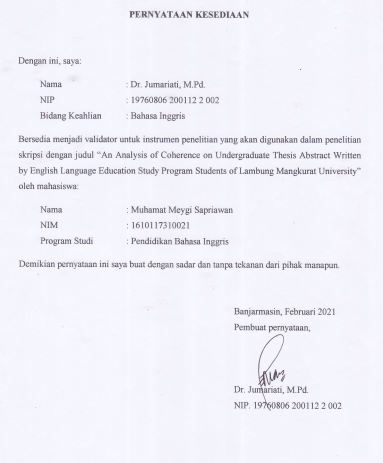
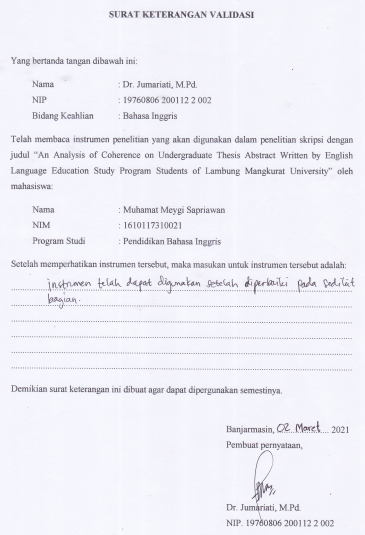
**Instrumentation**

|  |  |  |
| --- | --- | --- |
| **Clause No.** | **Topical depth**  **1 2 3** | **Topic No.** |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| etc. |  |  |

**Surat Pernyataan Kesediaan Validasi**



**Surat Keterangan Validasi**



**Surat Keterangan Konsistensi Data**



**Analysis of Abstracts**

**Abstracts of Higher Grade Theses**

**HA 1**

(C1) **This study** attempts to find out the appropriateness of content, language, and presentation in Pathway To English for Grade XII written by Th. M. Sudarwati and Eudia Grace and published by Erlangga. (C2) **This research** is limited only to evaluate the appropriateness of content, language, and presentation using the checklist of Rubric Assessment from BSNP. (C3) **The design of this study** was mixed methods. (C4) **The textbook** was analyzed using a checklist of textbook evaluation criteria and syllabus as the instruments for gathering the data, interpreting the data, calculating it in quantitative output for showing result in percentage and number, and stating conclusion. (C5) The findings of the study showed that **the appropriateness of content** in the textbook was somewhat appropriate with the percentage of 77,27%. (C6) **The appropriateness of language** in the textbook was adequately appropriate with the percentage of 87,50%. (C7) **The appropriateness of presentation** in the textbook was adequately appropriate with the percentage of 83,33%. (C8) It was suggested that the teachers combine **the textbook** with a good and suitable method for teaching and complete the lacks of **the textbook** by adding some relevant materials from other sources, and (C9) textbook writers and publishers must consider **the criteria for writing and developing the textbook**.

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| --- | --- | --- |
| **Clause No.** | **Topical depth**  **1 2 3 4 5 6 7** | **Topic No.** |
| 1. | This study | 1 |
| 2. | This research | 1 |
| 3. | The design of this study | 2 |
| 4. | The textbook | 3 |
| 5. | the appropriateness of content | 4 |
| 6. | The appropriateness of language | 5 |
| 7. | The appropriateness of presentation | 6 |
| 8. | the textbook | 3 |
| 9. | The criteria for writing and developing the textbook | 7 |

Abstract HA 1 has nine independent clauses and introduces seven topical subjects. Some of those topical subjects are introduced by applying one parallel progression, one extended parallel progression and four extended sequential progressions. Firstly, the parallel progression is applied in clause number (1 and 2) as the topic in clause number (1), “This study”, has the same point or topic with clause number (2), “This research”. Secondly, the extended parallel progression is applied in clause number (4 and 8), as topic in clause number (4), “the textbook”, is repeated in clause number (8). Lastly, the four extended sequential progressions are applied in clause number (1 to 4), (2 to 5), (2 to 6), and (2 to 7). The topic in clause number (4), “the textbook”, refers to the textbook which is mentioned as rheme in clause number (1). Also, the topic in clause number (5), (6) and (7) which propose the topic “the appropriateness of content”, “the appropriateness of language” and “the appropriateness of presentation” are taken from the rheme in clause number (2).

There are also some other topical subjects introduced as new topics. That topical subjects are the topics in clause number (3) and (9). However, those topics are introduced in smooth movement of ideas and in logical order. The topic in clause number (3), “The design of this study”, discuss and explain about the study. Also, the topic in clause number (9), “the criteria for writing and developing the textbook”, is logically connected to the previous clause as a full text which propose the writer suggestion based on the findings of the study. Thus, abstract HA 1 is considered as a coherent abstract.

**HA 2**

(C1) **This study** is aimed to describe the implementation of principles in constructing multiple-choice items in Buku LKS Bahasa Inggris for the eight-grade students published by Kartika Prima. (C2) **The Principles** are from Heaton (1977), Madsen (1983) and Brown (2010). (C3) **This research** is limited only to investigate the principles violation.

(C4) **This research** is descriptive qualitative research. (C5) **The data** were taken from Buku LKS Bahasa Inggris for the Eight-grade Students published by Kartika Prima for academic year 2017/2018. (C6) **The data** were collected using document analysis and (C7) **they** were analyzed using Miles et al (2014) steps in analyzing qualitative data. (C8) Investigator triangulation is used to validate **the data**.

(C9)The results of the research shows that: (1) **Principles 9, 10, and 13** were not implemented in most items because options were not approximately the same length, distractor was not reasonably attractive and plausible, and options were not in the same form; (C10) (2) **Principles 1, 3, 5, 6, 11** were not implemented in some items because the item had more than one correct answers, items were not brief and clear, options were not grammatically correct when placed in the stem, test constructors gave right answer through grammatical cues, and options were absurd; and (C11) (3) **Principles 2, 4, 7, 8** were not implemented in few items because more than one features at a time were being tested, the stem contained extraneous information or irrelevant clues, options contained repeated words, and the stem did not allow number of options which have been decided upon. (C12) As forconsideration, it is better for the English teachers to choose or construct the multiple-choice items in which **the principles in constructing multiple-choice items** are implemented.

|  |  |  |
| --- | --- | --- |
| **Clause No.** | **Topical depth**  **1 2 3 4 5 6** | **Topic No.** |
| 1. | This study | 1 |
| 2. | The principles | 2 |
| 3. | This research | 1 |
| 4. | This research | 1 |
| 5. | The data | 3 |
| 6. | The data | 3 |
| 7. | They | 3 |
| 8. | the data | 3 |
| 9. | Principles 9, 10, and 13 | 4 |
| 10. | Principles 1, 3, 5, 6, 11 | 5 |
| 11. | Principles 2, 4, 7, 8 | 6 |
| 12. | the principles in constructing multiple-choice items | 2 |

Abstract HA 2 has twelve independent clauses and introduces six topical subjects. Some of those topical subjects are introduced by applying four parallel progressions, two extended parallel progression and one sequential progression. Firstly, the four parallel progression are applied in clause number (3 and 4), (5 and 6), (6 and 7), and (7 and 8). The topic in clause number (3), “This research”, is repeated in the next clause, that is clause number (4). Also, in clause number (5), (6), (7) and (8), they propose and refer to the same topic, “the data”, in consecutive clause as parallel progressions. Secondly, the two extended parallel progression, repeating the topic in non consecutive clause, are applied in clause number (1 and 3) and (2 and 12). The topic in clause number (1), “This study”, refers to the same meaning of topic which is proposed in clause number (3). Also, the topic in clause number (2) is repeated in clause number (12), which is discussed about “The principles in constructing multiple-choice items”. Lastly, the sequential progression in this abstract is applied in clause number (1 to 2). “The principles” in clause number (2) is taken from the rheme in clause number (1).

There are also some other topical subjects introduced as new topics. That topical subjects are the topics in clause number (5), (9), (10) and (11). In clause number (5), the topic “The data” refers to the data taken in the research. Then, in clause number (9), (10) and (11), the topics explain about the implementation of the principles as the results of the research. Thus, abstract HA 2 is a coherent abstract.

**HA 3**

(C1) **The development of technology** leads to the appearance of social media. (C2) Nowadays **social media** is no longer just become a medium to socialize, but also able to use a teaching media. (C3) According to Banafi (2015:3), by adjusting the contents, **social media** can provide the students new atmosphere in teaching and learning activities everywhere with many kinds of materials. (C4) **This research** aims to find out the students’ perceptions and attitudes on the use LINE group in Advanced Writing course. (C5) **This research** is a descriptive qualitative study with purposive sampling technique. (C6) **The sample** was 37 students from A3 and A4 class of Advanced Writing course. (C7) **The data** were gathered by using observation, questionnaire and interview.

(C8) The result of this study shows that **the students** have good attitude and perception toward the use of LINE group when it can facilitate them to post ideas, encourage them with like and comment feature and be a medium for shy students to speak up and involve themself in the class discussion. (C9) **The students** also have good attitudes in utilizing the LINE group particularly in the pre-writing phase and about their awareness in writing essay. (C10) This research also reveals that **the students** still faced some obstacles in the use of this application as teaching and learning media, such as bad internet connection and the distractions of other LINE’s features.

(C11) **The solutions** are given in this research for teachers, students, institution and other researchers. (C12) **Teachers** need to play the role as a moderator in the LINE group and use it as a medium to communicate with the students, not just as medium to give assignments or share materials. (C13) For **the students**, they have to realize that they use LINE Messenger as teaching and learning media, so (C14) **they** can avoid the distraction of other features of LINE Messenger. (C15) **They** also need to consider the best internet provider to use or even use the university’s free Wi-Fi to overcome the internet access issue. (C16) In applying LINE Messenger as teaching media, **institution** need to concern about the problems faced by the students and consider the best solution to avoid the problems happens during the implementation. (C17) Further study related to the implementation of LINE groupas a media in teaching and learning English is recommended for **future researchers**.

|  |  |  |
| --- | --- | --- |
| **Clause No.** | **Topical depth**  **1 2 3 4 5 6 7 8 9 10** | **Topic No.** |
| 1. | The development of technology | 1 |
| 2. | social media | 2 |
| 3. | social media | 2 |
| 4. | This research | 3 |
| 5. | This research | 3 |
| 6. | The sample | 4 |
| 7. | The data | 5 |
| 8. | The students | 6 |
| 9. | The students | 6 |
| 10. | the students | 6 |
| 11. | The solution | 7 |
| 12. | Teachers | 8 |
| 13. | the students | 6 |
| 14. | they | 6 |
| 15. | They | 6 |
| 16. | Institution | 9 |
| 17. | the implementation of LINE group | 10 |

Abstract HA 3 has seventeen independent clauses and introduces ten topical subjects. Some of those topical subjects are introduced by applying six parallel progressions, one extended parallel progression, two sequential progression and three extended sequential progressions. Firstly, the six parallel progressions are applied in clause number (2 and 3), (4 and 5), (8 and 9), (9 and 10), (13 and 14), and (14 and 15). Clause number (2) has the same topic with clause number (3), “social media”. In clause number (4) and (5), they also repeat the same topic, “This research”. In clause number (8), (9) and (10), they share the same topic, “the students”, in consecutive clauses as the parallel progressions. Then, the same topic, “the students”, is repeated again in consecutive clauses number (13), (14), and (15). However, there are two clauses separate clause number (10) and (13) when they have the same topic. It is the application of the next progression, extended parallel progression, as the topic in clause number (10), “the students”, is repeated in clause number (13). The next is the two sequential progressions applied in clause number (1 to 2) and (11 to 12). The topic in clause number (2), “social media”, is the rheme in clause number (1). Also, the topic mentioned in clause number (12), “Teachers”, is the rheme in the previous clause. Lastly, the three extended sequential progressions are applied in clause number (6 to 8), (11 to 16) and (11 to 17). The topic in clause number (8), “the students”, refers to the students which are mentioned as rheme in clause number (6). The topic in clause number (16), “institution”, also the topic in clause number (17), “future researchers”, are already mentioned as rheme in clause number (11).

There are also some other topical subjects introduced as new topics. That topical subjects are the topics in clause number (4), (6), (7) and (11). The topic in clause number (4) seems jump, however, the discussion is still relate. It is because the logical order applied by the writer that makes it seems jump. Then, by the help of definite article, the topic in clause number (6) and (7) refer back and are intended to explain more about the research. The topic in clause number (11) is also logically connected, as the topic “The solution” answers the previous clause which informed that the students faced some obstacles. In conclusion, abstract HA 3 is a coherent abstract.

**HA 4**

(C1) **Code-switching** is a phenomenon studied in sociolinguistics. (C2) **It** exists in multilingual societies like in Indonesia where people use more than one language to communicate including in classroom interaction, especially in the process of teaching English as a foreign language.

(C3) **This research** aimed to find out the types and the functions of code-switching used by English lecturers in teaching English to Non-English Department Students at FKIP of Lambung Mangkurat University in the Academic Year of 2017/2018. (C4) **This research** was conducted through descriptive-qualitative method. (C5) The subjects were **the lecturers of English class for Non-English Department Students** or Mata Kuliah Dasar Umum (MKDU) Bahasa Inggris Class.

(C6) The researcher used **observations** and confirmed the results by the **interviews**. (C7) **The data** were analyzed by data reduction, data display, and conclusion drawing or verification. (C8) The research result indicated that in the process of teaching English, **the lecturers** sometimes switched their languages: English, Bahasa Indonesia, Banjarase, and Arabic. (C9) There were three **types of code-switching** used by the lecturers which were tag-switching, intrasentential-switching, and intersentential switching. (C10) While for the function, there were three **functions of code-switching** used by the lecturers which were topic-switch, affective-function, and repetitive function.

(C11) In conclusion, **the lecturers** switched their languages in some types and for various functions depend on the situation of their teaching activity and students' need. (C12) It is suggested that **the use of code-switching** must be related to certain purposes in order to optimize the goals of teaching.

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| --- | --- | --- |
| **Clause No.** | **Topical depth**  **1 2 3 4 5 6 7 8** | **Topic No.** |
| 1. | Code-switching | 1 |
| 2. | It | 1 |
| 3. | This research | 2 |
| 4. | This research | 2 |
| 5. | The lecturers of English class for Non-English Department students | 3 |
| 6. | observation and interview | 4 |
| 7. | The data | 5 |
| 8. | the lecturers | 3 |
| 9. | types of code-switching | 6 |
| 10. | functions of code switching | 7 |
| 11. | the lecturers | 3 |
| 12. | the use of code-switching | 8 |

Abstract HA 4 has twelve independent clauses and introduces eight topical subjects. Some of those topical subjects are introduced by applying two parallel progressions, two extended parallel progressions and three extended sequential progressions. Firstly, the two parallel progressions are applied in clause number (1 and 2) and (3 and 4). Clause number (2) refers to the same topic in clause number (1), “Code switching”. Also in clause number (3) and (4), they repeat the same topic, “This research”, in consecutive clauses as the parallel progression. Secondly, the two extended parallel progressions are applied in clause number (5 and 8) and (8 and 11). The extended parallel progressions occur as the topic in clause number (5), “the lecturers of English class for Non-English Department students”, is repeated in non consecutive clause number (8), which is repeated again in clause number (11). Lastly, the three extended sequential progressions are applied in clause number (3 to 5), (3 to 9) and (3 to 10). The topic in clause number (5), “the lecturers of English class for Non-English Department students”, is already mentioned before as rheme in clause number (3). Also, the topic in clause number (9), “types of code switching”, and in clause number (10), “functions of code switching”, are also the rheme mentioned in clause number (3).

There are also some other topical subjects introduced as new topics. That topical subjects are the topics in clause number (3), (6), (7) and (12). In clause number (3), the topic is logically ordered and the idea is developed from the previous clause. In clause number (6), the topic is logically ordered and the idea movement is smooth because of the existence of reference in the initial sentence to inform that the observation and interview are used by the researcher. In clause number (7), the idea seems jump, however, it is actually still relate. It is happen because of the logical order applied by the writer. Also, the existence of reference *the* refers to data obtained in the research. In clause number (12), the topic “the use of code switching” is mentioned to propose suggestion based on the conclusion from the research results. Thus, it can be concluded that abstract HA 4 is a coherent abstract.

**Abstracts of lower Grade Theses**

**LA 1**

(C1) In English teaching and learning, **lesson plan** is a significant element of teaching and learning. (C2) **Lesson planning** is developing a curriculum that has been compiled nationally, which will be developed by each teacher according to the needs and conditions of each school. (C3) Based on the preliminary studies, the researcher wanted to investigate how **the implementation of curriculum 2013** on the lesson plan in English teaching and learning process.

(C4) **This study** employed descriptive method and qualitative approach. (C5) **The research** is conducted in MAN 2 Model Banjarmasin which 2 teachers of 12th grade as the subject. (C6) **Observations and documentation** were used in this research as instrumentations. (C7) **The study** was conducted on December 2018 at MAN 2 Model Banjarmasin.

(C8) Based on the results of the study, the researcher concluded **the lesson plan** of Curriculum 2013 implemented in English teaching and learning at the 12th grade of MAN 2 Model Banjarmasin in 2018/ 2019 academic years is appropriate to the Curriculum 2013. (C9) Those aspects were **the teaching method and technique, indicator and teaching objective, teaching and learning activities, the role of teaching material and instructional media, and evaluation system**. (C10) All **those aspects** above were appropriate to the Curriculum 2013 because it was suitable with the regulation of the government.

(C11) From the results, it suggested to the teachers to continuously improve the knowledge and understanding of **the implementation of curriculum 2013** from various references. (C12) It is also important for the headmaster to provide the training or seminars or briefings periodically in related to **the implementation of curriculum 2013** and continually monitoring the performance of teachers, especially in terms peparation of the learning.

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| **Clause No.** | **Topical depth**  **1 2 3 4 5 6 7** | **Topic No.** |
| 1. | lesson plan | 1 |
| 2. | Lesson planning | 2 |
| 3. | the implementation of curriculum 2013 | 3 |
| 4. | This study | 4 |
| 5. | The research | 4 |
| 6. | Observation and documentation | 5 |
| 7. | The study | 4 |
| 8. | the lesson plan | 6 |
| 9. | the teaching method .... and evaluation system | 7 |
| 10. | those aspects | 7 |
| 11. | the implementation of curriculum 2013 | 3 |
| 12. | the implementation of curriculum 2013 | 3 |

Abstract LA1 has twelve independent clauses and introduces seven topical subjects. Some of those topical subjects are introduced by applying three parallel progressions, two extended parallel progressions and one extended sequential progression. Firstly, the three parallel progressions are applied in clause number (4 and 5), (9 and 10) and (11 and 12). Clause number (5), “The research”, refers to the same meaning of topic in clause number (4), “This study”. Clause number (10), “those aspects”, is the compilation of the aspects mentioned in the topic of clause number (9), “the teaching method and technique, .... and evaluation system”. Also, clause number (11) and (12) are repeating the same topic, “the implementation of curriculum 2013”, in consecutive clause as parallel progression. Secondly, the two extended parallel progression is applied in clause number (5 and 7) and (3 and 11). The topic in clause number (7), “the study”, refers and repeats the topic of clause number (5), “the research”. Also, the topic in clause number (11), “the implementation of curriculum 2013”, is repeated from the topic in clause number (3). Lastly, the extended sequential progression is applied in clause number (3 to 8). The topic in clause number (8), “the lesson plan”, refers to the lesson plan implemented in English teaching and learning process which has mentioned in clause number (3) as rheme.

There are also some other topical subjects introduced as new topics. That topical subjects are the topics in clause number (2), (3), (4), (6) and (9). The topic in clause number (2) is further explanation about lesson plan which has already mentioned in the previous clause. In clause number (3), the movement of idea is smooth when the writer develops the idea to the implementation of curriculum 2013 which is applied on lesson plan. In clause number (4), it is only the logical order makes the idea seems jump. In clause number (6), the topic is logically clear when the writer informs that observation and documentation are used in the research. Then, in clause number (9), the topic is logically clear when the writer informs the aspects that appropriate to the curriculum 2013. Also, the movement of the idea in clause number (9) is smooth by the use of reference *those* in the initial sentence element. Thus, it can be concluded that abstract LA 1 is a coherent abstract.

**LA 2**

(C1) **Reading** is very important aspect in learning English. (C2) More than reading, **comprehending a text** is an ability to be understand about the text. (C3) **Ability in understanding a text** is can be influence by some factors, one of them is how the way the text is written. (C4) In narrative text, there is **generic structure** which form how the text built. (C5) **Generic structures** in narrative text are related to Orientation, Complication, Resolution and Coda.

(C6) **This research** used descriptive quantitative method to find out the result in research question. (C7) For **the sampling**, researcher decided to used cluster sampling and chose 2 classes, which are AK and AP2. (C8) Total number of students were **70 of eleventh grade students at SMK Muhammadiyah 3 Banjarmasin** as the representative that got highest score in English based on the researcher pre research and the teacher's experience. (C9) Researcher used **reading test** that consists of 3 set of narrative text and 25 questions related to the text.

(C10) The researcher findings showed that **54.3% of AK students** were in category of "Fair” which were score around 60≤69. (C11) **It** still didn't reach the minimum standard of passing grade at SMK Muhammadiyah 3 Banjarmasin. (C12) For **AP2 students**, it was worse because most of students or about 40% were categorized as "Poor" in comprehending narrative text. (C13) **They** were scored lower than 59. (C14) Only **28.3% of AK and AP2** which were categorized as "Good" and (C15) **they** reached score 70≤79. (C16) There was only **one student from AK** able to got score 80. (C17) From the result, based on the standard score in the school, from 70 students that researcher took as sample, only **30% of them** able to pass it.

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| --- | --- | --- |
| **Clause No.** | **Topical depth**  **1 2 3 4 5 6 7 8 9 10 11 12 13 14** | **Topic No.** |
| 1. | Reading | 1 |
| 2. | comprehending a text | 2 |
| 3. | Ability in understanding a text | 3 |
| 4. | generic structure | 4 |
| 5. | generic structures | 4 |
| 6. | This research | 5 |
| 7. | the sampling | 6 |
| 8. | 70 of eleventh grade .... Muhammadiyah 3 Banjarmasin | 7 |
| 9. | reading test | 8 |
| 10. | 54.3% of AK students | 9 |
| 11. | It | 10 |
| 12. | AP2 students | 11 |
| 13. | They | 11 |
| 14. | 28% of AK and AP2 | 12 |
| 15. | they | 12 |
| 16. | One student from AK | 13 |
| 17. | 30% of them | 14 |

Abstract LA 2 has seventeen independent clauses and introduces fourteen topical subjects. Some of those topical subjects are introduced by applying three parallel progressions, three sequential progressions and one extended sequential progression. Firstly, the three parallel progressions are applied in clause number (4 and 5), (12 and 13) and (14 and 15). Clause number (4) and (5), they repeat the same topic, “generic structure”. The topic in clause number (13), “they”, refers to the topic in clause number (12), “AP2 students”. Also, the topic in clause number (15), “they”, refers to 28% of AK and AP2, the topic discussed in the clause number (14). Secondly, the three sequential progressions are applied in clause number (2 and 3), (3 and 4) and (10 and 11). The topic in clause number (3), “Ability in understanding a text”, refers to the definition of comprehending a text defined in clause number (2) as rheme. The topic in clause number (4), “generic structure”, is already mentioned as the way the text is written as rheme in clause number (3). Also, the topic in clause number 11, “It”, refers to the score mentioned as rheme in clause number (10). Lastly, the extended sequential progression is applied in clause number (7 to 12). The topic in clause number (12), “AP2 students”, is already mentioned before as rheme in clause number (7).

There are also some other topical subjects introduced as new topics. That topical subjects are the topics in clause number (2), (6), (7), (8), (9), (10), (14), (16) and (17). In clause number (2), by using comparative reference in the initial sentence, the movement of idea from the previous clause becomes smooth. In clause number (6), the idea seems jump, however, it is only because of the logical order. In clause number (7), the topic “the sampling” refers to the research by the existence of definite article. Then, in clause number (8), the topic “70 of eleventh grade students....” is answering about the sampling mentioned in the previous clause. In clause number (9), the movement of idea is not smooth when the writer mentions reading test as topic without any connector in that clause while there is no relation to the previous clause. In clause number (10), (14), (16) and (17), the topics explain about the students result as the research findings in smooth movement of ideas. Based on the analysis, it can be concluded that abstract LA 2 has failed to be a coherent abstract.

**LA 3**

(C1) **Teaching-learning process** cannot be separated from strategies of teaching. (C2) **The strategies of teaching** are important components of teaching and learning process to build students' ability in reading. Through strategy in teaching reading to make students interested to learning reading. (C3) **The problem of this study** are focused on how is the implementation of teaching strategies and what strategies are the teacher used in reading comprehension in reading comprehension at SMP Muhammadiyah 1 Banjarmasin. (C4) **The research objective** are to describe the implementation of teaching strategies in reading comprehension and find out the teacher's strategies used in teaching reading comprehension. (C5) **This research** used descriptive qualitative method. (C6) **The subject of this research** is 75 students consist of three classes and one English teacher. (C7) **The instruments of this research** are observation and interview. (C8) The result of the research showed that the teacher used **group discussion**; is used to answer the questions based on their read in a group. (C9) **Gallery walk**; is used for the students after they finished see the pictures and read the text, the teacher asked students questions related the pictures. (C10) **Mind mapping**; is used for students make mind mapping based on their thinking. (C11) Therefore, the teacher used three such as **group discussion**; discuss together to solve the problem. (C12) **Gallery walk**; students get the information after they see the pictures. (C13) **Mind mapping**; activity to develop their thinking. (C14) Based on the result, it is suggested that **students** should be more active in the class and (C15) **students** should prepare the material first before lesson in the reading class. (C16) Besides that, **the teacher** should use more English when teaching in the classroom.

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| --- | --- | --- |
| **Clause No.** | **Topical depth**  **1 2 3 4 5 6 7 8 9 10 11 12** | **Topic No.** |
| 1. | Teaching-learning process | 1 |
| 2. | The strategies of teaching | 2 |
| 3. | The problem of this study | 3 |
| 4. | The research objective | 4 |
| 5. | This research | 5 |
| 6. | The subject of this research | 6 |
| 7. | The instrument of this research | 7 |
| 8. | group discussion | 8 |
| 9. | Gallery walk | 9 |
| 10. | Mind mapping | 10 |
| 11. | group discussion | 8 |
| 12. | Gallery walk | 9 |
| 13. | Mind mapping | 10 |
| 14. | students | 11 |
| 15. | students | 11 |
| 16. | the teacher | 12 |

Abstract LA 3 has sixteen independent clauses and introduces twelve topical subjects. Some of those topical subjects are introduced by applying one parallel progression, three extended parallel progressions, one sequential progression and two extended sequential progressions. Firstly, the parallel progression is applied in clause number (14 and 15). The topic in clause number (14) and (15) are the same, both discusses about students. Secondly, the three extended parallel progressions are applied in clause number (8 and 11), (9 and 12) and (10 and 13). The topic in clause number 11, “group discussion”, repeats the topic proposed in clause number (11). The topic in clause number (9), “Gallery walk”, is repeated in clause number (12). Also, the topic in clause number 13, “Mind mapping”, as the repetition from clause number (10). Thirdly, the sequential progression is applied in clause number (1 to 2), as the topic in clause number 2, “The strategies of teaching”, is already mentioned in clause number (1) as rheme. Lastly, the two extended sequential progressions are applied in clause number (6 to 14) and (6 to 16). The topic in clause number (14), “students”, and the topic in clause number (16), “the teacher”, refer to the students and the teacher mentioned as rheme in clause number (6).

There are also some other topical subjects introduced as new topics. That topical subjects are the topics in clause number (3), (4), (5), (6), (7), (8), (9) and (10). In clause number (3), the topic “The problem of this study” is considered not logically ordered as the writer directly discuss about the problem when there is no discussion about the study before. The topic in clause number (4), “The research objective”, is also unlogic. The topic discuss about the research objective while using reference device *the* when there is no discussion about the research in the previous lines. In clause number (5), The topic “This research” should be an opening for the research discussion. The topic in clause number (6), “The subject of this research”, is the explanation for the research discussed in the previous clause. The same with the topic in clause number (7) when the topic “The instruments of this study” explains more about the research. The topics in clause number (8), (9) and (10), the topical subjects are actually the explanation of the research result as initially introduced in clause number (8), however, the ideas movement are not smooth and the arrangement is not in a logical way. There is no cohesive devices used in those clause, which then caused the movement of ideas becomes unsmooth. Also, the arrangement of ideas needs to be improved. Thus, it can be concluded that abstract LA 3 is not a coherent abstract.

**LA 4**

(C1) **This study** aims to find out the students' perception on politeness strategies used by lecturer in teaching Non-English department students at Lambung Mangkurat University academic year 2017/2018.

(C2) **This research** uses a descriptive qualitative method. (C3) **The subjects of this research** were non-English department students at Lambung Mangkurat University of Teacher training and Education Faculty. (C4) There are **three instruments** **used in this research**: Observation sheet, video recorder, and questionnaire. (C5) **The analysis** is based on Brown and Levinson's (1987: 68-70) politeness strategies.

(C6) Findings of the research show that **the students** responded positively towards the politeness strategies used by lecturers. (C7) **The students** felt motivated, appreciated, and noticed in the classroom when the lecturers used politeness strategies. (C8) The use of Politeness Strategies also makes **the students** enjoy the lesson, (C9) **the students** felt good and positive in the classroom, (C10) therefore **it** creates a good relationship between the students and the lecturer in the classroom. (C11) Based on the findings, **several suggestions** are proposed. (C12) First, the English teachers or lecturers are recommended to use or keep applying **the politeness strategies** in teaching to build and maintain a good relationship with the students and also build a good and warm atmosphere in the process of teaching and learning. (C13) It is also suggested for the next researcher to conduct a deeper research on **the Politeness Strategies**.

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| --- | --- | --- |
| **Clause No.** | **Topical depth**  **1 2 3 4 5 6 7 8** | **Topic No.** |
| 1. | This study | 1 |
| 2. | This research | 1 |
| 3. | The subjects of this research | 2 |
| 4. | three instruments used in this research | 3 |
| 5. | The analysis | 4 |
| 6. | the students | 5 |
| 7. | The students | 5 |
| 8. | the students | 5 |
| 9. | the students | 5 |
| 10. | it | 6 |
| 11. | several suggestions | 7 |
| 12. | the politeness strategies | 8 |
| 13. | the Politeness Strategies | 8 |

Abstract LA 4 has thirteen independent clauses and introduces eight topical subjects. Some of those topical subjects are introduced by applying five parallel progressions, one sequential progression and two extended sequential progressions. Firstly, the five parallel progressions are applied in clause number (1 and 2), (6 and 7), (7 and 8), (8 and 9) and (12 and 13). Clause number (1) discusses about “This study” which refer to the same meaning with topical subject in clause number (2), “This research”. In clause number (6), (7), (8) and (9), they repeat the same topical subject, “the students”, in consecutive clauses as the parallel progressions. Also, in clause number (12) and (13), they discuss about the same topical subject, “the politeness strategies”. Secondly, the sequential progression is applied in clause number (9 to 10). In clause number (10), the topical subject, “it”, refers to the students’ feelings mentioned as rheme in clause number (9). Lastly, the two extended sequential progressions are applied in clause number (1 to 12) and (3 to 6). In clause number (12), the topical subject, “the politeness strategies”, is already mentioned before as rheme in clause number (1). Also in clause number (6), the topical subject, “the students”, is the rheme mentioned in clause number (3).

There are also some other topical subjects introduced as new topics. That topical subjects are the topics in clause number (3), (4), (5) and (11). In clause number (3), by the existence of *this* in the topic “The subjects of this research”, the movement of the idea becomes smooth. It is also happen in clause number (4) where the topic informs the reader about instruments used in the research. The topic in clause number (5), “The analysis”, refers to analysis in the research by the help of definite article *The*. Then, in clause number (11), the idea movement is smooth and logically clear. It is because the topic “several suggestions” is tied to the initial “Based on the findings” as the writer intend to propose suggestions based on the research findings. In conclusion, abstract LA 4 is considered as a coherent abstract.