

**THEMATIC PROGRESSION IN THE STUDENTS'
ABSTRACT TEXT OF *SKRIPSI***

SKRIPSI

*Submitted In partial fulfillment of the requirements
for degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By :

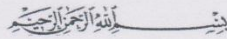
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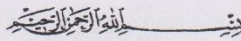
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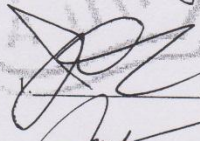

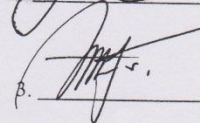
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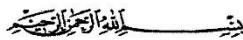
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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
8 Maret 2018	Chapter IV (Data, Data Analysis and Research Findings) Chapter V (Conclusion)	
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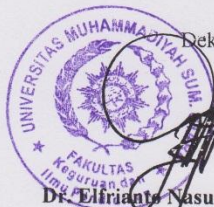
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ABSTRACT

Intanti, Dini. 1402050168. “Thematic Progression in the Students’ Abstract Text of *Skripsi*”. Skripsi. English Education Program Faculty of Teachers Training and Education. University of Muhammadiyah Sumatera Utara. Medan. 2018.

This study deals with thematic progression in the students’ abstract text of *skripsi*. The objectives of this study were to investigate types of thematic progression in the students’ abstract text of *skripsi*, to describe the realization of thematic progression in the students’ abstract text of *skripsi* and to determine reason thematic progression was used in the students’ abstract text of *skripsi*. This study was conducted by applying descriptive qualitative design. The source of data were taken from students’ abstract text of *skripsi* made by English department students at UMSU. The data were analyzed by separating each sentences in the students’ abstract text of *skripsi* into clauses, identifying theme and rheme, identifying thematic progression, classifying types of thematic progression, tabulating the percentage types of thematic progression by using the percentage formula $X = \frac{F}{N} \times 100\%$, determining the most dominant types of thematic progression, and describing the reason why thematic progression used in the students’ abstract text of *skripsi*. The findings of this study were found five types of thematic progression in the students’ abstract text of *skripsi*. They were parallel progression 20 (31%), continuous progression 13 (21%), intersectional progression 5 (8%), derived theme progression 12 (19%), and concentrated progression 13 (21%). The most dominant types of thematic progression in the students’ abstract text of *skripsi* was parallel progression 20 (31%). There were types of theme in realization thematic progression in the students’ abstract text of *skripsi*. They were topical theme, textual theme, simple theme and multiple theme. The appearances of thematic progression in the students’ abstracts text of *skripsi* were intended to assist them constructing the messages of abstracts. As a result, the abstract itself will be easier to be read and understood by the reader.

Keywords : *thematic progression, abstract text, skripsi*

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In the name of Allah SWT, the most gracious and the most merciful, praise to Allah SWT the Lord of Universe. Firstly, the researcher would like to express her thanks to Allah SWT, who has given her blessing and merciful, so that she could finish this study. Secondly, blessing and peace be upon to our prophet Muhammad SAW, who has brought us from the darkness into the brightness era today.

This study was entitled "*Thematic Progression in the Students' Abstract Text of Skripsi*" with the purpose for submitting in partial fulfillment of the requirement for Degree of Sarjana Pendidikan at English Department of Faculty of Teacher Training and Education in English Education Program. In writing this study, the researcher faced many problems, obstacles and difficulties. It was impossible for the researcher for finishing this study without help from many people around her. It was difficult for the researcher to accomplish this study. Thus, the researcher would like to express her grateful feeling especially for her dearest parents, **Mr. Suronto** and **Mrs. Legini** who have given love, pray, attentions, strengths, advices, support, materials and motivation during education process to the researcher. Then, the researcher also would like to thank :

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CHAPTER I

INTRODUCTION

A. Background of the Study

When we study at University, we have final assignment to finish our education. The final assignment is writing a scientific research. Especially for English department students must writing scientific research in English. English is International language. It is foreign language which is difficult to understand. According to Kerlinger & Lee (2000) Scientific Research is a systematic, controlled, empirical, amoral, public, and critical investigation of natural phenomenon. It is guided by theories and hypotheses about the presumed relation among such phenomena.

Any scientific research has an abstract. Abstract is a part of scientific research. One of scientific research is skripsi. Skripsi is scientific research written by students in S1 degree of education at University. An abstract is a concise summary of a research paper or entire thesis. It is an original work, not an excerpted passage. It highlights key content areas, research purpose, the relevance or importance of work, and the main outcomes in scientific research. It can make readers who read scientific research may be interested, understanding and they do not need to read the whole paper to know contents of scientific research. They can just read abstract in scientific research.

In learning English process as foreign language, there are four skills in language. They are reading, listening, speaking and writing. Writing is one of the

four language skills. It is very important skill in learning language. Writing is a process of constructing a message by using strategies and step by step until it becomes a text (Hedge, 2002: 302).

In writing, the writers have to manage to fulfil the process well in order to produce a good writing. Good writing is a writing that is easily understood by the reader and the content consists of paragraphs that meet certain requirements and one of them is coherence (McCrimmon, 2000: 54). He states that a paragraph is coherence when the reader can move easily from one sentence to the next and read the paragraph as an integrated whole, rather than a series of separate sentences.

Coherence is a product of many different factors, which combine to make every paragraph, every sentence, and every phrase contribute to the meaning of the whole piece. Coherence in writing is much more difficult to sustain than coherent speech simply because writers have no nonverbal clues to inform them if their message is clear or not. Therefore, writers must make their patterns of coherence much more explicit and much more carefully planned and it can be achieved through the operation of theme and rheme.

According to Halliday (2014:89), "Theme is the element which serves as the point of departure of the message, it is that which locates and orients the clause within its context". It means that theme is the first part of sentence. It is the framework of the starting message which tells the topic of the sentence. While "Rheme is the reminder of the message, the part in which the theme is developed". It means that rheme is developing of theme likes clause or a parts that gives explanation, information and description of theme.

Daneš (1974) argued that "the organization of information in text is determined by the progression in the ordering of utterance themes and their rhemes." The connection and change between successive themes and rhemes is called "Thematic Progression". It concerns how relates between theme and rheme and the others theme and rheme in developing text ideas present.

Based on the fact that many English department students at UMSU still have difficulties in organizing abstract of skripsi. They still confuse and difficult in developing the next clause from previous clause to organize message in abstract. So students still cannot write abstract of skripsi become coherence. It makes the information and ideas developed in abstract of skripsi are difficult understood by readers. This study is expected to be useful to students can writing abstract well. They can developing idea and information in abstract clearly and coherently.

For example, writing abstract in title "Improving Students' Achievement on Writing Recount Text by Using Red Pen Technique At Eight Grade SMP Bina Satria Medan at Academic Years 2016/2017" by Evie Ernawati Harahap (1202050419), ".....In the first cycle the mean score were 70.39, and in the second cycle the mean score were 84.21. The improvement also could be seen from the percentage of students' achievement in writing. In pre-test 0 student got point up to 75 (0%). In the first cycle 15 students got point up to 75 (39%). While in the second cycle 38 students who got point up to 75 (100%).....". It is a piece of writing abstract by Evie Ernawati Harahap.

Based on a piece of abstract above, there is a mistake occurred. In the sentence after score were 84.21, she writes about the improvement of percentage

but in previous sentence after that she explain about sentence before. It may not in write in there. It is not make the sentence coherence. Because before sentence about percentage students' achievement in writing in first cycle and second cycle. So, based on problem and explanation above the researcher wants analysis abstracts made by English department students at UMSU. The researcher interested to investigate “**Thematic Progression in the Students' Abstract Text of *Skripsi***”.

B. The Identification of the Problem

The problems of this study are as follows.

1. Students get difficulties in developing the next clause from previous clause to organize message in their abstract text of skripsi.
2. Thematic progression was used in the students' abstract text of skripsi.
3. The realization of thematic progression in the students' abstract text of skripsi.

C. The Scope and Limitation

The scope of this study is metafunction. Metafunction refers to Systemic Functional Grammar (SFG) in Systemic Functional Linguistics (SFL). It refers to grammar to integrity, identity and coherence of a text. The limitation of this study is types of thematic progression in the students' abstract text of skripsi. Skripsi is one of scientific research written by students in S1 degree of education at University. It likes same paper writing but approximated thesis.

D. The Formulation of the Problem

The problems of this study are formulated as follows.

1. What are types of thematic progression in the students' abstract text of skripsi?

2. How are thematic progression realized in the students' abstract text of skripsi?
3. Why are thematic progression used in the students' abstract text of skripsi?

E. The Objective of the Study

The objectives of this study are

1. to investigate types of thematic progression in the students' abstract text of skripsi,
2. to describe realization of thematic progression in the students' abstract text of skripsi, and
3. to determine reason thematic progression used in the students' abstract text of skripsi.

F. The Significance of Study

The results of this study are expected to be useful theoretically and practically.

1. Theoretically

The result of this study are expected to add the knowledge and references about thematic progression.

2. Practically

The result of this study are expected to be useful :

- a. For the teachers, they can use it to support teaching and learning materials related to thematic progression.
- b. For the students, they can enrich their knowledge about thematic progression.

- c. For other researchers, to add the knowledge and get more information about thematic progression and can making abstract well.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

Theoretical framework is a set of reference or guidance in the implementation of study. The term is used to avoid misunderstanding and help the researcher to conduct a better analysis of the study. It deals with theories to support the concept. In this case, theoretical framework gives some clear theories to this study. There are many points to discuss in this study, they are as follow:

1. Systemic Functional Grammar

Systemic Functional Grammar (SFG) is a model of grammar developed by Michael Halliday in 1960. Halliday (2014) states that Systemic Functional Grammar (SFG) is only one part of Systemic Functional Linguistics (SFL). It is a part of a board social semiotics approach to language. The term “systemic” refers to the view of language as a network of system, or interrelated sets of options for making meaning. The term “functional” indicates that the approach is concerned with the contextualized, practical uses to which language is put, as apposed to formal grammar, which focuses on compositional semantics, syntax and word classes such as nouns and verbs.

Systemic Functional Grammar (SFG) is an approach to understanding grammar that focuses on how language works to achieve a variety of different functional. Put simply, Systemic Functional Grammar (SFG) is a grammar based on view that language is a system for making meaning. Systemic Functional

Grammar (SFG) attempts to explain and describe the organization of the ‘meaning-making resources’ to achieve such goals.

In Systemic Functional Grammar (SFG), language is analysed in three different ways. They are semantics, phonology and lexicogrammar. Systemic Functional Grammar (SFG) presents a view of language in terms of both structure (grammar) and word (lexis). The term “lexicogrammar” describes this combined approach. Thus, Systemic Functional Grammar (SFG) is a study of meaning construction through systems of lexicogrammatical choices that serve functions within social and cultural contexts.

2. Metafunction

Metafunction is purposed to analyse text and context functions. Metafunction represents the purpose of language. It used to make meaning of language. Metafunction means that language is functional. Halliday (2014:30) divides and develops metafunctions into three broad. They are ideational function, interpersonal function and textual function. Each of three metafunctions have different aspect of the world and different mode of meaning of clause.

Metafunctions have different way of analyzing of a clause. It is different kind of structure composed from a different set of elements. In the ideational function, a clause is analyzed into Process, Participant and Circumstance, with different participant types for different process types in Grammar. In the interpersonal function, a clause is analyzed into Mood, with the mood element further analysed into Subject and Finite. In the textual function, a clause is analysed into Theme and Rheme.

2.1 Ideational Function

Halliday (2014:30) states that ideational function is language provides a theory of human experience and certain of the resources of the lexicogrammar of every language are dedicated to that function. It concerned with the meaning, that is, with the way language interprets experience. It means language concerned with building and maintaining a theory of experience. It can be classified into experiential function and logical function. The experiential function concerned with content or ideas, while logical function concerned with relationship among the ideas.

2.2 Interpersonal Function

Halliday (2014:30) states that interpersonal function is to suggest that it is both interactive and personal. Interpersonal function as another mode in describe of meaning which is related to the construction of text. In other sense, interpersonal function regarded as an enabling or facilitating function, since constructing experience and enacting interpersonal function. Moreover, Hartyan (2011) states the interpersonal function in text is degree of intimacy or distance and the type of relationship between writer and reader or participants in text through the type of modality.

Interpersonal function has two important components, they are mood and modality. Eggins (2004) writes that mood structure consist of mood element and residu and modality is a complex area of an English grammar which investigates how to convey the message of text, and residu is the element left over of the function the clause. It can be concluded that mood of a clause can be identified from its

grammatical structure statement is realized by declarative mood, question is realized by interrogative mood, command is realized by imperative mood.

2.3 Textual Function

Textual function is about organizing message in a text and concerned with clause as message. Halliday (1985) as cited in (Arinsurot, 2013) state in the textual function of the clause is that of constructing a message and the theme/ rheme structure is the basic form of the organization of the clause as message. Furthermore, Halliday and Matthiessen (2004) assert textual function helps organise the message within and between clauses, and is closely linked to theories of cohesion. It concerned with the way in which information is organised in a text. It involves the use of language to organize and create cohesion the text itself.

3. Theme and Rheme

Theme and Rheme are textual function. Theme and Rheme are two terms which represent the way in which information is distributed in a sentence. It is concerned with clause as message. According to Halliday (2014:89) defines Theme is the element which serves as the point of departure of the message, it is that which locates and orients the clause within its context. Theme is put the first part of sentence. It is the framework of the starting message which tells the topic of the sentence. It is what the clause is going to be about. It used to guide the addressed in developing an interpretation of the message in sentence.

While, Rheme is defined as the rest of the clause in which the theme is developed. According to Halliday (2014:89) defines Rheme is the reminder of the message, the part in which the theme is developed. It is developing of theme likes

clause or a parts that gives explanation, information and description of theme. As a message structure, a clause consist of a theme accompanied by a rheme and the structure is expressed by the order whatever is chosen as the theme is put first.

In terms of metafunction, theme can be classified into three types. They are topical theme, textual theme and interpersonal theme.

3.1 Topical Theme

Topical theme is the first element in the clause that expresses some kind of “representational meaning”. It includes the first element that has functional in transitivity. It can be participant, process or circumstance. Participants are those elements which denote who or what was directly involved in the process. They are persons or things involved in the process. They can realize by noun phrase (for examples: the man, an interesting book, etc). Process are the happenings or activities represented in a clause. They can realize by verb phrase (for example: went, drank, crying, etc). Circumstances refers contributinal additional and frequently optional information regarding who, when, where, how, for how, long and soon of the process. They can realize by adverbial and prepositional phrase (for example: last saturday, very quickly, before the meeting, etc).

For Examples :

Table 3.1
Participant as Theme

Theme	Rheme
I	will visit the museum

Table 3.2
Process as Theme

Theme	Rheme
Gonna find	who ever schedules, me or that and shoot them

Table 3.3
Circumstance as Theme

Theme	Rheme
What days	are you free ?

In accordance with thematic markedness, the topical themes can be categorized into unmarked and marked themes. The identification of marked and unmarked theme is determined by the mood of clause, whether the clause is declarative, interrogative or imperative. The theme called unmarked theme if the subject is normally. It is the constituent that is chosen as theme unless there are good reasons for choosing something else. The unmarked theme is realized by the subject in a declarative clause. While, the theme called marked theme if the subject or the first in sentences is another. It can like conjunction, W-H elements or the verb if starting with one in an imperative clause. Other elements in the theme position would be identified as marked theme.

For Examples :

Table 3.4
Unmarked Theme

Theme	Rheme
I	will visit the museum next week
She	goes to school everyday

Table 3.5
Marked Theme

Theme	Rheme
Last week	we went to visit my grandfather

3.2 Textual Theme

Textual theme is any combination of continuative, structural theme (conjunction) and conjunctive adjunct (Halliday, 2014). A continuative is one of a small set of discourse signalers such as yes, no, well, oh and now, which signal that a new move is beginning. It can also be a response in dialogue, or a move to the next point if the same speaker is continuing. A structural theme is any of the obligatorily thematic elements, namely conjunctions (and, or, nor, either, neither, but, yet, so, then, when, while, before, after, until, because, even, in case, etc) and WH-relatives (the group of phrase containing the relative is simultaneously the topical theme, such as which, who, whose, when, where, that, etc). A conjunctive adjunct is a word or group that either links (paratactic) or binds (hypotactic) the clause in which it occurs structurally to another clause. It refers to relate the clause to the preceding text such as that is, for instance, rather, in any case, in fact, in short, actually, and, also, moreover; but, on the other hand, instead, meanwhile, then, likewise, so, if, yet, and as to that.

3.3 Interpersonal Theme

Interpersonal theme is any combination of vocative, modal, and finite modal operator (Halliday, 2014). Vocative is any item, typically (but not necessarily) a personal name, used to address. Vocative includes dear, oh, our and any item used to address. Modal is express the speaker or writer's judgement on attitude at the

content of the message, such as probably, possibly, certainly, perhaps, maybe, usually, sometimes, always, occasionally, generally regularly, of course, I think, in my opinion, personally, frankly, to be honest, honestly, please, kindly, evidently, hopefully, in general, strictly speaking, wisely, to my surprise.. and etc. Finite modal operator is small set of finite auxiliary verbs construing primary tense or modality. Primary tense includes am, is, are, was, were, do, does, did, have, has, had, shall, and will. Modality includes can, could, may, might, shall, should, will, would, must, ought, need, and dare.

Theme can also may be classified simple theme or multiple theme. A simple theme occupies only one functional position in a clause. The functional position may be the Participant, Circumstances or Process. A simple theme may be constituted or filled by one word, phrase or clause as presented. While, a multiple theme is constituted or filled by more than one element. The elements of multiple themes are textual, interpersonal and topical theme. Textual theme is constituted by four elements of conjunctions (and, or, then, etc), conjunctive (in addition, in order words, therefore,etc), relative pronouns (who, that, which, etc) and continuatives (well, oh, uh, etc). Interpersonal theme is constituted by four elements of finite modal operator (do, did, does, is, have,etc), wh-question words (who, what,how, etc), vocatives (john, son, my boy, etc), and mood adjuncts (really, often, seldom, perhaps,etc). Topical theme refers to Participant, Circumstances or Process of the clause occurring at the initial position. As the topical theme is obligatory, there is no multiple themes without the presence of topical theme, it is not necessarily specified as the topical theme as it is only element of the theme.

For Examples :

Table 3.6
Simple Theme

Theme	Rheme
She	goes to school everyday
They	watch film in cinema

Table 3.7
Multiple Theme

Theme	Rheme
A man who sitting in behind me	is my brother
A man who standing in there	had gone to watch film in cinema

4. Thematic Progression

Thematic progression refers to the way themes interact with each other and with rhemes in order to provide continuity in discourse and to organize the text. The first researcher who studied thematic progression was F. Daneš. He was linguist from Denmark. Daneš (1974) argued that "the organization of information in text is determined by the progression in the ordering of utterance themes and their rhemes." The connection and change between successive themes and rhemes is called "Thematic Progression".

Daneš (1974 :114) defines thematic progression "...the choice and ordering of utterance themes, their mutual concatenation and hierarchy, as well as their relationship to the hyperthemes of the superior text units (such as the paragraph, chapter...), to the whole text and to the situation. Thematic progression might be viewed as the skeleton of the plot.

Thus, for Daneš, thematic progression is along with other structures represents text connexity. It refers structure theme and rheme are relating each other in the text. Thematic progression concerns the way that the texts develop the ideas

present. More specifically, thematic progression refers connection and relation themes and other themes and rhemes in text.

Some others linguists also involved thematic progression in their research. Especially in China, a lot of attention of many domestic scholars and teachers had been put on the thematic progression patterns and apply it in foreign language teaching and learning, such as Hu Zhuanglin, Huang Guowen, Zhu Yongsheng, Liu chendan, and Zhang Delu. They all contributed a lot of study of thematic progression patterns and application to various studies.

Xu (1982) first discussed the relationship between Theme-Rheme and translation. In his opinion, Theme and Rheme helped to understand the original text and contributed to translation practice. Li (2002) studied the relationship between cohesion devices and reading comprehension and how to help students improve their reading ability by the way of analyzing cohesion devices in text. Wu (2000) explored the application of thematic theory in reading and writing, especially the relationship between cohesion, coherence, and control in English reading and writing. Liu (1999) and Zhu (1995) further studied the English foreign language reading and theme-rheme theory. These investigations in thematic progression and its application give us a new insight into the learning and teaching of English reading, writing, translation and genre analysis.

Based on notion mentioned above, Daneš (1974) proposed four major types of thematic progression. They are simple linear progression, constant theme progression, derived theme progression and split theme progression. Following Daneš's research, Chinese researcher developed the thematic progression patterns

into various models from different perspectives. Huang (1994: 117) stated there are three models of thematic progression. They are repeated theme pattern, repeated rheme pattern and repeated theme and rheme as successive cohesive devices. Zhu (1995) suggested there are four basic types of thematic progression. They are parallel pattern (the constant theme pattern), concentrated pattern (the same rheme pattern), continuous pattern (the simple linear pattern) and intersectional pattern (the alternative pattern). In this study, the researcher combines Daneš's, Huang's and Zhu's models of thematic progression to demonstrate more comprehensive analysis. So, there are eight types of thematic progression. They are :

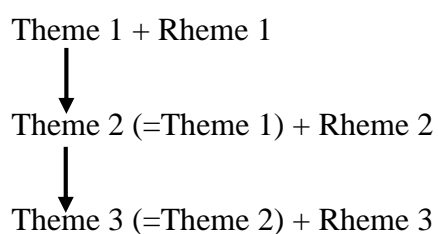
4.1 Parallel Progression

Parallel progression or constant theme pattern is type of thematic progression where the theme of the first clause is the theme of the following clauses.

For example :

1. My English teacher / is from Shanghai.
2. She / graduated from Fudan University in 2005.
3. She / works as an English teacher..

The mapping of parallel progression can be seen as follow :



4.2 Continuous Progression

Continuous progression or simple linear pattern is type of thematic progression where the rheme of the previous clause becomes the theme of the following sentence.

For example :

1. My friend / bought me a gift.
2. It / is a beautiful bag of Gucci.
3. Gucci / is a famous bag maker.

The mapping of continuous progression can be seen as follow :

Theme 1 + Rheme 1



Theme 2 (=Rheme 1) + Rheme 2



Theme 3 (=Rheme 2) + Rheme 3

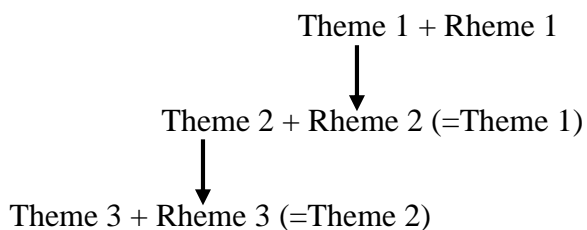
4.3 Intersectional Progression

Intersectional progression or alternative pattern is type of thematic progression where the theme of the previous clause is the rheme of the following clause.

For example :

1. The new house / is luxurious.
2. But I / don't like it.
3. The noisy surroundings annoy me.

The mapping of intersectional progression can be seen as follow :



4.4 Coordinate Progression

Coordinate progression is type of thematic progression where the themes of the clauses in odd number are the same, while those in even number are the same.

For example :

1. Americans / eat with knives and forks; Japanese eat with chopsticks.
2. Americans / say "Hi," when they meet; Japanese bow.
3. Many American men / open door for women; Japanese men do not.

The mapping of coordinate progression can be seen as follow :

Theme 1 + Rheme 1

Theme 2 (=Theme 1) + Rheme 2

Theme 3 (=Theme 1) + Rheme 3

4.5 Derived Theme Progression

Derived theme progression is type of thematic progression where the themes of the following sentences are parts of the first theme, i.e., synonyms, antonyms, hyponyms.

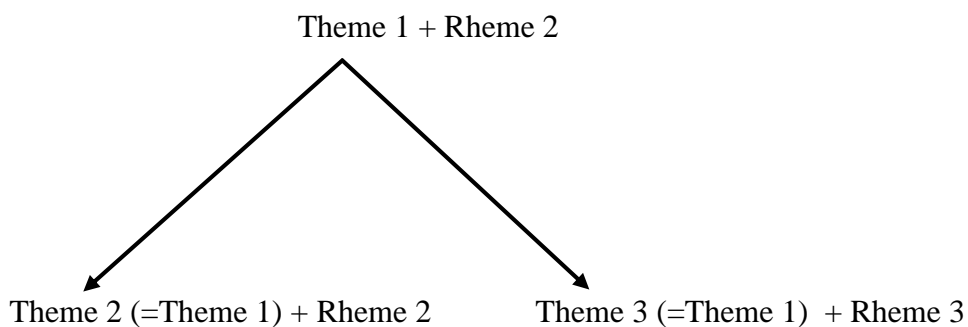
For example :

1. Color in our life / is meaningful.

2. Red / represents enthusiasm and ardor.

3. Green / symbolizes hope.

The mapping of derived theme progression can be seen as follow :



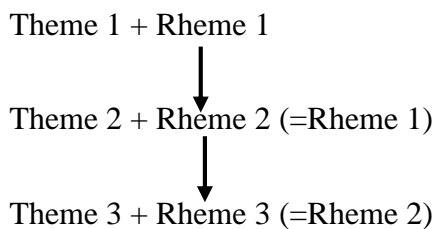
4.6 Concentrated Progression

Concentrated progression is type of thematic progression where the rhemes of all clauses are the same.

For example :

1. England / is a country.
2. France / is a country.
3. Turkey / is another country.

The mapping of concentrated progression can be seen as follow :



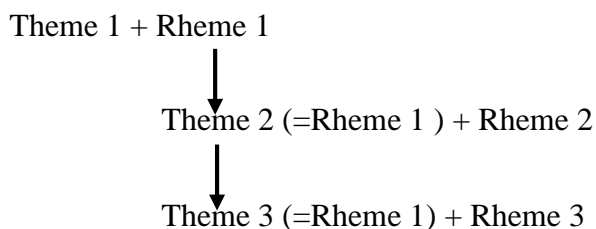
4.7 Constant Theme Progression

Constant theme progression is type of thematic progression where the rheme of the first clause is the theme of the following sentences.

For example :

1. My mother and I / prefer to live in the suburb than the down town for a number of reasons.
2. The first reason / is that....
3. The second reason / is that

The mapping of constant theme progression can be seen as follow:



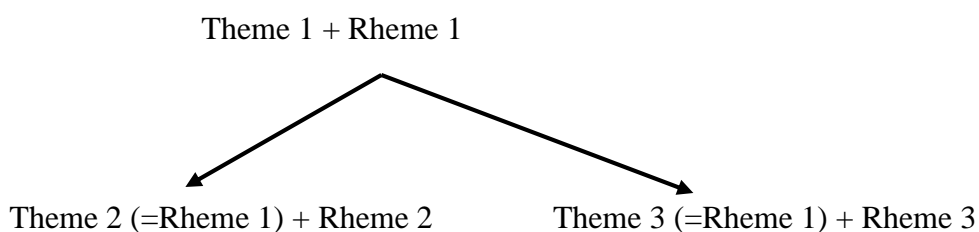
4.8 Split Rheme Progression

Split rheme progression is type of thematic progression where some themes of following sentences are parts of the rheme of the first sentence, i.e., synonyms, antonyms, hyponyms.

For example :

1. Mary / likes reading books.
2. Novels / are her favorite ones to read.
3. Magazines / are the ones for collecting beautiful pictures.

The mapping of split rheme progression can be seen as follow :



5. Writing

Writing is a process of sharing information, message, ideas, or thoughts in grammatically correct sentence. According to Harmer (2004:31) writing is a way produce language and express, ideas, feeling and opinion. Harmer (2001:13) also mentions that writing involves planning what we are going to write. They are drafting, reviewing and editing. Hedge (2002:302) states that writing is output of constructing process by using strategies and step by step it becomes a text. It means writing needs some process to be done.

In writing, the writers have to manage to fulfill the process well in order to produce a good writing. According to McCrimmon (2000: 54) Good writing is a writing that is easily understood by the reader and the content consists of paragraphs that meet certain requirements and one of them is coherence.

Coherence is a product of many different factors, which combine to make every paragraph, every sentence, and every phrase contribute to the meaning of the whole piece. Coherence itself can makes paragraph unity. Coherence in text used to construct the message in text and make the reader understanding easily. There are some methods that can be used to achieve coherence in writing, they are :

- a. Use repetition to link ideas, sentences and paragraphs. Repeating key words or phrases helps connect and focus ideas throughout the essay. Repetition also helps reader remain focused and headed in the right direction.
- b. Use transitional expression to link ideas, sentences and paragraphs. Transitional expressions, such as however, because, therefore, and in addition, are used to establish relationships between ideas, sentences, and paragraphs. They serve as

signals to let the reader know the previous idea, sentence, or paragraph is connected to what follows.

- c. Use pronouns to link sentences. Pronouns are used to link or connect sentences by referring to preceding nouns and pronouns. Pronouns can also help create paragraphs that are easy to read by eliminating wordiness and unnecessary repetition.
- d. Use synonyms to link ideas and create variety. Synonyms are words that have the same or nearly the same meaning as another word. They provide alternative word choices that can add variety to an essay and can help eliminate unnecessary repetition.
- e. Use parallel structures to link ideas, sentences and paragraphs. Parallelism is the use of matching words, phrases, clauses, or sentence structures to express similar ideas. Parallel structures allow the reader to flow smoothly from one idea, sentence, or paragraph to the next and to understand the relationships and connections between ideas.

6. Description of Skripsi

Skripsi is scientific work which is obligated as a part of regulations academic education at University (Purwadarminta, 2005 in Journal Psychology University of Diponegoro, 2006). Skripsi is scientific research that made by students S1 degree at University. Skripsi is the last assignment for students who learn at University. According to Purwadarminta (Mastuti, 2010), skripsi is scientific article which is obligated as regulations academic education. Widharyanto (Herlina, 2008) defines skripsi is scientific work in a major made by

students in S1 degree in the end their education as rules and regulations to finish study program. Study must be based on a scientific research, field research, library research, or development research.

According to Hariwijaya and Djaelani (Hayati, 2008), skripsi is scientific writing which is made as requisite students to finish study sarjana program. Skripsi as evidence students' academic ability in research. Skripsi becomes requisite graduated at University, which is obligated to students S1 degree by purpose in order to students can express their thoughts systematically. Skripsi is process scientific research or scientific experiment involves many collecting data, purpose and systematic. Analysis and interpretation data done to get new knowledge or enrich knowledge. Skripsi contains lots of ideas, knowledge and researches. Skripsi has final aims to develop a framework scientific knowledge organised (Dempsey, 2002). So, skripsi is a scientific work which is as an obligation made by students as requisite to finish study S1 program to get sarjana.

They are some guideline to make good skripsi as follows:

- a. Skripsi must be genuine and never being published or created in the past. A duplicate or copy of skripsi will not going to be accepted by lecturer and most of them didn't tolerate it. However, reworked skripsi can be accepted as long as it give more information and benefits than the older skripsi. Adding more data will help greatly.
- b. Skripsi should describe the point clearly. A title in skripsi must follow some rules. One of them is it have to be clearly describe the contents and its benefits.

While it can be little troublesome, choosing the right title can be done just by examining the reason why the skripsi was being made.

- c. Skripsi should be done within specified times. Usually it take six months to complete it. If students unable to complete it within the deadlines, they can continue on the project in the next year which mean their graduation times will took longer than the schedules. It is important to finish the skripsi on times. For most peoples, times was not a problem, finding the suitable sources of knowledge were the real troubles.
- d. Skripsi must be supported with lots of supporting ideas. The reason is simple, without supporting ideas it will have no different with others documents such as journals or research papers. Skripsi is more complicated than a journal and research papers. However, both of them were the basic principals in skripsi. By stating supporting ideas, it means lots of literatures and statements from many experts in their fields. Choosing the high valuables statements and literatures are more important than importing huge literature which have no direct relation with the skripsi. You must choose quality over quantity, always avoid using excessive literatures and statements and start exposing your own opinion backed up by the fact on your researches. All students should open up their minds while creating Skripsi. Just remember, this is your project and you should expose your point clearly along with lots of ideas from others. Don't just use other peoples ideas. The result from your researches should be your first concern.
- e. Skripsi should have Chapter 1, Chapter 2, Chapter 3, Chapter 4, and Chapter 5. Chapter one contain basic data about your skripsi. Title and the reasons goes

here as well. In many skripsi, there will be few pages before chapter one such as, dedication page, legality page and others. In chapter two, start describing the Skripsi. Chapter 3 is the first section to attract the readers with the research you have done. Chapter four until five are a good place to convince anyone about the research in skripsi.

7. Description of Abstract

Abstract is a concise summary of a research paper or entire thesis. An abstract is a brief, accurate, and comprehensive summary of the contents of the article without added interpretation or criticism. An abstract must be fully self-contained and make sense by itself, without further reference to outside sources or to the actual paper. An abstract should be informative by presenting the quantitative and/or qualitative information contained in the document.

Abstract highlights key content areas, your research purpose, the relevance or importance of your work, and the main outcomes. It is a well-developed single paragraph of approximately 250 words in length, which is indented and single spaced. The function of the abstract is to outline briefly all parts of the paper. Although it is placed at the beginning of your paper, immediately following the title page, the abstract should be the last thing that you write, once you are sure of the conclusions you will reach.

According to Gengshen dan Yunzhen, an abstract is a stand-alone statement that briefly conveys the essential information of a paper, article, document or book. It presents the objective, methods, results, and conclusions of a study. The style of an abstract is concise and non-repetitive. A paper from Abstract Writing Workshop

conducted in 2002 defines an abstract as a concise summary of a large document, thesis, essay, book, research, report, journal publication, etc. It highlights major points covered in the work, concisely describes the content of the writing, identifies the methodology used and identifies the findings, conclusions or intended results.

Another paper, entitled “Abstract Writing for Students Researcher” defines an abstract as a concise statement of the major elements of your research project. An abstract is also the reader’s first encounter with your research. Essentially, it should act as an advertisement for your work. It states purpose, methods, and findings of your research project.

According to the handbook produced by the American Psychological Association, abbreviated as APA, (12-13), an abstract which is a brief comprehensive summary of the contents of the article that need to be accurate, self-contained, and concise and specific. This definition can be explained as follows :

- a. Accurate. An abstract should represent the purpose and content of the writing, excluding information not found in the body of the writing.
- b. Self-contained. An abstract defines all abbreviations, acronyms and unique terms so that the readers do not need to look for information from other sources to understand the language.
- c. Concise and specific. An abstract should be as brief as possible (the length depends on the requirement).

B. Relevant Studies

Previous research related to theme and thematic progression had been conducted from several researcher. Researcher take any information from website,

journal, thesis and previous skripsi. The first researcher related to theme and rheme had been conducted focus to find out types of theme in Mario Teguh's Sayings on Twitter. The result of this research that researcher found types multiple theme in Mario Teguh's Sayings on Twitter. The multiple theme especially topical theme is dominant types in Mario Teguh's Sayings on Twitter. The total topical theme is 63 sayings (61,16%). The second researcher related to thematic progression had been conducted focus to find out types thematic progression used by the students in hortatory exposition text. The result of this research that researcher found two types thematic progression. They are Theme reiteration/constant theme pattern (TR/CTP), and zig-zag/linear theme pattern (Zig-zag/LTP). The researcher also find out the problems of misuse theme and rheme that occurred in students' hortatory exposition text. They are problems of brand new theme and empty rheme.

Last, reseacher take information related to thematic progression in journal. The finding of research in journal found that the use of TP patterns can improve english writing in the aspects of cohesion, coherence, forming logical ideas and logical writings, etc. First, Theme and TP can benefit students' writings in the aspect of cohesion and coherence. While in the process of teaching the theories, teachers can not rush things through to completion, different strategies should be used. Second, TP helps students get rid of illogical and disordered thread of thought. TP Patterns reflect the inter-clause relations, which can make students clearly aware of the relation between one clause and another, there will be no "wandering-off" in their writings. Third, TP provides students a practical method to develop a composition. When sufferring from mental blocks when students start

a composition especially on the occasions of CET-4, TP offers them a specific solution. Fourth, SFL does offer a good method for writing teaching by applying the theories of Theme and TP Patterns. However, teaching process is a changing one, sometimes, one strategy is enough in guiding students, while other times, different ways are needed to be combined together.

C. Conceptual Framework

According to Kerlinger & Lee (2000) scientific research is a systematic, controlled, empirical, amoral, public, and critical investigation of natural phenomenon. It is guided by theory and hypotheses about the presumed relation among such phenomena. In any scientific research has an abstract. Abstract is a part of scientific research. One of scientific research is skripsi. Skripsi is scientific research written by students in S1 degree of education at University. An abstract is a concise summary of a research paper or entire thesis. It highlights key content areas, research purpose, the relevance or importance of work, and the main outcomes in scientific research. It can make readers who read scientific research may be interested, understanding and they do not need to read the whole paper to know contents of scientific research.

Writing is generally recognized as a difficult task for language learners, especially foreign language learners. Writing is a process of constructing a message by using strategies and step by step until it becomes a text (Hedge, 2002: 302). Good writing is a writing that is easily understood by the reader and the content consists of paragraph that meet certain requirements and one of them is coherence. A paragraph is coherence when the reader can move easily from one sentence to

the next and read the paragraph as an integrated whole, rather a series of separate sentences.

Coherence is a product of many different factors, which combine to make every paragraph, every sentence, and every phrase contribute to the meaning of the whole piece. Coherence in writing is much more difficult to sustain than coherent speech simply because writers have no nonverbal clues to inform them if their message is clear or not. Therefore, writers must make their patterns of coherence much more explicit and much more carefully planned and it can be achieved through the operation of theme and rheme. The interaction between theme and rheme and each other in text is called “Thematic Progression”. Thematic progression is the way to construct the message and make coherence in text through theme and rheme. It can make the reader understanding easily.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This study was used descriptive qualitative design. Descriptive method was a method use to explain, analyze and classify something through various techniques, likes survey, interview, questionnaires, observation, and documentary technique. In this study, the researcher was analyzed thematic progression in the students' abstract text of skripsi. The researcher was analyzed thematic progression to investigate types of thematic progression in the students' abstract text of skripsi, to describe the realization of thematic progression in the students' abstract text of skripsi and to determine reasons thematic progression was used in the students' abstract text of skripsi. This study was used documentary technique as collecting the data.

B. Source of Data

The source of data were taken from students' abstract text of skripsi made by English department students at UMSU. The reseacher was taken 20 skripsi to be analyzed by using random sampling.

C. Technique of Collecting the Data

The data were collected by applying documentary technique. It was method of collecting the data in form documentation. The technique of collecting the data could be done as follow :

1. Collecting 20 skripsi made by English department students at UMSU.
2. Read abstracts in each skripsi.

D. Technique of Analyzing the Data

In analyzing the data, this study was analyzed by using documentary technique. The technique of analyzing the data could be done as follow :

1. Separating each sentences students' abstract text of skripsi into clauses.
2. Identifying theme and rheme.
3. Identifying thematic progression.
4. Classifying types of thematic progression.
5. Tabulating the percentage to find out the most dominant types of thematic progression by using the percentage formula, Sugiyono (2017:148) :

$$X = \frac{F}{N} \times 100\%$$

Where :

X : The percentage of thematic progression

F : Frequency

N : Total of thematic progression

6. Determining the most dominant types of thematic progression.
7. Describing the reason why thematic progression used in the students' abstract text of skripsi.

CHAPTER IV
DATA AND DATA ANALYSIS

A. DATA

The data were taken from 20 students' abstract text of skripsi made by English department students at UMSU. There were 185 clauses found in those 20 students' abstract text of skripsi. The data were collected by applying documentary technique. In analyzing data, the researcher was focused on types of thematic progression in the students' abstract text of skripsi. The data were collected as follow :

Table 4.1
Data

Abstract 1		
Clauses	Theme	Rheme
1.	The objective of the <u>research</u>	was to find out the effect of using Bloom's taxonomy strategy on students' achievement in writing descriptive paragraph.
2.	This <u>research</u>	was conducted at SMP SWASTA BUDI SETIA, on Jl.Medan-Binjai Km.12 / Jl. Pembangunan, No.40 Desa Purwodadi, kec Sunggal, kab Deli Serdang.
3.	The <u>research</u>	conducted during the academic year 2017/2018.
4.	The population of this <u>research</u>	took from the eighth grade students', which the total was 150 <u>students</u> .
5.	The sample	was 30 <u>students</u> , was taken 20% for each class.
6.	This <u>research</u> , an experimental design	would divided into two groups, the <u>experimental</u> and control group.
7.	The <u>experimental</u> group	use Bloom's taxonomy strategy, while The <u>control</u> group without use strategy.
8.	<u>Control</u> group oversee,	don't get better class control of the class experimental in give treatment.

9.	The Instrument of the <u>research</u>	is written test.
10.	The result of this <u>research</u>	showed that t_{observed} value was higher than t_{table} in which $t_{\text{observed}} > t_{\text{table}}$ ($3,38 > 2,14$).
11.	The <u>hypothesis</u>	was accepted.
12.	<u>It</u>	means that there was a significant effect of using Bloom's taxonomy strategy on students' achievement in writing descriptive paragraph.
Abstract 2		
Clauses	Theme	Rheme
13.	The objective of this <u>research</u>	was to find out the effect of using Peer Tutoring Method (PTM) on the Students' Vocabulary Achievement.
14.	This <u>research</u>	was conducted at SMP Swasta YWKA, Jl. Bundar No. 2 A / Jalan Lampu P. Brayan Bengkel Medan.
15.	The population of this <u>research</u>	was the IX grade <u>students</u> of the academic year 2016/2017.
16.	There	were 2 classess consisting 46 <u>students</u> .
17.	The <u>sample</u>	consisted of 23 <u>students</u> were taken by using cluster random sampling technique.
18.	The <u>sample</u>	was divided into 2 classes, the experimental group which consisted of 23 students taught by using Peer Tutoring method (PTM) and the control group consisted of 23 students taught by using lecturing method.
19.	The experimental <u>research</u> method	was given essay test as the instrument.
20.	Each group	was given a treatment, pre-test and post-test.
21.	The result of this <u>research</u>	showed that t-test (24.04) was higher than t-table (1,68) and degree of freedom (df) was 44.
22.	The final <u>hyphothesis</u>	showed that H_0 was rejected and H_a was accepted.
23.	<u>It</u>	means that there was a significant effect of using Peer Tutoring Method (PTM) on the students' vocabulary achievement.
Abstract 3		
Clauses	Theme	Rheme
24.	The objectives of this <u>research</u>	were to find the significance effect of context clues strategy on students' achievement in reading comprehension.
25.	The population of this <u>research</u>	was the first years students' of MA Swasta PPM Ar-Rasyid Pinang Awan academic year 2016-2017.

26.	The population of this <u>research</u>	was 80 students of X ¹ and X ² .
27.	The sample	was taken two <u>classes</u> .
28.	The <u>research</u>	is divided into two <u>classes</u> for Experimental class 40 students' and for the Control Class 40 students.
29.	The instrument in collecting data	was <u>collected</u> by using multiple choice test about narrative text and analyzed the data from students' answer.
30.	After the data has been <u>collected</u> .	they were analyzed by using <u>t-test</u> .
31.	Tc	was higher than <u>tt</u> (4.39 > 2.00) with the level significant 0.05 and the degree of freedom (df) = 78.
32.	The finding	showed that the <u>hypothesis</u> of study is accepted.
33.	<u>It</u>	means that by using <u>context clues strategy</u> given significant effect in increasing the students' in reading.
34.	The students difficulties in reading comprehension by using <u>context clues strategy</u>	is the students lacking in reading because did not understand the meaning of texts.
35.	Therefore, the finding of the study	indicated that students' achievement in teaching narrative text using <u>Context Clues Strategy</u> was more significant.

Abstract 4

Clauses	Theme	Rheme
36.	The objective of the <u>research</u>	was to find out the effect of applying group mentoring technique on students' achievement in writing recount text and to found out the students' difficulties in writing recount text by using <u>group mentoring technique</u> .
37.	<u>Group mentoring technique</u>	helps student to generate the idea and engage themselves more deeply in writing their expression dealing with their imagination or their own experience.
38.	The population of this <u>research</u>	was eighth grade <u>students</u> of SMP Muhammadiyah 58 Sukaramai, Medan.
39.	In Academic year 2016/2017,	which the total of population was 46 <u>students</u> .

40.	<u>They</u>	were divided in to two groups: 30 students as <u>experimental group</u> and 30 students as control group.
41.	The <u>experimental group</u>	was given treatment by group mentoring technique and control group using direct method.
42.	The instrument of the <u>research</u>	is written test, which used pre test and post test.
43.	The result of this <u>research</u>	showed that t- observe value was higher than t- table in which $t_{obs} > t_{table}$
44.	The <u>hypotesis</u>	was accepted.
45.	<u>It</u>	means that there were a significant effect of applying group mentoring technique on students' achievement in writing recount text.
Abstract 5		
Clauses	Theme	Rheme
46.	This <u>research</u>	was carried out to investigate An Error Analysis in Using Modal Auxiliary Verbs of the Eight Grade Students at SMP Muhammadiyah 05 Medan.
47.	The Objectives of the <u>research</u>	were 1) to find out the types of errors is made by students in using modal auxiliary verbs, 2) to find out the dominant types of errors is made by students in the uses of modal auxiliary verbs.
48.	The population of this <u>research</u>	were 8 th grade students at SMP MUHAMMADIYAH 05 MEDAN, which consist of 35 students and distributed <u>one class (VIII-A)</u> , and by using total sampling technique, 35 students were taken as sample.
49.	This	was a <u>class</u> which applied the descriptive quantitative method.
50.	The instrument	used to collect the data was a test consist of 20 multiple choice.
51.	The findings	showed the occurences of <u>error addition was 336 or 74.17%</u> , the occurences of error omission was 40 or 8.83%, the occurences of error substituion was 2 or 0.44%, and the occurences of error reordering was 75 or 16.55%, occurences which totaled 453 occurences.
52.	The most dominant error made by the students	were <u>336 addition error or about 74.17%</u> .
Abstract 6		
Clauses	Theme	Rheme

53.	The objective of this <u>research</u>	was to find out the effect of using Listen Read Discuss Strategy on the Students' Achievement in Listening Comprehension.
54.	This <u>research</u>	was conducted at SMP Swasta F.Tandean, Jalan Dr.Sutomo No.28-A, Tebing Tinggi.
55.	The population of this <u>research</u>	was the VIIth grade students of the academic year 2017/2018.
56.	Purposive sampling technique	was applied, and the VII-3 class was chosen as the <u>sample</u> .
57.	The <u>sample</u>	taught by using Listen Read Discuss strategy. Experimental group pretes-posttest research design was applied in this study.
58.	Descriptive quantitative method	used to be describe the finding.
59.	In order to obtain the data, completing test consist of 25 items	were administrated to the students.
60.	The <u>result</u>	showed that applying Listen Read Discuss (LRD) in mastering Listening Comprehension which was proven from the calculated of t-test.
61.	<u>It</u>	was found that t-observed was higher than t-table ($21.38 > 1.701$) α 0.05, at $df = 28$.
62.	<u>It</u>	means that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected.
63.	The effect of Listen Read Discuss (LRD) ont the students' achievement in mastering Listening Comprehension	was 94.00% and 6.00% from the other factors.
Abstract 7		
Clauses	Theme	Rheme
64.	The <u>study</u>	deal with the Students' Performance on Translating A Report Text.
65.	This <u>study</u>	attempts to answer the two formulation of the problems, namely: (1) What the translation method is done by the students in translating a report text, and (2) How the translation method is realized by students in translating a report text.

66.	This <u>study</u>	applied a descriptive qualitative method to analyze the <u>data</u> .
67.	The sources of <u>data</u>	obtained from students' translation a report text by forth semester students of English education.
68.	The <u>study</u>	used the theory of translation method by Newmark (in Ordudari 2011).
69.	Later the technique of analyzing the data	started from data reduction after that data display and the last conclusion drawing.
70.	The result	shown in the students' performance especially in the translation method aspect by forth semester students found several translation method: 2 faithful translation, 3 semantic translation, and 9 communicative translation.
Abstract 8		
Clauses	Theme	Rheme
71.	This <u>study</u>	deals with valency in <i>Joko Widodo's speech</i> at International Event.
72.	<u>It</u>	was aimed to investigate the kinds of valency used in Joko Widodo's speech and to find out the dominant kind of valency in Joko Widodo's speech.
73.	This <u>study</u>	was conducted by applying descriptive qualitative design.
74.	The sources of <u>data</u>	was taken from Joko Widodo's speech at APEC CEO SUMMIT 2014.
75.	The <u>data</u>	were analyzed by identifying the valency found in Joko Widodo's speech at international event, classifying the text and classifying to types valency theory based on valency zero, valency one, and valency two, tabulating the types of valency found in Joko Widodo's speech at international event, finding out the dominant type of <u>valency</u> .
76.	The result	showed that there were 3 concepts of <u>valency</u> , namely valency zero, valency one, and valency two.
77.	There	were 4 (10%) for <u>valency</u> zero, 10 (26%) for valency one, 25 (64%) for valency two.
78.	The most dominant type of valency in Joko Widodo's speech	was <u>valency</u> two in the amount of 25 (64%).
79.	<u>It</u>	means that Joko Widodo gave explanation clearly and completely with the aim invite to someone to give the investment.

Abstract 9		
Clauses	Theme	Rheme
80.	The <u>study</u>	deals with the study of “Euphemism in the movie To Kill A Mockingbird”.
81.	This <u>study</u>	attempts to answer the two formulation of the problems, namely: (1) what <u>types of euphemism</u> expressions used in the movie “To Kill A Mockingbird, and (2) what functions of euphemism expressions are used in the movie “To Kill A Mockingbird”.
82.	In analyzing the <u>types of euphemism</u> in this study, the researcher	uses the theory of Euphemism and Dysphemism by Allan and Burridge (2000).
83.	This <u>study</u>	uses a descriptive qualitative method to <u>analyze the data</u> in form of transcript containing euphemistic expressions used in the movie “To Kill A Mockingbird”.
84.	Later the <u>analyzing of the data</u>	started from watching the movie “To Kill A Mockingbird” and also reading the script and then selecting and marking the utterances or any expressions that can be identified as <u>euphemisms</u> .
85.	The result	shown in the movie “To Kill A Mockingbird” used several types of <u>euphemisms</u> : 1 litotes, 1 cirlomcution, 5 hyperbole, 7 metaphor, 4 dysphemism, and 1 associative.
86.	The researcher	suggests the next researcher develop this research by using a diferrent object such as novel, speech, and also from daily activity or daily conversation.
Abstract 10		
Clauses	Theme	Rheme
87.	This <u>research</u>	was aimed to describe the jargon used by judges in stand up comedy academy.
88.	The objectives of this <u>research</u>	were to find out what jargon used by judges in stand up comedy academy, to find out the meaning of jargons used by judges in stand up comedy academy, to describe the word-formation process of jargons used by judges in stand up comedy academy.
89.	This <u>research</u>	applied descriptive qualitative method.
90.	The source of the data	taken from <i>vidio.com</i> by using a recording of video “Stand Up Comedy Academy in Indosiar” especially in episode to sixteen which focused to judges, the form of jargons were words or phrases that published on 19 until 22 October 2015.

91.	The findings of this <u>research</u>	were found 20 <u>jargons</u> used by judges in stand up comedy academy, such as act out, beat, bomb, callback, closing line, comedian, comic, joke, lpm, m.c, one liner, open mike, opening line, premise, punch, punchline, riffing, set, setup, and timing.
92.	<u>Every jargon</u>	used by judges in stand up comedy academy were different meaning.
93.	The word-formation process of <u>jargon</u>	used by judges in stand up comedy academy consists 4 types that were the occurances of compounding was 8, the occurances of acronyms was 2, the occurances of conversion was 2, and the occurances of borrowing was 8.
Abstract 11		
Clauses	Theme	Rheme
94.	This <u>research</u>	was carried out to 1) find out the effect of applying phonics instruction method on the students' pronunciation achievement, 2) find out the difficulties in students' pronunciation by applying phonics instruction method.
95.	This <u>research</u>	has been conducted at SMP PAB 8 Sampali MEDAN, at Jalan Pasar Hitam No. 69, Kecamatan Percut Seituan.
96.	The populations of this <u>research</u>	were <u>the seventh grade students</u> ' of SMP PAB 8 Sampali MEDAN academic year 2016/2017.
97.	There	were two classes in this school with total number 51 <u>students</u> and all off the students were taken as the sample.
98.	They	were 26 <u>students</u> from class VII-A as experimental group which taught by applying phonics instruction method and 25 students from class VII-B as control group which taught by applying lecturing method.
99.	The instrument for collecting data in this research	was oral test where <u>students</u> were asked to pronounce 20 English words.
100.	The <u>score</u> for correct answer	1.
101.	The <u>score</u> for incorrect answer	was 0.
102.	The <u>score</u>	was given by using formula $P = B/JS \times 100$.
103.	The <u>result</u>	showed that tobserved was $>t_{table} 2,86 > 2,02$.

104.	<u>It</u>	means that students which were taught by applying phonics instruction method were better than applying lecture method.
105.	Based on the finding above, <u>it</u>	can be said the alternative hypothesis (Ha) was accepted and full hypothesis (Ho) was rejected.
106.	In other word “there	is a significant effect of applying phonics instruction method on the students’ pronunciation”. besides that, it was also found some difficulties that student got confused to make different between sound a: and ə:.
Abstract 12		
Clauses	Theme	Rheme
107.	This <u>study</u>	deals with the study of <i>Imagery in Phenomenal Woman Poetry by Maya Angelou.</i>
108.	This <u>study</u>	attempts to find out the two objective of the study, namely: (1) to find out the <u>types of imagery</u> found in <i>Phenomenal Woman</i> poetry by Maya Angelou, and (2) to find out the functions of imagery revealing the meaning used in <i>Phenomenal Woman</i> poetry by Maya Angelou.
109.	In analyzing the <u>types</u> of <u>imagery</u> in this study, the researcher	used the theory of <u>Imagery</u> by Altenberd (2008).
110.	Descriptive qualitative method	was applied in this study to analyze the data in form of poem containing <u>imagery</u> expressions used in the <i>Phenomenal Woman</i> poetry.
111.	The source of the data	was taken from Maya Angelou’s poetry that released in 1995 in Indonesia and the other data was obtained from internet.
112.	The researcher	analyzed the imagery by reading the poem carefully and giving the attention for each line of the stanza that contains imagery.
113.	As the result, the researcher	found that visual <u>imagery</u> mostly appears in <i>Phenomenal Woman</i> poetry.
114.	There	were eighteen lines that contain <u>imagery</u> in the poem and used six types from seven types of imageries; eleven visual imagery, one auditory imagery, three tactile imagery, one gustatory imagery, one organic imagery, and one kinesthetic imagery.
115.	The researcher	suggests to next researcher develop this research by using a different object such as novel, speech, and also from daily activity or daily conversation.
Abstract 13		

Clauses	Theme	Rheme
116.	This <u>study</u>	deals with metaphor analysis in Lorax film. It was aimed at investigating the types of metaphor analysis in Lorax film, and the most dominantly of metaphor analysis in Lorax.
117.	This <u>study</u>	was conducted by using descriptive qualitative research.
118.	The source of data	was script of Lorax film.
119.	The instrument in this <u>study</u>	was document.
120.	Data	were analyzed using descriptive analysis technique, by describing the types of <u>metaphor</u> analysis in Lorax film, and the dominantly of metaphor in Lorax film.
121.	The result	showed that there were 4 concepts <u>metaphor</u> found in Lorax film, namely: Concrete to abstract metaphor, Synaesthesia metaphor, Antrophomorphic metaphor, and Animistic metaphor.
122.	There	were 2 (11.77 %) for concrete to abstract <u>metaphor</u> , 9 (52.94%) for Synaesthesia Metaphor, 2 (11.77%) for Antrophomorphic Metaphor, and 4 (23.52%) for Animistic Metaphor.
123.	It	concluded that synestasia <u>metaphor</u> dominantly used in Lorax film.
Abstract 14		
Clauses	Theme	Rheme
124.	This <u>study</u>	deals with an analysis on student'' errors in writing Decsriptive text.
125.	The objectives of this <u>study</u>	were (1) to find out the kinds of error made by students in writing descriptive text, (2) to find out the most dominant kinds of error made by students in writing descriptive text.
126.	This <u>study</u>	was conducted at SMP SWASTA BUDI SETIA SUNGGAL with the number of population was 175 <u>students</u> of eight grade students.
127.	<u>They</u>	were into five classes.
128.	By using random sampling and the number of sample	was 35 <u>students</u> of eight grade students.
129.	Written test instrument	was used in this research.
130.	The method of the research	was descriptive quantitative method.

131.	The research of this <u>study</u>	is only one week.
132.	The result of the test	showed that there were <u>four types of error</u> in writing.
133.	<u>They</u>	were <u>omission</u> , addition, misformation and misordering.
134.	The dominant types of error in writing descriptive text	was <u>omission</u> with 86 or 43% error, then misformation with 45 or 22.5%.
135.	Next misordering error	with 39 or 19.5%.
136.	And the last addition error	with 30 or 15%.
137.	The cause of error found in students' writing text, they	were intralingual interference, interlingual interference and carelessness.
Abstract 15		
Clauses	Theme	Rheme
138.	The objective of this <u>research</u>	is to find out the effect of applying Podcast as media on the students' achievement in speaking.
139.	This <u>research</u>	has been conducted at SMK Swasta Pelita Hamparan Perak Jl. Emplasmen Bulu Cina Kec. Hamparan Perak of academic year 2016/2017.
140.	The population	were 66 students and the sample of this research were 32 students.
141.	This <u>research</u>	was descriptive quantitative research and conducted by the experimental research design, so the students' score were experimented by applying Podcast as media in this research in order to know their speaking achievement.
142.	The instrument of this <u>research</u>	was oral test.
143.	From this <u>research</u> , it	was showed that the application of <u>Podcast</u> as media increase the students' achievement in speaking, which was proven by the result of the test $t_{counted} > t_{table}$ (18.53 > 2.04).
144.	So, the applying of <u>Podcast</u> as media	had a significant effect on the students' speaking achievement.

145.	In other words, the students who were taught by applying <u>Podcast</u> as media	got better achievement from pre test to post test.
146.	It	meant that alternative hypothesis was accepted or Podcast as media gave significant effect on the students' achievement in speaking.
Abstract 16		
Clauses	Theme	Rheme
147.	The <u>study</u>	deals with the analysis of inflectional suffix in novel <i>The Murder at The Vicarage by Agatha Christie</i> .
148.	The objectives of the <u>study</u>	were to find out the types of noun suffix in novel <i>The Murder at The Vicarage by Agatha Christie</i> .
149.	This <u>study</u>	was conducted by applying qualitative method with descriptive method.
150.	The data of this <u>study</u>	was taken from the novel <i>The Murder at The Vicarage by Agatha Christie</i> .
151.	The researcher	took 10 % of the pages of <u>the novel</u> and the pages number 10,20,30,40,50,60,70,80,90,100,110,120, 130,140,150,156.
152.	<u>It</u>	was found that there were 48 noun –verb words with the percentage of 82.75% , 10 noun –adjective words with the percentage of 17.25%.
153.	And the most dominant type of inflectional suffix	found in the novel <i>The Murder at The Vicarage by Agatha Christie</i> was noun –verb 48 word or 82.75 %.
Abstract 17		
Clauses	Theme	Rheme
154.	This <u>research</u>	dealt with the analysis of hesitation occurrence.
155.	The objectives of the <u>research</u>	were to find out the types of hesitation and the dominant kind of hesitation.
156.	Qualitative design method	was applied in this <u>research</u> .
157.	There	were six kinds of hesitation they are False Start, Repetition, Parenthetical Remark, Silent Pause, Filled Pause, and Lengthening.
158.	The source of <u>data</u>	were obtained from the movie <i>New York Minute</i> .
159.	Since it	was descriptive qualitative, the library research was applied to collect the <u>data</u> .

160.	Having analyzed the <u>data</u> of hesitation, there	were 80 sentences found and the result were 31 false start (38,75%) , 11 repetition (13,75%) , 10 parenthetical remark (12,5%) , 18 silent pause (22,5%) , 6 filled pause (7,5%) , 4 lengthening (5%) , the dominant kind was false start with 31 or 38,75%.
Abstract 18		
Clauses	Theme	Rheme
161.	The objective of this <u>research</u>	was to find out the effect of using Advance Organizer Strategy on the students' achievement in reading comprehension to VIII grade students of SMP Nurul Hasanah Medan Tembung.
162.	This <u>research</u>	used the experimental research method.
163.	The population of this <u>research</u>	was all the VIII grade <u>students</u> of SMP Nurul Hasanah Medan 2016/2017 academic year at Jalan Amal Bakti No. 69 B Tembung Kec. Percut Sei Tuan Medan who consist 44 students.
164.	All of the population	was taken as sample which consist 44 <u>students</u> .
165.	This <u>research</u>	applied total sampling method.
166.	Because this	was an experimental <u>research</u> so the sample then was divided into two groups, 22 students in experimental group taught by using Advance Organizer Strategy and 22 students in control group taught by using lecturing method.
167.	The instrument used in this <u>research</u>	was multiple choices with 20 questions.
168.	The data	were analyzed by using t-test formula.
169.	The result	showed that t-test was $> t\text{-table}$ ($13,4 > 1,681$) or H_a is accepted and H_0 is rejected.
170.	<u>The hypothesis</u>	was accepted.
171.	<u>It</u>	proves that Advance Organizer Strategy significantly effect to the students' achievement in reading comprehension.
Abstract 19		
Clauses	Theme	Rheme
172.	This <u>study</u>	deals with the Contrastive Analysis of English and Melayu in Diphthong sounds in the film " <i>hidupku, solatku, matiku</i> ".
173.	In order to bring this <u>study</u> into its purpose, the researcher	identified two research problem, those are the similarities of English and Melayu in diphthong sounds in the film " <i>hidupku, solatku, matiku</i> " and the dissimilarities of English and Melayu in

		diphthong sounds in the film “ <i>hidupku, solatku, matiku</i> ”.
174.	This <u>study</u>	was conducted by using descriptive qualitative method and was taken place in the library of UMSU.
175.	The <u>data</u>	was collected by reading some English and Melayu grammar books, especially about diphthong and the data from internet to complete this research.
176.	The <u>data</u> classified into it ways of classification based on the types	was found the similarities and dissimilarities of English and Melayu in diphthong sounds in the film “ <i>hidupku, solatku, matiku</i> ”.
177.	<u>It</u>	was found that many the similarities and dissimilarities of English and Melayu In diphthong sounds in the film “ <i>hidupku, solatku, matiku</i> ”.
178.	Like article, contrastive analysis,	glide in a diphthong, syllabicity of diphthongs, direction and nature of the glide, English diphthong and Melayu diphthong, the similarities and dissimilarities of English and Melayu in diphthong sounds in the film “ <i>hidupku, solatku, matiku</i> ”.
Abstract 20		
Clauses	Theme	Rheme
179.	This <u>research</u>	deals with the Analysis of Assertive Utterances in Donald Trump’s Speeches by used Kreidler Theory.
180.	The objective of this <u>research</u>	were 1) to find out what the kinds of focuses assertive utterance which are found in Donald Trump’s speeches, and 2) to derive the most dominant focus assertive utterance which are found in Donald Trump’s speeches.
181.	Descriptive qualitative method	was used in this <u>research</u> .
182.	The sources of the <u>data</u>	were derived from Donald Trump’s speeches transcript. In collecting the data, the researcher taking the speech videos from the Internet, downloading the speech transcript from the internet, watching the speech videos and listening to the assertive utterances that use in speech, identifying the assertive utterances of the speech, classifying kinds of focuses of assertive utterances, and making table to each sentence of assertive utterances.

183.	In analyzing the <u>data</u> , the researcher	used theory proposed by Miles and Huberman that consist of three procedures: 1) Data Reduction, 2) Data Display, and 3) Drawing and Verifying Conclusion.
184.	The <u>research</u>	shows that: 1) the kinds of focuses <u>assertive utterance</u> which are found in Donald Trump's speeches are: on information was 98 (41.35%), on truth-value of utterance was 74 (31.20%), on speaker's commitment or involvement in what is reported was 29 (12.25%), on manner of communicating was 19 (8.00%), on the nature of the message was 5 (2.10%), and focus on aspect was 12 (5.10%).
185.	And 2) the most dominant	focus <u>assertive utterance</u> found in Donald Trump's speeches was focuses on information with 98 or 41.35%.

B. DATA ANALYSIS

This study was focused on types of thematic progression in the students' abstract text of skripsi. There were eight types of thematic progression. They were parallel progression, continuous progression, intersectional progression, coordinate progression, derived theme progression, concentrated progression, constant theme progression and split rheme progression.

1. Types of Thematic Progression

After analyzing the data collected, the researcher was found out five types of thematic progression occurred in abstracts. They were parallel progression, continuous progression, intersectional progression, derived theme progression, and concentrated progression. The data could be shown as follow :

20.	Abstract 20	✓		✓		✓	✓			4
Total		20	13	5	0	12	13	0	0	63

Notes :

PP : Parallel Progression

Cont. P: Continuous Progression

Inter. P: Intersectional Progression

Coor. P: Coordinate Progression

DT. P : Derived Theme Progression

Conc. P: Concentrated Progression

CT. P : Constant Theme Progression

SR. P : Split Rheme Progression

The following were percentages types of thematic progression. It was used

formula $X = \frac{F}{N} \times 100\%$. It could be seen as follow :

Table 4.3
Percentages Types of Thematic Progression

No.	Types of Thematic Progression	Frequency	Percentages
1.	Parallel Progression	20	31 %
2.	Continuous Progression	13	21%
3.	Intersectional Progression	5	8%
4.	Coordinate Progression	0	0%
5.	Derived Theme Progression	12	19%
6.	Concentrated Progression	13	21%
7.	Constant Theme Progression	0	0%
8.	Split Rheme Progression	0	0%
Total		63	100%

Based on percentages types of thematic progression above, the dominant types of thematic progression occurred in abstracts was parallel progression 31%.

The following explanation were types of thematic progression was found in abstracts. They were :

1. Parallel Progression

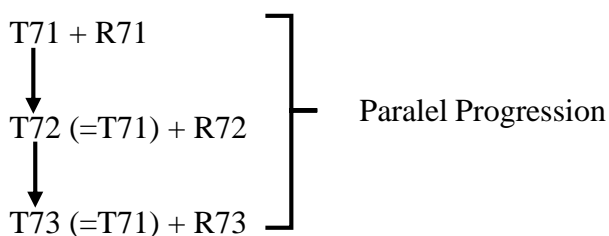
Parallel progression or constant theme pattern is type of thematic progression where the theme of the first clause is the theme of the following clauses. In abstracts of skripsi, there were found some clauses where the theme of the first clause is the theme of the following clauses. They were as follow :

71. This study / deals with valency in *Joko Widodo's speech* at International Event.

72. It / was aimed to investigate the kinds of valency used in Joko Widodo's speech and to find out the dominant kind of valency in Joko Widodo's speech.

73. This study / was conducted by applying descriptive qualitative design.

The mapping of thematic progression above :



In clauses 71 until 73 was occurred parallel progression. Because theme of first clause (T71) is the theme of the following clauses (T72 and T73). It was determined theme 71 (T71) was study and following clause theme 72 (T72) was it. It was referred study in clause 71, and then theme 73 (T73) also study.

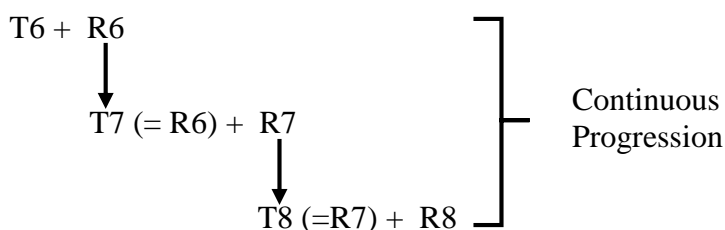
2. Continuous Progression

Continuous progression or simple linear pattern is type of thematic progression where the rheme of the previous clause becomes the theme of the

following sentence. In abstracts of skripsi, there were found some clauses where the rheme of the previous clause becomes the theme of the following sentence. They were as follow:

6. This research, an experimental design / would divided into two groups, the experimental and control group.
7. The experimental group / use Bloom's taxonomy strategy, while the control group without use strategy.
8. Control group oversee, / don't get better class control of the class experimental in give treatment.

The mapping of thematic progression above :



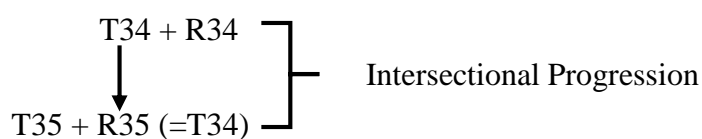
In clauses 6 until 8 was occurred continuous progression. Because rheme of the previous clause (R6) becomes the theme of the following sentence (T7). It was determined rheme 6 (R6) was experimental becomes theme 7 (T7). Then, rheme 7 (R7) was control group becomes theme 8 (T8).

3. Intersectional Progression

Intersectional progression or alternative pattern is type of thematic progression where the theme of the previous clause is the rheme of the following clause. In abstracts of skripsi, there were found some clauses where the theme of the previous clause is the rheme of the following clause. They were as follow:

34. The students difficulties in reading comprehension by using context clues strategy / is the students lacking in reading because did not understand the meaning of texts.
35. Therefore, the finding of the study / indicated that students' achievement in teaching narrative text using Context Clues Strategy was more significant.

The mapping of thematic progression above :



In clauses 34 until 35 was occurred intersectional progression or alternative pattern. Because the theme of the previous clause (T34) was the rheme of the following clause. It was determined theme 34 (T34) was context clues strategy becomes rheme 35 (R35).

4. Derived Theme Progression

Derived theme progression is type of thematic progression where the themes of the following sentences are parts of the first theme. It could like synonyms, antonyms or hyponyms. In abstracts of skripsi, there were found some clauses where the themes of the following sentences are parts of the first theme. They were as follow:

138. The objective of this research / is to find out the effect of applying Podcast as media on the students' achievement in speaking.

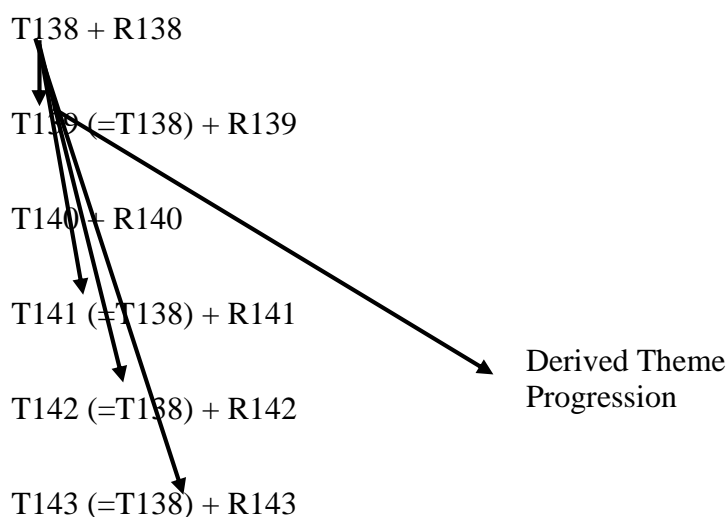
141. This research / was descriptive quantitative research and conducted by the experimental research design, so the students' score were experimented by

applying Podcast as media in this research in order to know their speaking achievement.

142. The instrument of this research / was oral test.

143. From this research / it was showed that the application of Podcast as media increase the students' achievement in speaking, which was proven by the result of the test tcounted>ttable (18.53 > 2.04).

The mapping of thematic progression above :



As the first clause, theme 138 (T138) was research . It was synonyms of T141 until 143. It was refered derived theme progression. Because themes of the following sentences (T141, T142, T143) are parts of the first theme (T138).

5. Concentrated Progression.

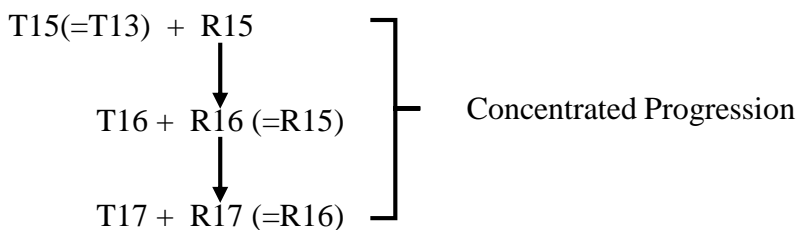
Concentrated progression is type of thematic progression where the rhemes of all clauses are the same. In abstracts of skripsi, there were found some clauses where the rhemes of all clauses are the same. They were as follow:

15. The population of this research / was the IX grade students of the academic year 2016/2017.

16. There / were 2 classess consisting 46 students.

17. The sample consisted of 23 students / were taken by using cluster random sampling technique.

The mapping of thematic progression above :



In clauses 15 until 17 was occurred concentrated progression. Because the rhemes of all clauses are the same (R15, R16, R17). It was determined rheme 15 until 17 (R15, R16, R17) was students.

2. The Realization of Thematic Progression in Abstract of Skripsi

After analyzing thematic progression, reseacher was found types of theme in the students' abstract text of skripsi. They were realized thematic progression in abstracts. Types of theme were found topical theme, textual theme and then simple and multiple theme. They were determined as follow:

1. Topical theme

Topical theme is the first element in the clause that expresses some kind of “representational meaning”. It included the first element that has functional in transitivity. It could be participant, process or circumstance. Participants were those elements which denote who or what was directly involved in the process. They were persons or things involved in the process. They could be realized by noun phrase (for examples: the man, an interesting book, etc). Process were the happenings or

activities represented in a clause. They could be realized by verb phrase (for example: went, drank, crying, etc). Circumstances were referred contributinal additional and frequently optional information regarding who, when, where, how, for how, long and soon of the process. They could be realized by adverbial and prepositional phrase (for example: last saturday, very quickly, before the meeting, etc). In abstracts of skripsi were found participant as theme, process as theme and circumstances as theme. It could be shown as follow:

Table 4.4
Participant as Theme

Clauses	Theme	Rheme
40.	<u>They</u>	were devided in to two groups: 30 students as experimental group and 30 students as control group.
98.	<u>They</u>	were 26 students from class VII-A as experimental group which taught by applying phonics instruction method and 25 students from class VII-B as control group which taught by applying lecturing method.

Table 4.5
Process as Theme

Clauses	Theme	Rheme
30.	After the data has been <u>collected</u> ,	they were analyzed by using t-test.
109.	In <u>analyzing</u> the types of imagery in this study, the researcher	used the theory of Imagery by Altenberd (2008).

Table 4.6
Circumstance as Theme

Clauses	Theme	Rheme
92.	<u>Every</u> jargon	used by judges in stand up comedy academy were different meaning.
105.	<u>Based on the finding above</u> , it	can be said the alternative hypothesis (Ha) was accepted and full hypothesis (Ho) was rejected.

In accordance with thematic markedness, the topical themes could be categorized into unmarked and marked themes. Marked and unmarked theme could

be determined by the mood of clause, whether the clause is declarative, interrogative or imperative. The theme called unmarked theme if the subject was normally. It was realized by the subject in a declarative clause. While, marked theme if the subject or the first in sentences was another. It can like conjunction, W-H elements or the verb if starting with one in an imperative clause. In abstracts of skripsi were found marked and unmarked theme. It could be shown as follow:

Table 4.7
Unmarked Theme

Clauses	Theme	Rheme
40.	<u>They</u>	were devided in to two groups: 30 students as experimental group and 30 students as control group.
98.	<u>They</u>	were 26 students from class VII-A as experimental group which taught by applying phonics instruction method and 25 students from class VII-B as control group which taught by applying lecturing method.

Table 4.8
Marked Theme

Clauses	Theme	Rheme
166.	<u>Because</u> this	was an experimental research so the sample then was divided into two groups, 22 students in experimental group taught by using Advance Organizer Strategy and 22 students in control group taught by using lecturing method.
173.	<u>In</u> order to bring this study into its purpose, the researcher	identified two research problem, those are the similarities of English and Melayu in diphthong sounds in the film " <i>hidupku, solatku, matiku</i> " and the dissimilarities of English and Melayu in diphthong sounds in the film " <i>hidupku, solatku, matiku</i> ".

2. Textual theme

Textual theme is any combination of continuative, structural theme (conjunction) and conjunctive adjunct (Halliday, 2014). A continuative is one of a

small set of discourse signalers such as yes, no, well, oh and now, which signal that a new move was beginning. It could be a response in dialogue, or a move to the next point if the same speaker was continuing. A structural theme is any of the obligatorily thematic elements, namely conjunctions (and, or, nor, either, neither, but, yet, so, then, when, while, before, after, until, because, even, in case, etc) and WH-relatives (the group of phrase containing the relative is simultaneously the topical theme, such as which, who, whose, when, where, that, etc). A conjunctive adjunct is a word or group that either links (paratactic) or binds (hypotactic) the clause in which it occurs structurally to another clause. It refers to relate the clause to the preceding text such as that is, for instance, rather, in any case, in fact, in short, actually, and, also, moreover; but, on the other hand, instead, meanwhile, then, likewise, so, if, yet, and as to that. In abstracts of skripsi were found textual theme. It could be shown as follow:

Table 4.9
Textual Theme

Clauses	Theme	Rheme
144.	<u>So</u> , the applying of Podcast as media	had a significant effect on the students' speaking achievement.
145.	<u>In other words</u> , the students who were taught by applying Podcast as media	got better achievement from pre test to post test.

3. Simple and Multiple theme

Theme also could be classified simple theme or multiple theme. A simple theme might be constituted or filled by one word, phrase or clause as presented. While, a multiple theme was constituted or filled by more than one element. The

elements of multiple themes were textual, interpersonal and topical theme. Textual theme were constituted by four elements of conjunctions (and, or, then, etc), conjunctive (in addition, in order words, therefore,etc), relative pronouns (who, that, which, etc) and continuatives (well, oh, uh, etc). Interpersonal theme were constituted by four elements of finite modal operator (do, did, does, is, have,etc), wh-question words (who, what,how, etc), vocatives (john, son, my boy, etc), and mood adjuncts (really, often, seldom, perhaps,etc). Last, topical theme refered participant, circumstances or process of the clause occuring at the initial position. In abstracts of skripsi were found simple theme or multiple theme. It could be shown as follow:

Table 4.10
Simple Theme

Clauses	Theme	Rheme
104.	<u>It</u>	means that students which were taught by applying phonics instruction method were better than applying lecture method.
152.	<u>It</u>	was found that there were 48 noun –verb words with the percentage of 82.75% , 10 noun –adjective words with the percentage of 17.25%.

Table 4.11
Multiple Theme

Clauses	Theme	Rheme
128.	<u>By</u> using random sampling and the number of sample	was 35 students of eight grade students.
185.	<u>And</u> 2) the most dominant	focus assertive utterance found in Donald Trump's speeches was focuses on information with 98 or 41.35%.

3. The Reason Thematic Progression used in Abstract of Skripsi

Thematic progression was referred to the way themes interact with each other and with rhemes in order to provide continuity in discourse and to organize the text. It was referred structure theme and rheme were related each other in the text. It was a major aspect of the way that writer construct their messages in text to help writer make text be coherence. Thematic progression was used in the students' abstract text of skripsi because to help the writer construct their message in the abstract. So, the readers who read abstracts in their skripsi could be easy understood.

C. RESEARCH FINDINGS

After analyzing the data, the researcher was found some findings in this study. It could be shown as follow:

1. There were five types of thematic progression which occurred in the students' abstract text of skripsi. They were parallel progression 20 (31%), continuous progression 13 (21%), intersectional progression 5 (8%), derived theme progression 12 (19%), and concentrated progression 13 (21%).
2. The most dominant types of thematic progression in the students' abstract text of skripsi was Parallel Progression 20 (31%).
3. There were types of theme in realization thematic progression in the students' abstracts text of skripsi. They were topical theme, textual theme, simple theme and multiple theme.
4. The appearances of thematic progression in the students' abstracts text of skripsi were intended to assist them constructing the messages of abstracts. As a result, the abstract itself will be easier to be read and understood by the reader.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the research findings, the researcher was obtained some conclusions as follow :

1. There were five types of thematic progression which occurred in the students' abstract text of skripsi. They were Parallel Progression 20 (31%), Continuous Progression 13 (21%), Intersectional Progression 5 (8%), Derived Theme Progression 12 (19%), and Concentrated Progression 13 (21%).
2. The most dominant types of thematic progression in the students' abstract text of skripsi was Parallel Progression 20 (31%).
3. There were types of theme in realization thematic progression in the students' abstract text of skripsi. They were topical theme, textual theme, simple theme and multiple theme.
4. The appearances of thematic progression in the students' abstracts text of skripsi were intended to assist them constructing the messages of abstracts. As a result, the abstract itself will be easier to be read and understood by the reader.

B. SUGGESTION

Based on the research findings, the researcher suggested for teacher, students and other researcher as follow :

1. The teachers could be used this study to support teaching and learning materials related to thematic progression.
2. The students could be used this study to enrich their knowledge about thematic progression.
3. Other researchers could be used this study to add the knowledge and get more information about thematic progression and can making abstract well.

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APPENDIX 1

STUDENTS' ABSTRACT TEXT

ABSTRACT 1

ABSTRACT

Mawar Diana, 1302050173 “The Effect of Using Bloom’s Taxonomy Strategy on Students’ Achievement in Writing Descriptive Paragraph”. Skripsi. English Education Program. Faculty of Teachers’ Training and Education University of Muhammadiyah Sumatera Utara. Medan.

The objective of the research was to find out the effect of using Bloom’s taxonomy strategy on students’ achievement in writing descriptive paragraph. This research was conducted at SMP SWASTA BUDI SETIA, on Jl.Medan-Binjai Km.12 / Jl. Pembangunan, No.40 Desa Purwodadi, kec Sunggal, kab Deli Serdang.The research conducted during the academic year 2017/2018. The population of this research took from the eighth grade students’, which the total was 150 students. The sample was 30 students, was taken 20% for each class.This research, an experimental design would divided into two groups, the experimental and control group.The experimental group use Bloom’s taxonomy strategy, while The control group without use strategy. Control group oversee, don’t get better class control of the class experimental in give treatment.The Instrument of the research is written test. The result of this research showed that tobservedvalue was higher than ttable in which tobserve> ttable (3,38 > 2,14). The hypothesis was accepted. It means that there was a significant effect of using Bloom’s taxonomy strategy on students’ achievement in writing descriptive paragraph.

Keyword: *Bloom’s Taxonomy Strategy, Writing, Descriptive Paragraph*

ABSTRACT 2

ABSTRACT

Mila Rosa Tanjung, 1302050063“The Effect of Using Peer Tutoring Method (PTM)on Students’ Vocabulary Achievement ”. Skripsi English Department of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara. (UMSU). Medan. 2017.

The objective of this research was to find out the effect of using Peer Tutoring Method (PTM) on the Students’ Vocabulary Achievement. This research was conducted at SMP Swasta YWKA,Jl. Bundar No. 2 A / Jalan Lampu P. Brayan Bengkel Medan. The population of this research was the IX grade students of the academic year 2016/2017. There were 2 classess consisting 46 students. The sample

consisted of 23 students were taken by using cluster random sampling technique. The sample was divided into 2 classes, the experimental group which consisted of 23 students taught by using Peer Tutoring method (PTM) and the control group consisted of 23 students taught by using lecturing method. The experimental research method was given essay test as the instrument. Each group was given a treatment, pre-test and post-test. The result of this research showed that t-test (24.04) was higher than t-table (1,68) and degree of freedom (df) was 44. The final hypothesis showed that H_0 was rejected and H_a was accepted. It means that there was a significant effect of using Peer Tutoring Method (PTM) on the students' vocabulary achievement.

Keywords: *Peer Tutoring Method (PTM), Vocabulary*

ABSTRACT 3

ABSTRACT

Munthe, Efrida Yanti. 1302050228 : "The Effect of Context Clues Strategy on Students' Reading Comprehension", Skripsi English Department of Teachers' Training and Education, University of Muhammadiyah Sumatera Utara, Medan 2017.

The objectives of this research were to find the significance effect of context clues strategy on students' achievement in reading comprehension. The population of this research was the first years students' of MA Swasta PPM Ar-Rasyid Pinang Awan academic year 2016-2017. The population of this research was 80 students of X1 and X2. The sample was taken two classes. The research is divided into two classes for Experimental class 40 students' and for the Control Class 40 students. The instrument in collecting data was collected by using multiple choice test about narrative text and analyzed the data from students' answer. After the data has been collected, they were analyzed by using t-test. t_c was higher than t_t ($4.39 > 2.00$) with the level significant 0.05 and the degree of freedom (df) = 78. The finding showed that the hypothesis of study is accepted. It means that by using context clues strategy given significant effect in increasing the students' in reading. The students difficulties in reading comprehension by using context clues strategy is the students lacking in reading because did not understand the meaning of texts. Therefore, the finding of the study indicated that students' achievement in teaching narrative text using Context Clues Strategy was more significant.

Keyword : *Context Clues Strategy, Reading Comprehension*

ABSTRACT 4

ABSTRACT

NURUL HIDAYANI KHAIRI S : 1302050338 “The effect of Applying Group Mentoring Technique on Students’ Achievement in Writing Recount Text”. Skripsi : English Education Program. Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara.

The objective of the research was to find out the effect of applying group mentoring technique on students’ achievement in writing recount text and to find out the students’ difficulties in writing recount text by using group mentoring technique. Group mentoring technique helps student to generate the idea and engage themselves more deeply in writing their expression dealing with their imagination or their own experience. The population of this research was eighth grade students’ of SMP Muhammadiyah 58 Sukaramai, Medan. In Academic year 2016/2017, which the total of population was 46 students. They were divided into two groups: 30 students as experimental group and 30 students as control group. The experimental group was given treatment by group mentoring technique and control group using direct method. The instrument of the research is written test, which used pre test and post test. The result of this research showed that t - observe value was higher than t - table in which $t_{obs} > t_{table}$. The hypothesis was accepted. It means that there were a significant effect of applying group mentoring technique on students’ achievement in writing recount text.

Keyword: *Group Mentoring Technique, Writing, Recount Text*

ABSTRACT 5

ABSTRACT

Leli Lestari Parinduri, 1302050203: “An Error Analysis in Using Modal Auxiliary Verbs of the Eight Grade Students at SMP Muhammadiyah 05 Medan” English Education Program of Teacher Training and Education University of Muhammadiyah Sumatera Utara Medan 2017

This research was carried out to investigate An Error Analysis in Using Modal Auxiliary Verbs of the Eight Grade Students at SMP Muhammadiyah 05 Medan. The Objectives of the research were 1) to find out the types of errors is made by students in using modal auxiliary verbs, 2) to find out the dominant types of errors is made by students in the uses of modal auxiliary verbs. The population of this research were 8th grade students at SMP MUHAMMADIYAH 05 MEDAN, which consist of 35 students and distributed one class (VIII-A), and by using total sampling technique, 35 students were taken as sample. This was a class which applied the descriptive quantitative method. The instrument used to collect the data was a test consist of 20 multiple choice. The findings showed the occurrences of

error addition was 336 or 74.17%, the occurrences of error omission was 40 or 8.83%, the occurrences of error substitution was 2 or 0.44%, and the occurrences of error reordering was 75 or 16.55%, occurrences which totaled 453 occurrences. The most dominant error made by the students were 336 addition error or about 74.17%.

ABSTRACT 6

ABSTRACT

Dwi Friyanda, 1302050096 “The Effect of Using Listen Read Discuss (LRD) Strategy on The Students’ Achievement in Listening Comprehension”. Skripsi English Department of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara. (UMSU). Medan. 2017.

The objective of this research was to find out the effect of using Listen Read Discuss Strategy on the Students’ Achievement in Listening Comprehension. This research was conducted at SMP Swasta F.Tandean, Jalan Dr.Sutomo No.28-A, Tebing Tinggi. The population of this research was the VIIth grade students of the academic year 2017/2018. Purposive sampling technique was applied, and the VII-3 class was chosen as the sample. The sample taught by using Listen Read Discuss strategy. Experimental group pretes-posttest research design was applied in this study. Descriptive quantitative method used to be describe the finding. In order to obtain the data, completing test consist of 25 items were administrated to the students. The result showed that applying Listen Read Discuss (LRD) in mastering Listening Comprehension which was proven from the calculated of t-test. It was found that t-observed was higher than t-table ($21.38 > 1.701$) $\alpha 0.05$, at $df = 28$. It means that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. The effect of Listen Read Discuss (LRD) ont the students’ achievement in mastering Listening Comprehension was 94.00% and 6.00% from the other factors.

Keywords: *Listen Read Discuss Strategy, Listening Comprehension*

ABSTRACT 7

ABSTRACT

Adinda Permata Sari. 1302050115. Students’Performance on Translating A Report Text. Skripsi. English Education Program of Faculty of Teacher Training and Education, University of Muhammdiyah Sumatera Utara. Medan. 2017.

The study deal with the Students’ Performance on Translating A Report Text. This study attempts to answer the two formulation of the problems, namely: (1) What the translation method is done by the students in translating a report text, and (2)

How the translation method is realized by students in translating a report text. This study applied a descriptive qualitative method to analyze the data. The sources of data obtained from students' translation a report text by forth semester students of English education. The study used the theory of translation method by Newmark (in Ordudari 2011). Later the technique of analyzing the data started from data reduction after that data display and the last conclusion drawing. The result shown in the students' performance especially in the translation method aspect by forth semester students found several translation method: 2 faithful translation, 3 semantic translation, and 9 communicative translation.

Keyword: *Students' Performance, Translation Method, Report Text, Forth Semester*

ABSTRACT 8

ABSTRACT

Kartika, Bella. 1302050284. Valency In *Joko Widodo's Speech At International Event*. Faculty of Teacher Training and Education. Muhammadiyah University North Sumatera, 2017.

This study deals with valency in *Joko Widodo's speech* at International Event. It was aimed to investigate the kinds of valency used in Joko Widodo's speech and to find out the dominant kind of valency in Joko Widodo's speech. This study was conducted by applying descriptive qualitative design. The sources of data was taken from Joko Widodo's speech at APEC CEO SUMMIT 2014. The data were analyzed by identifying the valency found in Joko Widodo's speech at international event, classifying the text and classifying to types valency theory based on valency zero, valency one, and valency two, tabulating the types of valency found in Joko Widodo's speech at international event, finding out the dominant type of valency. The result showed that there were 3 concepts of valency, namely valency zero, valency one, and valency two. There were 4 (10%) for valency zero, 10 (26%) for valency one, 25 (64%) for valency two. The most dominant type of valency in Joko Widodo's speech was valency two in the amount of 25 (64%). It means that Joko Widodo gave explanation clearly and completely with the aim invite to someone to give the investment.

Keyword: *Valency and Speech*

ABSTRACT 9

ABSTRACT

Agustina, Rini. 1302050050 “Euphemism in the movie *To Kill A Mockingbird*”. Skripsi. English Education Program of Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2017.

The study deals with the study of “Euphemism in the movie *To Kill A Mockingbird*”. This study attempts to answer the two formulation of the problems, namely: (1) what types of euphemism expressions used in the movie “*To Kill A Mockingbird*”, and (2) what functions of euphemism expressions are used in the movie “*To Kill A Mockingbird*”. In analyzing the types of euphemism in this study, the researcher uses the theory of Euphemism and Dysphemism by Allan and Burridge (2000). This study uses a descriptive qualitative method to analyze the data in form of transcript containing euphemistic expressions used in the movie “*To Kill A Mockingbird*”. Later the analyzing of the data started from watching the movie “*To Kill A Mockingbird*” and also reading the script and then selecting and marking the utterances or any expressions that can be identified as euphemisms. The result shown in the movie “*To Kill A Mockingbird*” used several types of euphemisms : 1 litotes, 1 cirlomcution, 5 hyperbole, 7 metaphor, 4 dysphemism, and 1 associative. The researcher suggests the next researcher develop this research by using a diferrent object such as novel, speech, and also from daily activity or daily conversation.

Key words: Euphemism, Movie, To Kill A Mockingbird

ABSTRACT 10

ABSTRACT

Utari, Sri. 1302050015 “Jargon Used by Judges in Stand Up Comedy Academy”. Skripsi. English Education Program Faculty of Teachers Training and Education. University of Muhammadiyah Sumatera Utara. Medan. 2017.

This research was aimed to describe the jargon used by judges in stand up comedy academy. The objectives of this research were to find out what jargon used by judges in stand up comedy academy, to find out the meaning of jargons used by judges in stand up comedy academy, to describe the word-formation process of jargons used by judges in stand up comedy academy. This research applied descriptive qualitative method. The source of the data taken from *vidio.com* by using a recording of video “Stand Up Comedy Academy in Indosiar” especially in episode to sixteen which focused to judges, the form of jargons were words or phrases that published on 19 until 22 October 2015. The findings of this research were found 20 jargons used by judges in stand up comedy academy, such as act out, beat, bomb, callback, closing line, comedian, comic, joke, lpm, m.c, one liner, open

mike, opening line, premise, punch, punchline, riffing, set, setup, and timing. Every jargon used by judges in stand up comedy academy were different meaning. The word-formation process of jargon used by judges in stand up comedy academy consists 4 types that were the occurances of compounding was 8, the occurances of acronyms was 2, the occurances of conversion was 2, and the occurances of borrowing was 8.

Keyword : Jargon, Judges, Stand Up Comedy Academy, Word-Formation Process.

ABSTRACT 11

ABSTRACT

Ivo, Krisna Dilla. 1302050111. “The Effect of Applying Phonics Instruction Method on the Students’ Pronunciation Achievement”. Skripsi. English Education Program of Teachers’ Training and Education University of Muhammadiyah Sumatera Utara. Medan 2017.

This research was carried out to 1) find out the effect of applying phonics instruction method on the students’ pronunciation achievement, 2) find out the difficulties in students’ pronunciation by applying phonics instruction method. This research has been conducted at SMP PAB 8 Sampali MEDAN, at Jalan Pasar Hitam No. 69, Kecamatan Percut Seituan. The populations of this research were the seventh grade students’ of SMP PAB 8 Sampali MEDAN academic year 2016/2017. There were two classes in this school with total number 51 students and all off the students were taken as the sample. They were 26 students from class VII-A as experimental group which taught by applying phonics instruction method and 25 students from class VII-B as control group which taught by applying lecturing method. The instrument for collecting data in this research was oral test where students were asked to pronounce 20 English words. The score for correct answer 1. The score for incorrect answer was 0. The score was given by using formula $P = \frac{B}{JS} \times 100$. The result showed that tobserved was $>ttable 2,86 > 2,02$. It means that students which were taught by applying phonics instruction method were better than applying lecture method. Based on the finding above, it can be said the alternative hypothesis (Ha) was accepted and full hypothesis (Ho) was rejected. In other word “there is a significant effect of applying phonics instruction method on the students’ pronunciation”. besides that, it was also found some difficulties that student got confused to make different between sound α : and ɔ :

ABSTRACT 12

ABSTRACT

Ulfani, Medina. 1302050024 “Imagery in *Phenomenal Woman* Poetry by Maya Angelou”. Skripsi. English Education Program of Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2017.

This study deals with the study of *Imagery in Phenomenal Woman Poetry by Maya Angelou*. This study attempts to find out the two objective of the study, namely: (1) to find out the types of imagery found in *Phenomenal Woman* poetry by Maya Angelou, and (2) to find out the functions of imagery revealing the meaning used in *Phenomenal Woman* poetry by Maya Angelou. In analyzing the types of imagery in this study, the researcher used the theory of Imagery by Altenberd (2008). Descriptive qualitative method was applied in this study to analyze the data in form of poem containing imagery expressions used in the *Phenomenal Woman* poetry. The source of the data was taken from Maya Angelou’s poetry that released in 1995 in Indonesia and the other data was obtained from internet. The researcher analyzed the imagery by reading the poem carefully and giving the attention for each line of the stanza that contains imagery. As the result, the researcher found that visual imagery mostly appears in *Phenomenal Woman* poetry. There were eighteen lines that contain imagery in the poem and used six types from seven types of imageries; eleven visual imagery, one auditory imagery, three tactile imagery, one gustatory imagery, one organic imagery, and one kinesthetic imagery. The researcher suggests to next researcher develop this research by using a different object such as novel, speech, and also from daily activity or daily conversation.

Key words: Imagery, Poetry, and Phenomenal Woman

ABSTRACT 13

ABSTRACT

Nursita, Pratiwi. 1302050051. A Critical Metaphor Analysis in Lorax Film. Teacher’s Training and Education. University of Muhammadiyah Sumatera Utara. 2017.

This study deals with metaphor analysis in Lorax film. It was aimed at investigating the types of metaphor analysis in Lorax film, and the most dominantly of metaphor analysis in Lorax. This study was conducted by using descriptive qualitative research. The source of data was script of Lorax film. The instrument in this study was document. Data were analyzed using descriptive analysis technique, by describing the types of metaphor analysis in Lorax film, and the dominantly of metaphor in Lorax film. The result showed that there were 4 concepts metaphor found in Lorax film, namely: Concrete to abstract metaphor, Synaesthesia metaphor, Antrophomorphic metaphor, and Animistic metaphor. There were 2 (11.77 %) for concrete to abstract metaphor, 9 (52.94%) for Synaesthesia Metaphor, 2 (11.77%) for Antrophomorphic Metaphor, and

4 (23.52%) for Animistic Metaphor. It concluded that synesthesia metaphor dominantly used in Lorax film.

Key Word: Metaphor analysis, Types of metaphor, and Lorax

ABSTRACT 14

ABSTRACT

Siti Masita, 1302050354 “The Students’ Error in Writing Descriptive Text” skripsi. English Education Program of Faculty of Teacher’s Training and Education, Muhammadiyah University of North Sumatera. 2017.

This study deals with an analysis on student’s errors in writing Descriptive text. The objectives of this study were (1) to find out the kinds of error made by students in writing descriptive text, (2) to find out the most dominant kinds of error made by students in writing descriptive text. This study was conducted at SMP SWASTA BUDI SETIA SUNGGAL with the number of population was 175 students of eight grade students. They were into five classes. By using random sampling and the number of sample was 35 students of eight grade students. Written test instrument was used in this research. The method of the research was descriptive quantitative method. The research of this study is only one week. The result of the test showed that there were four types of error in writing. They were omission, addition, misformation and misordering. The dominant types of error in writing descriptive text was omission with 86 or 43% error, then misformation with 45 or 22.5%. Next misordering error with 39 or 19.5%. And the last addition error with 30 or 15%. The cause of error found in students’ writing text, they were intralingual interference, interlingual interference and carelessness.

Key Word : Error Analysis, Writing, Descriptive Text,

ABSTRACT 15

ABSTRACT

Muhammad Ihfal. 1202050330. “The Effect of Applying Podcast as Media on the Students’ Achievement in Speaking”. Skripsi. English Department, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara (UMSU). Medan. 2016.

The objective of this research is to find out the effect of applying Podcast as media on the students’ achievement in speaking. This research has been conducted at SMK Swasta Pelita Hamparan Perak Jl. Emplasmen Bulu Cina Kec. Hamparan Perak of academic year 2016/2017. The population were 66 students and the sample of this research were 32 students. This research was descriptive quantitative research and conducted by the experimental research design, so the students’ score were

experimented by applying Podcast as media in this research in order to know their speaking achievement. The instrument of this research was oral test. From this research, it was showed that the application of Podcast as media increase the students' achievement in speaking, which was proven by the result of the test $t_{counted} > t_{table} (18.53 > 2.04)$. So, the applying of Podcast as media had a significant effect on the students' speaking achievement. In other words, the students who were taught by applying Podcast as media got better achievement from pre test to post test. It meant that alternative hypothesis was accepted or Podcast as media gave significant effect on the students' achievement in speaking.

ABSTRACT 16

ABSTRACT

Fitri Asri Nasution. 1302050229. Inflectional suffix in novel *The Murder at The Vicarage by Agatha Christie*. English Department, Faculty of Teacher's Training and Education University of Muhammadiyah Sumatera Utara. Medan 2017.

The study deals with the analysis of inflectional suffix in novel *The Murder at The Vicarage by Agatha Christie*. The objectives of the study were to find out the types of noun suffix in novel *The Murder at The Vicarage by Agatha Christie*. This study was conducted by applying qualitative method with descriptive method. The data of this study was taken from the novel *The Murder at The Vicarage by Agatha Christie*. The researcher took 10 % of the pages of the novel and the pages number 10,20,30,40,50,60,70,80,90,100,110,120,130,140,150,156. It was found that there were 48 noun –verb words with the percentage of 82.75% , 10 noun –adjective words with the percentage of 17.25%. And the most dominant type of inflectional suffix found in the novel *The Murder at The Vicarage by Agatha Christie* was noun –verb 48 word or 82.75 %.

Keyword: Inflectional suffix in novel *The Murder at The Vicarage by Agatha Christie*

ABSTRACT 17

ABSTRACT

Ahmad Maulana. 1102050553. "The Analysis of Hesitation Occurrence in The Movie *New York Minute*". Skripsi . English Education Program, Faculty of Teachers' Training and Education, University of Muhammadiyah Sumatera Utara (UMSU). 2016

This research dealt with the analysis of hesitation occurrence. The objectives of the research were to find out the types of hesitation and the dominant kind of hesitation.

Qualitative design method was applied in this research. There were six kinds of hesitation they are False Start, Repetition, Parenthetical Remark, Silent Pause, Filled Pause, and Lengthening. The source of data were obtained from the movie *New York Minute*. Since it was descriptive qualitative, the library research was applied to collect the data. Having analyzed the data of hesitation, there were 80 sentences found and the result were 31 false start (38,75%) , 11 repetition (13,75%) , 10 parenthetical remark (12,5%) , 18 silent pause (22,5%) , 6 filled pause (7,5%) , 4 lengthening (5%) , the dominant kind was false start with 31 or 38,75%.

ABSTRACT 18

ABSTRACT

Aisyah, “The Effect of Using Advance Organizer Strategy on the Students’ Achievement in Reading Comprehension”. Skripsi. English Department, Faculty of Teacher’ Training and Education – University Muhammadiyah Sumatera Utara, Medan 2017.

The objective of this research was to find out the effect of using Advance Organizer Strategy on the students’ achievement in reading comprehension to VIII grade students of SMP Nurul Hasanah Medan Tembung. This research used the experimental research method. the population of this research was all the VIII grade students of SMP Nurul Hasanah Medan 2016/2017 academic year at Jalan Amal Bakti No. 69 B Tembung Kec. Percut Sei Tuan Medan who consist 44 students. All of the population was taken as sample which consist 44 students. This research applied total sampling method. Because this was an experimental research so the sample then was divided into two groups, 22 students in experimental group taught by using Advance Organizer Strategy and 22 students in control group taught by using lecturing method. the instrument used in this research was multiple choices with 20 questions. The data were analyzed by using t-test formula. The result showed that t-test was $> t\text{-table}$ ($13,4 > 1,681$) or H_a is accepted and H_0 is rejected. The hypothesis was accepted. It proves that Advance Organizer Strategy significantly effect to the students’ achievement in reading comprehension.

Keywords : Advance Organizer, Reading Comprehension

ABSTRACT 19

ABSTRACT

Ramadhani, Hanipah. 1302050318, “Contrastive analysis in English and Melayu in diphthong sound”. Skripsi , English Education Program of Faculty of Teachers’ Training and Education, University of Muhammadiyah Sumatera Utara, 2017.

This study deals with the Contrastive Analysis of English and Melayu in Diphthong sounds in the film "*hidupku, solatku, matiku*". In order to bring this study into its purpose, the researcher identified two research problem, those are the similarities of English and Melayu in diphthong sounds in the film "*hidupku, solatku, matiku*" and the dissimilarities of English and Melayu in diphthong sounds in the film "*hidupku, solatku, matiku*". This study was conducted by using descriptive qualitative method and was taken place in the library of UMSU. The data was collected by reading some English and Melayu grammar books, especially about diphthong and the data from internet to complete this research. The data classified into it ways of classification based on the types was found the similarities and dissimilarities of English and Melayu in diphthong sounds in the film "*hidupku, solatku, matiku*". It was found that many the similarities and dissimilarities of English and Melayu In diphthong sounds in the film "*hidupku, solatku, matiku*". Like article, contrastive analysis, glide in a diphthong, syllabicity of diphthongs, direction and nature of the glide, English diphthong and Melayu diphthong, the similarities and dissimilarities of English and Melayu in diphthong sounds in the film "*hidupku, solatku, matiku*".

ABSTRACT 20

ABSTRACT

Perdana, Sandi Yuda. 1302050337. "An Analysis of Assertive Utterance in Donald Trump's Speeches". Skripsi. English Education Program, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara (UMSU). 2017.

This research deals with the Analysis of Assertive Utterances in Donald Trump's Speeches by used Kreidler Theory. The objective of this research were 1) to find out what the kinds of focuses assertive utterance which are found in Donald Trump's speeches, and 2) to derive the most dominant focus assertive utterance which are found in Donald Trump's speeches. Descriptive qualitative method was used in this research. The sources of the data were derived from Donald Trump's speeches transcript. In collecting the data, the researcher taking the speech videos from the Internet, downloading the speech transcript from the internet, watching the speech videos and listening to the assertive utterances that use in speech, identifying the assertive utterances of the speech, classifying kinds of focuses of assertive utterances, and making table to each sentence of assertive utterances. In analyzing the data, the researcher used theory proposed by Miles and Huberman that consist of three procedures: 1) Data Reduction, 2) Data Display, and 3) Drawing and Verifying Conclusion. The research shows that: 1) the kinds of focuses assertive utterance which are found in Donald Trump's speeches are: on information was 98 (41.35%), on truth-value of utterance was 74 (31.20%), on speaker's commitment or involvement in what is reported was 29 (12.25%), on manner of communicating

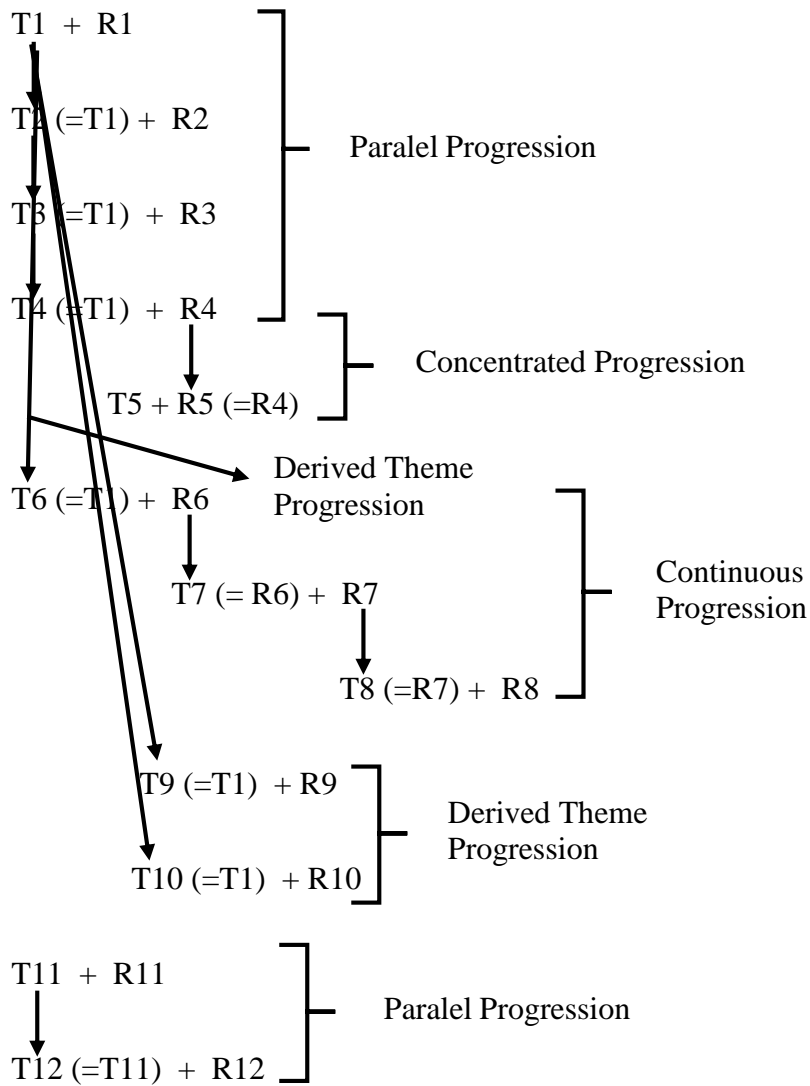
was 19 (8.00%), on the nature of the message was 5 (2.10%), and focus on aspect was 12 (5.10%). And 2) the most dominant focus assertive utterance found in Donald Trump's speeches was focuses on information with 98 or 41.35%.

Keywords: Assertive Utterance, Kinds of Focuses Assertive Utterance, Kreidler Theory, and Donald Trump's Speeches.

APPENDIX 2

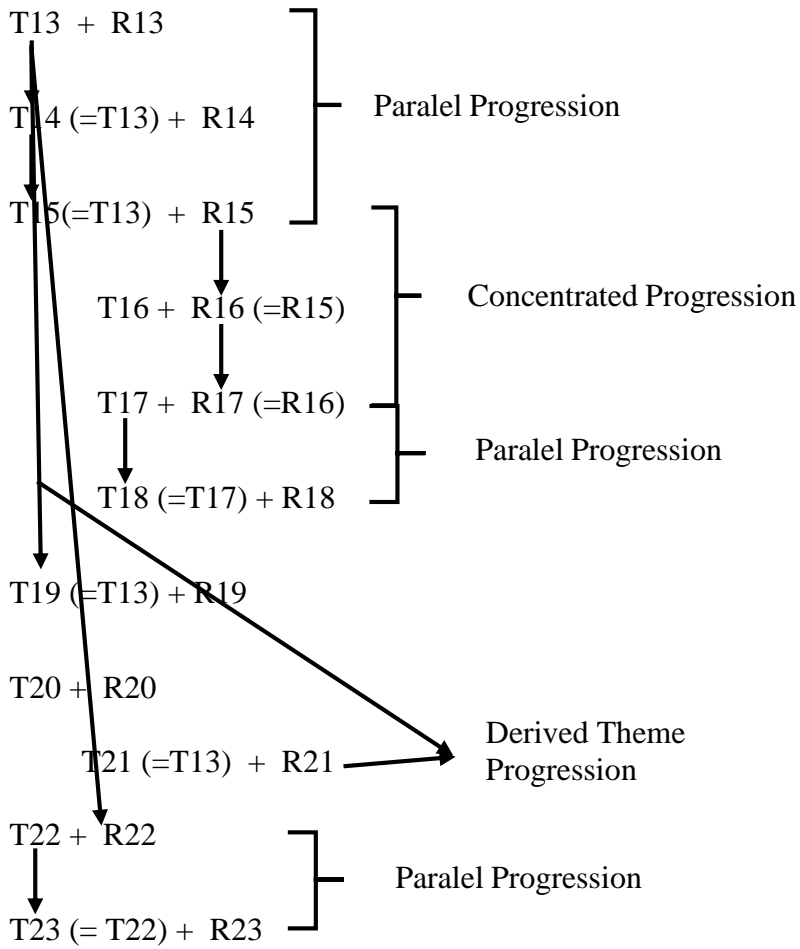
Analysis Thematic Progression in the Students' Abstract Text

Abstract 1 : The Effect of Using Bloom's Taxonomy Strategy on Students' Achievement in Writing Descriptive Paragraph.



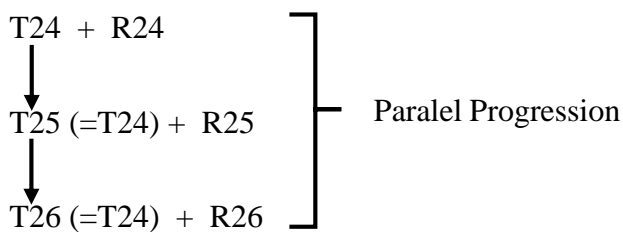
Thematic Progression: Paralel Progression, Concentrated Progression, Derived Theme Progression, and Continuous Progression.

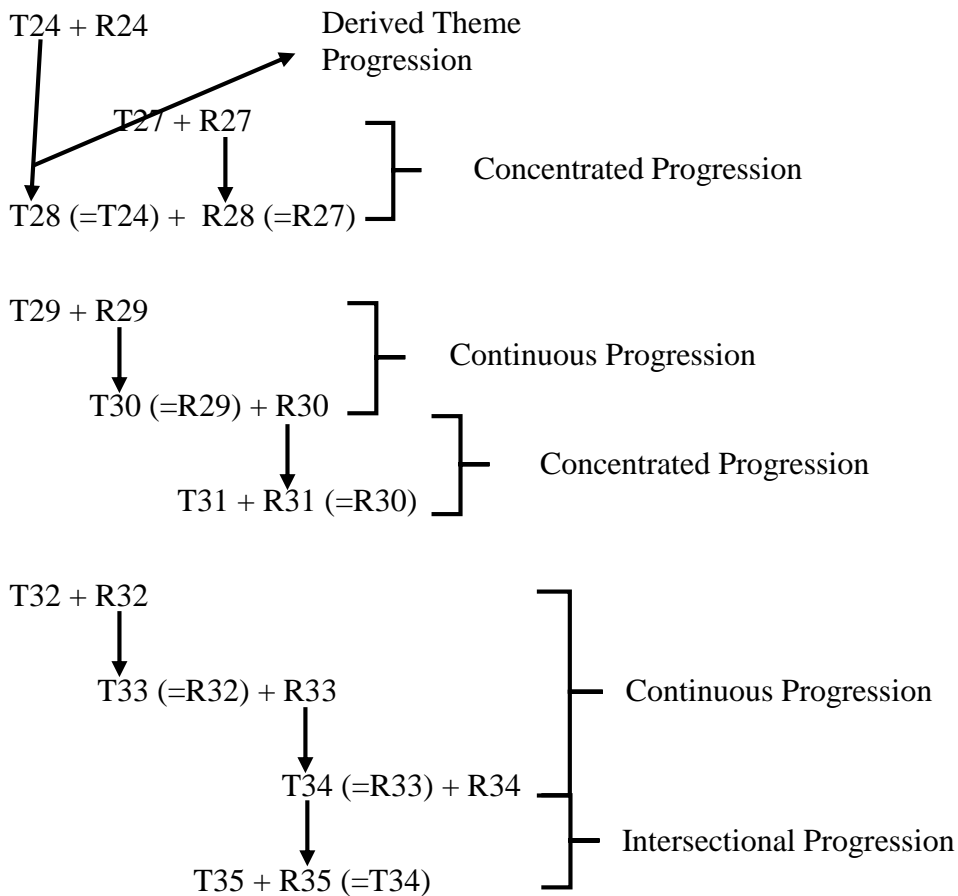
Abstract 2 : The Effect of Using Peer Tutoring Method (PTM) on Students' Vocabulary Achievement.



Thematic Progression: Paralel Progression, Concentrated Progression, and Derived Theme Progression.

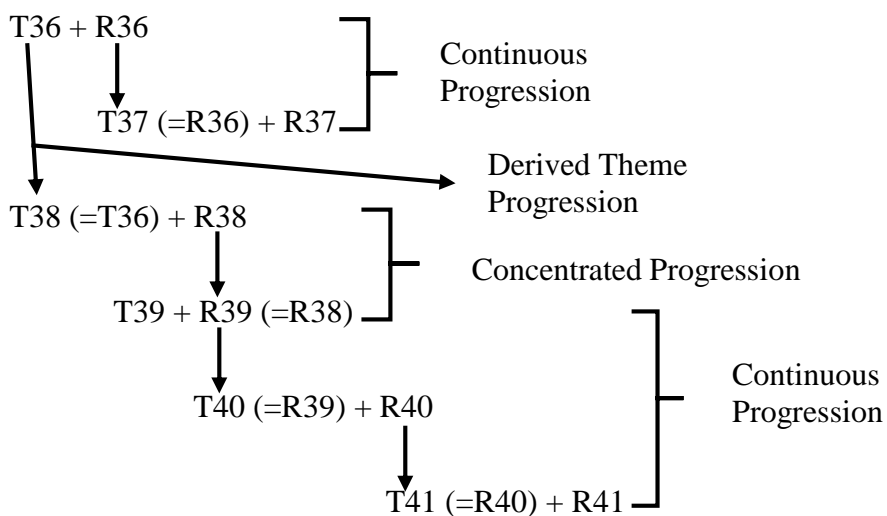
Abstract 3 : The Effect of Context Clues Strategy on Students' Reading Comprehension.

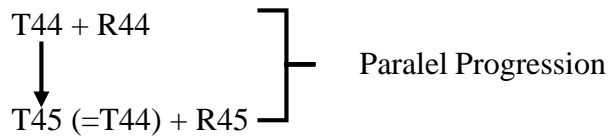
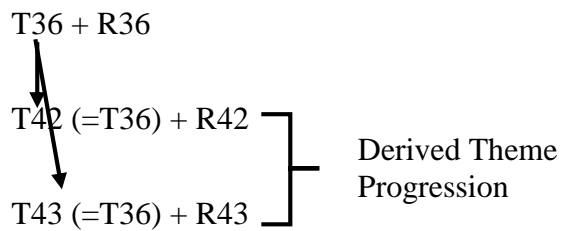




Thematic Progression: Parallel Progression, Concentrated Progression, Derived Theme Progression, Continuous Progression and Intersectional Progression.

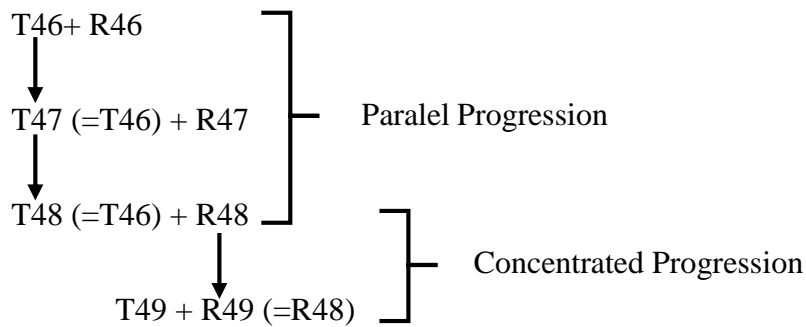
Abstract 4 : The effect of Applying Group Mentoring Technique on Students' Achievement in Writing Recount Text.



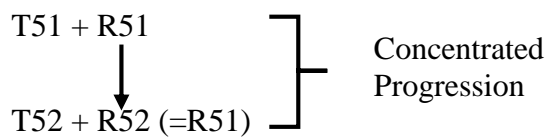


Thematic Progression: Paralel Progression, Concentrated Progression, Derived Theme Progression, and Continuous Progression.

Abstract 5 : An Error Analysis in Using Modal Auxiliary Verbs of the Eight Grade Students at SMP Muhammadiyah 05 Medan.

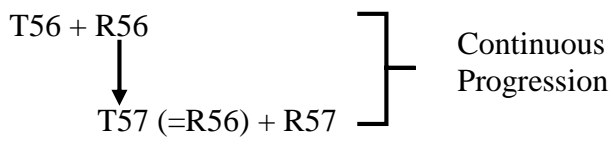
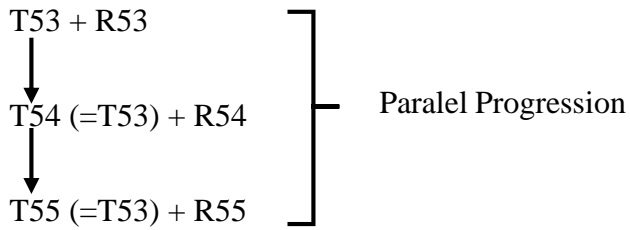


T50 + R50



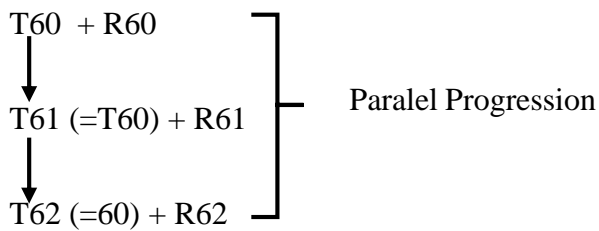
Thematic Progression: Paralel Progression and Concentrated Progression.

Abstract 6 : The Effect of Using Listen Read Discuss (LRD) Strategy on The Students' Achievement in Listening Comprehension.



T58 + R58

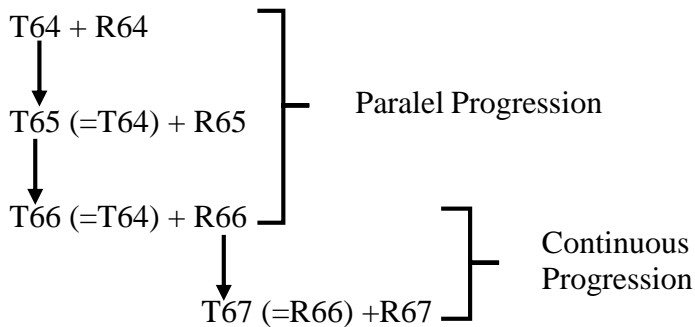
T59 + R59



T63 + R63

Thematic Progression: Paralel Progression and Continuous Progression.

Abstract 7 : Students' Performance on Translating A Report Text.



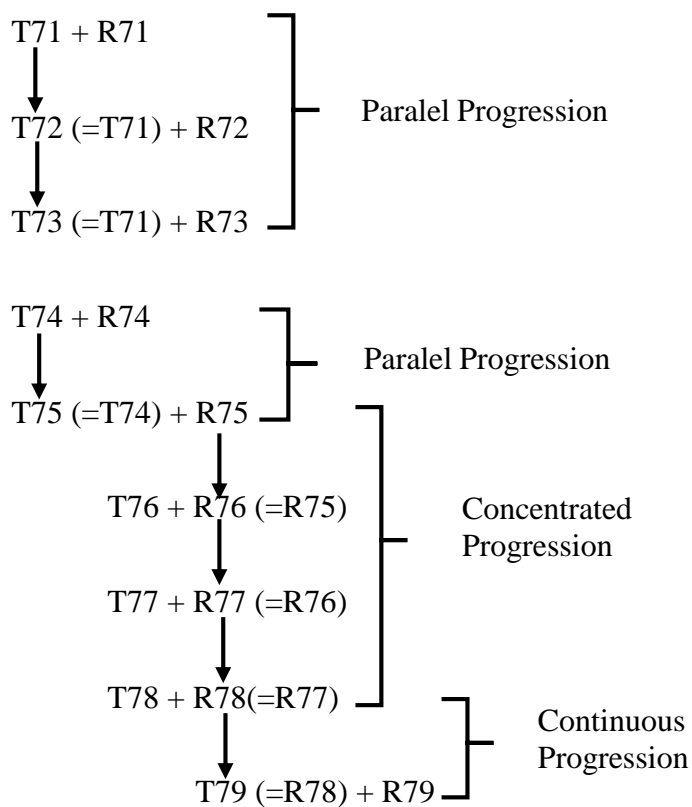


T69 + R69

T70 + R70

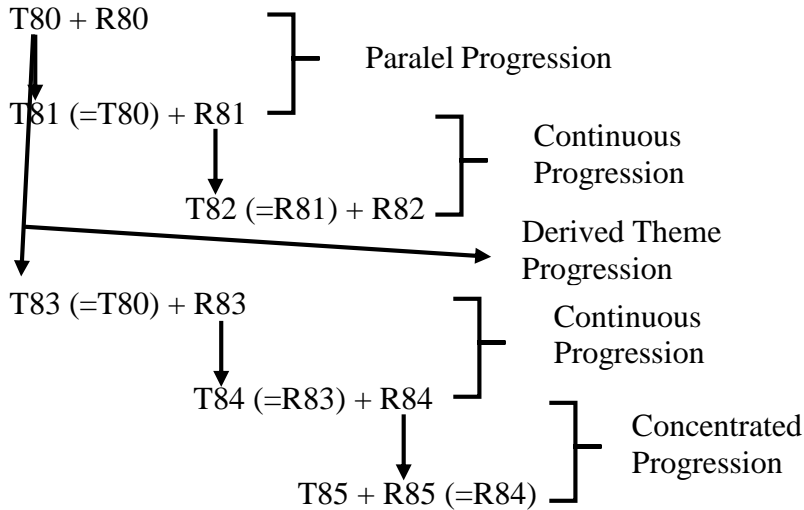
Thematic Progression: Paralel Progression, Continuous Progression and Derived Theme Progression.

Abstract 8 : Valency in *Joko Widodo's Speech* at International Event.



Thematic Progression: Paralel Progression, Concentrated Progression and Continuous Progression.

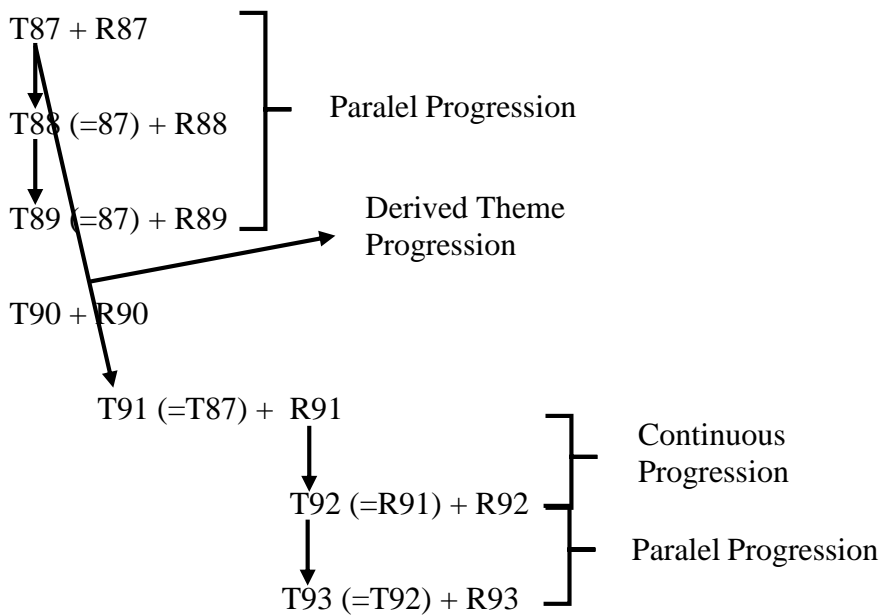
Abstract 9 : Euphemism in the movie *To Kill A Mockingbird*.



$T86 + R86$

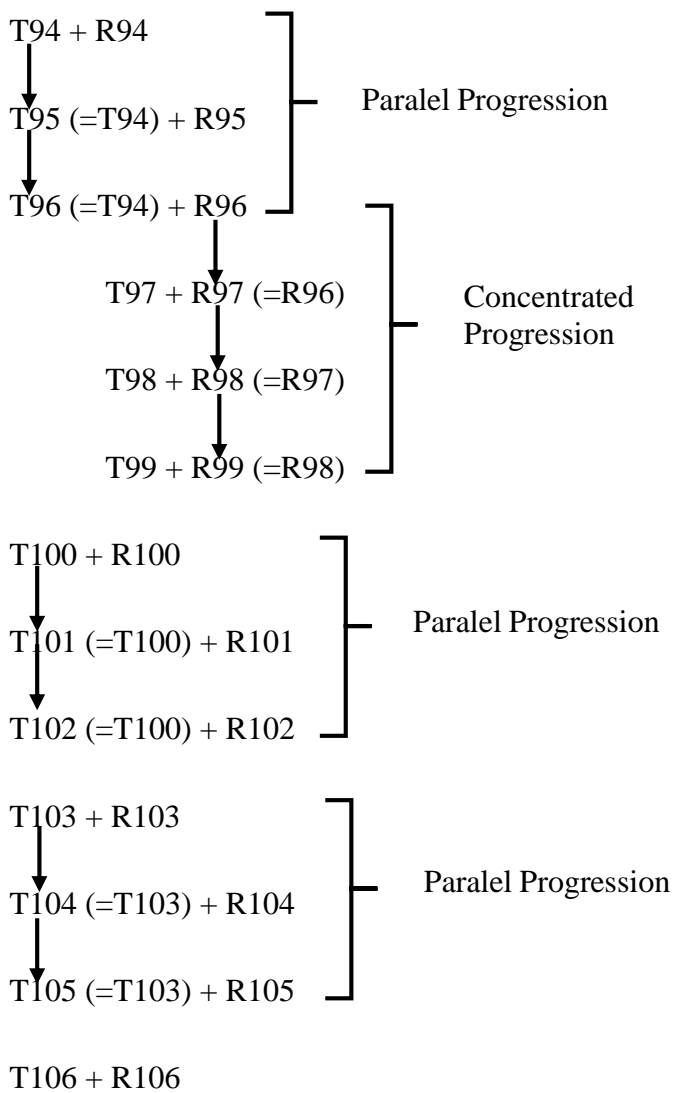
Thematic Progression: Paralel Progression, Continuous Progression, Derived Theme Progression and Concentrated Progression.

Abstract 10 : Jargon Used by Judges in Stand Up Comedy Academy.



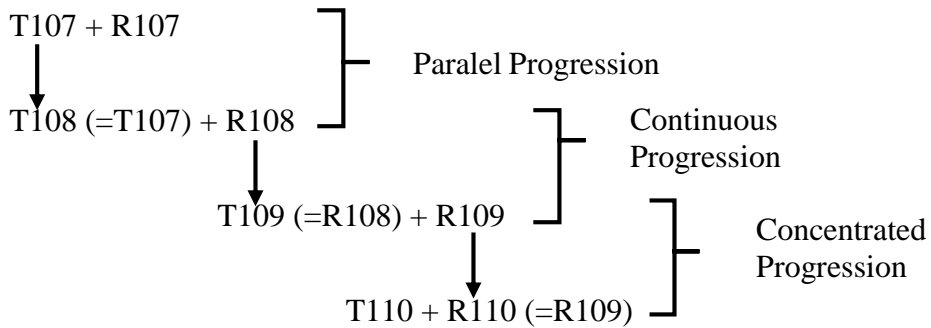
Thematic Progression: Paralel Progression, Derived Theme Progression and Continuous Progression.

Abstract 11 : The Effect of Applying Phonics Instruction Method on the Students' Pronunciation Achievement.



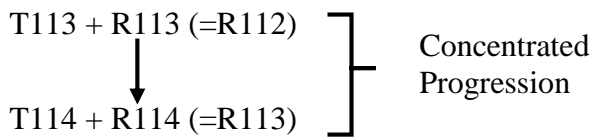
Thematic Progression: Paralel Progression and Concentrated Progression.

Abstract 12 : Imagery in *Phenomenal Woman* Poetry by Maya Angelou.



T111 + R111

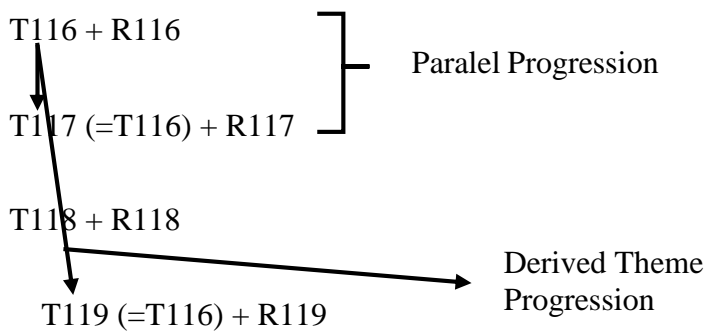
T112 + R112

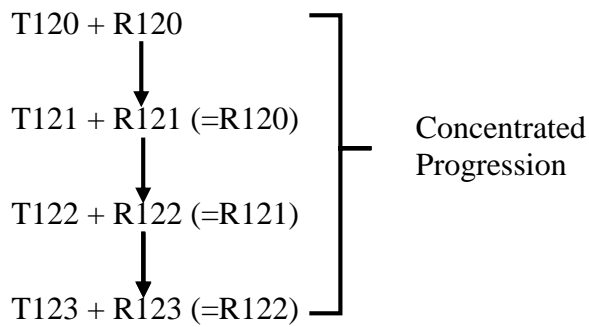


T115 + R115

Thematic Progression: Paralel Progression, Continuous Progression and Concentrated Progression.

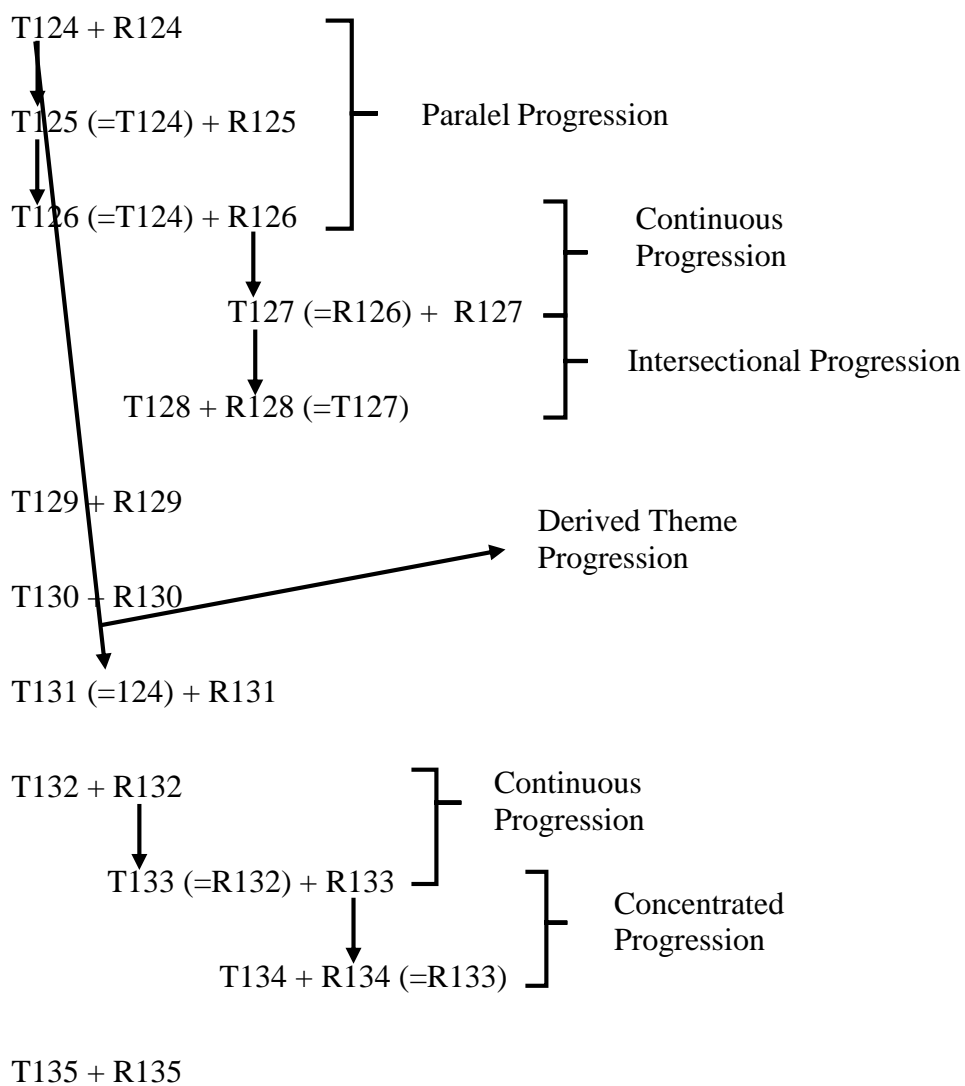
Abstract 13 : A Critical Metaphor Analysis in Lorax Film.





Thematic Progression: Paralel Progression, Derived Theme Progression and Concentrated Progression.

Abstract 14 : The Students' Error in Writing Descriptive Text.

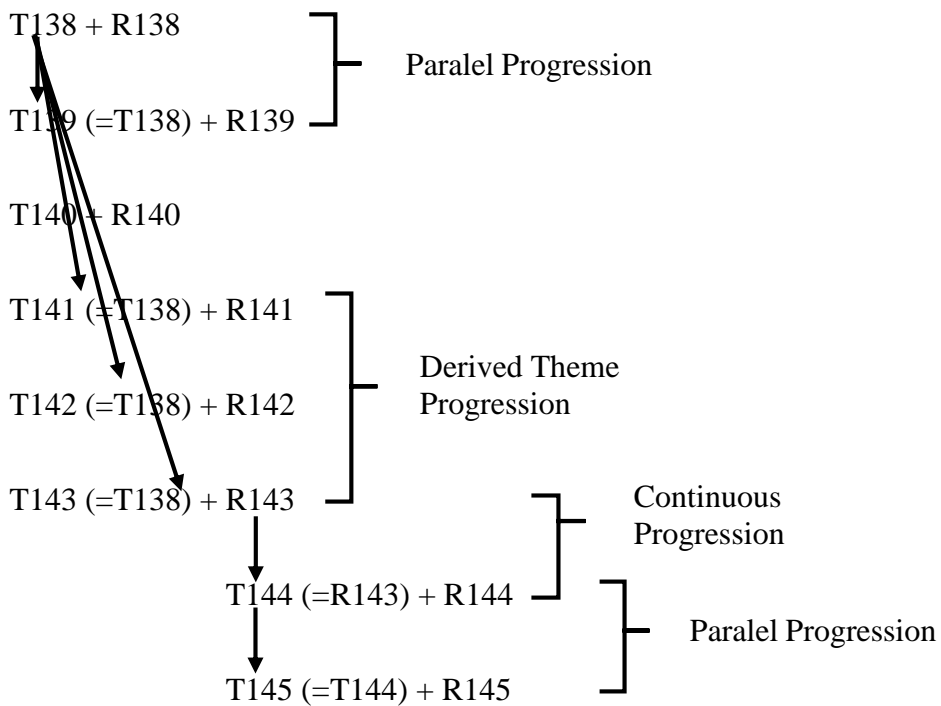


T136 + R136

T137 + R137

Thematic Progression: Paralel Progression, Continuous Progression, Intersectional Progression, Derived Theme Progression and Concentrated Progression.

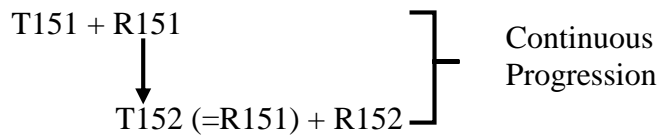
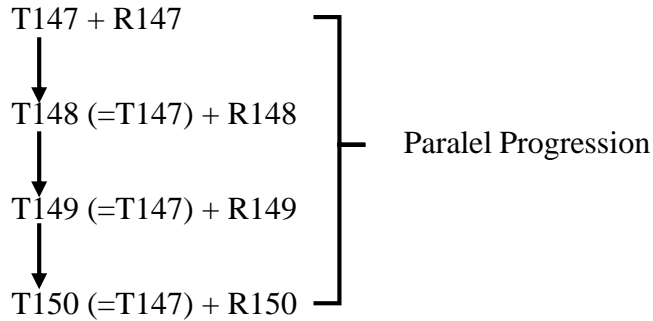
Abstract 15 : The Effect of Applying Podcast as Media on the Students' Achievement in Speaking.



T146 + R146

Thematic Progression: Paralel Progression, Derived Theme Progression, and Continuous Progression.

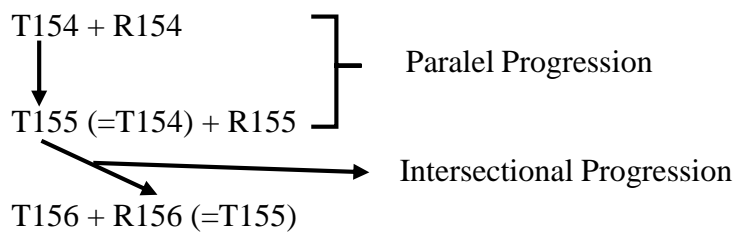
Abstract 16 : Inflectional suffix in novel *The Murder at The Vicarage* by Agatha Christie.



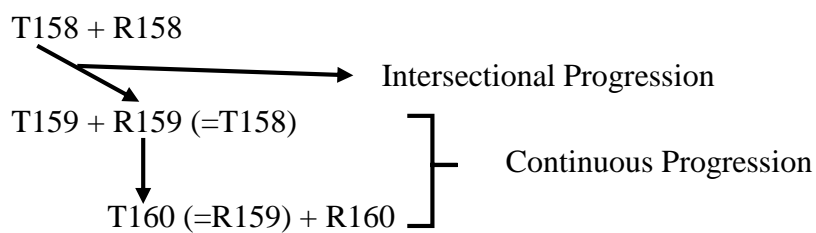
T153 + R153

Thematic Progression: Paralel Progression and Continuous Progression.

Abstract 17 : The Analysis of Hesitation Occurrence in The Movie New York Minute.

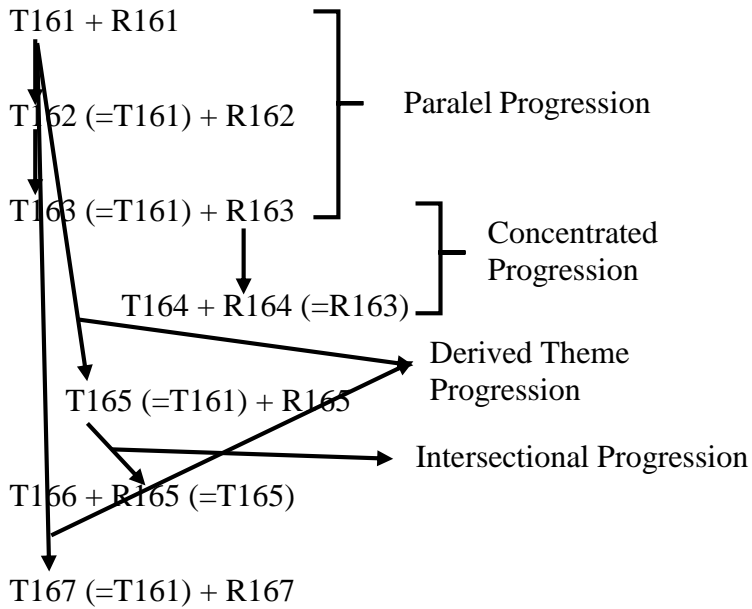


T157 + R157



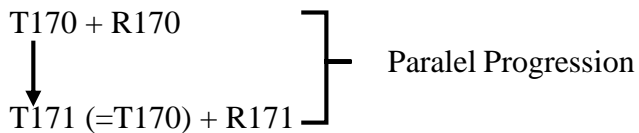
Thematic Progression: Paralel Progression, Intersectional Progression and Continuous Progression.

Abstract 18 : The Effect of Using Advance Organizer Strategy on the Students' Achievement in Reading Comprehension.



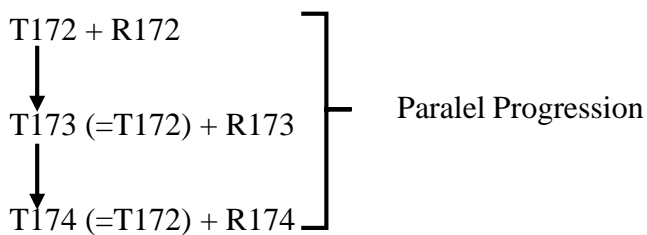
T168 + R168

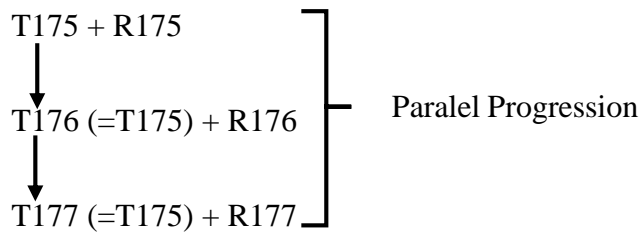
T169 + R169



Thematic Progression: Paralel Progression, Concentrated Progression, Derived Theme Progression, and Intersectional Progression.

Abstract 19 : Contrastive analysis in English and Melayu in diphthong sound.

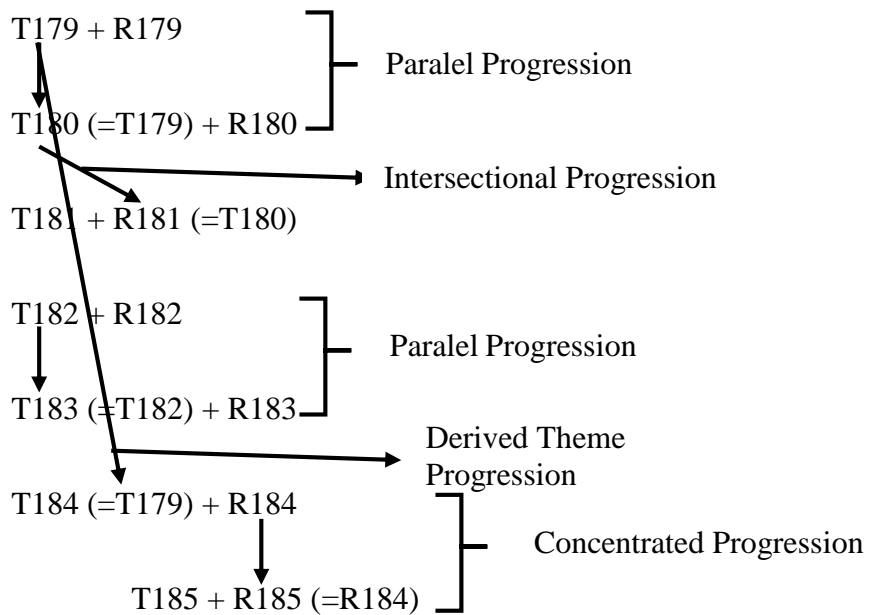




T178 + R178

Thematic Progression: Paralel Progression.

Abstract 20 : An Analysis of Assertive Utterance in Donald Trump’s Speeches.



Thematic Progression: Paralel Progression, Intersectional Progression, Derived Theme Progression, and Concentrated Progression.



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Kepada Yth: Bapak Ketua & Sekretaris
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Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Dini Intanti
NPM : 1402050168
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 131 SKS

IPK = 3,55

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Theme and Thematic Progression in Writing Abstract of Skripsi	
	The Correlation Between Students' Simple Present Tense and Vocabulary Mastery in Writing Descriptive Text	
	An Analysis Students' Translation Sentence to Sentence in Recount Text Through Numbered Head Together (NHT) Method	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 09 November 2017
Hormat Pemohon,

Dini Intanti

Keterangan:

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- Untuk Mahasiswa yang bersangkutan



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PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Dini Intanti
NPM : 1402050168
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Theme and Thematic Progression in Writing Abstract of Skripsi	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Arianto, S.Pd, M.Hum

Medan, 09 November 2017
Hormat Pemohon,

Dini Intanti



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Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Dini Intanti
NPM : 1402050168
Program Studi : Pendidikan Bahasa Inggris

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Theme and Thematic Progression in Writing Abstract of Skripsi

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1. Arianto, S.Pd, M.Hum

ACC 23/11-2017

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 23 November 2017
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Keterangan

Dibuat rangkap 3 :
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- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

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Nomor : 6124/II.3-AU /UMSU-02/F/2017
Lamp : ---
Hal : **Pengesahan Proyek Proposal
Dan Dosen Pembimbing**

*Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

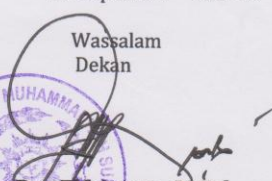
Nama Mahasiswa : Dini Intanti
N P M : 1402050168
Program Studi : Pend. Bahasa Inggris
Judul Skripsi : Theme and Thematic Progression in Writing Abstract of Skripsi
Pembimbing : Arianto.,SPd.,M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **23 Nopember 2018**

Medan, 04 Rab. Awwal 1439 H
23 Nopember 2017 M

Wassalam
Dekan


Dr. Elfrianto, M.Pd.
NIDN 0115057302



Dibuat rangkap 4 (Empat) :

1. Fakultas (Dekan)
 2. Ketua Program Studi
 3. Pembimbing
 4. Mahasiswa yang bersangkutan :
- WAJIB MENGIKUTI SEMINAR**



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Dini Intanti
N.P.M : 1402050168
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Theme and Thematic Progression in Writing Abstract of Skripsi

Sudah layak diseminarkan.

Medan, Januari 2018
Dosen Pembimbing

Arianto, S.Pd., M.Hum.

SURAT PERMOHONAN

Medan, Januari 2018

Lamp : Satu Berkas
Hal : Seminar Proposal Skripsi

Yth. Ketua Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Bismillahirrahmannirrahim
Assalamu'alaikum, Wr. Wb

Saya yang bertanda tangan di bawah ini:

Nama Lengkap : Dini Intanti
N.P.M : 1402050168
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Theme and Thematic Progression in Writing Abstract of Skripsi

Dengan ini mengajukan seminar proposal skripsi kepada Bapak/Ibu.

Sebagai bahan pertimbangan Bapak/Ibu saya lampirkan:

1. Foto kopi proposal skripsi yang telah disetujui pembimbing satu eksamplar;
2. Kuitansi biaya seminar satu lembar (Asli dan fotocopy)
3. Kuitansi SPP yang sedang berjalan satu lembar (Asli dan fotocopy)
4. Foto kopi K1, K2, K3, masing-masing satu lembar

Demikianlah surat permohonan ini saya sampaikan ke hadapan Bapak/Ibu. Atas kesediaan Bapak/Ibu mengabulkan permohonan ini, saya ucapkan terima kasih.

Wassalam
Pemohon,



Dini Intanti



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Dini Intanti
N.P.M : 1402050168
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Thematic Progression in the Students' Abstract Text of *Skripsi*

benar telah melakukan seminar proposal skripsi pada hari Rabu, tanggal 24, Bulan Januari, Tahun 2018

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesedian dan kerjasama yang baik, kami ucapkan terima kasih.

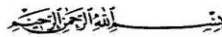
Medan, Januari 2018

Ketua,

Mandra Saragih, S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini:

Nama Lengkap : Dini Intanti
N.P.M : 1402050168
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Thematic Progression in the Students' Abstract Text of *Skripsi*

Pada hari Rabu tanggal 24 bulan Januari tahun 2018 sudah layak menjadi proposal skripsi.

Medan, Januari 2018

Disetujui oleh:

Dosen Pembahas

Prof. Amrin Saragih, MA, Ph.D

Dosen Pembimbing

Arianto, S.Pd, M.Hum

Diketahui oleh
Ketua Program Studi,

Mandra Saragih, S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

Kepada: Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim
Assalammu'alaikum Wr.Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama Lengkap : Dini Intanti
N.P.M : 1402050168
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

Theme and Thematic Progression in Writing Abstract of Skripsi


Menjadi:

Thematic Progression in the Students' Abstract Text of *Skripsi*

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya.
Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Ketua Program Studi
Pendidikan Bahasa Inggris


Mandra Saragih, S.Pd, M.Hum

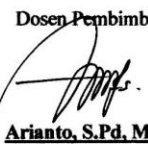
Dosen Pembahas

Prof. Amrin Saragih, MA, Ph.D

Medan, Januari 2018

Hormat Pemohon


Dini Intanti

Diketahui Oleh :

Dosen Pembimbing

Arianto, S.Pd, M.Hum



Unggul, Cerdas & Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Fax. (061) 6625474 - 6631003
Website: <http://fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Nomor : 033 /IL.3/UMSU-02/F/2018
Lamp : ---
Hal : Mohon Izin Riset

Medan, 15 Jum. Awwal 1439 H
01 Februari 2018 M

Kepada Yth, Bapak Kepala Perpustakaan
Universitas Muhammadiyah Sum. Utara
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Pustaka Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Dini Intanti
N P M : 1402050168
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Thematic Progression in the Students' Absract Text of Skripsi.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.



** Pentingal **



**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
UPT PERPUSTAKAAN**

Alamat : Jalan Kapten Mukhtar Basri No.3 Telp. 6624567 –Ext. 113 Medan 20238

Bila menjawab surat ini, agar disebutkan nomor dan tanggalnya.

SURAT KETERANGAN

Nomor: 17.2.C. /KET/II.3-AU/UMSU-P/M/2018

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Pelaksana Tugas Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :


N a m a : **Dini Intanti**
N I M : 1402050168
Univ./Fakultas : UMSU / Keguruan dan Ilmu Pendidikan
Jurusan/P.Studi : Pendidikan Bahasa Inggris / S1

adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :

Thematic Progression in the Students' Abstract Text of Skripsi

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 22 Jum. Akhir 1439 H
10 Maret 2018 M


Plt. Kepala UPT Perpustakaan
Muhammad Arifin, S.Pd, M.Pd



Bila menjawab surat ini, agar disebutkan nomor dan tanggalnya.

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
UPT PERPUSTAKAAN

Alamat : Jalan Kapten Mukhtar Basri No.3 Telp. 6624567 –Ext. 113 Medan 20238

SURAT KETERANGAN

Nomor : 1997 /KET/IL3-AU/UMSU-P/M/2018

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Pelaksana Tugas (Plt.) Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

N a m a : **Dini Intanti**
N P M : 1402050168
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 24 Jum. Akhir 1439 H.
12 Maret 2018M



Plt. Kepala UPT Perpustakaan

Muhammad Arifin, S.Pd, M.Pd

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Fakultas Keguruan dan Ilmu Pendidikan

SURAT PERNYATAAN
Bismillahirrahmanirrahim

Yang bertanda tangan dibawah ini, mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.

Nama Lengkap : **DINI INTANTI**
Tempat/ Tgl. Lahir : Medan, 07 Desember 1996
Agama : Islam
Status Perkawinan : Kawin/Belum Kawin/Duda/Janda*)
No. Pokok Mahasiswa : 1402050168
Program Studi : Pendidikan Bahasa Inggris
Alamat Rumah : Dusun VII Dahlia Jalan Sukarela Timur Laut Dendang
Telp/Hp: 0857-6137-2072
Pekerjaan/Instansi : -
Alamat Kantor : -

Melalui surat permohonan tertanggal Maret 2018 telah mengajukan permohonan menempuh ujian skripsi. Untuk ujian skripsi yang akan saya tempuh, menyatakan dengan sesungguhnya, bahwa saya:

1. Dalam keadaan sehat jasmani dan rohani
2. Siap secara optimal dan berada dalam kondisi baik untuk memberikan jawaban atas pertanyaan penguji,
3. Bersedia menerima keputusan Panitia Ujian Skripsi dengan ikhlas tanpa mengadakan gugatan apapun,
4. Menyadari bahwa keputusan Panitia Ujian ini bersifat mutlak dan tidak dapat diganggu gugat.

Demikianlah surat pernyataan ini saya perbuat dengan kesadaran tanpa paksaan dan tekanan dalam bentuk apapun dan dari siapapun, untuk dipergunakan bilamana dipandang perlu. Semoga Allah SWT meridhoi saya. Amin.

SAYA YANG MENYATAKAN,


The stamp includes the text: "UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA", "DEAFF000752986", and "000".

DINI INTANTI

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Fakultas Keguruan dan Ilmu Pendidikan

PERMOHONAN UJIAN SKRIPSI

Kepada Yth : Medan, Maret 2018
Bapak/Ibu Dekan *)
di
Medan

Assalammu'alaikum Wr. Wb

Dengan hormat, saya yang bertanda tangan di bawah ini :

Nama : **DINI INTANTI**
Npm : 1402050168
Program Studi : Pendidikan Bahasa Inggris
Alamat : Dusun VII Dahlia Jalan Sukarela Timur Laut Dendang

Mengajukan permohonan mengikuti ujian skripsi, bersama ini saya lampirkan persyaratan:

1. Transkrip/Daftar nilai kumulatif (membawa KHS asli Sem 1 s/d terakhir dan Nilai Semester Pendek (kalau ada sp). Apabila KHS asli hilang, maka KHS Foto Copy harus dileges di Biro FKIP UMSU).
2. Foto copy STTB/Ijazah terakhir dilegalisir 3 rangkap(Boleh yang baru dan boleh yang lama)
3. Pas foto ukuran 4x6, 15 lembar.
4. Bukti lunas SPP tahap berjalan (difotocopy rangkap 3).
5. Foto copy kompri 3 lembar.
6. Surat keterangan bebas perpustakaan.
7. Surat permohonan sidang yang sudah ditandatangani oleh pimpinan Fakultas.
8. Skripsi yang telah ACC Ketua dan Sekretaris Program Studi serta sudah ditandatangani oleh dekan fakultas.

Demikianlah permohonan saya untuk pengurusan selanjutnya. Terimakasih, wassalam.

Pemohon,



DINI INTANTI

Medan, Maret 2018
Disetujui oleh:
A.n. Rektor
Wakil Rektor I

Dr. MUHAMMAD ARIFIN, S.H., M.Hum

Medan, Maret 2018



Dr. ELFRANTO NASUTION, S.Pd., M.Pd

CURRICULUM VITAE

Personal Identity

Name : Dini Intanti
NPM : 1402050168
Place/Date of Birth : Medan, December 07th 1996
Gender : Female
Religion : Islam
Address : Dusun VII Dahlia Jalan Sukarela Timur Laut Dendang
No.Hp : 0857-6137-2072

Parents

Father's Name : Suronto
Mother's Name : Legini
Religion : Islam
Address : Dusun VII Dahlia Jalan Sukarela Timur Laut Dendang

Education

Kindergarten : TK Ritzky Chairani Medan Estate (2001-2002)
Elementry School : SD Negeri 106162 Medan Estate (2002-2007)
Junior High School : SMP Swasta Karya Bunda Medan Estate (2007-2011)
Senior High School : SMA Negeri 1 Percut Sei Tuan (2011-2014)
University : Universitas Muhammadiyah Sumatera Utara (2014-2018)