

CHAPTER IV FINDING AND DISCUSSION

The objective of this study is to be aware of the students' ability to build logical statements in their research proposal background. This chapter presents the data analysis, the finding and the discussion of the data. These include the analysis of the rhetorical relations structure in the analyzed research proposal background.

As stated before, the relations are defined to hold between *Nucleus (N)* and *Satellite (S)*. Its definition consists of four fields which is derived from the effect field and contains no additional information about the relation. Those fields are: Constraints on the nucleus (N), constraints on the satellite (S), constraints on the combination of N and S, the last is the effect. Each field specifies particular judgments that the text analyst must make in building the RST structure. Rather than certainty, these are judgments of plausibility. In the case of the Effect field, the analyst is judging whether it is plausible that the writer desires the specified condition.¹

A. RESEARCH FINDING

Based on the data used in the Proposal background of the eight semester students (see appendix 1), it identify relational propositions in each background. It also shows some gaps and non-sequiturs in their Proposal background. In this research, analyzing the relational propositions in the background and draw the diagram structure used RST Tool to help the researcher identify the relational propositions and find the gaps and non-sequiturs. Relational proposition do not ascend independently of the relational definition. Rather, the findings of relational definitions hold are sufficient to establish the corresponding relational proposition.²

Analyzing the relations used in the background and identifies the relation gap and non-sequitur use RST Tool helps the

¹ William C. Mann – Sandra A. Thompson, “Rhetorical Structure Theory: A Theory of Text Organization”, Information Sciences Institute 1987, p.4

² William C. Mann – Sandra A. Thompson, “Assertions from Discourse Structure”, *Information Sciences Institute* 1985, p.17

researcher to conclude the relational propositions which are unstated but inferred proposition that arise from the text structure in the process of interpreting texts. Since the coherence of a text depends in part on these Relational Proposition. The following tables represent statistic relations of each Proposal background of the eight semester students. The variable are the name of the relations, the number they occurs in the proposal background and the percentage of it. The first row is the Proposal number (8 analyzed proposal backgrounds) then the first column is the relations names set from Mann and Thompson.

The relations set in the RST has been developed from the first relation set, the classic set from Mann and Thompson, to the extension set by Mann and Thompson, which is used in this research. Another set are Marcu and Mick relations, each named after the developer of the relation. The researcher only uses the relations extension set by Mann and Thompson, because this set is much simpler than others.

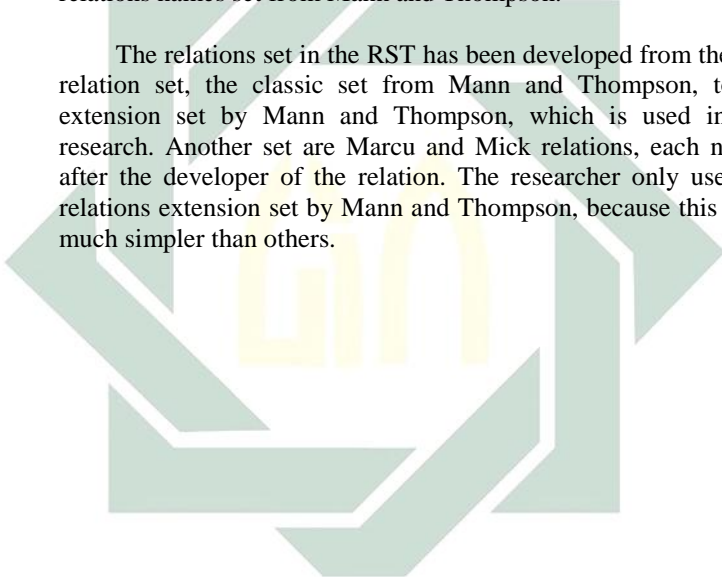


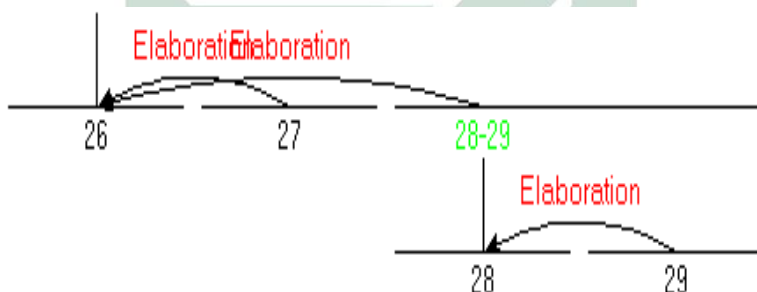
Table 4.1
The statistic result from the analysis

No	Relation name	A		B		C		D	
		N	Mean	N	Mean	N	Mean	N	Mean
Mono-nuclear Relations									
1	Antithesis	1	1.5%	1	1.9%	0	0.0%	1	1.2%
2	Background	9	13.2%	5	9.6%	5	13.2%	9	10.8%
3	Circumstance	7	10.3%	3	5.8%	2	5.3%	1	1.2%
4	Concession	2	2.9%	0	0.0%	0	0.0%	1	1.2%
5	Condition	0	0.0%	2	3.8%	0	0.0%	0	0.0%
6	Elaboration	13	19.1%	18	34.6%	2	5.3%	12	14.5%
7	Enablement	0	0.0%	0	0.0%	1	2.6%	0	0.0%
8	Evaluation	2	2.9%	2	3.8%	0	0.0%	2	2.4%
9	Evidence	4	5.9%	2	3.8%	2	5.3%	2	2.4%
10	Interpretation	1	1.5%	1	1.9%	4	10.5%	5	6.0%
11	Justify	7	10.3%	3	5.8%	2	5.3%	7	8.4%
12	Means	2	2.9%	3	5.8%	2	5.3%	1	1.2%
13	Motivation	0	0.0%	0	0.0%	0	0.0%	0	0.0%
14	Nonvolitional-cause	0	0.0%	0	0.0%	0	0.0%	0	0.0%
15	Nonvolitional-result	0	0.0%	0	0.0%	0	0.0%	0	0.0%
16	Otherwise	0	0.0%	0	0.0%	0	0.0%	0	0.0%
17	Preparation	3	4.4%	4	7.7%	3	7.9%	7	8.4%
18	Purpose	0	0.0%	0	0.0%	0	0.0%	0	0.0%
19	Restatement	4	5.9%	1	1.9%	0	0.0%	4	4.8%
20	Solutionhood	2	2.9%	0	0.0%	0	0.0%	2	2.4%
21	Summary	4	5.9%	0	0.0%	1	2.6%	7	8.4%
22	Unconditional	0	0.0%	0	0.0%	0	0.0%	0	0.0%
23	Unless	0	0.0%	0	0.0%	0	0.0%	0	0.0%
24	Unstated-relation	0	0.0%	0	0.0%	0	0.0%	0	0.0%
25	Volitional-cause	3	4.4%	2	3.8%	0	0.0%	6	7.2%
26	Volitional-result	0	0.0%	1	1.9%	0	0.0%	0	0.0%
Multi-nuclear Relations									
1	Conjunction	0	0.0%	0	0.0%	0	0.0%	0	0.0%
2	Contrast	0	0.0%	0	0.0%	0	0.0%	0	0.0%
3	Disjunction	0	0.0%	0	0.0%	0	0.0%	0	0.0%
4	Joint	1	1.9%	0	0.0%	0	0.0%	6	7.2%
5	List	0	0.0%	0	0.0%	7	18.4%	4	4.8%
6	Restatement-mn	1	1.9%	0	0.0%	0	0.0%	2	2.4%
7	Sequence	0	0.0%	2	3.8%	2	5.3%	0	0.0%
	TOTAL	70		50		36		79	

No	Relation name	E		F		G		H	
		N	Mean	N	Mean	N	Mean	N	Mean
Mono-nuclear Relations									
1	Antithesis	4	6.7%	0	0.0%	1	2.2%	1	1.4%
2	Background	5	8.3%	10	9.4%	5	11.1%	10	14.3%
3	Circumstance	1	1.7%	3	2.8%	0	0.0%	1	1.4%
4	Concession	0	0.0%	0	0.0%	1	2.2%	0	0.0%
5	Condition	2	3.3%	2	1.9%	0	0.0%	0	0.0%
6	Elaboration	16	26.7%	26	24.5%	12	26.7%	21	30.0%
7	Enablement	0	0.0%	0	0.0%	0	0.0%	0	0.0%
8	Evaluation	0	0.0%	6	5.7%	1	2.2%	0	0.0%
9	Evidence	1	1.7%	6	5.7%	0	0.0%	4	5.7%
10	Interpretation	5	8.3%	4	3.8%	0	0.0%	4	5.7%
11	Justify	4	6.7%	7	6.6%	4	8.9%	2	2.9%
12	Means	1	1.7%	4	3.8%	0	0.0%	1	1.4%
13	Motivation	0	0.0%	0	0.0%	0	0.0%	0	0.0%
14	Nonvolitional-cause	0	0.0%	0	0.0%	0	0.0%	0	0.0%
15	Nonvolitional-result	0	0.0%	0	0.0%	0	0.0%	0	0.0%
16	Otherwise	0	0.0%	0	0.0%	0	0.0%	0	0.0%
17	Preparation	4	6.7%	1	0.9%	3	6.7%	2	2.9%
18	Purpose	0	0.0%	1	0.9%	0	0.0%	0	0.0%
19	Restatement	3	5.0%	5	4.7%	5	11.1%	4	5.7%
20	Solutionhood	3	5.0%	2	1.9%	1	2.2%	2	2.9%
21	Summary	2	3.3%	4	3.8%	0	0.0%	3	4.3%
22	Unconditional	0	0.0%	0	0.0%	0	0.0%	0	0.0%
23	Unless	0	0.0%	0	0.0%	0	0.0%	0	0.0%
24	Unstated-relation	0	0.0%	0	0.0%	0	0.0%	0	0.0%
25	Volitional-cause	2	3.3%	4	3.8%	3	6.7%	6	8.6%
26	Volitional-result	0	0.0%	2	1.9%	0	0.0%	2	2.9%
Multi-nuclear Relation									
1	Conjunction	0	0.0%	0	0.0%	4	8.9%	2	2.9%
2	Contrast	2	3.3%	0	0.0%	0	0.0%	2	2.9%
3	Disjunction	0	0.0%	0	0.0%	0	0.0%	0	0.0%
4	Joint	0	0.0%	0	0.0%	0	0.0%	0	0.0%
5	List	4	6.7%	9	8.5%	0	0.0%	0	0.0%
6	Restatement-mn	0	0.0%	0	0.0%	0	0.0%	0	0.0%
7	Sequence	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	59		96		43		67	

The relational definition that commonly used in the students' research proposal background is Elaboration. It can be seen from the statistic table above, which shows that elaboration has mostly more than 10% from the total relational definition in each data. Elaboration is a relation in which the satellite (S) constraint in giving additional information to the nucleus (N). It is plausible for the *Reader* (R) to recognize S as providing additional detail for N. this extract from the proposal background H has an example of the elaboration relation. The writer is providing the detail information of Indonesian's reading score.

26. According to Programme for International Student Assessment or known as PISA (2012) Indonesia's reading is still in low level of Organization for Economic Co-operation and Development or known as OECD,
27. Indonesia has mean reading score is 396 of the average of OECD is 496.
28. The newest PISA in 2015 about Indonesia reading already published and Indonesia had increasing 1 point from previous PISA.
29. It becomes 340 from the average of OECD and it is still in below average.



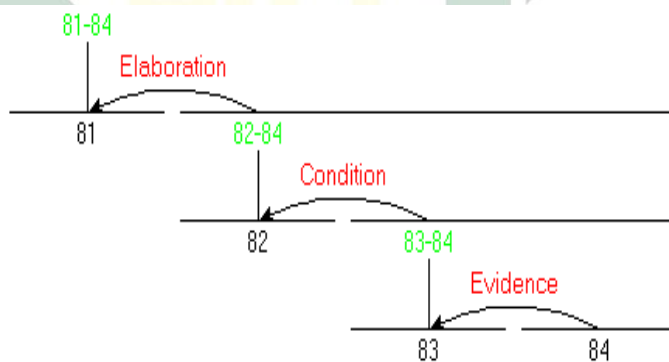
PICTURE 1

From the diagram's picture above, the span number 27 and 28 is additional information for the previous. The previous span

number 26 is the general information that the span number 27 and 28 give the detail information. In the span number 28 and 29, where the span number 29 provide the more detail information for the span number 28 and not for the span number 26. Because the plausible judgment above, the *nucleus* is the span number 28 for the *Satellite* span number 29. The student writers, in their research proposal background, used some new information. Thus they added more additional information to give more understanding for the readers.

Another example for Elaboration can be found in the extra from the proposal background F.

81. It means that to achieve this aspect, the qualified professors, lecturers, stuffs and selected students play important role to build high quality faculty.
82. The selected students are expected to do their best research and be outstanding outcomes from the faculty.
83. To attract the most talented people in one of majors, the faculty needs to show their best outcomes to the public.
84. This can be an evidence to attract people from many places.



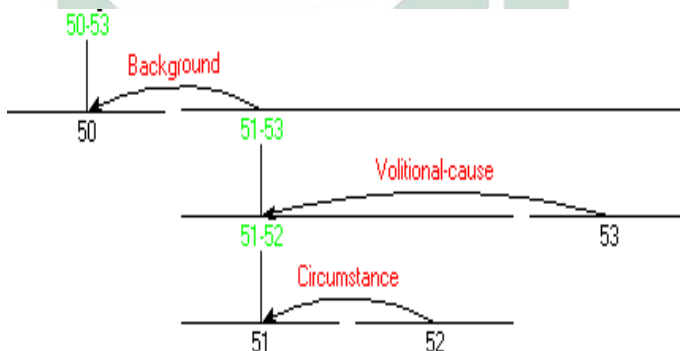
PICTURE 2

The elaboration relation from the picture shows that it is plausible to the observer that it is plausible to the writer that the

satellite described the detail importance of the selected students to do their best and be outstanding outcomes from the faculty. As Elaboration relation is where the satellite is containing the more specific, detail, attribute, step, or part of subject matter which is presented in the nucleus.

Beside *Elaboration*, *Background* and *justify* are used more often rather than the other relations. *Background* is a relation that has effect on increasing the readers' ability in comprehending the text. The satellite texts have piece information that is needed in order to understand the nucleus text. This extract from the proposal background A has an example of the Background relation.

50. Despite of that, UIN Sunan Ampel Surabaya has also a vision, as an Islamic university that prepares excellent and competitive students' outcome as international students.
51. Furthermore, UIN Sunan Ampel Surabaya is ongoing process to be the World Class University after upgrading from Islamic State Institute several years ago.
52. Becoming the World Class University, it requires preparing the students outcome as well.
53. Automatically, it boosts the students to have the writing ability be better continuously.



MC

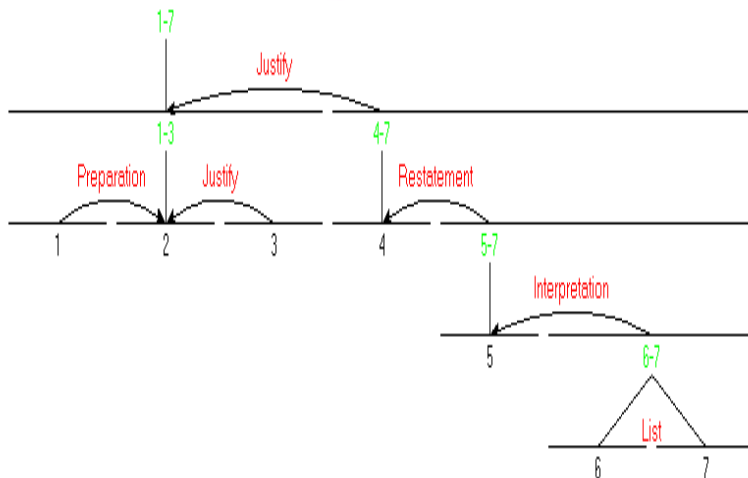
PICTURE 3

From the diagram picture 3 above it can be seen that the texts number 51 to 53 are the Satellite. It is plausible to the analyst that it is plausible to the writer that comprehending those texts number 51 to 53 will increase the reader understanding in text number 50. In a research proposal background, it is plausible that the writer added new information. It is in line with the purpose of research proposal background, which is proposing an idea, theory or problem to be subject of research. The writer needs to make the ideas presentable and understandable for the reader. Thus the writers need to put themselves in position of the reader who has no background knowledge of the ideas.

Therefore it is plausible if the writer added some more background and Elaboration in their Research Proposal writing. In addition, to justify the writer's right to express the ideas, it is also plausible for the writer added some supporting text. The relation of these texts would be *Justify*, as it effect is to support the writer's right to express the text. In this research, Justify relation has been found in all of the proposal background. And it can be seen from the table 4.1 that the usage of Justify relation is third mostly used after Elaboration and Background relation. This extract from the proposal background C has an example of the justify relation. The writer is providing the supporting information to increase the reader readiness to accept the writer right to present the ideas.

1. How do we know whether we have done something right or not?
2. Generally, we rely on it to the feedbacks from other, because seeing the weaknesses of the other is easier than their strengths, most of the people choosing the negative comment to be provided.
3. However, the positive or even the negative feedback, surely it can to be our evaluation towards our works result.
4. Vibha Chawla in his research defines that feedback is the most important component as it contributes significantly to behavior modification of the student teachers.
5. Hattie also defines feedback is one of the most powerful influences on learning and achievement.

6. Feedback must be provided to motivate each other, it can be formed as advice and criticism.
7. Feedback can come from many sources, in the learning process, especially in the class, we can get feedback from teacher and classmates (Peer-feedback).

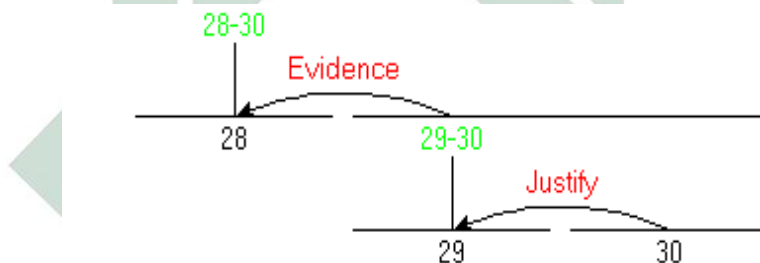


PICTURE 5

From the diagram picture above, it can be seen that the third text relation with the second text is Justify. Thus it is plausible to the analyst that it is plausible that the writer intend to use the third text to support the writer's right to express the second text. As Justify relation is important in argumentative type of text.

Justify, in relation of RST, is form a subgroup with Evidence; both involved the reader's attitude toward the nucleus. As mentioned before, A Justify satellite is intended to increase the reader's readiness to accept the writer's right to present the nuclear material or idea. Almost similar to Justify, An Evidence satellite is intended to increase the reader's belief in the nuclear material or idea. This extract from the proposal background D has an example

- of the Evidence relation. The writer is providing the supporting information to increase the reader's belief in the material or idea.
28. One effect of the different styles developed by men and women is that certain features become very disturbing in cross-gender interactions.
 29. In same gender discussion, there is little difference in number of speakers interrupt each other rather than in cross-gender interaction which is men interrupt women with 96 percent amount of interruption.
 30. The interruption of interaction can be one of factors that affect students' self-confidence which also effect on learning speaking and students' discussion in class.



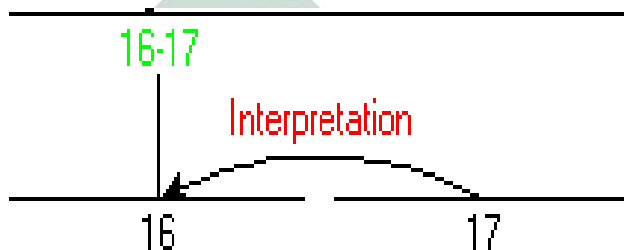
PICTURE 6

The diagram Picture above shows that the relation for text number 28 and 29 is Evidence. It is plausible to the analyst that the writer intended to increase the reader belief in the different styles developed by men and women is become very disturbing in the cross-gender interaction. Thus, in the text number 29 the writer put some evidence that in cross-gender interaction which is men interrupt women with 96 percent amount of interruption.

From all the three previous relation, the Elaboration and Background relation are pointing on adding more information for the nucleus. Other than those two, there is also Interpretation relation that pointing the same as the previous two. But in Interpretation relation, the writer intends to give the meaning of the

situation in the nucleus. For the example, this extract from the proposal background E has an example of the Interpretation relation. The writer is providing the meaning of the situation in the nucleus.

16. If the teacher can make the students participate well in the classroom,
17. it means that the teacher success make the students engage with the lesson.



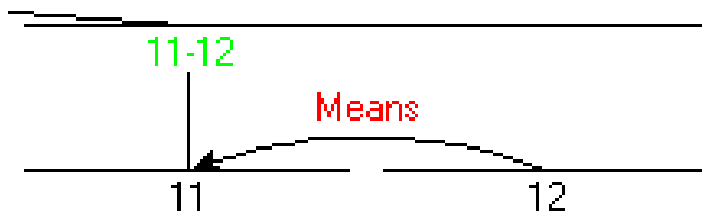
PICTURE 7

From the diagram picture above, it is plausible to the observer that it is plausible to the writer intend to interpret the situation in the nucleus. In the text number 16, the writer mentions a situation when the teacher can make the students participate well in the classroom. Then the writer explain in the text number 17, as the satellite, the teacher ability in engaging students in the class means that the teacher is success. The satellite in this interpretation relation does not concern with the Writer positive regard toward the nucleus.

Means relation is rather similar with the interpretation relation. But it more focus on presenting the method or instrument which tends to make realization of the nucleus, while the interpretation relation focus more to ascribe the particular situation in nucleus. The example of the Means relation can be observed in the extract from the proposal background E. The writer provides a

method or instrument which tends to make realization of the nucleus.

11. Students' engagement can be created from the teacher
12. by providing fun activity and the activity involves the students' participation.



PICTURE 8

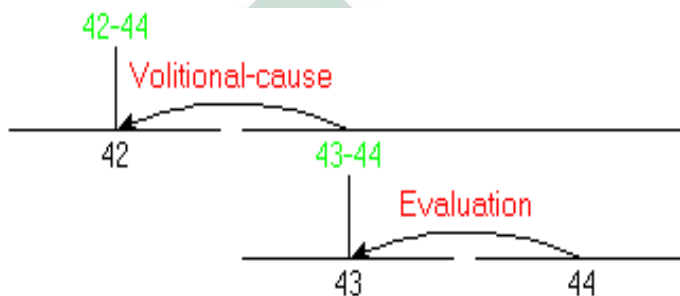
The method or instrument the writer added here tend to make the realization in the nucleus. Thus it is plausible to the analyst that it is plausible to the writer to make the reader realize the method in creating student's engagement for the teacher is by providing fun activity which involves the student's participation.

In the relation set which is used in this research, it contains 26 mono-nuclear relations and 7 multi-nuclear relations (*see the table 4.1*), but not all the relation are used in the analysis of this research. It is because not all the relations are compatible with this type of writing. For example Nonvolitional-cause and result, both are incompatible with this type of text. Nonvolitional-cause is a relation where the satellite is a situation which causes another situation in the nucleus but not by anyone's deliberate action. In contrary the volitional-cause relation is caused by someone's deliberate action. For example in the extract from proposal background F, the writer provides the cause of the volitional action in the nucleus.

42. Those tasks will facilitate the students to think more complex, creative and critic in answering the question rather than ask

them to match the right expression of giving opinion or to summarize the paragraph.

43. It is because in giving opinion, the students will think critically about the information and then give judgment related to it.
44. This is in line with the learning objective to distinguish problem may happen after the issue, the students might think critically and creatively to think about the answer.

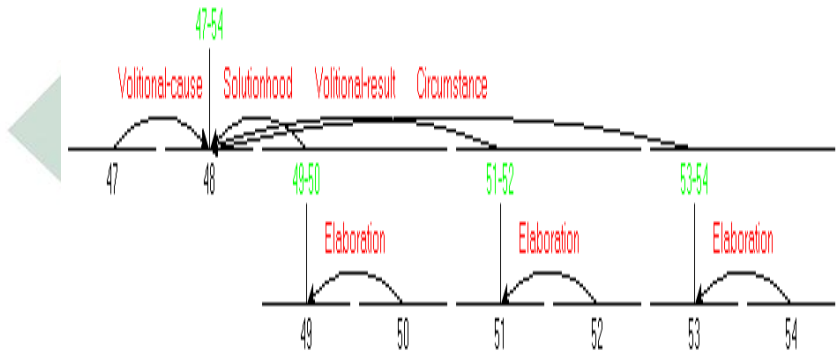


PICTURE 9

From the text number 43, it is clearly provide the cause of the situation in the nucleus. Thus it is plausible to the analyst that it is plausible to the writer to provide the satellite as a cause of the students to think more complex, creative and critical as mentioned in the nucleus. While the nucleus in the Volitional-cause relation is being a result situation of the Satellite, in contrary the nucleus in the Volitional-result relation is provided as the cause of the situation in the satellite. The example of the Volitional-result relation can be observed in the extract of the proposal background F.

47. Their experiences of reading are built by reading habit before they go to the real field in Education that is school.
48. That is why, knowing about student teachers' reading habit as the candidate of teachers is important.
49. Explaining about reading habit in student teacher, student teacher should be aware and consider about their reading habit level.

50. According to American Library Association that stated in Oguz's journal, the level of reading habit here can be categorized as seldom, moderate or constant readers.
51. Knowing about their level of reading habit can help student teacher to get ready when they go to the real teaching practice in Teaching Internship.
52. They can be aware about experienced with any kinds of reading materials.
53. In addition, several factors can be influenced people's reading habit itself.
54. People can be categorized as seldom, moderate or constant readers in their reading habit must be affected with some factors.



PICTURE 10

This volitional-result relation can be seen in the picture that shows number 51 and 52 as the satellite for the nucleus number 48. As explained before, the nucleus here provide situation in the importance of knowing the student teacher's reading habit, and the result of knowing their reading habit level can help the student teacher to get ready when they go practice teaching in the real class, thus they can be aware about experienced with any kinds of reading materials. It is plausible to the analyst that it is plausible to the writer to provide the satellite as the result of the situation in the

nucleus. This volitional-result relation is rarely found in the analysis result in this research. As it can be concluded from the table 4.1 that total usage of Volitional-result relation is not more than five, on the contrary the Volitional-cause relation is used more than 20.

As Mann and Thompson stated before, that coherence is the absence of gap and non-sequitur, one example of good coherence according to RST in this research is the analysis of proposal background C. It can be seen in the diagram picture 11 that contain a full diagram analysis of the proposal background. When doing analysis using RST, it does not concern with the numbers of the sentences or the paragraphs. Because RST analysis is insensitive to the text size, as it more focuses to describe the relations among the clauses in a text whether or not they are grammatically or lexically signaled. It also has been used as an analytical tool for a wide range of text types. Those statement could be seen in analysis result that been done in this research. Therefore, it is not hinder this research to know the students' ability in building logical statement in their research proposal background. As the logical statement is a statement structured logically from the first statement to the final statement. Structured logically here means that the statements need to be related with each other without a gap or non-sequitur, thus the research proposal background they write will have a good coherence.

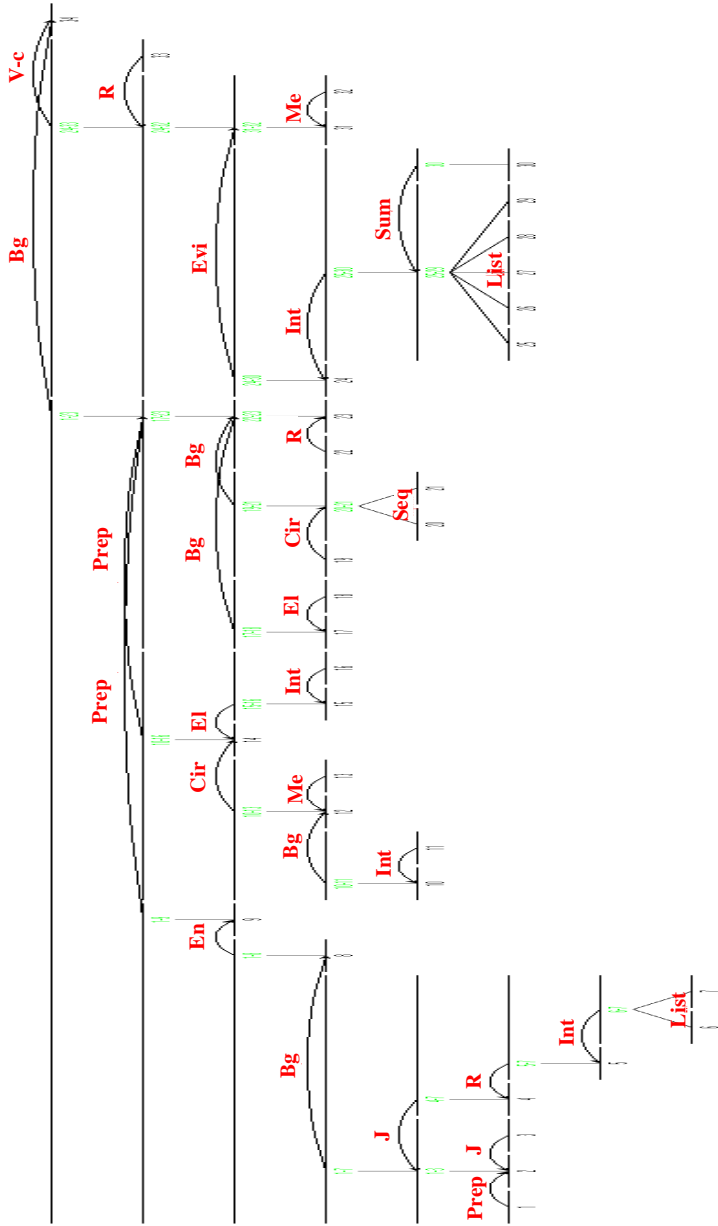
PROPOSAL C

1. How do we know whether we have done something right or not?
2. Generally, we rely on it to the feedbacks from other, because seeing the weaknesses of the other is easier than their strengths, most of the people choosing the negative comment to be provided.
3. However, the positive or even the negative feedback, surely it can to be our evaluation towards our works result.
4. Vibha Chawla in his research defines that feedback is the most important component as it contributes significantly to behavior modification of the student teachers.

5. Hattie also defines feedback is one of the most powerful influences on learning and achievement.
6. Feedback must be provided to motivate each other, it can be formed as advice and criticism.
7. Feedback can come from many sources, in the learning process, especially in the class, we can get feedback from teacher and classmates (Peer-feedback).
8. From that statement above, we can say that the effect of feedback can be very strong and can improve the teaching-learning process.
9. It is important to realize that as the student-teachers must be concerned more about feedback.
10. As student-teachers we must take the practice teaching class before we experience the real teaching practice in the school and class that is called by internship program.
11. What is Internship Program? Based on the Pedoman Praktik Pengalaman Lapangan (PPL) that published on 2016 by Tarbiyah and Teacher Training of UIN Sunan Ampel Surabaya, PPL or Teaching practice is one of a program that made to apply all the teaching theories from the previous semester in a real-time school condition and situation.
12. Every pre-service teacher or student-teachers who will take on the internship program need to be passed according to English Teacher Education Departement's rule and the Tarbiyah Faculty.
13. In the teaching practice class, the pre-service teacher or student-teachers will practice and apply all the material that have they got in the previous semester, individually.
14. In UIN Sunan Ampel Surabaya, as one of state university which has the Education Faculty inside, of course, they have this subject to be carried on it, exactly in the sixth semester the teaching practice or microteaching class will be held.
15. As stated in short explanation above, this class is a teaching simulation that will contain 11 – 15 students in it to maximalize their learning also teaching-skill as the pre-service English teacher.

16. There are nine teaching practice classes in this year according to the Siakad of UIN Sunan Ampel Surabaya.
17. There is one phenomenon that interested this researcher to digs in more about feedback.
18. As the researcher experienced, not all people like to accept the comments from other especially from the same level in the learning process.
19. In the case of feedback and teaching practice the researcher who takes the English Teacher Education Departement as her major of study, she had experience that in teaching practice class all of the students will be divided into three roles, those are ST as a Teacher, ST as Students-roleplay and ST as observers.
20. While student-teachers as a teacher have their turn to practice their teaching skill, that is the time for the observer to observe how the way their friend teach in the microteaching.
21. After that, the student-teachers as an observer will give feedbacks towards their teaching practice.
22. Max Praver, in his research entitled by "Attitudes and Affect toward Peer Evaluation in EFL Reading Circles", in his research background stated that there is potential for discomfort zone over the students in receive or give, such as feedback, especially from their friends.
23. Similarly of this research that will find out more about the feedback especially peer-feedback in practice teaching class.
24. There, Max Praver stated that there is a relation between the peer-feedback and their attitudes in receive and provide some feedback.
25. Firstly, what is called by attitudes?
26. Based on American Heritage Dictionary, Attitude is State of mind.
27. Furthermore, Webster 9th New World Dictionary stated it as Mental position related to a fact or statement.
28. Moreover McKeachie and Doyle in their book of Psychology: The Short Course stated that an expectation or organization of concept, beliefs, habits and motivation related to a particular object.

29. In one of the dissertation the author found that the theory of attitude stated by Oskamp and Schultz, they define an attitude as a predisposition to respond in a favorable or unfavorable manner with respect to a given attitude object.
30. As has been stated by those arguments the researcher explains that attitude here is stated as same as the respond of students-teacher towards their own peer-feedback.
31. Important to realize, as the observer of their friends, they need to observe the ST's Performance.
32. In short that the ST as the observer will provide some comments towards their friend's performance in teaching practice class.
33. Back to the last statement of the researcher supported by Max Praver research that not all people, especially learners, want to receive comments that usually called by feedback from others, even from their friends that have the same level in teaching-learning processes.
34. Those reasons constitute the researcher to investigate more about what are ST Attitudes toward the Peer-feedback and also how far does peer-feedback can affect in ST following teaching performance in the practice teaching class, in a research entitled by "Student-Teacher Attitudes Towards Peer-feedback in Practice Teaching Class at UIN Sunan Ampel Surabaya."



Note:

Prep	= Preparation	J	= Justify
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Evi	= Evidence	Sum	= Summary
V-c	= Volitional-cause		

From the proposal background C relation diagram, it is plausible to the analyst to assume that there is no gap or non-sequitur within the analysis result of the proposal background C. It is because the clauses in the proposal background contain the relational proposition with each of them. Thus, the diagram of proposal background C symbolizes the relation within. It is plausible to the observer that it is plausible to the writer to provide the text number 1 to 23 for facilitating understanding for the text number 34. Therefore, the background relation is plausible relation between text numbers 1-23 with text number 34.

For the text numbers 24-33, it is plausible to the analyst that it is plausible to the writer to provide it as the situation which causes the other situation in the text number 34, thus the volitional-cause relation is plausible relation between text numbers 24-33 and text number 34. It is in line with the writer statement in the text number 34 that the previous statements are the reasons constitute the writer to investigate more about what are ST Attitudes toward the Peer-feedback and also how far does peer-feedback can affect in ST following teaching performance in the practice teaching class.

Beside those mono-nuclear relations that mentioned before, there are also multi-nuclear relations that used in the result of this analysis. Multi-nuclear relation is a relation that does not carry a definite selection of one nucleus. From the diagram picture 11 the researcher found 2 types of multi-nuclear relation. The first multi-nuclear relation that the analyst found in the proposal background C is in the text number 6 and 7. It is plausible to the analyst that it is plausible to the writer to add two comparable items linked by the list relation. The text number 6&7 are both contain comparable

information, thus it is plausible that text number 6 and 7 are linked by list relation.

The other list relation can be found in the text number 25 -29. It is plausible to the analyst that it is plausible to the writer to link the text number 25-29 by list relation because those text are contain comparable items. Beside multi-nuclear list relation, there also sequence relation found in the analysis of the proposal background C. sequence relation is a relation where the writer intends to put a succession relationship between the situations in the nuclei. The text number 20-21 have the sequence relation in between, thus it is plausible to the analyst that it is plausible to the writer to intend the reader recognizes the succession relationship among the nuclei.

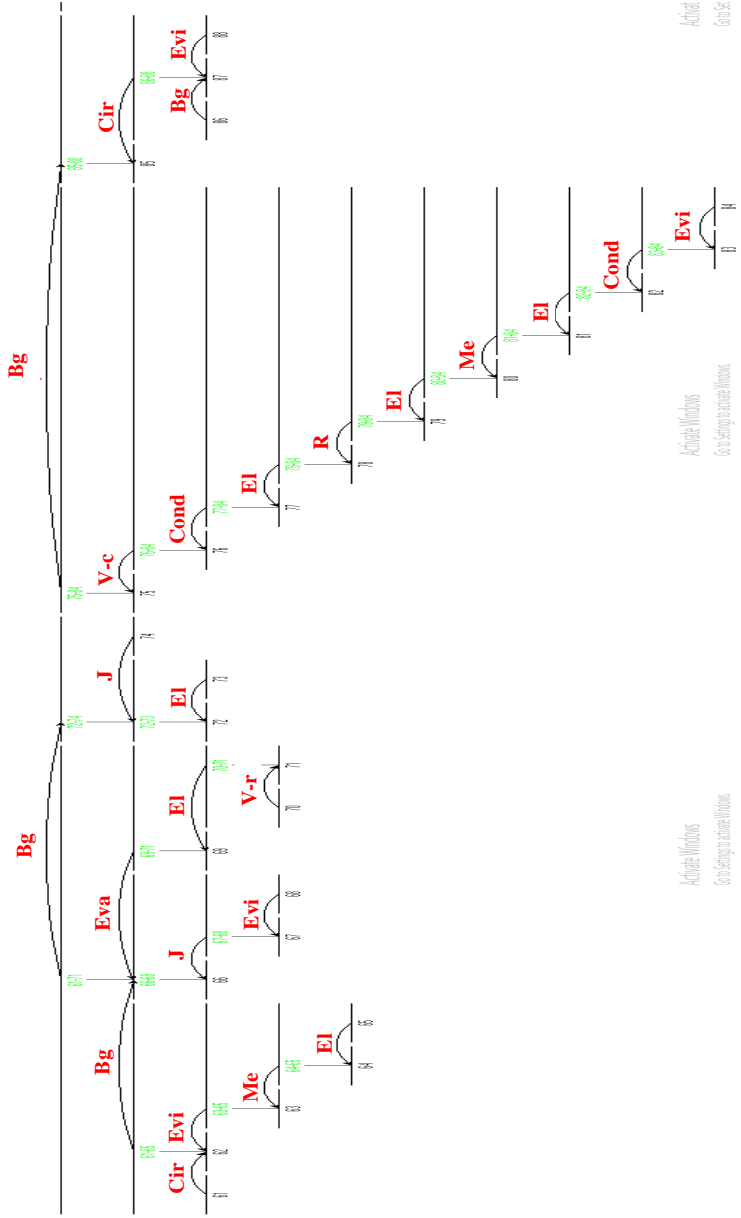
As mentioned before, it is plausible to the analyst to conclude that the proposal background C could be categorized as a good coherence proposal background because the writer could arrange her statement logically. In addition, it is proved by the RST analysis that there is no gap and non-sequitur within proposal background C. On the contrary, the proposal background F contains some gaps and non-sequitur. It can be seen on the result of structure diagram analysis on picture 12.

Proposal F text number 61-88

61. However, we cannot deny that teachers' ability in facilitating higher order thinking skills will be reflected of the teachers' competence.
62. It is also happened to the student teachers in this English Teacher Education Department of UIN Sunan Ampel Surabaya.
63. As the preliminary research data, the lesson plan in academic year 2015/2016 that provide task in higher order thinking skills is only 5 lesson plans from 10 randomly chosen lesson plans.
64. The task design by the students teachers is analysed using Bloom's taxonomy to know whether their task facilitate higher order thinking skills or not.
65. The student teacher designed-task are mostly in the lower order thinking skills; remember, understand and apply.

66. Based on the preliminary research phenomena, this study will be focused on identifying the student teachers task in facilitating higher-order thinking skills.
67. As the importance of higher order thinking skills in education, the student teachers also need to be trained in providing task that can provide higher order thinking skills.
68. This is also in line with two of three goals of English Teacher Education Department in UIN Sunan Ampel Surabaya that stated “Create professional, innovative and pious English teacher graduates” and “Create creative and innovative contribution and development product of English Teacher Education Department”.
69. Being creative teacher may help the students by facilitating the activity and task in higher order thinking skills.
70. The task will be limited to the written test provided by the subject of this study.
71. This is because the time limitation and the simple test that student teachers can be done in their classroom.
72. The subject of this study is the 6th semester students who take Microteaching class or PPL 1. This class is conducted in the faculty itself that made their own friend become the students.
73. Commonly, Microteaching class contains of 12 student teachers.
74. Microteaching class become important in order to prepare the student teachers in real teaching practice; PPL 2. In this Microteaching class, the student teachers are asked to prepare the lesson plan and have short teaching performance for about 20 to 30 minutes.
75. This study will choose student teachers of Islamic State University of Sunan Ampel as the subject
76. because this university is in ongoing process to be the World Class University after upgrading from Islamic State Institute since 2013.

77. To be confirmed as the World Class University, there are three aspects that play as important factors.
78. They are (a) a high concentration of talent (faculty and students), (b) abundant resources and (c) favourable governance features.
79. So, to be World Class University, State Islamic University of Sunan Ampel needs to develop those criteria to compete in the global field.
80. In the aspect of a high concentration of talent focuses on the presence of a critical mass of top students and outstandingly faculty.
81. It means that to achieve this aspect, the qualified professors, lecturers, staffs and selected students play important role to build high quality faculty.
82. The selected students are expected to do their best research and be outstanding outcomes from the faculty.
83. To attract the most talented people in one of majors, the faculty needs to show their best outcomes to the public.
84. This can be an evidence to attract people from many places.
85. To become the World Class University, Islamic State University of Sunan Ampel Surabaya also need to show the evidence to the public.
86. One of favourite faculties in Islamic State University of Sunan Ampel based on the enrolment, the Education And Teacher Training Faculty have to proof to public that the teacher outcomes are really qualified as the teacher candidate in the schools.
87. In line with this issue, the English Teacher Education Department who benefits by the language they focus on, can be one of the factors to attract international students to study in the UIN Sunan Ampel Surabaya.
88. As the research of Hsiou-Hsia Tai, the number of international students also help as the aspect of World Class University.



Author
Course

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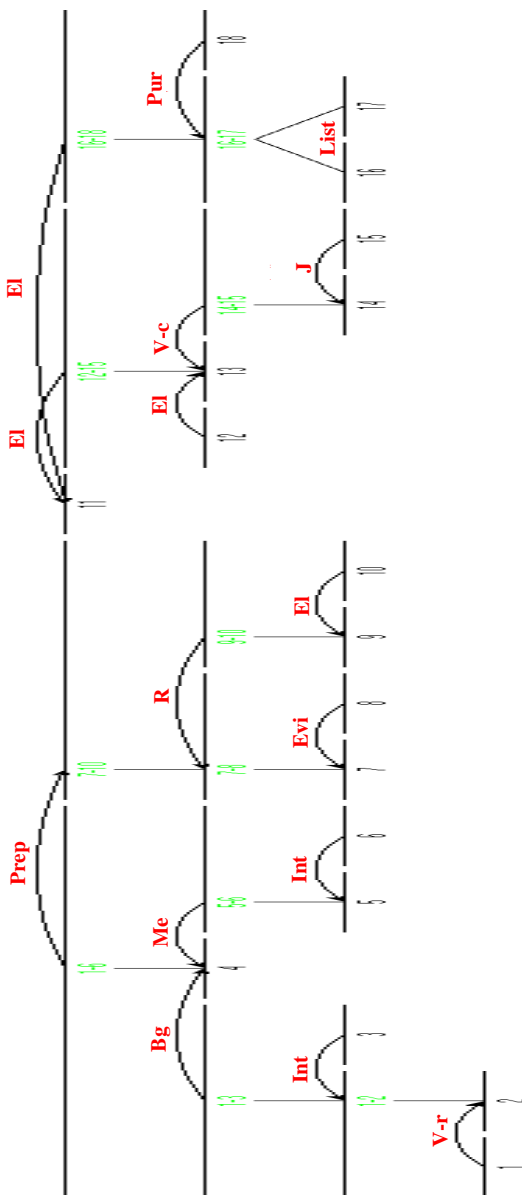
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Evi	= Evidence	Eva	= Evaluation
V-c	= Volitional-cause	V-r	= Volitional-result

From the diagram picture 12, there is a non-sequitur that can be seen between text number 61-74 and text number 75-88. It is plausible to the analyst that the text numbers 61-74 talk about the problem, the importance to do research on the problem and the subject for her research plan. In the other hand, the text number 75-88 talk about the UIN Sunan Ampel to be a world class university. Thus, it is plausible to the researcher that it is plausible to the writer to make an incongruous statement. Moreover, in this proposal background, the analyst has been found more than one gap and non-sequitur in the analysis result. For example the extract from the proposal background F text number 1-18

1. To know the learning outcomes of the students, assessment is needed.
2. This is because assessment is a vital process in education.
3. Assessment can involve testing, measuring, collecting, combining information and providing feedback.
4. Good assessment design will give the teacher clear outcomes to interpret in the form of score or feedback.
5. It means that good assessment will give useful information about students' progress.
6. That useful information is used to decide whether the learning objective can be continued or repeated.
7. In assessing the students, the teacher may give activity and task in order to achieve the learning objective.
8. As stated by Lee, task defined as any language learning endeavour that ask the students to comprehend, manipulate, and/or produce the target language as they perform some set of workplans.

9. The goal of giving tasks is to train and help the students in achieving learning objective.
10. The tasks may be in the form of discussion, presentation or test.
11. Written test is one of assessment techniques in 13 curriculum besides oral test and assignment.
12. Multiple choice and fill in the blank are the common test item used in the classroom.
13. Those test items are kinds of written test.
14. Those items are chosen because they are practical.
15. Some advantages are easy to score, more reliability and lower anxiety level.
16. Written test includes multiple choices, fill in the blanks, short and long answer, matching, true-false, and descriptive test.
17. Oral test will be in the list of questions and assignment is usually done outside the classroom.
18. To design good task in assessment, some principles or guidelines are provided by some experts.



Note:

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From the diagram picture 13, there is a gap that can be seen between text number 1-10 and text number 11-18. It is rather different from the example before, because the previous example shows that there is a non-sequitur. In contrary this example shows that there is a gap that happened because there is missing information between those texts. It is plausible to the analyst that it is plausible to the writer to miss some information to link between those texts.

B. Discussion

Since Mann and Thompson propose Rhetorical Structure Theory (RST) as a descriptive framework for text which provides a combination of features that has turned out to be useful in several kinds of discourse studies, many studies have been used RST as a descriptive framework for investigating linguistic issues. This study also use Mann and Thompson RST as framework for investigating Relational Propositions, which are unstated but inferred propositions that arise from the text structure in the process of interpreting texts. Since the coherence of a text depends in part on these relational propositions. The investigation of proposal background proves that Rhetorical Structure Theory is a good way in analyzing the relational proposition, since coherence of a text depends in part on it.

Basically, a good Coherence text also needs to be good grammatically and lexically. Because this research found the difficulty when investigating the proposal background if it hard to understand because of grammatical errors and the wrong choice of words are within the text. The researcher also put in the position of the reader when analyzing the proposal background. The researcher found that using RST is good to analyze the relational proposition in the proposal background, but it would be better when the data used to be analyzed is not having problems grammatically and lexically.

From the analysis result, it shows that the students' ability in building logical statement is considerably good because from eight proposal background that has been analyzed only one that contain the gap and non-sequitur. In addition, the from the proposal background which used as the data, all could be categorized as good research proposal background.