, Struktur Latar Belakang

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المخلص

سوسي كاريكا (0202): نحلول ككتابة الأَطروحة لطلاب نعلِيم اللغة
FKIP UNILAK من S1 إلنجلزية

ملخص: إن خلفية البحث توضح ملخص نقاط البحث الرئيسية في الكتابة الأكاديمية وترتبط عليه. فالغرض من هذا البحث هو تحليل العناصر التي استخدمها الطلاب الجامعيون في كتابة خلفية البحث وارتباط كل منها. وتلك العناصر مهمة لمعرفة جودة خلفية البحث. وفي هذا البحث قامت الباحثة بتحليل 30 خلفية بحثية كتبها طلاب قسم اللغة الإنجليزية في كلية تدريب المعلمين والتعليم بجامعة لانجانج كونينج لعام دراسي 2007/2008. فما اكتشفه الباحثة من هذا البحث تم تحليله بشكل البحث المكتبي. ونتائج البحث دلت على أن هذا البحث تحدى ودعم المفاهيم النظرية، أي تحدى النظريات والنتائج السابقة المتعلقة بالعناصر في كتابة الخلفية. ثم في جانب الارتباط فدعمت النتائج النظريات والنتائج السابقة المتعلقة بالمواضيع والقوافي المستخدمة في الكتابة الأكاديمية وغير الأكاديمية.

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CHAPTER I

INTRODUCTION

This chapter discusses about background of the study, statement of the problem, objective of the study, research questions, scope and limitation, rational of the study, significance of the study, and definition of key terms.

1.1 Background of the Study

Written assignment is the main activities done by the students in the college course. There are several types of writing that instructors assign exams, essays or composition, factual reports, reaction papers, and research papers.

Writing is a good paper involves much more than picking up a pen and starting to write. The steps involved in writing any type of paper are prewriting, organizing, writing, revising, and proof reading. Taylor (2009) explained that writing a research paper was a process acquiring and organizing information on a particular topic. It involves selecting an appropriate topic, locating useful sources of information, reading sources, taking notes, and organizing information.

For academic purpose, especially in college, writing has significant purpose as the main tool for learning. It is explained by Artkinson and Curtis (cited in Paltridge and Starfield, 2007:46) that ‘Academic writing at an advance level is more than just getting ideas down on paper’ and being sure that they are in good English. It is a fundamental ways of getting across our thoughts to develop our understanding.

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In university, especially in UNILAK University, writing a research paper as academic writing product called skripsi has to be written by the students for completing their last examination scientific project before graduating from sarjana degree. There are many reasons for doing research. Weissberg and Buker state that writing up research is designed for high-intermediate and advance English foreign language in university students at the upper division or graduate level who are preparing to engage in scientific research in a variety of academic disciplines.

It means the most important reason is to find solutions through important problems, to improve the decision- making ability, and to increase the knowledge.

This research was conducted to the students' writing, especially to the writing an introductory section in background of the problem. The introductory section is the main section of the research, since it becomes the reason why writer does the research. Bathia (cited in Flowerdew, 2002:58) states that introduction is the key role in presenting the connection of the research to be reported. More backgrounds of the study were found out that there were some of the students' background did not contain the points that were analyzed in this research such as they did not state the hope and fact (gaps) and the reason of choosing clearly. The students did not put any literature, quote indication and there was no their assumption related to the quotation that they adopted.

The researcher was interested in this research because it was helpful to identify and analyze the background section. The background section is a very important thing in the research paper. It becomes the foundation of the research paper exposes the reason of the researcher do the research, the theories that

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corroborate his or her research and the fundamental information concerning to the study to broader fields and signs concisely the expansion of the research problem (McMillan; 2004:20).

Writing a skripsi as a kind of discourse, especially background section in this case, should have a good construction and need the cohesion and coherence to be unified. Halliday and Hasan (1989:2) explain that a text is considered to be good if it fulfills two properties, they are cohesion and coherence. According to them, cohesion is internal property, while coherence is contextual properties of paragraph. Furthermore, Halliday (1994:309) states that it is needed to be able to establish additional relations within the text, relations that may involve the elements of any extent, both smaller and larger than a clause, from single words to lengthy passages of text.

To find the relation within the text cannot be achieved by grammatical structure, but depends on the non-structural resources that can be found by analyzing the textual meanings. Butt, et. al. (2001:135) state that -to analyze and discuss textual meanings, we need a simple and distinct meta-language: we call the first element Theme and the rest of the clause Rheme.

In addition, the good Background of the Study can be seen from how to organize the flow of thought. Whether, paragraph made skipping or coherently. If coherently such as the inverted pyramid groove (deductive), it can be said that the students' Backgrounds of the Study were written well. The first paragraph began with a general explanation that could not be separated from the title. Then, the next paragraphs would be better to lead and past issues several paragraphs

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explained detailed research topic, research problem, and the characteristics of proper background of the study.

Some of the components described above, such as: 1) there was variable, thesis statement and references that associated with variable research, 2) there was a gap between what should be and what was visible, 3) there was criticism about the issues, and 4) there was a reason why doing research as a tool of analysis of research data on a number of the following data.

Based on preliminary study, many of the students were confused when starting to write the study, even when preparing chapters 1 at the beginning of the study. Some of them claimed often several times to get a revision of the faculty in preparing the first chapter. Whereas, on the other hand, they must complete the study in accordance with the set of schedule, or they would get the worst consequences, that was the delay graduation. Further, Bracewell as cited by White and Arndt (1991:12) agrees that writing is not easy, because it is all due to the schedule and the consequences.

A statement that has been described above inspires researcher to analyze the extent to which the students' understanding in making research especially about what were the elements used by students in developing background in writing thesis, and what are elements of coherent used by students in making coherence in each sentence. In this research, the researcher is interested doing a thesis with the title **“An Analysis of Undergraduate Thesis at English Education Department at FKIP UNILAK Pekanbaru.”**

1.2 Statement of the Problem

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The background of the study is the first and very important part in compiling scientific papers or thesis. It could be an important thing because the framework of the research had been explained in the background of the study. Such as the research problem, the reasons in choosing the title, research gap and others. Beside that, in writing activity the writer cannot separate with the coherent. It was caused that coherent is a center of the developing the idea. If the writer or author did not pay attention to coherence in writing, it can make the development of ideas were lack. Therefore, in writing the background of the study the writer not only focused in the elements, but also in the coherence to construct the ideas and make relation of each sentence.

Unfortunately, not many students have succeeded in making the background of the study. Based on the researcher's analyze, many of the students are confused when starting to write the study, even when preparing chapter 1 at the beginning of the study. Some of them claimed often several times to get a revision of the faculty in preparing the first chapter. Whereas, on the other hand, they must complete the study in accordance with the set of schedule, or they would get the worst consequences, that is the delay graduation. In addition, they were not only confuse on the elements in writing background of the study. But also they were not easy to develop the ideas in each paragraph. Then they wrote the paragraph that was chaotic and difficult to understand.

Beside the importance of element and coherence in writing background of the study, most of the previous research did not investigate the two things

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above in their research. They only focused on analysing the element of the background that used in writing background. The previous research was conducted by Susanti (2009), Han ying (2014), Arifin (2014), Tiwari (2019), Arono (2018), and Shirani Chalak (2016). Those the previous research above, most of the writer investigated the element that used in constructing the background of the study and thesis. Meanwhile, the researcher did not found the textual analysis in writing background, such as coherence.

Whereas, if the writer or author write the thesis with the appropriate element without pay attention on the coherence aspect, it can make the idea did not deliver to the reader. On the contrary, if the writer had the ability in writing without pay attention on the structure of the text, it can make the result of the writing being wretched and the organize of the text was not good. Therefore, it can be the reasons in doing the research. This research focused on analyzing the element background of the study and the coherence of the paragraph.

1.3. Limitation of the Problem.

Despite the effort made in providing a better understanding to inform the research questions, there are a number of limitations of this study, the researcher reviewed the document from the students thesis in English Language Education Department at UNILAK University. It had been taken from the student's thesis in latest graduation in the academic year 2017/2018.

The researcher limited the analysis that focused on analysis of the element background of the study. In analyzing a text, there are some aspects that

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should pay attention on the textual analysis, such as transitive verb analysis, cohesive, cohesion, coherence, and others. In this research, the researcher limited the research in analysing coherence of the elements of the background of the study.

1.4. Purpose and Objectives of the Study

The purpose of this study is to analyze English students' undergraduate thesis especially writing background of the study at FKIP UNILAK Pekanbaru. The objectives of the research are as follows:

1. To analyze the elements of background used by the students in writing background of the study
2. To analyze the types of coherence used by the students in writing background of the study

1.5. Research Questions

Based on the purpose and objectives above, the researcher would like to formulate research questions as follows:

1. What are the elements of background used by the students in writing background ?
2. What are the types of coherence used by the students in writing background

1.6. Significance of the Study

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1.7. Rational of the Study

This study is projected to give more involvement to both of theoretical and practical improvement of writing background study of writing thesis. Theoretically, the writer expects that this study can contribute or being reference in writing thesis about Introduction & Background for further researcher especially at UIN SUSKA RIAU. Then, as the development concept related to writing thesis especially in writing background of the study, this study can become literature or information, so that the lecturer becomes more detail to check about Introduction section students' thesis.

The researcher limited the analysis that focused on analysis of the element background of the study and coherence that students used in thesis writing English Department Faculty in UNILAK University through academic year 2017/2018.

In writing the background, the students should fulfill some components/criteria in composing the research background writing. The research background writing can lead the readers to follow along the research where the project was done, given the evidence and the background details. In accomplishing the research background writing, the students should manage some criteria like: the background should: (1) clearly identify the subject area of interest, (2) establish context by providing a brief and balanced review of the pertinent published literature that is available on the subject,(3) clearly state the hypothesis that you investigated, and (4) reason the researcher chose this kind of research study. Hence, the researcher can say it as the points of hope and fact of the topic, other



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related theories or research finding, a major stick to relevant information, and the reason of choosing the topic.

In addition, in writing background in the research paper, the writer or the researcher is not only focus on the element, but also in the coherence aspect. If the authors only pay attention to the structure in making the background without regard to the unity of the sentence, then it can be said that the quality of the writing is far from good quality. Vice versa, if the author only pays attention to the unity of the sentence without using an appropriate structure, then the writing is also not qualified and not directed.

According to Irvin (2010 : 8), Academic writing is always a form of evaluation that asks you to demonstrate knowledge and show proficiency with certain disciplinary skills in thinking, interpreting, and presenting. Then, Murray (2005) defines academic writing as the set of conventions used in publishing a paper, or in writing a thesis in a specific discipline. Oshima and Hogue (2007) view that academic writing is a kind of formal writing used in high schools and a college class, which is clearly different from personal and creative writing. While Blaxter (1998:148) comments that academic writing comes in a variety of lengths. Brookes and Grundy (1991:108) add that students in some academic disciplines are trained to write evaluation papers or proposals, such as project work papers, work experience papers, or thesis writing. Thus, this study focused on writing thesis as one kinds of academic writing.

In this research, researcher analyzed the Undergraduated thesis of FKIP UNILAK students, especially in background writing. researchers take data from

students who have finished completing their studies. this is because that writing has been approved by his supervisor.

1.8. Definition of Key Terms

In this study, it is important to know the definition of related terms in order to make this study clearer. The definitions of related terms in this study are stated as follow :

Writing is the an activity digging thoughts and feelings about a subject, choose the things that will be written, determine how to write it so that the reader can understand it easily and clearly. Then, Carrolin T. Linse (2005) stated that writing is the act or art of forming letters and characters on paper in the form of printing or cursive. It may be called as an arranging textl.

Thesis written product of a systematic study that results from a period of supervision of the supervisor Paltridge (2002)

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CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the literature that would be used by the researcher in this research project will be explained in details. The literatures in this chapter have purpose to support the research and to explain the previous the study related to the research.

2.1 The Nature of Writing

Writing is one skill that should be taught in every level. This skill must be improved by practicing a lot because writing has many contributions for our life, we can make a habit of writing to develop this skill. Carrolin T. Linse (2005) stated that writing is the act or art of forming letters and characters on paper in the form of printing or cursive. It may be called as an arranging text.

Writing is one of the foundational skills of educated persons. It is veryimportant ability to be conducted in the teaching learning process. Students can use their language to express their ideas, thoughts and teaching by writing sentence when they have difficulty to say orally, it means that a writer is not able to know the responds of his reader directly. Writing is one way of communication. If we look for a new job, employers, public officials or even member of the family to protest unfair treatment or to say “ thanks” for help. By improving the writing skill, the purpose of communication in written will be easier.

In order to profit by a study of having writing skill especially in technical way, a person will find it necessary to recognize one fact at the outset: writing will be part of his/her work in the jobs that can do most to advance his



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career. Skill in writing must therefore be regarded as a professional tool, to be ranked on a par with the other knowledge and skill that will comprise his professional qualifications. Theodore A. Sherman said: "If one can think of writing as something he will do on the job rather than only in the classroom-something person will use to convey information for practical use by an employer or client rather than just to demonstrate academic proficiency- he will have a motivation for improvement. If a person is motivated to make a genuine effort to profit from a technical writing practice, he has every reason to expect that the time he devotes to it will contribute to a successful career".

If person writes badly, not only will his weakness in writing be recorded against him, but his ability in other aspects of his work may be obscured. On the other hand, if one writes effectively, he will not only receive credit for being a good writer, but will also find it easier to gain recognition for his other abilities. A person first catches the attention of those upon whose promotion depends by means of well written reports, and unfortunately, a person who enters a technical profession finds progress more difficult because he had not realized the necessity of learning to use language correctly and effectively.

Alice Ocima (2006) states -Writing is a process of creating, organizing, writing and polishing. In the first step of the process, you create ideas. In the second step, you organize the ideas, in the third step, you write a rough draft, in the final step you polish your rough draft by editing it and making revisions.

Brown, (2001: 336) also claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited



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number of revisions before its release. In addition, Elbow (1973) in Brown (2001:336) also says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning in language. Writing represents what we think. It is because the writing process reflects things, which stay in the mind. Students who are reluctant to write things down often suffer for this activity. The students find difficulties when they start looking for some reasons to write and producing written sentences.

Moreover, Harmer (2004) states that writing encourages students to focus on accurate language use. It is because students consider the language used when the students engage in their writing process. This activity will provoke language development because the students resolve problems what writing puts in students' minds..

From the ideas above, it can be concluded that writing is the writers' ways to give information to the readers. It is an important means of communication and skill to master. To master the skill, the writers should develop their skill in writing. The development of the writing skill needs the accurate use of grammar and a good vocabulary or linking the written word. Then, the writers should have a good critical thinking to put on all of their aspirations into a paragraph.

2.1.1. Academic Writing

Academic writing, in a broad sense, is any writing assignment accomplished in an academic setting such as writing books, research paper, conference paper, academic journal, and dissertation and thesis. More specifically,



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it is writing activity performed to fulfill a requirement of a college, university, conference, and publication. According to Irvin (2010), Academic writing is always a form of evaluation that asks you to demonstrate knowledge and show proficiency with certain disciplinary skills in thinking, interpreting, and presenting (p. 8).

Murray (2005) defines academic writing as the set of conventions used in publishing a paper, or in writing a thesis in a specific discipline. Oshima and Hogue (2007) view that academic writing is a kind of formal writing used in high schools and a college classes, which is clearly different form personal and creative writing.

In a nutshell, academic writing is a style of written expression with specific intellectual boundaries, and area of expertise. Studying the definitions of academic writing given by the scholars, two distinctive features can be identified; academic writing is: (i) discipline-specific, and (ii) evidence-based. The feature 'discipline-specific' refers to the fact that the academic writers strictly maintain the methods and conventions of the discipline such as font, style, organization, or format of writing. In this way, a good academic writing gives an identification of the writer's academic community. Similarly, the character 'evidence-based' indicates that the statements and the view points put forwarded in an academic test are based on reliable sources. The assertions and the ideas of the writer are supported by accurate and verifiable facts, and real world relevant examples.

While Blaxter (1998:148) comments that academic writing comes in a

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variety of lengths. As Brookes and Grundy (1991:108) add that students in some academic disciplines are trained to write evaluation papers or proposals, such as project work papers, work experience papers, or thesis writing. Thus, this study focused on writing thesis as one kinds of academic writing.

2.1.2. Element of Background of the Study

In writing the background, the students should fulfill some components/criteria in composing the research background writing. The research background writing can lead the readers to follow along the research (where the project was done, give the evidence and the background details). In accomplishing the research background writing, the students should manage some criteria like: the background should: (1) clearly identify the subject area of interest, (2) establish context by providing a brief and balanced review of the pertinent published literature that is available on the subject,(3)clearly state the hypothesis that you investigated, and (4) reason the researcher chose this kind of research study. Hence, the researcher can say it as the points of hope and fact of the topic, other related theories or research finding, a major stick to relevant information, and the reason of choosing the topic.

Moreover, the good background would catch the interest of the audiences to read deeply inside. The qualified thesis depends on the background as the part of the beginning of the writing in thesis. It may engage in relation to the requirements of writing journals articles. Automatically, it will reach wider audiences who can access it easily. This means, the student writer should be able to serve a good logical of the thesis background writing. Displaying the logical

background may help the readers easily and clearly understand the research. To do this, it requires the student writers to be able to communicate their thought through their writing.

A research background describes and highlight briefs the main points of a research in an academic writing. The points are about hope and fact of the topic, other related theories or research finding, major stick to relevant information, and the reason of choosing the topic. They are the points that highlight the whole research activities in thesis writing as Hertzman (2014) said that Ideally, a research background reflects hope and fact of the topic, includes related theories or research finding, the relevant information and the reason of choosing the course". In this case, hopes, those things (findings) to be gained by the writer on the students' background.

The organizational structure of the Introduction can be said to move from a fairly general overview of the research terrain to the particular issues under investigation through three key moves which capture the communicative purposes of the Introduction (Swales and Feak 1994): There were three generic structures of the creating the background of the study.

1. to establish a research territory;
2. to identify a niche or gap in the territory;
3. to then signal how the topic in question occupies that niche

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2.1.2.1. Move 1 Establishing a research territory

- a. by showing that the general research area is important, central, interesting, problematic, or relevant in some way (optional)
- b. by providing background information about the topic (optional)
- c. by introducing and reviewing items of previous research in the area (obligatory)
- d. by defining terms (optional)

In Move 1 – establishing a research territory – the writer typically begins to carve out his/her own research space by indicating that the general area is in some way significant. This is often done through reviewing previous research in the field. In addition, the writer may choose to provide background information on the particular topic being investigated and may define key terms which are essential for the study. The different moves in the Introduction tend to employ different tenses (Atkinson and Curtis 1998). Referring on the items in research territory element, the item that must exist in establishing research territory is in introducing and reviewing items of previous research in the area. In order to make easy in writing the research territory, the table 2.1 below can be seen the example of ways to write the research territory.



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Example 1. Establishing Research Territory

The Magellanic Clouds provide a unique environment in which to study many interesting and astrophysically challenging problems. They are relatively nearby, have a position which makes them observable for the entire year and they provide ideal case studies to investigate many classes of sources. Although distances to both the Small and Large Magellanic Clouds are still somewhat uncertain, they are relatively well-known, allowing detailed quantitative studies to be undertaken. The Clouds have been studied over a wide range of frequencies, from low-frequency radio observations through to satellite based gamma-ray studies.

1a

1b

The Magellanic Clouds are one of the prime observing targets for the Molonglo Observatory Synthesis Telescope (MOST). Soon after the instrument was commissioned in 1981 an observing programme to survey both the Small and Large Magellanic Clouds was a research undertaken. Operating at a frequency of 843 MHz with an angular resolution of 44 arcsec, the MOST was the highest angular resolution aperture synthesis radio telescope in the southern hemisphere in regular use at that time. The resulting sub-arcminute angular resolution images provide an excellent base from which to select objects for further study. The MOST Magellanic Cloud surveys were in progress when the work reported here was started and the images from the MOST Small Magellanic Cloud survey have since been published in Turtle et al. (1998).

1b

1c

The MOST is a powerful imaging instrument particularly suited to radio surveys and to imaging, in a single 12-hour observation, sources with complex extended morphologies. In addition to 'full synthesis' observations, an observing mode called 'CUTS' can be used in which around 10 sources are each observed for a few minutes with a cadence of approximately one hour over the course of an observation. In this way a number of sources can be imaged in a single observing session, allowing a survey of a large number of sources to be undertaken in a relatively short amount of total observing time

1d

According to the figure 2.1 above, it can be concluded that the ways to

write and analyze the research territory. There are four elements to establish the research territory. In the element 1 a, it can be seen that the writer showed the general statement and important of the research related to the research topic.

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second, in the item 1b, it can be seen that the writer provided the background of information about topic. Third, in item 1c, the writer have explained the previous research. it can be seen that the writer discussed the result of the previous study. Last, in item 1d, it can be explained that the writer added the explanation through defining the term. Considering of the exampla above, the definition of MOST was explained in completing the establish research territory element.

2.1.2.2. Move 2 Establishing a niche

- a. by indicating a gap in the previous research, raising a question about it, or extending previous knowledge in some way (obligatory)
- b. by identifying a problem/need (optional)

In Move 2 of the framework, the writer typically establishes a niche by indicating a gap in the previous research or possibly extending a current research approach into a new area. It is through the review of prior research that the gap is established. The research gap is the item that must be written in establishing a niche. The language of ‘gap statements’, according to Atkinson and Curtis (1998: 63), is typically evaluative in a negative way. In the examples listed below, gap statements from the Introductions of master’s and doctoral theses have the gap words and phrases in italics. The ways to write the niche in indicating gap and identifying the problem can be seen in the example of the figure below;

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Example 2. Establishing a Niche

In this way a number of sources can be imaged in a single observing session, allowing a survey of a large number of sources to be undertaken in a relatively short amount of total observing time. However, the MOST is restricted to a single observing frequency, a relatively narrow continuum bandwidth of 3 MHz, fixed right-circular polarization and a fixed physical configuration. In the early 1980s, the pressing need for a frequency agile synthesis radio telescope in the southern hemisphere was acknowledged. This need was addressed by the official opening of the Australia Telescope in 1988, with regularly scheduled observations commencing in May 1990. The Australia Telescope Compact Array (ATCA) is a sparse radio synthesis array, with 15 baselines compared to 351 for the Very Large Array (VLA) and 40 for the Westerbork Synthesis Radio Telescope (WSRT). It was envisaged that to provide good spatial frequency coverage, four separate observations in different baseline configurations would be required to adequately image a typical radio source. In practice, such usage would have precluded the use of the ATCA to survey a large number of sources. At the time, this raised questions such as:

2a

- *Was a survey of a large number of sources in a small number of observing sessions achievable?*
- *Would a “CUTS”-type observation with the ATCA be successful for compact sources?*
- *Given the small number of baselines, could the resulting images be deconvolved and used for quantitative analysis?*

2b

Considering the example above, it can be seen that there were two items in establishing niche. The first is indicating the gap through the previous research (2a). The researchers found the different analysing in the previous research that would be object in their research. The second is identifying the problem of the research (2b). In the example above, the researcher identified the problem through raising the questions.

2.1.2.3. Move 3 Occupying the niche

- a. by outlining purposes/aims, or stating the nature of the present research or research questions/hypotheses (obligatory)



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- b. by announcing principal findings/stating value of research (optional)
- c. by indicating the structure of the thesis and providing mini-synopses (previews) of each subsequent chapter (obligatory)
- d. by outlining the theoretical position (optional)
- e. by describing the methods used in the study (optional)

In Move 3 – *occupying the niche* – the writer, by outlining the purposes of their own research, indicates to the reader how the proposed research will ‘fill’ the identified niche or gap. In a thesis, the principal findings will frequently be previewed and theoretical positions as well as methods used may be outlined. It is here that the writer can signal the value or significance of the research. How does the researcher occupied the niche?, it can be seen in the figure 2.3 below;

Example 3. Occupying The Niche

This thesis presents the results of an observing programme which used preliminary Magellanic Cloud survey images from the MOST to select sources to be studied with the then new ATCA. To test the viability of the “CUTS” technique for the ATCA, a single 12-hour observation at 4790 MHz was made in May 1990, targeting seven sources and two calibrators in the Small Magellanic Cloud (SMC) over 1-hour cycles. The reduced data produced images of satisfactory quality to enable quantitative analysis including the determination of peak and integrated flux densities and the angular extent of the source. The observing programme was therefore extended to include further sources in both Clouds over a 12 month period. At that time only 5 ATCA antennas were operational, giving just 10 baselines. The observing techniques outlined here were extremely fruitful, and are now the basis for many continuum observations with the ATCA, made with the full set of 6 antennas and 15 baselines. The properties of 61 compact radio sources in the Clouds are presented in this thesis, including flux densities at frequencies from 408 MHz to 8.6 GHz, radio spectral indices, and the presence of coincident X-ray emission and likely classification of the emitting object. These studies have had significant scientific implications.

3a

3e

3b

3b

3b

3c

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The framework is applied to the explicitly entitled overview section, extracted from the beginning of the Introduction to a thesis in physics (Amy 2000). Moves and sub-moves are identified and labelled. In move 3a, it can be seen that the writer wrote the aims of the research. Then, in move 3b there was explanation about stating value of the research. The method of the study can be seen in the move 3e. And, in the explanation of the move 3c can be seen in the example below;

Example 4. Move 3c

This chapter has provided the background to this study and the study's objectives, and placed these within the context of the large project that was conducted in 1993–1994.

Chapter 2 provides a theoretical and empirical framework for the study by reviewing current literature on rurality and rural living, and on communities and schooling and cultural practices. Literature pertaining to methodology for qualitative research, specifically on ethnomethodology, and methods of interview analysis and the application of these methods is also reviewed in Chapter 2.

Chapter 3 explains the methods that have been used for conducting the research and for the analysis of the data used in this study. It describes the study sites and participants, the operational procedures used for the large project and for this study, the instruments for data collection, the selection of data for analysis, and the methods of interview analysis for this study.

Chapters 4 and 5 present the results of interview analysis based on a selection of themes, and provide discussion of these themes and the issues raised. Chapter 4 reports results of interview analysis on the themes of community living and lifestyle choice, and the culture of rural communities. It gives some insights into the views of rural residents on their choice of lifestyle and rural living, and their views on the importance of cultural identity.

Chapter 5 reports results of interview analysis on the themes of schooling in rural communities, rural residents' views of the relationships between various kinds of work and education, the community's culture

Source: White-Davison 1999

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Based on the example above, it can be seen indicating the structure of the thesis and providing mini-synopses (previews) of each subsequent chapter. It was the obligatory item that should exist in the background of the study. It has function to preview later stages of the thesis are in italics, as are verbs which refer to the research process.

2.1.3. Coherence

A text is formed not only with the structured string of words, but also with the contextual occurrence of the sentences. Coherence, generally, is the contextual appearance of the utterances in the text. Coherence is defined by Moore (1971: 115) as the rhetorical quality by which all of the parts are clearly and smoothly joined to each other. It refers to the understanding that the reader derives from the text, which may be more or less coherent depending on a number of factors, such as prior knowledge and reading skill. More specifically, it is the contextual fitness of in the text that contributes in understanding the meaning or message.

Moreover, according to Taboada (2004 : 158), Coherence is the hanging together on the text with relation to its context of the situation or culture. Johns in Eggins (2004 : 10), coherence could also be understood in a broader sense, where it is combined with cohesion. For example, proposes that coherence is both text-based and reader-based. He claims that: Coherence is text based and consists of the ordering and interlinking of propositions within a text by use of appropriate information structure (including cohesion). Yule (2008 : 126) views, coherence is everything fitting together well, and it is not something that exists in words or structures, but something that exists in people. Coherence is the result of the

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interpretation of the meaning of the text, and it depends on the relation between the audience and the text (Tanskanen, 2006). It is therefore, the coherence of a text can be perceived only if the receiver's background knowledge is sufficient enough to interpret the linkage of messages in the discourse.

The key to the concept of coherence is not something that exists in the language, but something that exists in people. It is people who make sense of what they read and listen to. They try to arrive at an interpretation which is in line with their experience of the way the world is. Indeed, people's ability to make sense of what they read is probably only a small part of that general ability they have to make sense of what they perceive or experience in the world. You may have found when reading the last two examples; the audience kept trying to make the discourse fit some situation or experience that would accommodate all the details. In doing so the audience would necessarily be involved in a process of filling in a lot of gaps which exist in the discourse. He would have to create meaningful connections which are not actually expressed by the words and sentences. This process is not restricted to trying to understand seemingly unconnected discourse. In one way or another, it seems to be involved in people's interpretation of all discourses.

Another definition of coherence held by Reinhart (1980) is that coherence is composed of the semantic and grammatical connectedness between discourse and context. According to him, coherence comprises three elements: connectedness, consistency and relevance. By connectedness

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he means the sentences in a text are interconnected with each other in semantics and grammar. Consistency refers to the fact that there is no contradiction between the propositions expressed by these sentences and they are true to a certain extent. By relevance he means that a text should be related to the context, the sentences in a text should be related to each other and the sentences should all be related to the general topic of the text. By this definition, coherence is not separated from cohesion, but is conflated with it.

However, De Beaugrade and Dressles (1981) view cohesion and coherence as two entirely separated concepts. They propose cohesion to be the structural relations on the text surface, while coherence the structural relations underlie the surface. Based on previous researches on cohesion and coherence, the author views cohesion and coherence as two different, but interrelated linguistic terms important in discourse analysis. They are formally rather than functionally different, but cohesion is more obvious than coherence, because it only deals with the surface structure of a discourse.

Cohesion is neither necessary nor sufficient to create a coherent discourse, but a useful means to coherence. The relation between cohesion and coherence is outlined as follows. Here coherence is characteristic of being overt and covert. Be overt or superficial means that coherence is something available in the surface structure. It is relatively easy to identify. Methods for investigating overt coherence are mainly directed at the description of linguistic formal markers, or in other term “cohesive devices” by Halliday and Hasan (1976). It reveals the contribution made by linguistic factors to

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coherence. By overt coherence it means that coherence is achieved not by using superficial markers as linguistic, grammatical devices, etc., but by psychological, cognitive, pragmatic devices, etc. Based on this sense, the addressee needs bridges (inference, background knowledge and imagination etc.) to guide the comprehension of a discourse. Therefore, a coherent discourse should first contain a semantically united framework and must be consistent with the context of situation. Meaning does not only refer to conventional meaning but also inferential meaning realized by cohesion and inference respectively. Coherence, thus, is a consequence of interaction between linguistic factors and non-linguistic factors.

Referring to the explanation above, it can be summarized that coherence is the ways to make the ideas of the paragraph have the correlation and can make the result of the writing be a good quality. The correlation in each sentence can be seen in the theme and rheme that produced the sentences.. Therefore, in this research the researcher analyzed the coherence aspect in writing background of the study, because it is very important to make the idea in each paragraph logically.

2.1.3.1. Theme and Rheme

According to Halliday (1994, 2004, 2014), the Theme serves as the point of departure of the message “that which locates and orients the clause within its context and the remainder of the message, the part in which the Theme is developed, is called the Rheme (Halliday 2004, p. 64). The Rheme is the remainder of the message in a clause in which the Theme is developed, which

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means the Rheme typically contains unfamiliar or new information. As a message structure, a clause consists of a Theme accompanied by a Rheme and the structure is expressed by the order—whatever is chosen as the Theme is put first (Halliday 2004, p. 65).

The Theme extends from the beginning of a clause up to (and including) the first element that has a function in transitivity. This means that the Theme of a clause ends with the first constituent that is participant, circumstance, or process, which is referred to as the topical Theme. The topical Theme may be preceded by the elements which are textual and/or interpersonal in function, and they are called textual Theme and interpersonal Theme, respectively, in SFG. This typology of Themes into top

Each sentence had structure that gave the different interpretation of the listeners or readers to the sentence. As Brown and Yule (1985:126) stated that each simple sentence has a theme, that is “the starting point of the utterance” and a rheme, which means everything else follow in the sentence which consists of “what the speaker states about, or in regard to, the starting point of the utterance.” In this meaning, it could be explained that theme determined the meaning of that sentence itself. What came first in a clause expressed an important and separate kind of meaning. Butt (2001:135) called the first element of a clause as a theme and the rest of the clause as a rheme. In An Introduction to Functional Grammar (1994:38), Halliday characterizes theme as “what the message is concerned with: the point of departure for what the speaker is going to say”. In other words, it functions as a starting point or signpost, that is, the frame

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the speaker has chosen for the message. For the clearly explanation it can be seen in the these four clauses below;

Theme	→	Rheme
The lion	→	beat the unicorn all round the town
All round the town	→	the lion beat the unicorn
By the lion	→	the unicorn was beaten all round the town
The unicorn	→	was beaten all round the town by the lion

2.1.4. Thematic Progression

The quality of text also can be seen from thematic progression. In thematic progression, the development idea can be seen as the development of theme and rheme. It is supported by McCharty and Carter (1994:70-71) stated that thematic progression aims to create the coherence of a text and show the development of theme and rheme. Therefore, it is very important because the relation each themes-rhemes and the relation of each clauses can be drawn in thematic progression. In other words, by thematic progression, the sense of text can be observed.

Thematic progression is related to the about theme and rheme. As Butt et al (2000:142) defined that thematic progression is the progression of new themes. It has textual meanings of how experiential and interpersonal meanings are organized in a linear and coherent way. Thematic progression contributes to the cohesive development of a text, and produces a coherent whole text. According to Eggins (1994:303-304), there are three types of thematic progression. They are reiteration theme, zigzag theme and multiple theme. The explanation of each type

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can be seen in the sub topic below;

2.1.4.1. Reiteration / Constant Theme

First is re-iteration theme. In this type of theme, the pattern of thematic progression has the same theme that well organized or regularly. While the rheme of each clause gives further explanation to the same theme. This first type of thematic progression is easy to be understood and makes the reader or listener easy to find the information. In the other hand, the disadvantage of this type is this pattern could probably make a monotonous text. The example of reiteration or constant theme can be seen in the example below;

Example 1

The positive or even the negative feedback surely can to be our evaluation towards our works result. **Feedback** according Vibha Chawla in his research is the most important component as it contributes significantly to behavior modification of the student teachers. While, according to Hattie that **feedback** is one of the most powerful influences on learning and achievement. **Feedback** must be provided to motivate each other as advice and criticism. **Feedback** can come from many sources, in the learning process, especially in the class, got it from teacher and classmates (Peer-feedback). Thus, the effect of **feedback** can be very strong and can improve the teaching-learning process. Therefore, giving **feedback** is important for the student teachers to be concerned.

Table 2.1. Theme Rheme of Reiteration Theme

Theme	Rheme
Th positive or even the negative <u>feedback</u>	su can to be our evaluation towards our works result.
<u>Fefeedback</u> according Vibha Chawla in his research	is the most important component as it contributes significantly to behavior modification of the student teachers.
While, according to Hattie that <u>feedback</u>	is one of the most powerful influences on learning and achievement.

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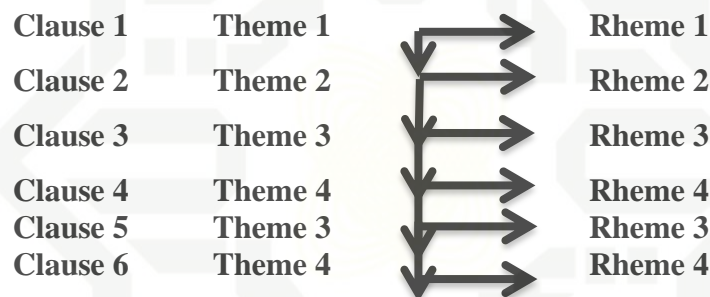
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Feedback	must be provided to motivate each other as advice and criticism.
Thus, the effect of feedback	can be very strong and can improve the teaching-learning process.
Therefore, giving feedback	important for the student teachers to be concerned.

According to table above, it can be seen that there are six clauses in building the paragraph

be seen in the figure 2.1. below;

Figure 2.1 The Reiteration pattern



Based on the example above indicates that by using reiteration or constant thematic progression makes the students as the writer wants to get their readers over and over with the same word or word. This condition is considered to be mostly preferred pattern used by the students because it is simple by repeating one theme in the previous sentence become the new theme in the upcoming sentence. Furthermore, to decrease the monotonous of the text, the students use the pronouns to indicate the same theme of the previous theme. However, using this type of thematic progression more may lead to the lack of deep explanation of the ideas introduced as the writer does not expand the information contained in the theme.

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2.5.1.2. Zigzag Theme

The second type is zigzag theme. In this pattern, an element that is in the previous clause becomes the theme in the current clause. The theme of a certain sentence can be the summary of most of the content of the previous sentence and it makes a new point that is a new rheme. This type can make the reader or listener curious for the next information because the text seems smoothly.

Furthermore, this type is more easily to be regarded as coherent. The example of zigzag theme can be seen below.

Example 2.

Basically, **writing** can be categorized into two main types in term of its style. Those are **free writing and academic writing**. **The major difference between them** is that academic writing has many of the things that personal writing has not. **One of the important things in academic writing** must be organized around a formal order or structure in which to present **ideas**. To ensure the **ideas**, the texts must additionally be supported by author citations in the literature.

Table 2.2. Theme Rheme of Zigzag Theme

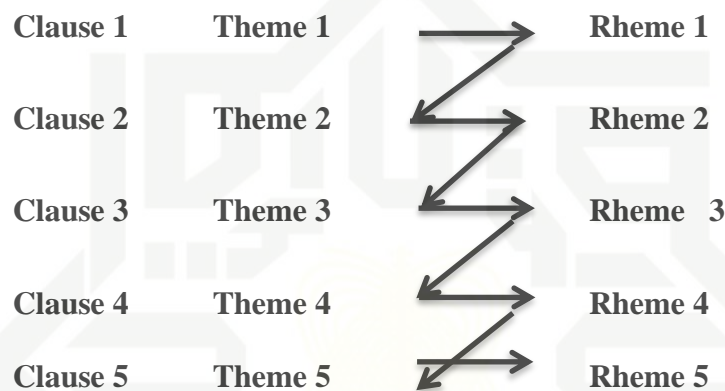
Theme	Rheme
Basically,	writing can be categorized into two main types in term of its style.
Those are	free writing and academic writing
The major difference between them	is that academic writing has many of the things that personal writing has not
One of the important things in academic writing	must be organized around a formal order or structure in which to present ideas
To ensure the ideas ,	the texts must additionally be supported by author citations in the literature.

Considering to the table above, there are five clauses in the paragraph. it

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can be seen that the topic is stated according to the previous rheme. It has the relationship in each paragraph. The ways to develop the paragraph is zigzag theme. The pattern can be seen in the figure below;

Figure 2.2. The Zigzag Pattern



As the example above is the example of academic text, can be concluded that that the zig-zag pattern is the basic thematic progression necessarily needed to make the text well-structured as it considered as the academic text. Somehow, this pattern is considered more difficult than reiteration pattern because it need to pick up the rheme of one sentence to be put as theme in the next sentence not directly use the same theme of the previous sentence.

2.5.1.3 Multiple Theme

The last type is multiple theme. In this pattern, the theme of one clause introduces a number of different pieces of information, each of which is then picked up and made theme in subsequent clauses. It is shown in the example 3 below

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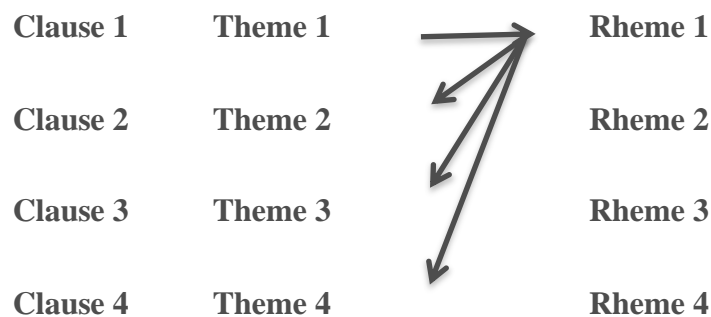
Example 3

Two years ago at my school, we had travelling to bali. **First** day, we started to go to tanah lot. **Second day**, we had schedule to kuta beach. **In the night**, we went to sukawati market

Table 2.3. Theme and Rheme of Multiple Theme

Theme	Rheme
Two years ago at my school, we	had travelling to bali
First day, we	started to go to tanah lot.
Second day, we	had schedule to kuta beach.
In the night, we	went to sukawati market

Considering to the table 2.3 above, it can be seen that the paragraph have four clauses. The topic of the theme is according to the explanation in the previous rheme. In multiple theme, the rheme explained the series of object that will be explained the the several theme. For the clearly explanation, it can be seen in the figure 2.3. below;

Figure 2.3. Multiple Pattern

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The multiple theme makes the text organized well. It can be seen in figure 2.3. By using multiple theme, the reader can understand the text easily. It happens because the theme of multiple theme relates to the previous theme that wants to develop in the next clauses. However the development sometimes is not located in the next clause directly, but the role of multiple theme becomes the important part to make the text hang together and easy to be understood

Text which has this pattern will have a clear layout for the reader or listener to catch what the passage is about. It happens because the next theme has been introduced in the previous rheme. In addition, it will make the information more specific and will impress readers as logical and coherent. Concerning the definition of thematic progression above, it can be inferred that the first point of thematic progression refers to the development of theme. The second point of thematic progression refers to the development of idea in a text. Moreover, the third point refers to the contribution of it in the cohesive development of text. And the last point refers to the contribution in producing a coherent text. Therefore, those points can be synthesized that the term thematic progression refers to development of theme as the idea of a clause that can contribute the unity of texts in terms of cohesion and coherence.

Because of the importance of thematic progression in text, texts should have good thematic progression. Related to this current study, text written by the nursing students should have a good connection in term of thematic progression to reach the purpose of communication.

Considering to the explanation above, the researcher would analyse the

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students' thesis especially in background of the problem aspect. the researcher would like to analyse the coherence through analyse the thematic progression. The researcher analysed it according to the theory that have three types of thematic progression. They are constant/reiteration theme, zigzag theme, and multiple theme.

2.2. Related Studies

Ann (2017) investigated the research about linguistic error analysis on students' thesis Proposals. this study identified and analyzed the common linguistic errors encountered by Linguistics, Literature, and Advertising Arts majors in their Thesis Proposal classes in the First Semester 2016–2017. The results showed that of the three kinds of errors, namely grammatical, syntactical, and mechanics/substance, grammar as a main concern in writing competency was the most common linguistic error among these students. Moreover, the prevalent grammatical errors were: disagreement between the pronoun and antecedent, wrong usage of tense, and disagreement between the verb and subject. In the area of syntax, the most problematic areas were: fragments and run-ons. Lastly, in

terms of mechanics, the top errors were: punctuation and spelling. This study recommends that an intensive refresher writing course that focuses on the errorprone areas be conducted to prepare graduating students for their thesis proposal writing; to consider that team teaching and other interventions be considered so linguistic problems together with content can be addressed, since form and content go together, and finally, that a thesis editing guide or writing handbook be prepared, with an abundance of examples, practice exercises and writing activities, for instructors' and students' use.

The similarity found in this research is seen from the type of object that discusses academic writing. The difference from this study with present study was this study was analyzed the errors of writing proposal, while the present study analyzed the structure of the background and coherence on writing and developing the background of the study.

Susanti (2009) conducted the study on analysis students' research background writing. Here, The researcher applied the documentary research as the technique of data collecting and the method of this research was descriptive study. There four major points were analyzed on the students' thesis background are the reason of choosing topic, the hope and fact, the other related theories, and the relevant information. As the results, the researcher found that there four samples were not conveyed completely about one of the four points in thesis background.

Based on the result of the relevant study of this research . it can be inferred that the similarity was about analyzing the background of the study. The difference was this study analyzed all items while the present study focused on

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analyzing coherence of the background of the study and the structure of it

Further, a study done by Han, Ying (2014) conducted the research about analysis of current graduation thesis writing by English majors in independent institute. This study takes 414 graduates from ZJU in 2011 and 2012, NIT as a case, analyzing the status of their writing of graduation thesis. It is found that a considerable number of students have problems in selection and report of topics, writing of each part and debating in the whole process of graduation thesis. In view of the situation, based on the effective measures and some practical experience by English majors in NIT, ZJU, it is suggested we should raise both teachers' and students' awareness and consciousness in the importance in thesis writing, establish quality management and monitoring system, strictly check selection and report of topics, give play to the library, have topic verification and application guide, being familiar with the writing requirements of the abstract, optimize English curriculum and make professional management features outstanding and enhance the students' and teachers' ability, thereby improving the writing of the graduation thesis and reflecting subject construction in English major.

The similarity of this study and the present study was analyzing about academic writing. The difference with this research and the current research was the focus of the research. This study focused on analyzing the thesis quality through analyzing the whole items while the structure of the background and coherence on writing and developing the background of the study.

Another study was conducted by Arifin (2014). The study investigated

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about the quality of English thesis by EFL undergraduate students of Mulawarman University. This article described evaluation results of undergraduate theses written by undergraduate EFL students in Universitas Mulawarman Samarinda. Evaluation was based on the quality of description of sections in every chapter of the theses. The presentation of the thesis fulfilled standard presentation of academic reports, describing five parts of the presentation: introduction, review of related literature, research methodology, findings and discussion, and conclusion and suggestions. However, the substance of each section of the whole thesis was lack of reasoning. In terms of organization and contents, the theses were colored with trivialities in reasoning, coverage of substance to be described in the sections, and details of description. The trivialities of description resulted some crucial points were missing. In addition, language uses and mechanics in the theses were also colored with awkward sentences.

The similarity of this study and the present study was similar analyzing of academic writing of university students, while the difference evaluation results of undergraduate theses written by undergraduate EFL students. Evaluation was based on the both researches analyzed about academic writing in English education, and the current study focused on analyzing the structure of the background and coherence on writing and developing the background of the study.

Arono (2018) investigated the study about rhetorical structure analysis on introduction chapters of English master theses by Indonesian postgraduate

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students. This study was aimed at investigating the rhetorical structure of Introduction chapters of English master theses written by Indonesian postgraduate students and identifying the frequency of communicative moves and their constituent steps as well as finding how the students justify their research projects reported in their Introduction chapters. The research design was mixed method research combining quantitative and qualitative method. Twenty Introduction chapters of English master theses were taken from two different fields; English language education and applied linguistics, and they were analyzed using checklists. The results: (1) three moves and fifteen steps are found in the introduction chapters of master theses and three newly identified steps other than those specified in Bunton's are also found in the corpus of this study and (2) three moves are considered obligatory moves, seven steps are classified as obligatory, four Steps are conventional and seven Steps are optional. Further, the majority of Indonesian postgraduate students tend to rhetorically justify their research project based on the knowledge gap found in the literature. This study concludes that the move and step model suggested by Bunton (2002) and modified from Swales' CARS is effective enough to capture the possible rhetorical structure of the introduction chapter of master thesis written by Indonesian postgraduate students.

The similarity of this research and the current research was analyzing academic writing and investigating the rhetorical structure of Introduction chapters of English master theses written by Indonesian postgraduate students and identifying the frequency of communicative moves and their constituent steps as well as finding how the students justify their research projects reported in their



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Introduction chapters. of university students, while the current study focused on analyzing the structure of the background and coherence on writing and developing the background of the study.

Amalia (2016) investigated the research about thematic progression used by the students in writing descriptive and recount text. The finding of the research was (1)The type of TP mostly used is Re-iteration theme. (2)Most of the clauses in the texts use reiteration theme. It means that the students always develop the previous theme. Their texts were easy to be understood, but it became the monotonous text.(3) In descriptive text, most of the clauses used re-iteration theme(66,4%). While in recount text, the reiteration theme was 43%, the zigzag theme was 54% and the rest was multiple theme. This research recommended for the lecturer and students to explore the students in producing the qualified spoken and written text that can fulfill the communicative competence.

The similarity of this research and the current research was analyzing academic writing and investigating the rhetorical structure of the writing. The difference was this article investigated the research about thematic progression used by the students in writing descriptive and recount text. while the current study focused on analyzing the structure of the background and coherence on writing and developing the background of the study.

Then, Muroda (2017) was also conducted the research about the analysis thematic progression in writing proposal. The finding of this research indicates that the most frequent type of thematic progression patterns which enhanced



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coherence is 33 reiteration patterns, followed by 23 zigzag patterns and then zero of multiple patterns. Then, the most frequent of thematic progression which obscured coherence is six brand new themes, then followed by one of empty use of *there* and zero of the use of dummy *it*.

The similarity of this research and the current research was analyzing academic writing and investigating the rhetorical structure of the writing. The difference was this article analyzed the type of thematic progression patterns which enhanced coherence is 33 reiteration patterns, followed by 23 zigzag patterns and then zero of multiple patterns, while the current study focused on analyzing the structure of the background and coherence on writing and developing the background of the study.

Last, a research conducted by Shirani-Chalakh (2016) on 40 master theses Introductions written by EFL learners from Iran found that three moves of the introduction section; (a) Establishing a territory, (b) Establishing a niche, (c) Occupying the niche were followed exactly in Iranian EFL learners' master theses with a high degree of distribution; Move 1 presents 70%, Move 2 presents for about 65% and Move 3 presents 82.5% and therefore, these three moves were categorized as an obligatory moves in Introductions of master theses. According to the some related of the studies above, the researcher concluded that the other researchers focused on the element that used in the students project such as the elements of introduction or thesis that written by the writer. The researcher did not check and analyse the coherent that used in building the paragraph in thesis. It was important for unity of the text. Therefore, the researcher was interested in

conducting the research in combining the analysis the the coherent through thematic progression in each elements of writing background of the study.



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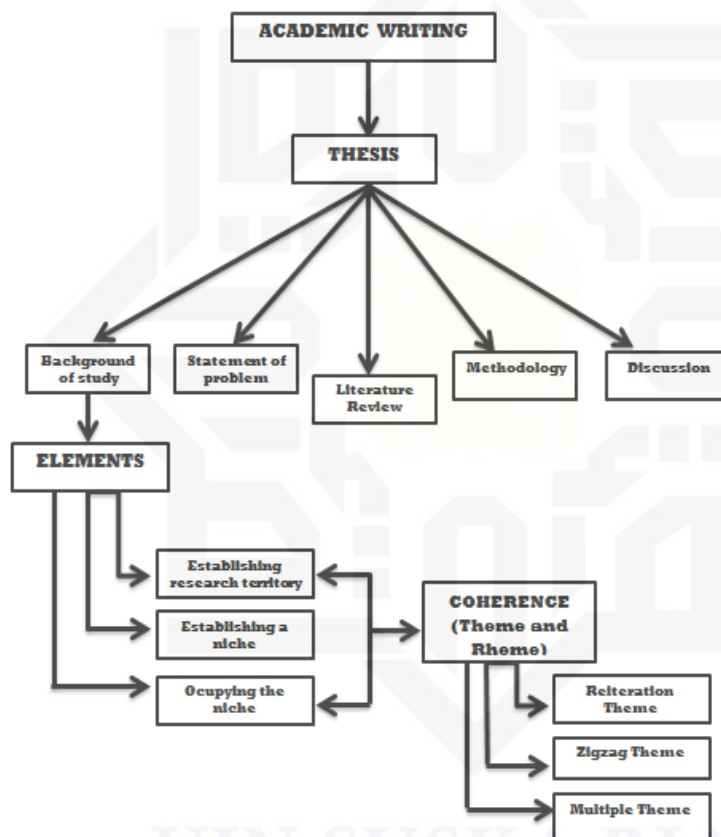
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2.3. Theoretical Framework

To illustrate this research, it can be seen in the chart below. This chart contains the flow of this research. such as things that will be examined and the data analysis process.



Based on the chart above, it can be concluded that the researcher focuses on background analysis in a thesis. in background writing, researchers analyze three elements in background writing. these elements namely; research territory, establishing niche, and occupying the niche. then, to find out the coherence within these elements, the researcher analyzes coherent types such as reiteration, zigzag, and multiple themes.

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CHAPTER III

METHODOLOGY

Research methodology is an important aspect in doing research. It helped the researcher to investigate the problem and show how the study would be set up, in order to the research question would be answered. This chapter explained the method adopted by this research. This chapter mentioned every component involved in conducting this research from sample and how to analyze the result of the research. Finally, this chapter provided a detail explanation of the selected mode of analysis used and data collection method.

3.1 Research Design

In this research the researcher used qualitative case study as a design of the methodology. According to (Creswell, 2002), a case study involves a deep understanding through several types of data sources, especially evaluation in which the researcher can develop analysis of case, program, event, activity, and process. The case of this research was the background of undergraduates thesis in FKIP UNILAK. This research used method of documentation. Then, the technique used is componential analysis techniques, which saw the components that exist in the Background of the Study have written by students based on standard components that exist in the theory of writing the Background of the Study. Then, the researcher analysed the coherence through analysing thematic progression type that the students used in writing paragraph in background of the study.

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3.2 Source of Data and Sample

In this research, the researcher used the documentary study technique. The appropriate tool of data collecting which used by researcher was document of the students' thesis background writing. The documents used as sample in this study were 30 texts of thesis background written by undergraduates students from English Department in Lancang Kuning University. The sample and the title of the thesis can be seen in table 3.1.

Table 3.1. Sample of Research

No	Title	Year of Publication
1	Improving Students' Speaking Descriptive Text By Using Mingle Activity At The Sevens Grade Students Of SMP Islam Nurul Hidayah Pekanbaru	2017
2	Improving Students' Reading Recount Text By Using Mediated Instruction Of The Text (MIT) At Tenth Grade SMK Penerbangan SPAN Pekanbaru.	2017
3	The Use Of Action- Felling-Setting Strategy To Improve Students' Writing Skill In Recount Text At Eighth Grade Of SMPN 24 Pekanbaru.	2017
4	The Use Of Tutorial Youtube Videos To Improve Students Speaking Ability On Procedure Text At Grade X-ADM Students At SMK Penerbangan SPAN Pekanbaru	2017
5	Using Reading Writing Connection Strategy To Improve	2017



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	Students'ability In Writing Recount Text At Eight Grade Of Smp Negri 40 Pekanbaru”	
6	Improving Students’ Writing Descriptive Text Through Idea Detalis Strategy In Smp N 2 Pekanbaru	2017
7	Improving Students’ Speaking Skill In Describing Object By Using Snowball Throwing At Grade X-Ea Students Of Smk Penerbangan Span Pekanbaru	2017
8	Using Facebook To Improve Students’ Writing Skills In Recount Text At Eight Grade Of Smp Education 21 P Ekanbaru	2017
9	An Analysis Of Students’ Reading Comprehension In Narrative Text	2017
10	Developing Test Item Bank Of Receptive Skills At The Eleventh Grade Of Smk N 5 Pekanbaru	2017
11	Improving Students’ Speaking Skill Through Group Work Strategy Grade Student Of Smp Islamic School Buah Dua Pekanbaru	2017
12	Improving Students’ Writing Descriptive Text Through Bits And Pieces Game At The Grade Viii 6 Of Smpn 1 Tambusai	2017
13	A Study On The Students’ Ability In Using Preposition Of Direction At The First Year Students Of English Education Departmen FKIP Unilak Pekanbaru For Acedemic Years	2017



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- 2016/2017”
- 14** Improving Students’ Speaking Skill Through Group Work Strategy Grade Student Of Smp Islamic School Tuah Dua Pekanbaru **2017**
 - 15** The Use Of Shared Reading Method To Enhance Students’ Reading Comprehension In Narrative Text At First Grade Students Of Sman Olahraga Provinsi Riau **2017**
 - 16** Using Open House Strategy To Improve Students’ Skill In Reading Narrative Text At The Eight Grade Of Mts Tufiq Walhidayah Pekanbaru **2017**
 - 17** Using Window Notes Strategy To Improve Students Reading Skill In Narrative Text **2017**
 - 18** The Effect Group Read Strategy Toward Reading Narrative Text Of Second Grade At Smp Bina Mitra Wahana (Bmw) Pekanbaru **2017**
 - 19** Improving Student’s Ability In Reading Descriptive Text By Using Questioning The Author (Qta) Strategy In Smp Islam Plus Jannatul Firdaus Pekanbaru **2017**
 - 20** A Study On Students’ Ability In Understanding Facts And Opinions In Reading Comprehension At The First Grade Of Sman 3 Pekanbaru **2017**
 - 21** Applying Rotating Trio Exchange Strategy In Reading Narrative Text At The Tenth Grade Students Of Sma Seri **2017**



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|---------------------|-----------|--|-------------|
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| Rama Ylpi Pekanbaru | 23 | The Effect Of Using Dyadic Essay Technique On Students' Skill In Writing Descriptive Text At The Eighth Grade Of Smp Al-Ittihad Pekanbaru | 2017 |
| Rama Ylpi Pekanbaru | 24 | Improving Students' Reading Comprehension Of Narrative Texts By Using Exploring Comprehensible Inputs Of The Grade Eight Of Smp Ylpi P. Marpoyan Pekanbaru | 2017 |
| Rama Ylpi Pekanbaru | 25 | The Use Of Mental Imagery Strategy To Improve Students' Reading Comprehension In Narrative Text At The Third Grade Students Of Sman Olahraga Provinsi Riau. | 2017 |
| Rama Ylpi Pekanbaru | 26 | Improving Students' Writing Descriptive Text Through Bits And Pieces Game At The Grade Viii 6 Of Smpn 1 Tambusai | 2017 |
| Rama Ylpi Pekanbaru | 27 | Using Story Face Strategy To Improve Students' Reading Comprehension On The Hortatory Exposition Text At The Eleventh Grade Of Senior High School 16 Pekanbaru As The Tittle Of The Research | 2017 |

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- | | | |
|-----------|---|-------------|
| 28 | A Study On The Students' Ability In Using Preposition Of Direction At The First Year Students Of English Education Departmen FKIP Unilak Pekanbaru For Acedemic Years 2016/2017 | 2017 |
| 29 | Using Open House Strategy To Improve Students' Skill In Reading Narrative Text At The Eight Grade Of Mts Tufiq Walhidayah Pekanbaru | 2017 |
| 30 | The Use Of Shared Reading Method To Enhance Students' Reading Comprehension In Narrative Text At First Grade Students Of Sman Olahraga Provinsi Riau | 2017 |

3.3. Data Analysis

To answer the two research questions about background elements and coherent element, the researcher used theoretical analysis in analysing it. The researcher did analysis through elements of background and thematic progression pattern's that was adopted by Swales and Eggins theory which has been stated in the chapter two in review of related literature. In addition, the steps in analysing those objects of this research were;

1. Collecting the background of study of thesis from the English faculty
2. Reading those texts

3. Placing the each paragraph and analysed the background element according to element background theory, establishing a research territory, establishing a niche, and occupying the niche (Swales and Feak 1994)
4. In analysing coherence (theme and rheme) placing the sentences into table format to make the process of the analysis easier and clearer.
5. Determining the theme and the rheme
6. Classifying the thematic progression pattern and analysed based on thematic pattern's theory, reiteration theme, zigzag theme, and multiple theme (Eggins 2004) .

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CHAPTER V

CONCLUSION AND RECOMMENDATIONS

This chapter presented conclusion and suggestion. The conclusion was made based on the data analysis; while the suggestion is given to the next researcher who is interested in doing the research relevant in this study.

5.1. Conclusion

In the research, there were two research questions that had been explained and discussed in the previous chapter before. In line with the discussion above, there were some points as the conclusion in this research. It can be seen in the list of points below;

1. Based on the finding and discussion of first research question. The researcher found some differences from the theoretical concept. It was challenging the result of the previous research and Swales and Feak theory. It was caused by most of the students did not write the background of the study based on the theory of elements in writing background. The students did not write the important elements that must exist in a background. Meanwhile, the students only write the optional element. Therefore, it can be seen that the quality of the background of the study of undergraduates students English department FKIP UNILAK was poor.
2. In the discussion of second research question, the background of the study that written by the college students was coherent. It was accordance with the theoretical concept about the ways to make coherence

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3. through types of thematic progression. It supported the previous research about all types of thematic progression were existed in the written text. It can be seen in the paragraph in each element of background of the study. There were three types of thematic progression. There were reiteration, zigzag and multiple theme. Based on those types, the most types used by the undergraduates students English department UNILAK was zigzag theme. Thus, it can be concluded that, the background of the study of undergraduates students English department UNILAK was coherent.

5.2. RECOMMENDATIONS

After doing the research, the researcher admitted that there were some weaknesses and limitation from this study and they should be covered by the next researcher. Actually, in analysis the textual text, there were some aspect that should pay attention in a text, such as cohesive, coherence, transitive, conjunction and others. But in this study, the researcher analyse the element used in the background and coherent through analysed the thematic progression in element of the background. Because there are many aspect in analysing a text, it can be weaknesses by the researcher

Moreover, the researcher suggested to the researcher to use some part of thesis such as in all part of introduction chapter according to the general theory about write those items. Furthermore, reffering to the conclusion that have explained before, it can be the further research by the researcher in analysing the other aspect writing thesis. By applying this suggestion, it is expected that the next research will be better and will provide more tangible descriptive

knowledge.

Furthermore, this research also has benefits for lecturers, especially on academic writing lecturers. The lecturers can teach how to write the research paper based on existing theories and it would also be better for students to be given an explanation of the elements that are required to be in each section of the research paper. Therefore, Therefore, the results of student writing in writing research papers will be more directed.

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KONSENTRASI	: PENDIDIKAN BAHASA INGERIS
PEMBIMBING I / PROMOTOR	: Dr. Bukhori, S.Pd.I, M.Pd
PEMBIMBING II / CO PROMOTOR	: Dr. Faurina Anastasia, M.Hum
JUDUL TESIS/DISERTASI	: An Analysis of English Thesis Writing on Undergraduate students at FKIP UNILAK Pekanbaru

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NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing/ Promotor *	Keterangan
1.	26/01/2020	Revised Background of the study and research gap		
2.	15/02/2020	Additional theory and how to analyse data		
3.	02/02/2020	Revised and added the research questions		
4.	30/04/2020	Revised the arrangement of finding (chapter 4)		
5.	07/05/2020	added more explanation in discussion and conclusion		
6.	08/05/2020	Approved to join Examination		

11/05/2020

Pekanbaru, 11/05/2020

Promotor

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing/ Co Promotor	Keterangan
1.	26/01/2020	Revised Chapter 1, 2, and 3		
2.	20/02/2020	Revised the data		
3.	20/03/2020	Add explanation about data explanation		
4.	04/05/2020	Added more explanation in the discussion		
5.	02/02/2020	Revised the points in the conclusion		
6.	10/05/2020	Approved to join Examination		

Catatan : *Coret yang tidak perlu

11/05/20

Pekanbaru, 11/05/2020

Co Promotor



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 Rektor Universitas Lancang Kuning
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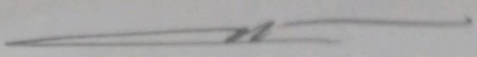
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NIM	: 21890125422
Program Pendidikan	: Magister (S2)
Program Studi	: Pendidikan Agama Islam
Konsentrasi	: Pendidikan Bahasa Inggris
Semester	: III (Tiga)
Judul Tesis	: An Analysis of English Thesis Writing On Undergraduate Students At FKIP Unilak Pekanbaru

untuk melakukan penelitian sekaligus mengumpulkan data dan informasi yang
 diperlukannya dari Undergraduate Students At FKIP Unilak Pekanbaru.

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.

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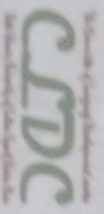
Jenis Kelamin : Perempuan

Tanggal Lahir : 06 Mei 1996

بيان النتائج لاختبار اللغة العربية لمعرفة الكفاءة اللغوية

52 :	الاستماع
58 :	القواعد
53 :	القراءة
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Berlaku Hingga : 22 Desember 2021



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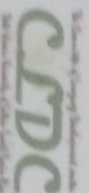
Name : Suci Kartika
 ID Number : 21890125422
 Date of Birth : May 06, 1996
 Sex : Female
 Test Form : Paper Based Test

Achieved the following scores on the

English Proficiency Test

Listening Comprehension	: 68
Structure & Written Expressions	: 65
Reading Comprehension	: 54
Overall Score	: 617

Expired Date : January 19, 2022



English Proficiency Tests Certificate Provided by
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 The scores and information presented in this score report are approved.
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PROGRAM
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 KONSEPTAS

NO	TGLHARI	JUDULTESISDISERTAS	PA F SERENIS	KET
1	24-10-2019	The influence of Language Learning and Motivational Strategies on Spoken Proficiency	✓	Nadia Al-hair
2		SMP di Kota Bontolampar Pembaruan		
3				
4	24-10-2019	SMP by Using Video " Classroom Action Research " At Grade VII SMPN 1 Sialit	✓	
5		Muda Kab. Kampar Academic Year 2019/2020		
6				
7	24-10-2019	Investigating Teacher Talk in Teaching English At Junior High School in Tanjung	✓	Eli Suci Al-hair
8				
9	24-10-2019	A comparative Study Between pre-tradit and dis-tradit to Student of Islamic Education	✓	Eli Suci Al-hair
10		Teacher's Strategy Facilitate Learning of Urdu Reading Ability		
11				
12				

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 PROGRAM: 218304201422
 jenjang: Pasca Sarjana
 PA: PA1
 Judul: Penelitian Bahasa Inggris

NO	TGL/ HARI	JURUSAN/ FAKULTAS (Ditandatangani)	SEKRETARIS	KET
1	27/09/2019	Program Studi of English Education in Teaching and Learning of Islamic School Riau Global		Muraida
2				
3	09/10/2019	UIN Sultan Syarif Kasim Riau		UIN
4				
5				
6				
7				
8	27/09/2019	Spiritual Values Integration English Language for Islamic Education at Madrasah Tsanawiyah in Pekanbaru		Annis Lubis
9				
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11				
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14				

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 2. 2. 20 mahasiswa UIN Suska Riau yang akan mengikuti Seminar Nasional yang diselenggarakan oleh UIN Suska Riau

KARTU KONTROL MENGENUTI SEMINAR TESIS/DESKRIPSI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

Suati Karti Lili
Jember
Penerbit
Penerbitan Bahasa Inggris

PROGRAM

NO	TGL/HARI	JUDUL TESIS/DC/DESKRIPSI	PARAF SEKRETARIS	REVISI
1	Kamis	The Effect of Using Hyperwriting on the Students' Vocabulary Mastery and Their Motivation in Learning Vocabulary at State Senior High School 3 Padang		M. Agus (Korban)
2	26 Sept 2019			
4	Kamis	English Teachers' Reception on the Implimentation of the Authentic Assessment of 200 Curriculum (A Case Study)		M. Agus (Korban)
5	26 Sept 2019			
7	Kamis	The Effect of Using Jeopardy and Round Cube on Students' Reading Comprehension at Global Cendekia Vocational High School		M. Agus (Korban)
8	26 Sept 2019			
9				
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11				
12				
13				

Pakarbaru, 30 Sept 2019
Dfektor,

Prof. Dr. H. Afrizal M, MA
NIP 19701018 1-59031001

- Kartu ini dibuat untuk keperluan seminar.
- Setiap mahasiswa wajib menyerahkan minimal 10 hari sebelum seminar kepada Panitia Seminar.

UIN SUSKA RIAU

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State Islamic University of Sultan Syarif Kasim Riau

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KARTU CONTROL MENGIKUTI SEMINAR TES/BOISERTASI
PROGRAM PASCA SARJANA UIN BULTAN SYARIF KASIM RIAU

NAMA: Suci Kartika
 NIM: 2109020122
 PROGRAM: Pasca Sarjana
 PRODI: PAI
 KONSENTRASI: Pendidikan Bahasa Inggris

NO	TGL. HARU	JUDUL/TEMA DISERTASI	PARAS SEKRETARI
1	24-10-2019	A Comparative Study of Using Contextual Free Grammar Technique and Student Team Achievement Division Technique in Teaching Reading Comprehension in State Senior High School	[Signature]
5	24-10-2019	English Teacher's Activities in Implementing the Contextual Approach to the 21st Century in Teaching and Learning Process at Senior High School	[Signature]
8	24-10-2019	An Analysis on Communicative Competence in Descriptive Paragraph Written by Student at Junior High School of Pondok Pesantren Beringin	[Signature]
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KATEGORI : ON LINE (JELI SEMINAR TESIS/DISERTASI)
 PROGRAM : SARJANA ILMU DAN SYARIF KASIM RIAU

Suci
 21090
 Pasca Sarjana
 PAI
 Pendidikan Bahasa Inggris

NO	TGLHARI	JUDULTESIS/DISERTASI	PA F SERREKIS	KET
1	24-10-2019	The Influence of Language Learning and Motivational Strategies on Students' English Skill at the Balai Bahasa Pekanbaru		Majlis Akbar
4	24-10-2019	Self by Using Video " Classroom Action Research " At Grade VII (september) Sate Maulid Kab. Kampar Academic Year 2018/2019		
7	24-10-2019	Investigating Teacher Talk in Teaching English At Junior High School in Tanjungrejo		File Pa KCB+
9	24-10-2019	A comparative Study Between parental and environment to students' speaking skill arbanah Teacher Training Faculty IAIN of UIN Padang Belampayan.		Esti Fardah akbar
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PROPOSAL PENELITIAN
PROGRAM PASCA SARJANA UIN SULTAN SYARIF KASIM RIAU

JURUSAN : Sastra Arab
KELOMPOK : Peminatan Sastra Arab
Konsentrasi: Bahasa Inggris

NO	TITLE / MASA	JURUSAN PENELITIAN	PASANG	KEP
1	12.000.000.000 / 12.000.000.000	1. Mengembangkan kemampuan berbahasa Arab, khususnya dalam aspek listening dan speaking.	1. Mengembangkan kemampuan berbahasa Arab, khususnya dalam aspek listening dan speaking.	1. Mengembangkan kemampuan berbahasa Arab, khususnya dalam aspek listening dan speaking.
2	12.000.000.000 / 12.000.000.000	2. Meningkatkan kemampuan berbahasa Arab, khususnya dalam aspek reading dan writing.	2. Meningkatkan kemampuan berbahasa Arab, khususnya dalam aspek reading dan writing.	2. Meningkatkan kemampuan berbahasa Arab, khususnya dalam aspek reading dan writing.

Pekanbaru, 12 Mei 2018

Prof. Dr. H. Hana Husni
NIP. 19640320199011002

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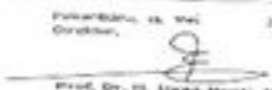
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**KARTU KUNTRIL MENGGANTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF HASMID RIAU**

NAMA: Satri Kusri
 NPM: 2101120122
 PROGRAM: Pendidikan
 KONSENTRASI: Pendidikan Bahasa Inggris

NO	TOLHANE	JURUSAN TESIS/DISERTASI	PASAR SEKRIFABE	NET
1	12.01.01.01	Struktur Organisasi Universitas dan Mahasiswa. Untuk Guru Besar dan Dosen dalam kerangka Akademi. Dengan Sekolah, berbagai alat di dalam dunia kampus.		Anggah Expatrie
2				
3				
4		Struktur Organisasi Universitas dan Mahasiswa. Untuk Guru Besar dan Dosen dalam kerangka Akademi. Dengan Sekolah, berbagai alat di dalam dunia kampus.		Sulman
5				
6		Struktur Organisasi Universitas dan Mahasiswa. Untuk Guru Besar dan Dosen dalam kerangka Akademi. Dengan Sekolah, berbagai alat di dalam dunia kampus.		Elisa
7				
8		Struktur Organisasi Universitas dan Mahasiswa. Untuk Guru Besar dan Dosen dalam kerangka Akademi. Dengan Sekolah, berbagai alat di dalam dunia kampus.		Andi Nur Hafid
9				
10		Struktur Organisasi Universitas dan Mahasiswa. Untuk Guru Besar dan Dosen dalam kerangka Akademi. Dengan Sekolah, berbagai alat di dalam dunia kampus.		Andi Nur Hafid
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Pekanbaru, 16 Mei 2016
 Dekan,

Prof. Dr. H. Idris Hudaib, M. Ag
 NIP. 8111730 196001 1 002

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