

AN UNDERGRADUATE THESIS

**AN ERROR ANALYSIS OF GRAMMATICAL COHESION ON
STUDENTS' ABSTRACT OF UNDERGRADUATE THESIS**

IN STATE ISLAMIC INSTITUTE OF METRO

IN ACADEMIC YEAR OF 2016/2017

By:

ISTIKOMAH

Student Number.13107517

Tarbiyah and Teacher Training Faculty

English Education Departement



STATE ISLAMIC INSTITUTE OF METRO

1439H /2017 M

**AN ERROR ANALYSIS OF GRAMMATICAL COHESION ON
STUDENTS' ABSTRACT OF UNDERGRADUATE THESIS
IN STATE ISLAMIC INSTITUTE OF METRO
IN ACADEMIC YEAR 2016/2017**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Departement

By:
ISTIKOMAH
Student Number: 13107517

Tarbiyah and Teacher Training Faculty
English Education Departement

Sponsor : Dr. Widhiya Ninsiana, M.Hum
Co-Sponsor : Trisna Dinillah Harya , M.Pd

STATE ISLAMIC INSTITUTE OF METRO
1439H /2017 M



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran :
Perihal : **Mohon dimunaqosyahkan Skripsi**
Saudari ISTIKOMAH

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Name : ISTIKOMAH
Students Number : 13107517
Judul Skripsi : AN ERROR ANALYSIS OF GRAMMATICAL COHESION ON
STUDENTS' ABSTRACT OF UNDERGRADUATE THESIS IN
STATE ISLAMIC INSTITUTE OF METRO

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Pembimbing I,

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

Metro, November 2017
Pembimbing II,

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah
of ISTIKOMAH**

To: The Honorable the
Dean of Faculty of Tarbiyah and Teacher
Training
State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research tesis script which is written
by:

Name : ISTIKOMAH
Students Number : 13107517
Title : AN ERROR ANALYSIS OF GRAMMATICAL COHESION ON
STUDENTS' ABSTRACT OF UNDERGRADUATE THESIS IN
STATE ISLAMIC INSTITUTE OF METRO

It has been agreed so it can be continued to Tarbiyah and Teacher Training in Faculty
order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr.Wb

Sponsor

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

Metro, November 2017
Co-sponsor

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

APPROVAL PAGE

Title : AN ERROR ANALYSIS OF GRAMMATICAL COHESION ON
STUDENTS' ABSTRACT OF UNDERGRADUATE THESIS IN
STATE ISLAMIC INSTITUTE OF METRO

Name : ISTIKOMAH

Students Number : 13107517

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the tesis (munaqosyah) in Tarbiyah and Teacher Training Faculty of State
Institute of Islamic Studies (IAIN) of Metro.

Sponsor

Metro, November 2017
Co-sponsor

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

Trisna Dinillah Harva, M.Pd.
NIP. 19830511 200912 2 004

The Head of English Education Department

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



M E T R O Telp. (0725) 4157, Fax (0725) 47296 Email:stainmetro@yahoo.com website: www.stain_metro.ac.id

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki Hajar Dewantara Kampus 15 A Iringmulo Kota Metro 34111

RATIFICATION PAGE

No: B-3219/In.28.1/0/PP.00.9/12/2017.

An undergraduate thesis entitled: AN ERROR ANALYSIS OF GRAMMATICAL COHESION ON STUDENTS' ABSTRACT OF UNDERGRADUATE THESIS IN STATE ISLAMIC INSTITUTE OF METRO IN ACADEMIC YEAR 2016/2017

Written by Istikomah, student number. 13107517, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on December 12, 2017 at 09.30-11.00.

BOARD OF EXAMINERS:

Chairperson : Dr. Widhiya Ninsiana, M.Hum
Examiner I : Drs. Kuryani Uti, M.Pd
Examiner II : Trisna Dinillah Harya, M.Pd
Secretary : Yeni Suprihatin, M.Pd



The Dean of Tarbiyah

and Teacher Training Faculty



Dr. Akla, M.Pd.

NIP. 19691008 200003 2 005

**AN ERROR ANALYSIS OF GRAMMATICAL COHESION ON
STUDENTS' ABSTRACT OF UNDERGRADUATE THESIS IN
STATE ISLAMIC INSTITUTE OF METRO
IN ACADEMIC YEAR 2016/2017**

ABSTRACT

BY:

ISTIKOMAH

The main purpose of this research was to figure out the grammatical cohesion errors which appeared in the abstract of students' undergraduate thesis of English Education Departement of State Islamic Institute Metro in the year of 2016/2017.

The characteristic of this research was descriptive qualitative. The primary data of this research were taken from twenty abstracts of students' undergraduate thesis of English Education Departement in State Islamic Institute of Metro in the year of 2016/2017. The data were collected by documentation, and interview. Moreover, they were categorized, decoded, analyzed deeply and represented by qualitative descriptive. In addition, Creswell model was used to analyze the data which had been collected.

The result of this research data shown that grammatical cohesion was used in the abstract. After analyzing this phenomenon, there were 4 items (9%) of addition errors, 19 items (40%) of omission errors, 22 items (47%) of misformation errors, and 2 items (4%) of misordering errors in the abstract of students' undergraduate thesis. In addition, the result of interview shows that they knowledge well about abstract but they are difficult to put suitable gramatical cohesion in the sentence. It is confirmed that they rarely use grammatical cohesion in their scientifcn writing. The conclusion of this research is the students' knowledge of grammatical cohesion aspects was still needed to be improved in their scientific writing. Because, there are still many grammatical cohesion errors appearing in the abstracts, in which the errors of misformation are the most errors made by the students.

Keywords: *Scientific writing, abstract, grammatical cohesion errors.*

**MENGANALISIS KESALAHAN GRAMATIKAL KOHESI YANG
MUNCUL PADA ABSTRAK DARI SKRIPSI MAHASISWA DI
INSTITUT AGAMA ISLAM NEGERI METRO
TAHUN AJARAN 2016/2017**

ABSTRAK

By:

ISTIKOMAH

Tujuan utama dari penelitian ini adalah untuk menemukan kesalahan-kesalahan gramatikal kohesi yang terdapat dalam dari skripsi mahasiswa Program Jurusan Inggris IAIN Metro tahun 2016/2017.

Penelitian ini adalah penelitian kualitatif deskriptif. Data utama dari penelitian ini merupakan dua puluh abstrak yang diambil dari skripsi mahasiswa Program Studi Bahasa Inggris IAIN Metro tahun 2016/2017. Data tersebut dikumpulkan melalui *dokumentasi*, dan *interview*; serta dikategorikan, diuraikan, dianalisis secara mendalam, dan disajikan menggunakan kualitatif deskriptif. metode analisis yang dikemukakan oleh Creswell untuk menganalisa data yang telah diperoleh.

Hasil data penelitian ini menunjukkan bahwa gramatikal kohesi digunakan di abstract. Setelah menganalisis fenomena tersebut, terdapat beberapa kesalahan, yakni: 4 (9%) kesalahan *addition*, 19 (40%) kesalahan *omission*, 22 (47%) kesalahan *misformation*, 2 (4%) kesalahan *misordering*. Selain itu, hasil dari interview menunjukkan bahwa mahasiswa memahami abstrak dengan baik tetapi mereka sulit untuk meletakkan gramatikal kohesi di kalimat. Hal ini dibuktikan dengan hasil interview bahwa mahasiswa jarang menggunakan gramatikal kohesi dalam tulisan mereka. Kesimpulan dari penelitian ini adalah pengetahuan mahasiswa tentang gramatikal kohesi masih perlu dikembangkan dalam tulisan mereka. Karena, masih banyak kesalahan gramatikal kohesi yang terdapat dalam abstrak. Selain itu, kesalahan *misformation* merupakan kesalahan yang paling sering muncul dalam abstrak mahasiswa.

Keywords: *Karyailmiah, abstrak, kesalahan gramatikal kohes*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : ISTIKOMAH
Student Number : 13107517
Faculty : Tarbiyah
Departement : English Education Departement

It is believed that this undergraduate thesis is original except certain parts
of it quoted from the bibliography mentioned.

Metro, October 2017

The Writer



ORISINALITAS PENELITIAN

Yang bertandatangan dibawah ini:

Nama : Istikomah
NPM : 13107517
Program Study : Tadris Bahasa Inggris (TBI)
Jurusan : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa Skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, October 2017

Penulis



MOTTO

**“And that there is not for man except that (good) for which he strives”
(An-Najm (The Star) verse 39)**

“Who Patiently will be lucky”

DEDICATION PAGE

“I highly dedicate this undergraduate thesis to my beloved family, my beloved friends and all of the lectures at IAIN Metro”.

“ May Allah SWT bless us ”

ACKNOWLEDGEMENT

Thanks to Allah SWT, as the one who always gives all what we need and sends the good figures around us to face this life. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions.

This undergraduate thesis entitles "AN ERROR ANALYSIS OF GRAMMATICAL COHESION ON STUDENTS' ABSTRACT UNDERGRADUATE THESIS IN STATE ISLAMIC INSTITUTE OF METRO".

Regarding to the undergraduated thesis, the researcher offers her big thank to the Dr. Widhiya Ninsiana, M.Hum as the sponsor and to Trisna Dinillah Harya M.Pd as the co-sponsor. May Allah SWT give them His better reward for their spending time to support and guide during research ungraduate thesis writing process.

As human being, the researcher completely realize that this ungraduate thesis still has a plenty of weaknesses. The researcher do apologizes for all mistakes she has made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this undergraduate thesis. Hopefully, this undergraduate thesis can be a meaningful benefit for the writers especially and for our campus and all readers generally.

Metro, October 2017

The Writer,



Istikomah

ST.N 13107517

TABLE OF CONTENT

COVER	i
TITLE	ii
NOTA DINAS.....	iii
APPROVAL PAGE	v
RATIFICATION PAGE.....	vi
ABSTRACT	vii
STATEMENT OF RESEARCH ORIGINALITY	ix
MOTTO	xi
DEDICATION PAGE	xii
ACKNOWLEDGEMENTS	xiii
TABLE OF CONTENTS	xiv
LIST OF TABLES	xvii
LIST OF FIGURE	xviii
CHAPTER I INTRODUCTION.....	1
A. Background of The Research	1
B. Focus of Research	5
1. Problem Limitation.....	5
2. Problem Formulation.....	6
C. Objective and Benefits of the Research	6
1. Objective of the Research.....	6
2. Benefits of the Research	7
D. Prior Research	7
CHAPTER II THEORETICAL REVIEW.....	9
A. The Concept of Writing	9
1. Definition of Writing.....	9
2. Process of Writing.....	11
3. Characteristic of Good Writing.....	14
B. The Concept of Scientific writing	16

1. Definition of Scientific Writing	16
2. Element of Scientific Writing	17
C. The Concept of Abstract	19
1. Definition of Abstract.....	19
2. The typical Structure of Abstract	21
D. The Concept of Grammatical Cohesion	22
1. Definition of Cohesion	22
2. Types of Grammatical Cohesion.....	24
E. The Concept of Errors Analysis	33
1. Definition of Error Analysis.....	33
2. Classification of Error	35
CHAPTER III RESEARCH METHODOLOGY	39
A. The Characteristic and Type of The Research	39
B. Data Source	40
C. Data Collection Technique.....	41
1. Documentation	41
2. Interview.....	42
D. Data Analysis Tecnique	42
E. Approach	44
CHAPTER IV RESULT AND DISCUSSION.....	46
A. Description of Research Setting.....	46
1. Profile of IAIN of Metro	46
a. The Historical Background of IAIN Metro.....	46
b. Organization Structure of IAIN Metro.....	49
c. The Location Sketch of Campus 1 IAIN Metro.....	50
d. The Location Sketch of Campus 2 IAIN Metro.....	51
e. Facilities at STAIN Jurai Siwo Metro.....	52
f. The Condition of Lecture and Official Employees	53
g. Students at IAIN Metro	54
h. The Profile of English Education Study Program.....	54

B. Data Analysis	56
1. The Errors on Using Grammatical Cohesion	56
2. The Reason of the Errors of Using Grammatical Cohesion.....	69
C. Discussion	76
CHAPTER V CONCLUSION AND SUGGESTION	78
A. Conclusion	78
B. Suggestion	79

BIBLIOGRAPHY

APPENDIXES

CURRICULLUM VITAE

CHAPTER I

INTRODUCTION

A. Background of the Research

Writing is one of four skills in English. They are listening, speaking, reading, and writing. Writing is commonly categorized as the most complex skill in learning English. The writing skill becomes a crucial aspect in education's field because writing completely needs many aspects such as grammar, unity, coherence, organization, punctuation, and so on. By writing, students can explore information and ideas in the written text. They can discover and express what they really think and feel about people, ideas, issues, and events only in a process of writing. In addition, writing is a way in order for students to accomplish their ideas on the paper.

Meanwhile, writing as a process of expressing ideas should be done in our leisure. Everyone has a same occasion to express everything in his or her mind on the paper. Writing can be an enjoyable activity as long as we have ideas and knowledge to actualize it. Therefore, many students retell their life experience in writing. But, in fact, writing is not an easy activity even though we have many ideas especially in composing a scientific writing.

Writing a scientific writing is more than picking up a pen and scratching words on a paper. It requires a well-done thinking and good planning to be understood by the reader. One of parts in the scientific

writing. Abstract is a summary of the scientific writing written after the researcher has been conducted. It informs the readers of what can be found in the whole of every scientific writings. Furthermore, a good scientific writing cannot be created without noticing good grammatical aspects although the writers have prepared their ideas. Consequently, many students are difficult to compose their scientific writing. Furthermore, not all students can do it well in organizing scientific writing.

Moreover, Grammatical Cohesion refers to a combination item between sentences that from grammatical aspect. Then, it consists reference is the use word which do not have meanings of their own, substitution is the replacement of one item by another wording, ellipsis is something omitte, and conjunction is the word that has function or connecting clausa or sentence. Furthermore, if one word with another word is not connected each other, some sentences or texts will be difficult to understand.

Based on the explanation above, it can be concoulded that writing is one of the most difficult aspects English. Moreover, if it is a scientific writing which has a complex format and style, it will need alertness in several aspects to make it well. Among those aspects that must be noticed is grammatical structure. Therefore, grammatical cohesion is essentially needed in order to make good scientific writing,

especially for foreign learners in Indonesia. It is pointed out that the grammatical cohesion influences the level of the written product.

Meanwhile, to make a good scientific writing, students have to master in making scientific writing because it need a good understanding of scientific writing aspects. Before starting to write, a writer needs to read some scientific papers that have been written in a good format so that the writer can comprehend it. In scientific writing, the ideas and resources must be applied and presented in a right format and good style.

Writing the scientific writing in State Islamic Institute of Metro, chiefly in the students of English Education Departement (EED), is a necessity in acquiring writing skill. In order to create a precious-writing product, the competences of writing aspects are required. One of them is grammatical structure. Most writing products should be presented in a good grammatical structure in order to make the readers understand what the writer writes.

In this case, the researcher conducted a pra survey on March 30th, 2017. The researcher had analyzed there were several errors in writing of the abstracts which consisted of some error on using grammatical cohesion. Here is an example:

AN ANALYSIS OF SUBJECT-VERB AGREEMENT ERROR
ON THE STUDENTS' DESCRIPTIVE TEXT WRITING AT
THE THIRD SEMESTER OF ENGLISH NEDUCATION
DEPARTMENT OF STAIN JURAI SIWO METRO

ABSTRACT

By:
YA

Writing is one of the language capabilities that has important role. In writing, the students are asked to be able develop their ideas and opinions in a written. To be able create the good written, the students also have to master about mechanical aspects in writing such as grammatical usage, spelling, punctuation, and coherence. In this research, the writer only focused on the mechanical **aspect is** subject verb agreement as the main topic of the research. Because using subject-verb agreement become phenomena in writing process, as the students' writing result of STAIN Jurai Siwo Metro **that** still many errors in using subject-verb agreement.

Therefore, in this research the writer chose to use qualitative method with the case study approach. Observation and documentation were used to collect the data. The writer conducted the research toward ten students of the third semester of English Education Department by asking them to write the descriptive text with the correct of using subject-verb agreement.

From the students' writing result, the writer found many usage of subject-verb agreement errors such as disagreement: singular subject-plural verb 22 items (63%), disagreement: plural subject-singular verb 8 items (23%), and singular or plural verb-incorrect modal-verb agreement 5 items (14%). As a result, the writer concluded that disagreement: singular subject-plural verb has the biggest errors on the **students' writing are 63%. These** phenomena happened because the students felt difficult in writing activity, the students are lack of knowledge about subject-verb agreement, and the students still confused in the differentiating which subjects are singular or plural. To solve this problem, the students should study and know more about the mechanical aspects especially in using of subject-verb agreement. Many resources **that** can be reference in understanding the rules of subject-verb agreement, and so this research does.

Based on the abstract written by YA, the researcher found two categories of grammatical cohesion error, namely conjunction and

reference. The bold words are *conjunction*, and the underline words are *references*. While, there is no any ellipsis and substitution error.

In writing an abstract, YA had a mistake in using conjunction in the first paragraph. There is no conjunction to separate between two sentences: “*In this research, the writer only focused on the mechanical **aspect is** subject-verb agreement as the main topic of the research*”. It should be “*In this research, the writer only focused on the mechanical **aspect that is** subject-verb agreement as the main topic of the research*”.

In the last paragraph, YA also had a mistake in using conjunction in “***students’ writing are 63%***”. There is no conjunction in this sentence. It should be “***students’ writing which are 63%***”. Besides that, she had a mistake in using “reference” in the last paragraph: “*these*”. Reference *these* should be changed to be “*this*”.

In this case after analyzing pre-survey data, the conclusion which was covered the students in English Education Departement (EED), ignore the important of grammatical cohesion to convey their abstracts in scientific writing. It should be highlighted that abstract is a crucial part of scientific writing so that the students should decrease the common grammatical errors. Based on, the researcher briefly proposed to analyze the grammatical cohesion errors in the abstract of the students’ undergraduate thesis.

Furthermore, in abstract the researcher should be written cohesively. It can be understood that good writing needs cohesion aspect to make a good writing in order readers will understand of the writer purpose easily. In this research, the researcher focuses an error analysis of grammatical cohesion on students' abstract of undergraduate thesis.

Based on the case above, the researcher was interested to analyze the error of grammatical cohesion on students' abstract of undergraduate thesis in State Islamic Institute of Metro in Academic Year 2016/2017.

B. Focus of Research

1. Problem Limitation

According to the background above, the researcher would focus an error analyze the use of grammatical cohesion devices on students' abstract of undergraduate thesis in State Islamic Institute of Metro in Academic Year 2016/2017.

2. Problem Formulation

Concerning the background of the research, the researcher formulates the problem of the research as follows:

1. What are the types of grammatical cohesion error on students' abstract of undergraduate thesis in State Islamic Studies of Metro in Academic Year 2016/2017?"

2. Why is the students' Grammatical Cohesion error appearing in their abstract of undergraduate thesis in State Islamic Studies of Metro in Academic Year 2016/2017?

C. Objective and Benefits of the Research

1. Objective of the Research

Based on the formulation of problem above the objective of this research are:

1. To know the type of grammatical cohesion on students' abstract of undergraduate thesis in State Islamic Studies of Metro in Academic Year 2017/2018.
2. To know why the students' Grammatical Cohesion error in their abstract of undergraduate thesis in State Islamic Studies of Metro in Academic Year 2017/2018.

2. Benefits of the Research

- a. For the students

The researcher hopes the students as additional knowledge that makes the students realize the important of using grammatical cohesion in their abstract of undergraduate thesis.

- b. For the English teacher

The researcher hopes it can be the resource of teaching for the students. However, it would aware them about their students' difficulties in their abstract of undergraduate thesis of grammatical cohesion to reduce the difficulty.

D. Prior Research

In this undergraduate, the researcher discussed about the prior researches as comparison. The first is an error analysis that had been researched by Nur Hafiz Abdurahman, which is entitled “*Grammatical Cohesion Analysis of Students’ Thesis Writing*”. In this thesis the researcher find out types of grammatical cohesive devices students mostly used in their thesis writing and how these devices create cohesive discourse. Researcher applied descriptive case study as from of research. Furthermore, the result revealed that students could produce various types of grammatical cohesive. The majority of devices used by the students were referential cohesive devise and conjunctive cohesive device. Other type’s substitution and ellipsis. In many cases, students tended to misuse singular pronoun while referencing plural objects or vice versa. From the total 1273 grammatical cohesive devices used, there are some students how adequately master using grammatical cohesive device by only using inappropriately 74 (5.81%) of them.¹

The second prior research is conducted by Zuhroul lailatul Rohmah, which is and entitled “*An Analysis of Grammatical Cohesion in Analytical Exposition Text*”. In this thesis the researcher finding research shows the error on the use of reference on grammatical cohesion types is the highest error found in the students’ text than other types. Likewise, the frequency of reference, substitution, ellipsis and the last conjunction. In conclusion, the

¹ Nur Hafiz Abdurahman, *Grammatical Cohesion Analysis of Students’ Thesis Writing*, (The University of Pontianak: 2013).

students often used grammatical cohesion in writing. It caused that they did not know to use grammatical cohesion correctly. They only knew the kinds of grammatical cohesion but they did not know how to use in writing, especially in writing analytical exposition text.²

Based on the research above, it indicates that phenomena of grammatical cohesion are crucial in writing process. The first research is analysis grammatical cohesion of Students' thesis writing and the second prior research about an analysis of grammatical cohesion in analytical exposition text. Then, the researcher would conduct different variabel. The researcher would analysis grammatical cohesion on students' abstract of undergraduate thesis, because both of the prior research above that it did not analyze about abstract of undergraduate thesis. So, the researcher interested to analysis grammatical cohesion on students' abstract of undergraduate thesis.

² Zuhroul lailtul Rohmah, *An Error of Grammatical Cohesion in Analytical Exposition Text*, (Metro:2015).

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Writing

1. Definition of Writing

Terminologically, writing is the activity by using a pen or pencil to make a letter or number on the surface. Moreover, it is an activity which in contrast to reading, speaking, and listening.³ Writing is the written productive language skill. It is an skill to convey information to a reader or a group of readers. It is realized by writer's ability to apply the rules of the language she or he is writing to transfer the information she or he has in her or his mind.⁴ Therefore, writing is one of communication forms by making a letter to deliver the information from the writer to the reader.

Writing, as one of the four language skills, has conventionally occupied a place in most English syllabuses. Nowadays, in a higher education, writing is the most dedicated although it is considered as problematic skill for all the writers. This skill entails exploring students' ideas presented in well written products. These written products are often the result of thinking, drafting, and revising procedures that require specialized skills which every writer doesn't develop naturally.⁵

There are several aspects that have to be considered to get a good written result. One of the basic aspects is organizational competence. This

³ As Hornby, *Oxford Advanced Learners' Dictionary*, (New York: Oxford University Press, 2000), Sixth Edition, p.1499

⁴ Sanggam Siahaan.2008.*The English Paragraph*, (Yogyakarta: Graha Ilmu),p.2

⁵ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Fransisco:Longman,2000),Second Edition,p.335.

part is often use in writing, because it consists of grammatical structure and discourse. In this case, grammar is the important role in every writing activity by which pure language is structured. Without the organizational aspects, our language espeially in written language will be messed up. As a consequence, if the someone want to write, she or he must use grammatical structure correctly. If she or he makes some mistakes, it can be easily seen event though a small mistake.

In addition, writing is the most important skill encountered by the students because the students will be challenged in searching and exploring an idea by their style of writing. Furthmore, every language and culture brings their own style of writing. Therefore, every writer has different type and style in their written product even they have similar topic.

Meanwhile, writing is a progressive activity. It means that when someone wants to write something, she or he must already know about what and how she or he is going to say it. After that she or he is finished writing, she or he must read their written result and than make changes and corrections. This activity is very important if she or he wants to get a good written result.⁶

Based on the statement above, the researcher can infer that writing is basically the processing ideas and thoughts by using knowledge of structure and vocabulary to combine a our ideas a means communication.

⁶ Alice Oshima & Ann Hogue, *Introduction to Academic Writing*, (New York: Longman, 1997), Second Edition, p. 2.

2. Process of Writing

Writing is not a one-step action, but it is a process that has several steps. It start from beginning of what the topic is going to write until the publication of writing. There are at least three steps of writing process, they are:

a. *Prewriting (Planning)*

Prewriting is the first step in writing process.⁷ Before we start to compose a writing, some ideas should be thought as a topic of product writing. In this step, writers are challenged to think about the topic that will be decided. In deciding the subject of writing, the writers should consider who will be the reader of the writing.

Many writers usually read appropriate references as their warming up to get an appropriate topic. Unfortunately, the information which is invented from reading is imperfectly remembered. Therefore, it makes sense to make note-taking from what we have read. This sentence will be literal ideas of possible topics to be composed.⁸

In addition, reading commonplace book and journal can make the writer get easy to find idea for their wrriting. Commonplace book gives new perception and more quotations

⁷ *Ibid*,p.16

⁸ Alastair Fowler, *How to Write*,(New York: Oxford University Press, 2006),p.12

which will make writing product become strong and more alive.⁹

The other reference to enrich the subject of writing is journal.

Many outstanding writers use journal to create an interesting writing because it contains of good perceptions, ideas, emotions, and actions.¹⁰

b. Drafting

Before the writer start to write and to get writing product well, they should make a format of the writing and put the word down on paper.¹¹ This step is often drafting. According to Kristine argued “the drafting is the step that the writers really start to write. In this step, when the writers to write, she or he put their words into the paper without worrying about spelling, grammar punctuation, or the best wording.”¹²

Drafting is tentative and imperfect writing. Drafting product can be refined to develop by putting down all the term related to the topic in the margin to make the writer easily to check an appropriate word in elaborating the topic. Besides, in drafting phase, reading and correcting are required to improve product of writing.¹³

⁹ Thomas.S.Kane, *The Oxford Essential Guide to Writing*,(New York: Oxford University Press,1998),p.20

¹⁰ *Ibid*,p.21

¹¹ Beverly Ann Chin, *How to Write Great Research Paper*,(USA: John Wiley & Sons,Inc,2014),p.57

¹² Kristine Brown and Susan Hood, *Writing Matters*,(New York: Cambridge University Press, 1989),p.14

¹³ Thomas.S.Kane, *The Oxford Essential Guide to Writing*,p.35-36

In addition, drafting can be referred to first version of writing because the sentence of this process is often done on the assumption which will be changed later. A number of drafts may be produced on the way to the revising.¹⁴

As a result, the earlier steps to create perfect product writing are elaborating the topic using the appropriate term which have been listed and correcting to make perfection. In this part the writers compose their writing in a good process and structure.

c. Revising

The writer needs to read the draft which they produced. Perhaps the order of the information is not clear probably the ambiguous and confused text has been written. Eventually, the writer has asked the reader to comment and suggest and reflecting and revising. So, the writer revises his writing to make appropriate revisions.

Revising is a prosedure for improving or correcting a work in progress. As the third and final in writing process, revising is a series of strategies design to re-examine and re-evaluate the choices that have created of piece of writing. In revising, the writer tries to make certain that readers can

¹⁴ Jeremy Harmer, *How to Teach Writing*, (England: Longman 2004),p.5

understand the messages. The writer should check whether the logic of ideas is presented smoothly or not.

Revision is a thinking process that occurs any time you are working on a writing project. It means looking at your writing with a “fresh eye”—that is, reseeing your writing in ways that will enable you to make more effective choices throughout your essay. Revision often entails rethinking what you have written and asking yourself questions about its effectiveness; it involves discovery as well as change.¹⁵

d. Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process, but the writer is now ready to send the written text to its intended audience.

Furthermore, as indicated above, shows that the writers move back and forth between the stages of the process. This means the writers plan, draft, and edit but often re-plan, re-draft, re-edit till the final version really is the final version has the process reached its culmination.¹⁶

¹⁵ Jean Wyrick, *Steps To Writing Well With Additional Readings 8th Edition*, (USA: WadsworthCengage Learning, 2004), p. 95.

¹⁶ Jeremy Harmer, *How to Teach Writing*, (England: Longman 2004), p.5

3. Characteristic of Good Writing

It has been widely known that writing should be well-written.

A good academic paper should have several aspects to give a better sense of writing product. There are three characteristics of good writing:

a. Coherence

A paragraph should consist of coherent sentences that are ordered according to principle. The sentences are made readers understand the paragraph easily. The sentence is put in order so that the reader can understand the writers' idea easily.¹⁷

In addition, in order to make coherence in writing, the sentences must hold together. It means that the movements of a sentence to another should be logical and smooth. To make writing more coherence, Oshima and Hogue declared that there are four ways: repeating key nouns, using pronoun, and using transition signals.¹⁸

b. Cohesion

Cohesion is another characteristic of the good paragraph. The supporting sentences connect to each other in their support of the topic sentence. Cohesive device is the method to connect sentence which has four important devices in order to make

¹⁷ Cynthia A Bordman, *Writing to Communicate*, (London: Longman, 2008), p.18

¹⁸ Alice Oshima & Ann Hogue, *Introduction to Academic Writing*, (New York: Longman, 1999), Third Edition, p.37-79

writing more coherent. They are connectors, definite articles, personal pronouns, demonstrative pronouns.¹⁹

c. Unity

The last characteristic of a well-written paragraph is unity. Every good writing product should have unity which means that only a main idea is discussed in every supporting sentence. The writers must consider that they should not put other information which doesn't directly have relation with the topic sentence. In addition, the writer may write other information which is contrast with the topic sentence as long as it supports the topic sentence. However, if the writers write too many contrast sentences, their writing will not have unity.²⁰

B. The Concept of Scientific Writing

1. Definition of Scientific Writing

English is no longer as a tool of international communication but English becomes a need. Most writers in the world use English to make good relationships one another. As an international language, English plays an extremely significant role in communication and has many interrelationships with various aspects owned by human being. It is also used in many fields based on the purpose of the writers. One of them is a scientific writing.

¹⁹ Cynthia A Bordman, *Writing to Communicate*, p.23

²⁰ *Ibid*, p.25

Scientific writing is a piece of writing that provides information about the topic which the writer has researched.²¹ Furthermore, scientific writing can be defined as experts communicating through the written word with other expert. Then, scientific writing is an activity of exploring and investigating knowledge or information of open problems in scientific field.²²

In line with the explanation above, it can be concluded that a scientific paper or scientific writing is used to investigate and explore a particular topic broadly and deeply. It provides the information about a topic to the readers. In writing, there are several kinds of scientific writing such as: scientific articles, research reports, scientific essay, and so forth.

It will be better if scientific writing is clarified as a technique than a creative art. It will make the writing product be effectively scientific. There are at least three basic aspects in elaborating scientific knowledge to be an effective scientific writing, namely:

- 1) *Thought* is a difficulty of having some meaningful results and ideas to publish. In this case the writer must be able to interpret them correctly.
- 2) *Structure* is simply a matter of getting the right things in the right places.

²¹ Beverly Ann Chin, *How to Write Great Research Paper*, (USA: John Wiley & Sons, Inc., 2014), p.1

²² A Yavuz Oruc, *Handbook of Scientific Proposal Writing*, (New York: CRC Press, 2012), p. 7.

- 3) *Style* is a difficulty of indicating the fewest and most appropriate words and using the rules of good grammar.²³

In line with, a good scientific writing should be based on the ideas that the readers can easily understand. Moreover, the writers should be capable in composing the scientific writing in the right format and guidance.

2. Element of Scientific Writing

As clearly defined above, a good scientific writing should be written in a good format. Then, it should totally include the elements which bring the writing more understandable and meaningful. The elements are: title, summary or abstract, introduction, methodology, result (including tables and figures), discussion, citation, acknowledgement, and bibliography.²⁴

1) Title

The title is the primary point of the scientific writing which has to be read. Title defines the content of the paper. It will attract the readers to read the writers' paper and provide the greatest information for the readers to find the point of our writing.

²³ Jennifer Peat, *Scientific Writing Easy When You Know How*, (London: BMJ Books, 2002), p. 8-9.

²⁴ David Lindsay, *Scientific Writing: Thinking in Words*, (Australia: CSIRO Publishing, 2011), p. 16

2) Abstract

Abstract is kind of simple paper that encloses the writers' full paper into a fraction of its original space. It gives the readers a preview of what the writers' write.

3) Introduction

This part consist the demonstration of the issue reasonably and logically which convinces the reader that the writing has been well thought out. It gives the readers summaries the relevant literature so that they will comprehend why the writers interest in composing their research.

4) Method

It is the way used by the writers in conducting their scientific writing in order to make the research exists in good procedure. The methods include collecting data, validating ways, analyzing and interpreting data, and so on.

5) Result

Result reports outcomes of the research after it is conducted. Generally result is presented in a table or a figure. In this part, the writers should present result clearly and clinically.

6) Discussion

This element includes elaboration of the issues which are researched. It contains a wide elaboration of the study. Discussion highlights a significant result and doesn't carry out

repetition of result data or findings that has been presented in result section. In this part, writer should give clearly interpretation of the data.

7) Citation

This part includes theories or opinions of some experts that writers cite to empower the truth of the research.

8) Bibliography

This is the essential support for logical scientific writing and reporting. In this way, the writer should present every reference used in conducting the research. In addition, bibliography will help the readers in finding their reference related to what the writer research.

C. The Concept of Abstract

It is generally believed that abstract is a crucial part of scientific writing, such as journal, scientific article, thesis, and so forth. Abstract is a short piece of writing or short brief summary of the scientific writing which gives the information about what the researcher writes. Because abstract takes an essential role of scientific writing, it should be written in a good structure. The brief explanation of abstract will be elaborated below.

1. Definition of Abstract

An abstract is a quite crucial part of scientific writing, such as scientific article, thesis, journal, and so forth. Terminologically,

abstract is a short piece of writing which contains the main idea in a document.²⁵

Moreover, abstract is the key content of every scientific writings containing the main idea that has been discussed. In addition, abstract is a summary of the scientific writing written after the research has been conducted. It informs the readers of what can be found in the whole of every scientific writings.²⁶ Briefly, the readers can know and understand about what the writers write on their scientific writing by comprehending the abstract.

In addition, abstract are what most writers who interest in your title will read next to reach more information. Meanwhile, not all writers read the whole of the scientific writing but they only read the abstract. So, it must not only be concise, but it also must be complete and clear. Moreover, because abstract is brief summary, it should be composed in limited length. Most journal editors limit the length of abstract by setting the number of words, usually between 150 and 250 words.²⁷

In other words, abstract, the brief summary of entire paper, should elaborate the question of why, how, and what which are contained in the paper. Those questions should be described clearly

²⁵ A S Hornby, *Oxford Dictionary*. P, 5.

²⁶ Brian Paltridge, *Thesis and Dissertation Writing*, (USA: Routledge, 2007),p. 155

²⁷ David Lindsay, *Scientific Writing: Thinking in Words*,p. 49.

in the body of abstract using good format. Abstract should contain of objectives, materials and methods, results, and conclusions which provide maximum information with minimum words.²⁸

In conclusion, a good abstract should be written in a good structure containing aim, method, result, and conclusion of the research. Then, abstract is also written in a brief and specific elaboration which presents the maximum information for the readers.

2. The Typical Structure of Abstract

It is widely known that abstract is an important part in scientific writing which carries out the information of the whole writing. Consequently, abstract should be written in good structure not only in sentence structure (grammar), but also in typical structure. There are several typical structures of abstract, namely.²⁹

1) Overview of the study

This part describes the general purpose of the research conducted by the researcher.

2) Reason for the Study

Every scientific research should have reason why the research is conducted. In this site, a researcher must elaborate the reason of his/her research.

²⁸ Jen Tsi Yang, *An Outline of Scientific Writing*, (Singapore: World Scientific Publishing, 1995), P. 53

²⁹ Brian Paltridge, *Thesis and Dissertation*, p. 155

3) Methodology of the Study

In this part, a researcher also must explore the methods used in conducting the research.

4) Result

Every scientific research must have the result or finding. Because of it, a researcher should write down the result of the research in the abstract.

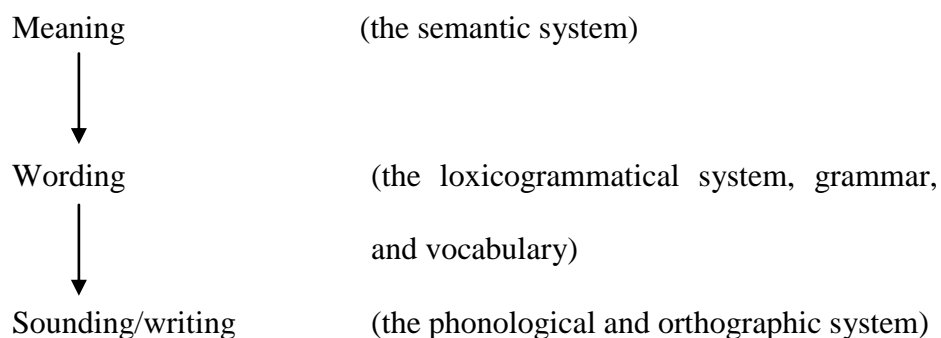
D. The Concept of Grammatical Cohesion

1. Definition of Cohesion

According to Holliday in Deborah cohesion can be defined as the set of resources for constructing relations in discourse which transcend grammatical structure.³⁰ It also stated that cohesion is in the level of semantic which refers to relations of meaning that exist within text, and that define it as a text.³¹ Like other semantic relations, cohesion expresses through the strata organization of language that can be explained as a multiple coding system comprising three levels of coding or strata, such as, the semantic (meaning), the loxicogrammatical (form), and the phonological (expression). Therefore, in everyday terminology, meaning is put into wording, and wording into sound or writing. Here is the schema of strata (meaning-sound writing):

³⁰ Deborah Schiffrin at all, *The Handbook of Discourse Analysis*, (Hongkong: Blackwel, 2001), p.35

³¹ M. A. K. Halliday and Hasan Ruqaiya, *Cohesion in English*, (London: Longman, 1976), p.4



In this schema, the guiding principle in language is that the more general meanings are expressed through the grammar and the more specific meanings through the vocabulary. Furthermore, cohesion is expressed partly through the grammar and vocabulary. Therefore, it refers to grammatical cohesion and lexical cohesion.³²

The term of cohesive is commonly defined as an over feature of the text, providing surface evidence for the text's unity that are connected each other. Moreover, cohesion is realized linguistically by devices and ties that are used to form a larger text (spoken or written) as the elements or units of language. It relates to the reader's linguistic competence since cohesion trust strongly on grammatical and lexical devices.³³ In other word, cohesion becomes a special feature that has some devices in producing some text.

Generally, halliday and Hasan device cohesive ties into five kinds, namely reference, substitution, ellipsis, conjunction, and lexical cohesion.³⁴ Meanwhile, Cohesion is created through grammatical and

³² *Ibid*,p.5

³³ Marianne Celce-Murcia and Elite Olshtain, *Discourse and Context in Language Teaching* (USA: Cambridge University, 2000),p.126

³⁴ M. A. K. Halliday and Hasan Ruqaiya, *Cohesion in English*,p.4

lexical forms. Grammatical cohesion includes reference, substitution, ellipsis and conjunction while lexical cohesion includes reiteration and collocation. These two kinds of cohesion help create texture or the property of being a text.³⁵ Furthermore, it is commonly known as grammatical cohesion and lexical cohesion. Reference, substitution, ellipsis, and conjunction are grammatical device and lexical has two devices that are reiteration and collocation.

The writer concludes, the concept of cohesion in producing a writing text is very extremely needed besides coherent aspect. It is the way how the meaning of the text can relate each other both grammatically (grammar) and lexical (vocabulary). Without relations between ties of those ones, the whole text cannot be clear and readable. Therefore, the existence of cohesion in writing is that the meaning of the text can be understood by the teacher.

2. Types of Grammatical Cohesion

a. Substitution

There are some special words in English which contribute to cohesion by substituting for words that have already been used. The most important of these special words are one, do (or one of the other forms of do, namely does, did, done and doing) and so.³⁶ In line of the statement above, Halliday and Hasan state that substitution is the

³⁵ Josephine B. Alarcon and Katrina Ninfa S. Morales, "Grammatical Cohesion in Students' Argumentative Essay in *English and Literature*" (Philippines: University of Santo Tomas), Vol.2 No.5/February 2001, p.1

³⁶ Raphael Salkie, *Text and Discourse Analysis*, (New York: Taylor & Francis e-library, 2001), p.35

replacement of one item by another.³⁷ Substitution, on the other hand, is a relation within text. A substitution is short of counter which is used in place of the repetition of a particular item. It indicates that function of substitution is to substitute something in a text. For instance:

*My **axe** is too blunt. I must get a sharper **one**.*

*You think Andre already **knows**? - I think everybody **does**.*

One and *does* are both substitution. *One* substitution for *axe*, and *does* substitutes for *knows*. The example would be entirely possible to 'replace' *one* by *axe* and *does* by *knows*. *One* and *axe* are both head in the nominal group, *does* and *knows* are both verbal group.

Then, according to Nunan there are three types of substitution-nominal, verbal, and causal.³⁸ There are three types of substitution, such as: verbal, nominal and clausal. The following is a list of items that occurs as substitutes, the list is brief explanation of the three categories.

1) Nominal Substitution

Nominal substitution is a substitution of nominal item, it expresses by one/ones and same. The substitution one/ones always function as head of a nominal group, and can substitute only for an item which is its head for a nominal group. For instance:

*a. Would you like some **sandwiches**?*

*Please pass the **ones** with cucumber in.*

³⁷ M.A.K. Halliday, *Cohesion in English*, p. 89.

³⁸ David Nunan, *Introducing Discourse Analysis*, (England: Penguin Books, 1993), p.24

b. *I am having **chicken and rice**.*

*I'll have the **same**.*

c. *Te children will carry the small **boxes**, the adults will carry the large **ones**.*

2) Verbal Substitution

The verbal substitution in English is *do*. This operates as Head of a verbal group, in the place that is occupied by the lexical verb, and its position is always final in the group. Here are two examples from Alice in Halliday and Hasan's book of Cohesion in English. For instance:

a. *The words **did not** come the same as they used to **do***

b. *I **don't** know the meaning of half those long words, and what's more, I **don't** believe you **do** either!*

The word *do* in (a), substitute for *come* that in (b) substitute for *know* the meaning of half those long words.

3) Clausal Substitution

There is one further type of substitution in which what is presupposed is not an element within the clause but an entire clause. The words used in clausal substitution are *so* and *not*. There are three environments in which clausal substitution take place: report, condition and modality. In each of these environments it may take either of two form, positive and

negative, the positive is expressed by so, the negative by not. For example:³⁹

a. *Is it going to rain? I think so.*

b. *Has everyone gone home? I hope not*

In the example above the word so describe the clause going to rain. And not in (b) presupposes everyone gone home.

In conclusion, the researcher concludes that substitution is aimed at avoiding the similar words to be repeated exactly at the nest sentence or clauses.

b. Ellipsis

Ellipsis is omitting part of sentences on the assumption that an earlier sentence or the context will make the meaning clear.⁴⁰In other hand, ellipsis occurs when some essential structural element is omitted from a sentence or clause and only be recovered by referring to an element in the preceding text.⁴¹ Halliday and Hasan also assert that ellipsis is the omission of one or more items from a construction. Essentially between substitution and ellipsis are the same process, ellipsis can be interpreted as that form of substitution in which the item is replaced by nothing. In other hand, ellipsis is simply ‘substitution by

³⁹ M.A.K.Halliday and Ruqaiya Hasan, *Cohesion in English*,(London: Longman,1976),p.90-141

⁴⁰ Guy Cook, *Discourse*,(New York: Oxford University Press, 1989),p.20

⁴¹ *Ibid*,p.25

zero'. As with substitution, there are three types of ellipsis, nominal, verbal and clausal.⁴²

1) Nominal Ellipsis

It means ellipsis within the nominal group. Nominal ellipsis therefore involves the upgrading of a word functioning as Modifier to the status of Head. For example:

- *Which last longer, the curved rods or the straight rods? The straight are less likely to break.*

The word *straight* in the question is functioning as modifier but as head in the response. Thus *the straight* is elliptical nominal group.

2) Verbal Ellipsis

Verbal ellipsis is verbal group. A verbal group whose structure fully represents its entire systemic feature is not elliptical. There is only one lexical element, and that is the verb itself. For instance:

- *Have you been swimming? - Yes, I have.*

3) Clausal Ellipsis

It means within clause. For example:

- *I haven't finished my assignment yet.*
- *Why*

⁴² M.A.K.Halliday and Ruqaiya Hasan, *Cohesion in English*,(London: Longman,1976),p.142-146

Why means ‘why haven’t you finished your assignment yet? In ellipsis is no implication that unsaid is not understood, on the contrary, unsaid but understood.

Based on the explanation above, the researcher concludes ellipsis is the omission of one or more words and it is not repeated but it can be understood from the linguistics context.

c. Reference

Reference is one in which the relationship of reference is taken to hold expressions in a text and entities in the world, and that of reference between expression in different parts of text.⁴³ It also relation between in element of text and something else by reference to which it is interpreted in the given instance. Reference is a potentially cohesive relation because the thing that serves as the source of the interpretation may itself be an element of text. Then, Halliday and Hasan said that there are three types of reference, namely: personal, demonstrative and comparative reference.⁴⁴

1) Personal Reference

It is a reference by means of function in the speech situation, through the categories of person.⁴⁵ The category of personal includes the three classes of personal pronouns, possessive

⁴³ Gillian Brown and George Yule, *Discourse Analysis*, (Melbourne: Cambridge University Press, 1983), p. 204

⁴⁴ M.A.K. Halliday and Ruqaiya Hasan, *Cohesion in English*, (London: Longman, 1976), p. 308-309

⁴⁵ *Ibid*, p. 37-38

determiners (usually called ‘possessive adjective’), and possessive pronouns. It can be seen in the below:

Table 1: Personal Reference

	PERSONAL REFERENCE		POSSESSIVE PRONOUN	
	Subjective case	Objective Case	Determinative function	Independent Function
1 st person				
Singular	I	Me	My	Mine
Plural	We	Us	Our	Ours
2 nd person				
Singular	You	You	Your	Yours
Plural	You	You	Your	Yours
3 rd person				
Singular Masculine	He	Him	His	His
Singular Feminine	She	Her	Her	Hers
Singular non personal	It	It	Its	
Plural	They	Them	Their	Theirs
Generalized person	One	One	One’s	

For Example:

- *Ana did not buy the novel because it was so expensive. (It as a subject personal pronoun refers to the novel)*
- *Anna will visit her grandmother’s home soon. (Her as a possessive adjective refers to the subject anna).*

2) Demonstrative Reference

Demonstrative reference is reference by means of location.

Demonstrative reference is expressed through determiner and adverbs.

- a. Demonstrative determiner includes this, these, that, those.

They refer to the location of something, typically some entity person or object that is participating in the process, they therefore occur as elements within the nominal group.

- b. Demonstrative adverbial includes here, there, now and then.

They refer to the location of a process in space or time, and they normally do so directly, not through the location of some person or object that is participating in the process, moreover they typically function as the clause, not as elements within the nominal group. For instance:

- *Take that book, please!*
- *These students are diligent.*

3) Comparative Reference

Comparative reference is indirect reference by means of identify or similarity. ⁴⁶Comparative reference divided into two: general comparison that expresses likeness between things: then, particular comparison that expresses

⁴⁶ *Ibid*,p.58-59

comparability between thing in respect of a particular property.⁴⁷ For instance:

- *She loves reading more than I do*

d. Conjunction

Conjunction is words that join clauses into sentence.⁴⁸ Therefore, the fourth type of cohesive relation in the grammatical cohesion is conjunction. Conjunction differs from reference, substitution and ellipsis that it is not a device for reminding the reader of previously mentioned entities, actions and state of affairs. However, it is a cohesion device because it signals relationships that can only be fully understood through reference to other parts of the text. Conjunction has four types, namely:

1) Additive

Additive conjunction can be function as additional information without changing the information in clause and sentence previous. The item of the additive conjunction include and, and also, or, besides, nor, furthermore and in addition. For example:

From a marketing viewpoint, the popular tabloid encourages the reader to read the whole page instead of choosing stories. And isn't that what any publisher wants?

⁴⁷ *Ibid*,p. 76

⁴⁸ Michael Swan, *Practical English Usage*, (Hongkong: Oxford University Press, 1995), Second Edition, p.142

From example above, word *and* as signal the presentation of additional information.

2) Adversative

Adversative conjunction is the connector of two contrast sentences. The basic meaning of the adversative relation is contrary and similarities to expectation.

For example :

Ahmad stated that there are many students get good score. In other hand, Nana also stated that there are many students get A grade.

3) Causal

Causal conjunction relations include of result, reason and purpose. The example as follow;

Chinese tea is becoming increasingly popular in restaurant, and even in coffee shop. This is because of the growing belief that it has several health giving properties.

4) Temporal Sequence Conjunction

Temporal relation connect clauses depending on whether the actions they take place at the same time or one after the other. For instance :

Brick tea is a blend that has been compressed into a cake. It is taken mainly by the minority groups in China. First, is ground to a dust. Then, it is usually cooked in milk.

Based on the categories of grammatical cohesion above, the writer tended to accomplish all of the categories. The requirements involves some aspect in grammatical cohesion, namely: refernce, ellipsis, substitution, and conjunction.

E. The Concept of Errors Analysis

1. Definition of Error Analysis

As the researcher mentioned above, the students who learn English make error. Therefore it because a good input and will be useful for the writer who will be an English teacher to keep on trying to analyze the problem would be face by the students in using structure. Error analysis is study of identifying, describing, classifying the students errors.

According to Brown, the fact that learnes do make error, it can be observed, analyzed, classified to several something of the system operating within the learners led to a surge of study of learners errors are called Error Analysis.⁴⁹ Moreover, error analysis is significant. It provides into strategies employ in second language acquisition.⁵⁰ So the researcher can analyze in grammatical errors. The activities that have to be as the procedures of error analysis are describing what error about and then classifying what kind of errors are, after that evaluating the errors to be correct.

⁴⁹ H. Douglas Brown, *Priciple of Language and Teaching*, (longman: San Francisco State University, Fourth Editision, 2000), p. 217

⁵⁰ Jacek Fisiak, *Contrastive Linguistics and the Languge Teacher*, (New York: Oxford University Press, 1967), p.208

Because the errors cannot be lost from the process of language learning, it is surely needed treatment to help to reduce and avoid the errors that usually happen in using language. To prepare the most appropriate treatment to be applied, firstly knowing specially about the errors is absolutely important. In this case, a careful and deep study on it should be conducted. Moreover, the way used to study errors is commonly called as error analysis.

By doing error analysis to the students, the teacher can help them to improve their skill. It is said by Brown that it is interesting that little research evidence shows that overt grammatical correction by teacher in the classroom is of no consequence in improving learners' language.⁵¹ Error analysis not only can help the teacher to increase their motivation and their skill but also can help the teacher to increase the teaching learning process to get the maximally result of study.

Concerning to the error, the linguistic and other language have the same opinion that errors can disturb the achievement of learners' goal. Therefore, error can be mimed and corrected. From the explanation above, the researcher infers that analysis of errors is a study of identifying, describing, and classifying the noticeable from adult grammar of native speaker. The last purpose of error

⁵¹ H. Douglas Brown, *Principle of Language and Teaching*, p. 217

analysis is find to the feedback, use as reference in language to minimize the error may be made by the students.

In this research, the researcher would an error analyze of grammatical cohesion on students' abstract of State Islamic Institute of Metro. The researcher would analyze the common mistakes found in grammatical cohesion on students' abstract.

2. Classification of Error

It is widely highlighted that error analysis is divided into four big parts, such as: linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.⁵² Moreover, they are elaborated below:

a. Linguistic Category Taxonomy

This is to classify the errors according to both the language component and the particular constituent which influence the errors. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). Particular linguistic constituents include the elements that consist of every language component. For example in syntax, we may regard whether the error is in the main clause which constituents are affected, such as: noun phrase, preposition, auxiliary, adjective, adverb, and so on.

⁵²Heidi Dulay et al. *Language Two*, New York: Oxford University Press p. 146.

b. Surface Strategy Taxonomy

This part highlights the ways that surface structures are altered. The elements of surface strategy are often altered in specific and systematic ways. Some of the altered structures are omitting necessary items and adding unnecessary ones in a sentence. Among the common errors are:

1) Omission Errors

Omission errors are illustrated by the absence of a component that has to appear in a well-formed sentence. Most language learners, not all, often omit the grammatical morpheme much more frequently than content morphemes.

For Example: Early childhood education is very important for children their brains are active in that priod.

The sentence above should be:

Early childhood education is very important for children because their brains are active in that priod.

2) Addition Errors

These errors are the opposite of omission errors. Those errors are illustrated by the presence of an element which must not appear in a well-performed sentence.

For Example: even though the boy is naught but he is smart

The sentence above should be:

The boy is naught but he is smart

3) Misformation Errors

Misformation errors can be characterized by the use of the wrong form of the word or structure. While in omission errors the element isn't delivered, in misinformation the learners deliver something although it is incorrect.

For example: they will be easier to understand and remember what he learnt.

The sentence above should be:

They will be easier to understand and remember what they learnt.

4) Misordering Errors

This part is illustrated by the incorrect placement of a word or group of words in a sentence.

For example: so, I can not go out, the weather is bad

The sentence above should be:

The weather is bad, so I can not go out

c. Comparative Taxonomy

The comparative taxonomy classifies the errors on the basis of comparing the structure of second language errors to other types of construction.

For example: Yohana is beautiful than her sister.

The sentence above should be:

Yohana is more beautiful than her sister.

d. Communicative Effect Taxonomy

Different with the three types of errors above, this classification relates to the errors from the perspective of both the listener and the reader. This section deals with the misunderstanding of the listeners and the readers taken from what speakers say or what writers write. For example:

X : *What is your father?*

Y : *My father is John.*

Actually, the X asks about the occupation of Y's father. Then, the answer should be:

Y : *My father is a doctor (or other).*

In this research, the researcher would apply the surface category taxonomy to analyze the abstract of students' scientific writing of *PBI* students in State Islamic Institute of Metro. All of the aspects that the researcher would analyze include the grammatical analysis. Therefore, the researcher would analyze the common grammatical cohesion errors found in the student's abstract such which are included in omission errors, addition errors, misformation errors, and misordering errors.

CHAPTER III

RESEARCH METHODOLOGY

A. The Characteristic and Type of the Research

There are many researches method that can be used in researching into scientific writing, either quantitative or qualitative. It is in line with the purpose of the researcher. Therefore, the cahracteristic of this research is descriptive qualitative because the research is describing the problems.

This research is to analyze the grammatical aspect on students' abstaret undergraduate thesis. The researher wanted to analyze the level of grammatical on students' abstract of undergraduate thesis. It is surely more suitable using qualitative. Based on this explanation, the researcher decides using qualitative research to analyze abstract of undergraduate thesis based on grammatical aspects in English Education Departement of State Islamic Institute of Metro.

Basically, Qualitative research is one the research types that can be used in education scope beside quantitative and class room action research. To address a research problem, qualitative research is a method that the best suited in which we do not know the variable and need to explore.⁵³

The type of this research is case study. It has been generally received that case study is an activity in which the writer inquires in intensity a phenomenon, an event, a program, one or more individuals.⁵⁴ Furthermore,

⁵³ John W. Creswell, *Educational Research: Planing, Conducting and Evaluating Quantitative and Qualitative research*, (USA: Person, 2012), Fourth edition, p.16

⁵⁴ John W. Creswell, *Research Design qualitative, quantitative, and mixed methods approaches*, (california: Sage Publicatio, 2003), second edition, p.17.

case study is a clear and specific analysis of a case with a bounded system. A bound system means that the case would be limited by place and time.

B. Data Source

In this study, according to Donald, source into two item, such as: primary and secondary sources. The primary are original documents (correspondence, diaries, reports, etc), relics, remains, or artifacts. These are the direct outcomes of events or the records of participants. Moreover, the secondary sources, the mind nonobserver comes between the event and the user of the record. Common examples of secondary sources are history books, article in encyclopedia, and reviews of research. Historians seek to employ primary sources whenever possible.⁵⁵

Based on the statement above, the primary source of this research would gotten from twenty abstract of undergraduate thesis of English Education Departement in State Islamic Institute of Metro. Moreover, the secondary source is information about students' understanding about grammatical cohesion and the use of it is taken from the interview result that would do by the writer on students' abstract of undergraduate thesis in State Islamic Institute of Metro.

C. Data Collection Technique

In conducting this study, the researcher selects several abstracts of undergraduate thesis in State Institute for Islamic Institute of Metro in the academic year 2016/2017. Because the scientific writings which had been

⁵⁵ Donald Ary et al, *Introduction to Reasearch in Education*, (Canada: Wadsworth, Cengage Learning, 2010), 8th Edition, p.467

made were in the undergraduate thesis, the abstracts were taken from students' undergraduate thesis.

Creswell said that “in many qualitative studies, inquires collect multiple forms of data and spend a considerable time in the natural setting gathering information”. Therefore, the data will be gained through several techniques as follows:

1. Documentation

The documentation refers to a wide range written, physical, and visual materials, including what other authors may term artifacts. Document may be personal, such as autobiographies, diaries, and letters; official, such as files, reports, memoranda, or minutes; or documents of popular culture such as books, films, and videos.⁵⁶

Based on the statement above, the researcher gathered the data from twenty abstracts of students' undergraduate thesis English Education Departement in State Islamic Institute of Metro in the academic year 2016/2017.

2. Interview

Interview occurs when researchers ask one or more participants general, open-ended questions and their answers. The researcher then transcribes and types the data into a computer file for analysis.⁵⁷

In other word, open ended question is the participants can best voice their experiences unconstrained by any perspectives of the writer or past

⁵⁶ Donald Ary et al, *Introduction to Research in Education*, 8th Edition, p. 442.

⁵⁷ John W. Creswell., *Educational Research Methodology* 4th Edition, p. 217.

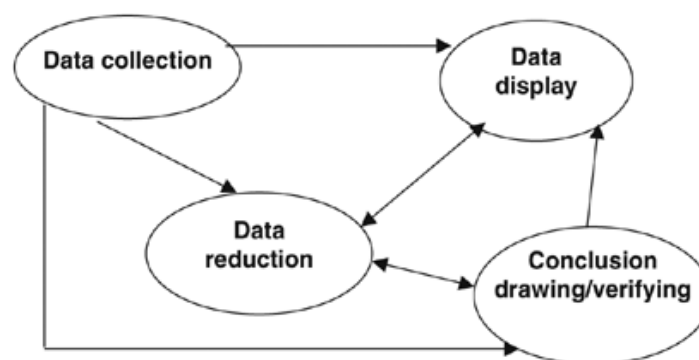
research findings. An open ended response to a question allows the participant to create the options for responding.

In this step, the researcher conducted interview with ten students. Similarly, the researcher conducted the interview by asking ten students one by one. It is prepared to get information from the participants about their understanding of grammatical cohesion on abstract.

D. Data Analysis Technique

This research applied the Miles and Huberman model to analyze the data that has been collected. The procedure is shown in the following figure:

Figure 1 : *The Component in Data Analysis (Interactive Model) by Miles and Huberman⁵⁸*



Data analysis using Miles and Huberman model was conducted as follows:

1. Data collection

It is the first in conducting the qualitative research. The researcher should gather the information as many as

⁵⁸ Matthe B. Miles at al, *Qualitative Data Analysis*, (London: Sage Publication Ltd, 1994), Second Edition, p.10-12

possible. In this case, the researcher gained the information from the students' abstract of undergraduate thesis as the major data and also documents.

2. Data reduction

It is refers to process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. In this step, the researcher collected abstract containing grammatical cohesion as the main object of research.

3. Data display

Data display is the presentation of the information that is done in short essay, draft, relationship among the category, flowchart and etc. The display should be able to describe the content of the entire the data.

4. Conclusion

Conclusion includes drawing and verifying. It is the process of elaborating with lengthy abstract and review of the conducted research.

E. Approach

This approach would use a case study. A case study is describing a phenomenon clearly. A case study have some research procedure, namely:

1. Selecting the problem

The first step is to select the problem to investigate. The problem should be consequential enough to need investigation. Also, the answer to the problem is not already available, but the means for finding answers are available.

2. Reviewing the literature on the problem

The researcher should thoroughly review the relevant literature to gain more understanding and insight into the problem and to determine what research may already have been done.

3. Designing the research

The investigator next plans how to conduct research to answer the question. The design is the writer's plan for the study, which includes the method to be used, what data will be gathered, where, how, and from whom.

4. Collecting the data

The next step involves executing the research plan. Qualitative researcher also has a toolbox of data-gathering techniques, including in-depth interviewing, and document analysis.

5. Analyzing the data

The data collected in research must be analyzed. The researcher must organize and categorize or code the large mass of data so that they can be described and interpreted. Qualitative data generally take

the form of words (descriptions, observations, impressions, recordings, and the like).

6. Interpreting the finding and stating conclusions

The researcher tried to interpret the findings in terms of the research problem. They did not talk about probability but try to emphasize the trustworthiness and credibility of the findings.

7. Reporting results

The researcher must make their procedures, findings, and conclusions available in a form intelligible to others who may be interested.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Research Setting

1. Profile of State Islamic Institute of Metro.

a. The Historical Background of State Islamic Institute Metro

IAIN Metro is only one of Islamic Institute in Metro. IAIN Metro is change of status from STAIN Jurai Siwo Metro. It is dedicated in 2017 based on the decision of Presidents No. 71 on 1 August 2016. IAIN prepared this change since 2010. From 2011, STAIN Jurai Siwo Metro continued to strive for the development of STAIN Jurai Siwo Metro to be IAIN Metro.

STAIN Jurai Siwo Metro was establish on April 23-25, 1997 based on the explanation letter of president RI No. 11 in the year 1997. The establishment of STAIN Jurai Siwo Metro cannot be separable with the history of IAIN Raden Intan Bandar lampung. The existence of IAIN Raden Intan Bandar lampung began from the effort of elite and religion figures that were joined together in Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was dealt to accomplish two faculties, Education faculty and Islamic Law faculty, which were domiciled in Tanjung Karang. Through the persistent strunggle of YKIL, on 13 October 1964 the status of islamic Law faculty was changed from private to state.

Referring to the decision of Indonesian President No. 27, 1963, in order to accomplish Al-Jami'ah, YKIL should at least have three faculties. For that reason, YKIL opened Ushuludin Faculty that is domiciled in Tanjung Karang in 1965. As an effort to realize the founding of STAIN Al-Jami'ah in Lampung, the first step was to make state-owned all Faculties which were still in private status at that time. Finally, it realized the dream of Lampung society to found STAIN Al-Jami'ah based on the Decree of Minister of Religious Affair of RI No. 187/68 which was named " State Islamic Institute Raden Intan Tanjung Karang". In the year 1993 based on the change of the name of capital province of lampung from Tanjung Karang to Bandar Lampung, STAIN Raden Intan Tanjung Karang was also changed to STAIN Raden Intan Bandar Lampung.

Likewise, in 1967, the education and Islamic Law Faculty were established in Metro at Jl. Ki Hajar Dewantara 15 A, Iring Mulyo, East Metro, Metro City by the request of Metro Society. It was not far from the change of name STAIN Raden Intan Tanjung Karang to STAIN Raden Intan Bandar Lampung that it went out a handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996 on August 1, 1996 about Settlement of Institutional Faculties STAIN outside central institute to be Sekolah Tinggi Agama Islam Negeri (STAIN). That was the history of the establishment of STAIN Jurai Siwo Metro.

IAIN Metro has fourth faculty, namely (1) Education (2) Islamic Law Faculty (3) Islamic Announcement and Communication, (4) Economies and Islamic Bussines. Education Departement has four study programs, they are: Islamic Education Departement (PAI), Arabic Education Study Program (PBA), English Education Departement (PBI), Islamic Elementary School Education Departement (PGMI). After that, Syari'ah Departement has five study programs, they are: Syari'ah Economic (Esy), Ahwalusy Syakhisiyyah (AHS), Syari'ah Economic Law (HESy), Islamic Banking (D3 PBS), Islamic Banking (S1 PBS). Then, Islamic Announcement and Communication Departement has two study programs, namely Islamic Announcement Communication (KPI) and Language and Arabic Literature (BSA)

The organization structure of IAIN Metro in academic year

2016/2017 as follows:

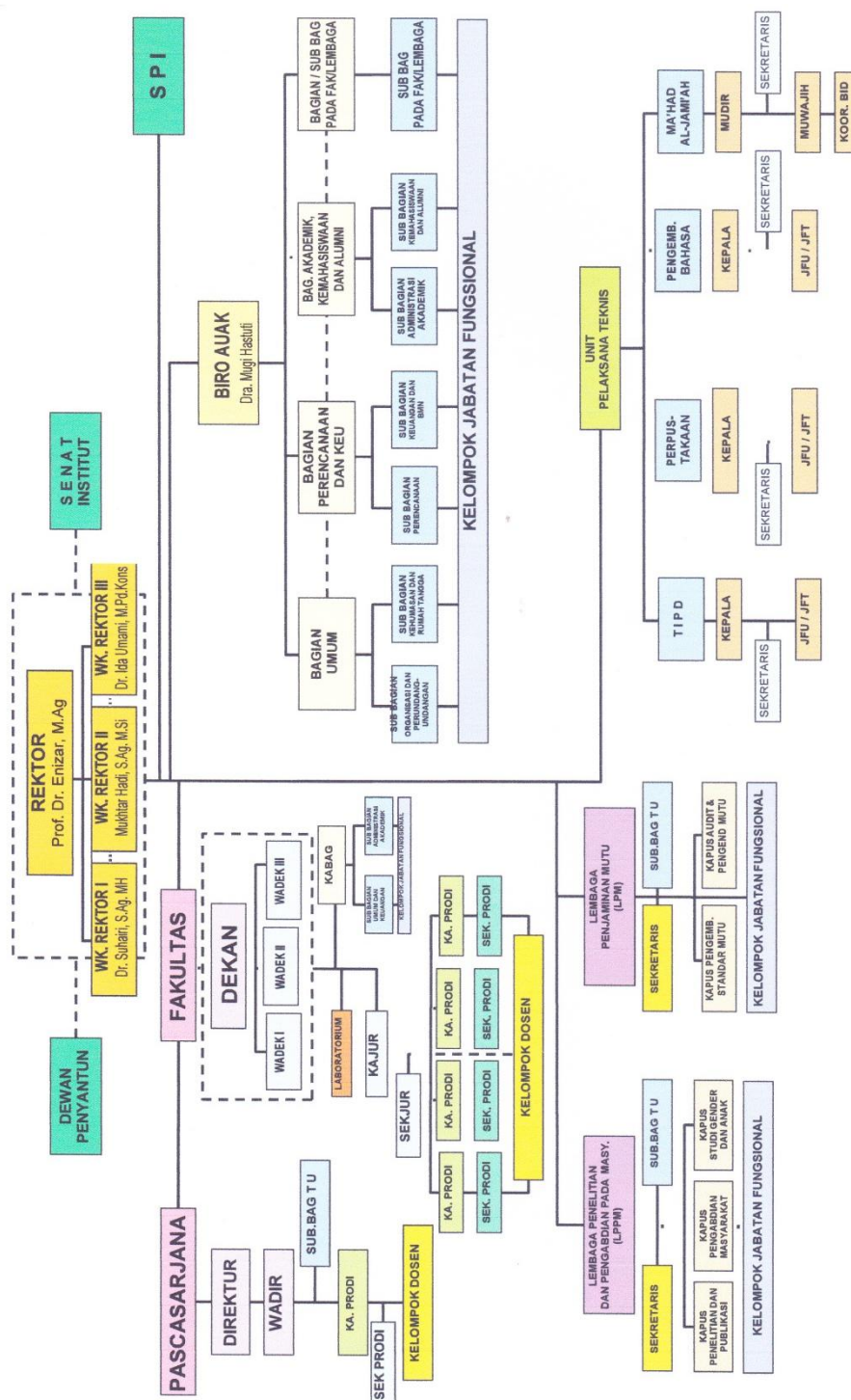
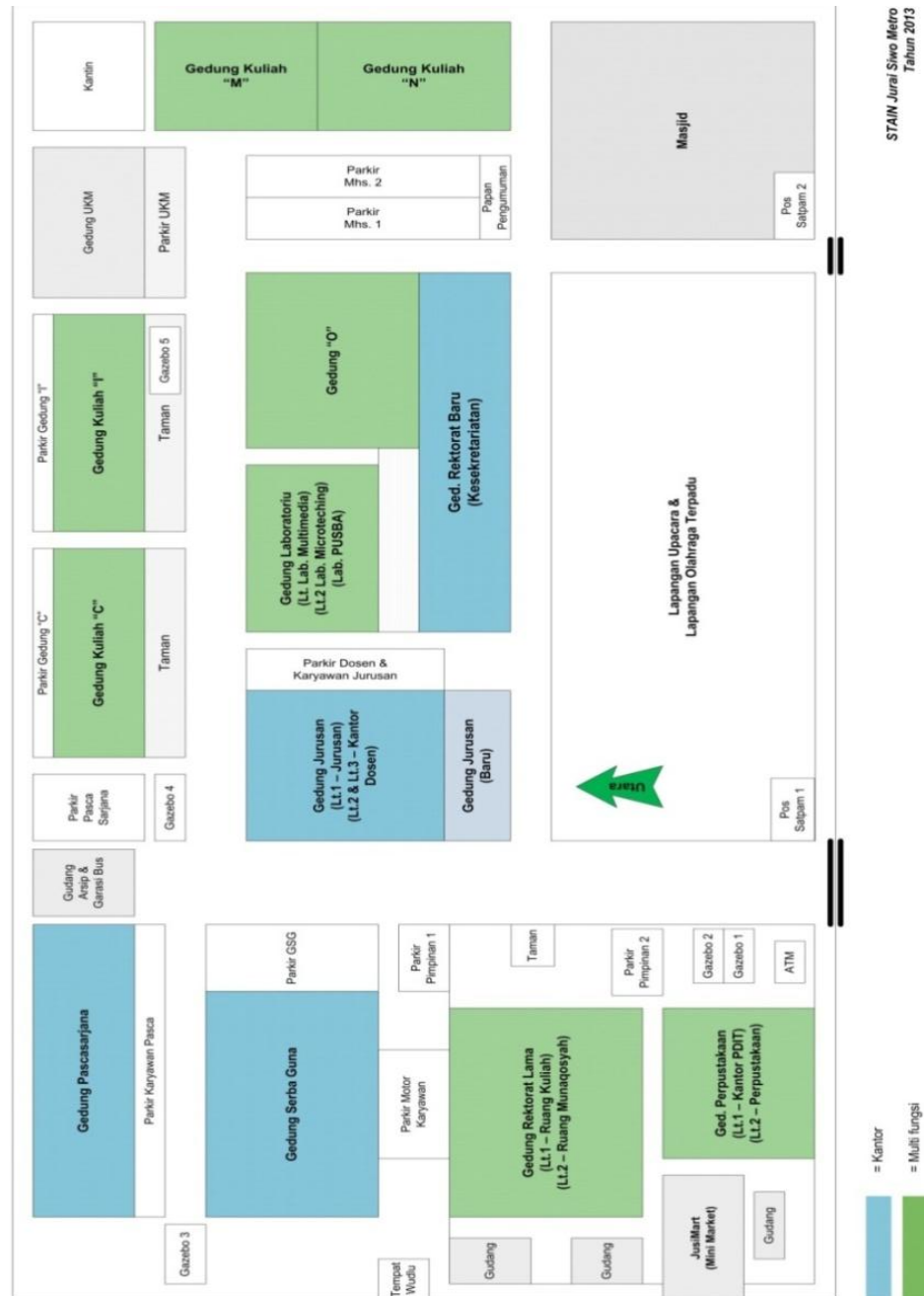


Figure 2. The Organization Structure of IAIN Metro in Academic Year 2016/2017

c. The Sketch Location of State Islamic Institute of Metro



STAIN Jural Siwo Metro
Tahun 2013

Figure 3. The Sketch Location of Campus 1 IAIN Metro



Source: Documentation of State Institute for Islamic Studies (IAIN) of Metro in academic year 2016/2017.

Figure 4 .The Location Sketch of Campus 2 IAIN Metro

d. Facilities at State Islamic Institute of Metro

There are facilities at IAIN Metro in supporting the lecturers and students in conducting the learning process, namely: lecturer's unit, Computer Laboratory & baitul Mal wa Tamwil, Library, Language Laboratory Unit, Micro-Teaching Laboratory, Islamic Development Unit, classroom, mosque, futsal field, basketball field, wall climbing field, volly field, tennis field, auditorium, Students Activities (UKM) room, Students Committee Office. For getting the details of facilities, it can be shown in the table below:

Table 2
Facilities at IAIN Metro

No	Facilities	Total of room	Large (m ²)
1.	Lecturers' unit	1	556
2.	Computer Laboratory	1	1000
3.	Library	1	1000
4.	Language Laboratory	1	180
5.	Micro-Teaching Laboratory	1	106,8
6.	Islamic Development	1	30
7.	Classroom	74	-
8.	Mosque	1	1000
9.	Futsal Field	1	510
10.	Basketball Field	1	-
11.	Wall Climbing Field	1	92
12.	Volley Field	1	-
13.	Tennis Field	1	650
14.	Auditorium	1	-
15.	Students Activities	1	-
16.	Students Committee Office	1	-
17.	Office of University Head	2	-
18.	Munagasyah Building	1	-
19.	Postgraduate Building	1	-
20.	Parking Place	9	-
21.	Faculty	2	-

Source: Result of documentation at IAIN Metro on August, 2017.

e. The Condition of Lectures and Official Employees in State Islamic Institute of Metro

The whole staffs of IAIN Metro in academic year 2016/2017 is
177

Table 3
Total of lecturers and official employees in IAIN Metro

No	Name	Total
1.	Employee	54
2.	Lecturer	99
3.	Honorary Worker	24
TOTAL		177

Source: Documentation of IAIN Metro in academic year 2016/2017

f. Students at State Islamic Institute of Metro

The total of TBI student at IAIN Metro is 7.074 students.

Table 4
Total of TBI Students at IAIN Metro

No	Academic year	Students
1	2011	1.205
2	2012	1.509
3	2013	1.146
4	2014	1.143
5	2015	999
6	2016	1.072
Total of Students		7.074

Source: Result of documentation at IAIN Metro on August

9th, 2017

g. The Profile of English Education Departement

Along with the status change from STAIN Jurai Siwo Metro to IAIN Metro, English Education Departement (TBI) strata 1 (S1) as established in 2007 is also change into English Education Departement in 2017. It included Education Faculty in IAIN Metro. Hitorically, Strata 1 (S1) of English Education Departement came from Diploma 3 (D3) English Education that was opened in 2002 based on the decree No:DJ.1/220.C/2007 on May 28, 2007.

In implementing education, English Education Departement stands in the English Education who can integrate the Islamic values and academic dimensions. So the students have a high bargaining. Furthermore, the vision than us enlarged in some missions, as follows:

- a. Developing the students' privacy through knowledge, reinforcement, and actualization toward religious, national and civil life in Islamic culture.
- b. Building and developing humanist, democratic, and modern academic atmosphere.
- c. Growing the professionalism ethic through theoretical knowledge basic mastery.
- d. Providing qualified service of education to produce smart and skillful educator candidates who have good attitude.
- e. Applying integrated education system which is able to give a significant input for educational development.

Those are the vision and missions which include all of the students in English Education Departement in IAIN Metro. Furthermore, based on the vision above, it is formulated be three purposes of English Education Departement, as follows:

- a. To prepare the students not only to be English teacher who can actualize the society benefits values, science, technology and art but also be able to be agents of change the society.
- b. To prepare the students be professional with spirit of English Islamic.

In line with the statement above, English Education Departement always tries to develop the quality in the teaching and learning process. Indeed, it will be a dynamic, open, and polite relationship among the stakeholders in TBI at IAIN Metro.

B. Data Analysis

1. The Errors on Using Grammatical Cohesion of the Students'

Abstract

In conducting the research, the researcher analyzes 20 abstracts of students' undergraduate thesis of English Education Departement. In this research, the researcher encodes the abstract by using abbreviation "ABS" and number. Based on the analysis, the researcher finds the errors in abstracts which were categorized into four kinds of errors.

Based on the result of the data analysis which has been analyzed, the researcher concludes that are some grammatical cohesion errors

commonly found in the abstracts. The researcher, furthermore, classified those errors into four types, namely addition errors, omission errors, misformation errors, and misordering errors.

Furthermore, the researcher gave the brief descriptions of data analysis as followed:

a. Addition Errors

Addition is any use of unnecessary items in the sentences. There are 4 errors showing addition in the students' abstract, and most of them are errors on conjunction. The errors appear in four abstracts, namely: ABS 2, ABS 3, ABS 5, and ABS 11. Those errors are as followed:

1) Corpus 1

ABS 2: *In the fact, many students **who** do not understand the content....*

The sentence above, the researcher found the addition error on used conjunction (*who*) that should not be appeared. So, the researcher suggested the following corrections of the sentences:

- *In the fact, many students do not understand the content*

2) Corpus 2

ABS 3: *With the result **that** there is a positive and significant influence*

The sentence above, the researcher also found the a simple addition of used conjunction (*that*). Moreover, the researcher suggested that the sentence must be corrected to be as followed:

- *With the result there is a positive and significant influence*

3) Corpus 3

ABS 5: *Classroom action research (CAR) **which** is done in two cycles*

The sentence above, the researcher found addition error of used conjunction (*which*). Next, the researcher will be changed the sentence above, as followed:

- *Classroom action research (CAR) is done in two cycles*

4) Corpus 4

ABS 11: *Based on the data **that** there is*

Then, in the last example sentence, the researcher also found the addition error on used conjunction (*that*) which should be omitted. Moreover, the researcher suggested the following corrections of the sentences:

- *Based on the data there is*

b. Omission Errors

Omission is any deletion of certain necessary items in sentences. The researcher finds 19 errors in total showing omission, and those errors are omissions in conjunction. In this case, the researcher

notices the flaw of the student's grammar which omits certain parts of the sentence. The examples were as followed:

1) Corpus 1

ABS 3: *the **students is they** have low vocabulary*

The sentence above, the researcher find error in omitting conjunction of omission (*students is they*). Furthermore, the researcher suggested that the sentence must been corrected to be as followed:

- *the students is **that** they have low vocabulary*

2) Corpus 2

ABS 5: ***post-test show** that there were improved mark*

In this case, the researcher also found error in omitting conjunction of omission (*post-test show*). Moreover, the researcher will be changed the sentence above, as followed:

- *post-test **which** show that there were improved mark*

3) Corpus 3

ABS 7:.... *the average score in **pre-test was 55 and in post-test was 67.5 became 74.58***

The sentence above, the researcher found error in omitting conjunction of omission (*pre-test was 55 and in post-test was*). Next, the researcher suggested that the sentence must been corrected be as followed:

- *the average score in pre-test **which** was 55 and in post-test **which** was 67.5 became 74.58*

4) Corpus 4

ABS 10: *the students find difficulties of **the text, more than** half of students made mistake....
in reading comprehension of **recount text, they** were low in vocabulary.....*

In the sentence above, the researcher found error in omitting conjunction of omission (*the text, more than and recount text, they*). So, the researcher suggested the following corrections of the sentences:

- *the students find difficulties in identifying main idea of the text, **and** more than half of students made mistake*
- *in reading comprehension of recount text **is that** they were low in vocabulary*

5) Corpus 5

ABS 11: *The primary goal of this research **is to know the use** ...
this **research is guided** reading strategy can improve....*

In the sentence above, the researcher found error omitting conjunction of omission (*is to know the use and research is guided*). The researcher suggested that the sentence must be corrected as followed:

- *The primary goal of this research is to know **that** the use..*
- *this research is **that** guided reading strategy can improve..*

6) Corpus 6

ABS 12: *the students do not understand about the passage, **they do not** interest in writing subject
The conclusion of this **research was**
Pekalongan is **successful criteria** used in this*

In the sentence above, the researcher found error omitting conjunction of omission (*they do not, research was and successful criteria used*). Next, the researcher will be changed the sentence above, as followed:

- *the students do not understand about the passage, **and** they do not interest in writing subject*
- *The conclusion of this research was **that***
- *Pekalongan issuccessful **because** criteria used in this*

7) Corpus 7

*ABS 13:It provided by the average pre-test and post-test **show** that there were improve marked.*

In the sentence above, the researcher found error omitting conjunction of omission (*show*). Furthemore, the researcher suggested that the sentence must been corrected be as followed:

- *It provided by the average pre-test and post-test **which** show that there were improve marked*

8) Corpus 8

*ABS 16:the research **illustrated the average** of the student's score*

In the sentence above, the researcher found error omitting conjunction of omission (*illustrated the average*). Next, the researcher suggested that the sentence must been corrected be as followed:

- *the research illustrated **that** the average of the student's score*

9) Corpus 9

*ABS 17:especially in **speaking**, **they** get the difficulties*

*the research **illustrated the average** of the students' score*

In the sentences above, the researcher found error omitting conjunction of omission (*speaking, they and illustrated the average*). Moreover, the researcher suggested that the sentences must be corrected as followed:

- *especially in speaking, **and** they get the difficulties*
- *the research illustrated **that** the average of the students' score*

10) Corpus 10

*ABS 19:was conducted in two cycles, **each cycle** consists
result of pre-test and post-test **show that** there were....
post-test II was **76,5 it improved** 7,5 points*

In this case, the researcher also found error in omitting conjunction of omission (*each cycle, show that and 76,5 it improved*). Moreover, the researcher will be changed the sentences above, as followed:

- *was conducted in two cycles, **and**each cycle consists*
- *result of pre-test and post-test **which** show that there were*
- *post-test II was 76,5, **so**it improved 7,5 points*

11) Corpus 18

*ABS 20:**Using shared** reading method the students will
score from 66, 4 to **77,9 there** is improving*

In the sentence above, the researcher found error omitting conjunction of omission (*Using shared and 77,9 there*). Moreover, the researcher suggested that the sentence must be corrected as followed:

- ***Because of** using shared reading method the students will...*

- *score from 66, 4 to 77,9***and** *there is improving*

In this case, the researcher founds some errors of omission. All of the errors are in omitting conjunction.

c. Misformation Errors

Misformation is any wrong form of certain morphemes or structures. There are 22 errors in total showing misformation, and the errors of the misformation are in reference and conjunction. In this case, the majorities of misformation error are in reference. Therefore, the researcher can see the weakness of some students in constructing errorless reference. The following were the examples and explanations of misformation errors found in the students' abstract.

1) Corpus 1

ABS 1: ***in order** the students can understand*

In the sentence above, the researcher found the misformation error on used conjunction (***in order***). Moreover, the researcher suggested the following corrections of the sentences:

- ***so that** the students can understand.....*

2) Corpus 2

ABS 3: *they have low vocabulary **or** they have the difficulties
in speaking **because** several factors*

*problem above because **the technique** brought two
positive*

In the sentences above, the researcher found the misformation error on used conjunction and reference (*or, because and the technique*). The researcher suggested that the sentences must be corrected be as followed:

- *they have low vocabulary **and** they have the difficulties*
- *in speaking **because of** several factors*
- *problem above because **this technique** brought two positive*

3) Corpus 3

ABS 4:*one of strategi **thatcan** help*

In the sentence above, the researcher found the misformation error on used conjunction (*thatcan*). So, the researcher suggested that the sentences must be corrected be as followed:

- *one of strategi **that can** help*.....

4) Corpus 4

ABS 6:***These** were indicating that*

***the students** reading comprehension*

In the sentences above, the researcher found the misformation error on used reference (*These and the students*). Next, the researcher suggested that the sentences must be corrected be as followed:

- ***This average score**is indicating that*
- ***the students'** reading comprehension*

5) Corpus 5

ABS 7:*the researcher used test, observation, **and**documentation*

In the sentence above, the researcher found the misformation error on used conjunction (*and documentation*). Furthermore, the researcher suggested that the sentences must be corrected be as followed:

- *the researcher used test, observation, **and** documentation*

6) Corpus 6

ABS 9: *illustrating **thatthe** critical value....*

In the sentence above, the researcher found the misformation error on used conjunction (*thatthe*). Moreover, the researcher , the researcher suggested that the sentences must be corrected be as followed:

- *illustrating **that the** critical value....*

7) Corpus 7

ABS 10: *the **students** difficulties....*
*the **students** difficulties....*

In the sentences above, the researcher also found the misformation on used reference (*students*). So, the researcher , the researcher suggested that the sentences must be corrected be as followed:

- *the **students'** difficulties....*
- *the **students'** difficulties....*

8) Corpus 8

ABS 15: ***In contrast**, the causes*
*conversation with **the** friend*

In the sentences above, the researcher also found the misinformation error on used reference (*in contrast and the*). So, the researcher, the researcher suggested that the sentences must be corrected be as followed:

- ***Furthermore***, the causes
- conversation with ***their*** friend

9) Corpus 9

ABS 16:***The*** always feel bored

In the sentence above, the researcher found misinformation error on used reference (*the*). Next, the researcher, the researcher suggested that the sentences must be corrected be as followed:

- ***They*** always feel bored

10) Corpus 10

ABS 17:through post ***testthat*** had

In the sentence above, the researcher found misinformation error on used conjunction (*the that*). Next, the researcher, the researcher suggested that the sentences must be corrected be as followed:

- through post ***test that*** had

11) Corpus 11

ABS 18:***thisresearch*** used test

In this case, the researcher found error in reference of misinformation (***thisresearch***). Moreover, the researcher will be changed the sentence above, as followed:

- ***This research** used test*

12) Corpus 12

*ABS 19:skill is success **and** criteria*

In the sentence above, the researcher found error in conjunction (*and criteria*). So, the researcher suggested that the sentences must be corrected as followed:

- *skill is success **because** the criteria*

13) Corpus 13

*ABS 20:increase the **students** reading comprehension
and **thei** learning activity
the **student's** active participation....
the **student's** average score
the **students** reading can*

In the sentences above, the researcher found error in reference of misformation (*students and thei*). So, the researcher suggested that the sentences must be corrected as followed:

- *increase the **students'** reading comprehension*
- *and **their** learning activity*
- *the **students'** active participation....*
- *the **students'** average score*
- *the **students'** reading can*

The data above contains so many grammatical cohesion errors. the errors of the misformation are in reference and conjunction. In this case, the majorities of misformation error are in reference.

d. Misordering Errors

Misordering is any incorrect placement of certain morphemes in sentences. There are 2 errors showing misordering in students' abstract. Those errors are misordering errors reference and conjunction. The examples are as followed:

1) Corpus 1

ABS 1: *the method used in **this** is known....*

In the sentence above, the resercher found misordering of reference (*this*). Next, the researcher suggested that the sentences must been corrected to be as followed:

- *the method used in **this research** is known....*

2) Corpus 2

ABS 5: ***So that**, they are confidence speak....*

In the sentence above, the resercher found misordering of reference (***So that***). Next, the researcher suggested that the sentences must been corrected to be as followed:

- ***As the result**, they are confidence speak....*

In this case, the researcher founds misordering errors of reference in the students' abstract. The following table illustrates the errors which are gotten from those abstracts.

Partici pants	Types of Errors				
	Addition	Omission	Misformation	Misordering	Total
ABS. 1	-	-	1	-	1
ABS. 2	1	-	-	-	1
ABS. 3	1	1	3	-	5
ABS. 4	-	-	1	-	1
ABS. 5	1	1	-	1	3
ABS. 6	-	-	2	-	2
ABS. 7	-	1	1	-	2
ABS. 8	-	-	-	-	0
ABS. 9	-	-	1	-	1
ABS. 10	-	2	2	-	4
ABS. 11	1	2	-	1	4
ABS. 12	-	3	-	-	3
ABS. 13	-	1	-	-	1
ABS. 14	-	-	-	-	0
ABS. 15	-	-	2	-	2
ABS. 16	-	1	1	-	2
ABS. 17	-	2	1	-	3
ABS. 18	-	-	1	-	1
ABS. 19	-	3	1	-	4
ABS. 20	-	2	5	-	7
Total	4	19	22	2	47
Percen tage	12 %	40 %	44%	4%	100 %

Table 5: Table of the errors existing in the abstracts

2. The Reason of the Errors of Using Grammatical Cohesion in Composing Abstract

To answer the matter of the errors, the researcher has conducted the interview. The result of the interview is presented as follow:

a. Question 1

What do you know about abstract in the scientific research?

Answer:

Respondent 1 :Abstract is content the researcher's research to explain what research is explained briefly.

Respondent 2 : Abstract is about all of summarizes of the research.

Respondent 3 :General content about the result of the research.

Respondent 4 :Abstract is summarizing of the research from the start until the end of thesis.

Respondent 5 :Abstract is the summarizing of the research that contains of the purpose, the problem, and the result of the research.

Respondent 6 :Abstract is the main point of a thesis in the research or summarizing about the thesis.

Respondent 7 :Abstract is a brief summary of the result. The content of abstract usually

consists of purpose, content and result of the research.

Respondent 8 :Abstract is summarizing on the thesis.

Respondent 9 :Abstract is the main point of a thesis in the research.

Respondent 10 :Abstract is the summary of the research from the first until the end of the research process.

Terminologically, based on the result of the first question, most of the respondents know about abstract even there are several respondents do not know well about it.

b. Question 2

What are difficulties in writing an abstract?

Answer:

Respondent 1 :Usually, I found some words to be understood because the words were not familiar.

Respondent 2 :The difficulties in writing an abstract is making coherences among other paragraphs.

Respondent 3 :My difficulty in writing an abstract is using grammar correctly.

Respondent 4 :Make a brief summary to make a simple paragraph.

Respondent 5 :The difficulties are we have to summarize the importance of our research and we have to use the correct word to make a simple paragraph.

- Respondent 6* : *Making coherence and grammar in the paragraph.*
- Respondent 7* : *Make a brief summary in a good statement.*
- Respondent 8* : *The difficulty in abstract is making coherence among paragraph.*
- Respondent 9* : *The difficulties in writing an abstract are as follow: conclude the result and use good language.*
- Respondent 10* : *The difficulty in writing an abstract is making coherence of the research content.*

Based on the second question, there are four students explain that the difficulty in writing an abstract is coherence. Other difficulties are about lacking vocabularies, lacking knowledge about grammar, and lacking experience about how to summarize. It can be concluded that the most difficult think in writing an abstract is making it to be coherence among paragraphs. Making coherence among paragraphs needs a grammatical cohesion aspect such as conjunction. As a result, the students have to master about grammatical cohesion.

c. Question 3.

What do you think about grammatical cohesion?

Answer:

- Respondent 1* :I think grammatical cohesion is grammatical features written together across sentence boundaries.
- Respondent 2* :Grammatical cohesion is the important thing when we are writing.
- Respondent 3* :Grammatical cohesion is a grammatical aspect in a sentence that makes good sentences.
- Respondent 4* :The grammatical cohesion is kind of structure of grammar to make sentence.
- Respondent 5* :It is the functional word that is used in the sentences and paragraphs.
- Respondent 6* :An aspect in the sentence that is important to make a good sentence.
- Respondent 7* :Grammatical cohesion is kind of structure and grammar in making sentence and paragraph on order to make a good writing.
- Respondent 8* :Grammatical cohesion is the important thing in writing and it is a difficult part on English.
- Respondent 9* :Grammatical cohesion is a grammatical aspect in a sentence that makes good sentence.
- Respondent 10* :Grammatical cohesion is the structure of writing based on grammar.

All respondents have their own opinion about grammatical cohesion. Most of the students say that grammatical cohesion is the important part in writing a text while the others say that it is

not only an important part in writing but it is also a difficult part to make a good sentence.

d. Question 4

Do you use grammatical cohesion such as ellipsis, substitution, reference, and conjunction in writing abstract?

Answer:

- | | |
|----------------------|---|
| <i>Respondent 1</i> | <i>: Yes, I do.</i> |
| <i>Respondent 2</i> | <i>: Yes, I do.</i> |
| <i>Respondent 3</i> | <i>: Yes, I do.</i> |
| <i>Respondent 4</i> | <i>: Yes, I do.</i> |
| <i>Respondent 5</i> | <i>: Yes, I do. I usually use substitution and conjunction in writing abstract.</i> |
| <i>Respondent 6</i> | <i>: Yes, I do.</i> |
| <i>Respondent 7</i> | <i>: Yes, I do.</i> |
| <i>Respondent 8</i> | <i>: Yes, I do.</i> |
| <i>Respondent 9</i> | <i>: Yes, I do.</i> |
| <i>Respondent 10</i> | <i>: Yes, I use grammatical cohesion in my research.</i> |

All students answer that they use grammatical cohesion devices when they write an abstract even they still make any error when they use it.

e. Question 5

Which one the most often you use in writing an abstract? Why?

Answer:

- | | |
|---------------------|---|
| <i>Respondent 1</i> | <i>:Conjunction, because conjunction is often used in the sentence to connect word by word, phrase by phrase.</i> |
|---------------------|---|

<i>Respondent 2</i>	<i>:Conjunction, because without conjunction there is no connection among paragraph.</i>
<i>Respondent 3</i>	<i>:Conjunction, because the sentences in my research use conjunction.</i>
<i>Respondent 4</i>	<i>:Conjunction, because it is the common and often we use in writing.</i>
<i>Respondent 5</i>	<i>:I use conjunction because the use of conjunction is to connect one word to others.</i>
<i>Respondent 6</i>	<i>:I often use conjunction because it connects each word.</i>
<i>Respondent 7</i>	<i>:Conjunction. Because it is the common one that I often use in writing.</i>
<i>Respondent 8</i>	<i>:Conjunction, because in writing conjunction is the important thing. The writing will be understood.</i>
<i>Respondent 9</i>	<i>: All of them, especially conjunction.</i>
<i>Respondent 10</i>	<i>:I use conjunction because the use of conjunction is to connect one word to other words.</i>

Based on the data above, it can be said that the most common grammatical cohesion used in composing an abstract is conjunction. They argue that conjunction is very important in making paragraph to be coherent.

f. Question 6

What is the main problem in writing an abstract, especially using good grammatical cohesion?

Answer:

- Respondent 1* : *Main problem writing an abstract is when I used substitution because I must select words to be appropriated the contents.*
- Respondent 2* : *The main problem is substitution.*
- Respondent 3* : *The main problem is using conjunction.*
- Respondent 4* : *The main problem in writing an abstract is to choose and use grammar and structure in writing.*
- Respondent 5* : *The main problem is ellipsis.*
- Respondent 6* : *Choosing the right conjunction and grammatical structure correctly.*
- Respondent 7* : *Because abstract is brief summary, the main problem writing abstract by using good grammatical cohesion is using substitution, because I seldom use substitution in my writing.*
- Respondent 8* : *The problem in writing abstract is reference.*
- Respondent 9* : *The main problem in writing an abstract is in the placement of grammatical cohesion in the text.*
- Respondent 10* : *The main problem is ellipsis.*

There are several different answers based on the question number six. There are several students arguing that the main problem in composing an abstract is about substitution. Some students say that ellipsis, conjunction, and grammar are the main problem.

Based on the data above, it can be inferred that all students comprehend about abstract but they do not comprehend well about grammatical cohesion devices. As the result, they make any errors when they use grammatical cohesion in composing good abstract.

From the data analysis about finding the errors in the abstract of students' undergraduate thesis, the researcher gets the frequency of the errors commonly found in the abstracts.

C. Discussion

This research was conducted at IAIN of Metro in academic year 2016/2017. Based on the data analysis and references of the research is about error of grammatical cohesion on students' abstract. Abstract is a summary of the scientific writing written after the research has been conducted. Meanwhile, the result of the data analysis describes that most abstracts of the students still have several errors. The students are still careless of using grammatical aspects, especially grammatical cohesion devices in composing their abstract of the undergraduate thesis. Whereas, the abstract of the scientific writing, especially in undergraduate thesis, should be written in a good writing including both good sentences structures and abstract structures.

It is revealed that there are some errors which are found in the students' abstract. Those errors are divided into four kinds, namely: addition errors, omission errors, misinformation errors, and misordering

errors. Furthermore, it shows that there are 4 items (9%) of addition errors, 19 items (40%) of omission errors, 22 items (47%) of misformation errors, 2 items (4%) of misordering errors. Moreover, the researcher describes the result of the research in a chart as followed:

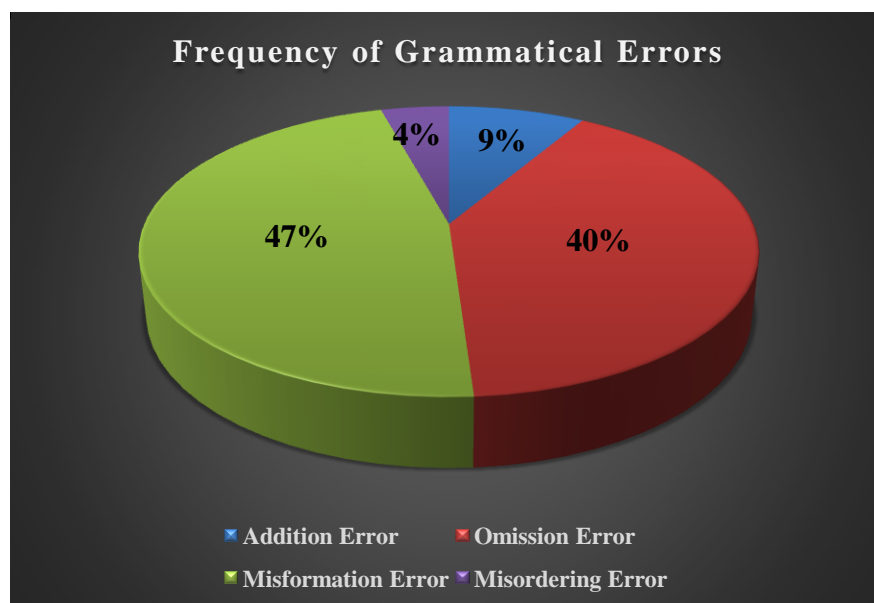


Table 6. *The frequency of grammatical cohesion error existing in the abstract*

In addition, from the result of this research, we could know what the common grammatical cohesion errors are which appeared in composing the abstracts. Then, it can be said that the abstracts of students' undergraduate thesis need to be given the improvement. Also, the students should deeply enhance their knowledge about grammatical cohesion aspects. It can be seen from the result of students' abstract of undergraduate thesis and interview that have done by the students.

Based on the result of interview that is the students' difficulties in writing an abstract by the students had analyzed, the researcher had

known that students still difficult to write about scientific writing. It can be seen of the result students interview, there are several students arguing that the main problem in composing an abstract is about substitution. Some students say that ellipsis, conjunction, and grammar are the main problem.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, the researcher concludes as follow:

According to the data analysis, the researcher conclude that some grammatical cohesion errors are still found in the abstracts of the students' undergraduate thesis of English Education Departement in State Islamic Institute (IAIN) Metro in the year of 2016/2017. The errors which repeatedly appear are conjunction errors and reference errors while substitution and ellipsis errors are not found in their abstract. In addition, those errors are divided into four kinds, namely: addition errors, omission errors, misinformation errors, and misordering errors.

Based on the result of interview, they know well about abstract but they are difficult to put suitable gramatical cohesion in the sentence especially in using reference and conjunction. As a result, the errors of refernce and conjunction appear in their abstract.

The conclusion of this research are the abstracts of students' undergraduate thesis still needed to be improved in their scientific writing. Because, there are still many grammatical cohesion errors appearing in the abstracts, in which the errors of misinformation are the most errors made by the students. Also, the students should deeply

enhance their knowledge about grammatical cohesion aspects. It can be seen from the result of students' abstract of undergraduate thesis and interview that have done by the students.

B. Suggestion

Through this research, the researcher would like to constructively give suggestions as follow:

1. The students have to improve their grammatical cohesion mastery so that they can avoid the grammatical cohesion errors in their writing.
2. The institution should provide some programs to improve the ability of the students not only in comprehending grammatical cohesion aspects but also in composing scientific writing.
3. The lecturer should give a clear elaboration about grammatical cohesion aspects in lecturing activity because there will be many of grammatical cohesion aspects used in writing.
4. The students may take additional class to improve their ability in scientific writing.
5. The researcher hopes that there are the students who want to do the research about grammatical cohesion analysis in the abstract in the next chance.

BIBLIOGRAPHY

- Alastair Fowler. *How to Write*, New York: Oxford University Press, 2006.
- As Hornby. *Oxford Advanced Learners' Dictionary*. New York: Oxford University Press, Sixth Edition, 2000.
- A Yavuz Oruc, *Handbook of Scientific Proposal Writing*, New York: CRC Press, 2012.
- Alice Oshima & Ann Hogue. *Introduction to Academic Writing*, New York: Longman, Third Edition, 1997.
- Brian Paltridge, *Thesis and Dissertation Writing*, USA: Routledge, 2007.
- Beverly Ann Chin. *How to Write Great Research Paper*, USA: John Wiley & Sons, Inc, 2014.
- Cynthia A Bordman, *Writing to Communicate*, London: Longman, 2008.
- Dally Billy. *Writing an Argumentative Essay*, Melbourne: Victoria University of Technology, 2003.
- David Lindsay, *Scientific Writing: Thinking in Words*, Australia: CSIRO Publishing, 2011.
- David Nunan. *Introducing Discourse Analysis*, England: Penguin Books, 1993.
- Deborah Schiffrin et al. *The Handbook of Discourse Analysis*, Hongkong: Blackwell, 2001.
- Donald Ary, Lucy Cheser Jacobs, Chris Sorensen and Asghar Razavieh. *Introduction to Research in Education*, Canada: Wadsworth, Cengage Learning, 8th Edition, 2010.
- Gillian Brown and George Yule. *Discourse Analysis*, (Melbourne: Cambridge University Press, 1983).
- Guy Cook, *Discourse*. New York: Oxford University Press, 1989.
- Heidi Dulay et al. *Language Two*, New York: Oxford University Press
- H. Douglas Brown, *Principle of Language and Teaching*, (Longman: San Francisco State University, Fourth Edition, 2000).
- H. Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, San Francisco: Longman, Second Edition, 2000.
- Jacek Fisiak, *Contrastive Linguistics and the Language Teacher*, New York: Oxford University Press, 1967.
- Jennifer Peat, *Scientific Writing Easy When You Know How*, London: BMJ Books, 2002.
- Jen Tsi Yang, *An Outline of Scientific Writing*, Singapore: World Scientific Publishing, 1995.
- Jeremy Harmer. *How to Teach Writing*, England: Longman 2004.
- Jean Wyrick, *Steps To Writing Well With Additional Readings 8th Edition*, USA: Wadsworth Cengage Learning, 2004.
- Josephine B. Alarcon and Katrina Ninfa S. Morales. Grammatical Cohesion in Students' Argumentative Essay in *English and Literature*, Philippines: University of Santo Tomas, Vol.2 No.5/February 2011.

- John W. Creswell. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative research*, USA: Person, Fourth edition, 2012.
- John W. Creswell. *Research Design qualitative, quantitative, and mixed methods approaches*, California: Sage Publication, second edition, 2003.
- Kristine Brown and Susan Hood. *Writing Matters*, New York: Cambridge University Press, 1989.
- M. A. K. Halliday and Hasan Ruqaiya. *Cohesion in English*, London: Longman, 1976.
- Matthe B. Miles at al. *Qualitative Data Analysis*, London: Sage Publication Ltd, Second Edition, 1994.
- Marianne Celce-Murcia and Elite Olshtain. *Discourse and Context in Language Teaching* USA: Cambridge University, 2000.
- Michael Swan. *Practical English Usage*, Hongkong: Oxford University Press, Second Edition, 1995.
- Raphael Salkie. *Text and Discourse Analysis*, New York: Taylor & Francis e-library, 2001.
- Sanggam Siahaan. *The English Paragraph*, Yogyakarta: Graha Ilmu, 2008.
- Thomas.S.Kane. *The Oxford Essential Guide to Writing*, New York: Oxford University Press, 1998.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: iain@metrouniv.ac.id Website: www.metrouniv.ac.id


KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Istikomah
NPM : 13107517


Jurusan : TBI
Semester : VIII

No.	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda tangan mahasiswa
		I	II		
1.	Jum'at 14/7 - 17		✓	Revise Instrument.	dfy
2.	Selasa 18/7 - 17.		✓	Make sure you Understand about how to Error analysis!	dfy
3.	Senin / 24/7 - 17.		✓	Acc APD Continue to 1st Advisor	dfy

Mengetahui:
Ketua Jurusan TBI


Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II


Trisna Dinillah Harva, M.Pd
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: iain@metrouniv.ac.id Website: www.metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Istikomah
NPM : 13107517

Jurusan : TBI
Semester : VIII

No.	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda tangan mahasiswa
		I	II		
1.	Monday 24/07 17	✓		Revise of instrument	Handwritten signature
2.	Friday 28/07 07	✓		Revise interview	Handwritten signature
3.	Monday 7/8/17	✓		Acc APD	Handwritten signature

Mengetahui:
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Istikomah
NPM : 13107517

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis 28/9-17		✓	Revise mistyping	Haid
2.	Senin 9/10-17		✓	Revise the using of capital letter!	Haid
3.	Kamis 19/10-17		✓	Revise ch. IV check your grammar.	Haid
4.	Rabu/ 8-11-17		✓	Revise table 2	Haid
			✓		

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Istikomah
NPM : 13107517

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
5.	Senin 26/11/17		✓	Review how to analyse the data	
6.	27/11-17		✓	Acc Ch. IV	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507. Fax. (0725) 47296 Email: iain@metrouniv.ac.id Website: www.metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Istikomah
NPM : 13106507

Jurusan : TBI
Semester : IX

No.	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda tangan mahasiswa
		I	II		
1.	Friday, 29/9/17	✓		- Revise abstract, - cover - Motto - 4-5	<i>Huf</i>
2.	Monday, 16/10/17	✓		- Revise abstract, - problem formulation - Discussion - conclusion	<i>Huf</i>
3.	Monday, 23/10/17	✓		- Revise table of content - Acknowledgment - Chapter V.	<i>Huf</i>
4.	27/10/17	✓		Acc to Munagahal	<i>Huf</i>

Mengetahui:
Ketua Jurusan TBI

Ahmad Subhan Roza
Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Widhiya Ninsiana M.Hum
Dr. Widhiya Ninsiana M.Hum
NIP. 19720923 200003 2 002



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ka. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax (0725) 47296 Website www.metroains.ac.id e-mail info@metroains.ac.id

Nomor : P.0439/In.28/FTIK/PP.00.9/03/2017

Lamp : -

Hal : IZIN PRA SURVEY

Kepada Yth.,

Rektor IAIN Metro

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Istikomah

NPM : 13107517

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Tadris Bahasa Inggris (TBI)

Judul : An Analysis of Grammatical Cohesion on Student's Argumentative Paragraph.

Untuk melakukan PRA SURVEY di IAIN Metro

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya diaturkan terima kasih.

Wassalamu'alaikum Wr. Wb

Metro 27 Maret 2017

Dekan FTIK

Dr. Akhmad P. S.
NIP. 196908051980052005



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296
Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

SURAT IZIN PRA SURVEY

Nomor : B-2090/In.28/R/ TL.01/02/2017

Yang bertanda tangan di bawah ini, Rektor Institut Agama Islam Negeri (IAIN) Metro, menerangkan bahwa :

Nama : **ISTIKOMAH**
NPM : **13107517**
Semester : **VIII (Delapan)**

- Untuk :
3. Mengadakan pra observasi / survey di **IAIN Metro**, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan SKRIPSI mahasiswa yang bersangkutan dengan judul **"AN ANALYSIS OF GRAMMATICAL COHESION ON STUDENT'S ARGUMENTATIVE PARAGRAPH"**
 4. Waktu yang diberikan mulai tanggal 11 April 2017 sampai dengan selesai.

Kepada pejabat yang berwenang di lingkungan IAIN Metro agar dapat memberikan bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Metro, 11 April 2017

Wakil Rektor Bidang Akademik dan
Kelembagaan



Dr. Sohan, S.Ag, MH
210011999031003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : P.1473/In.28/FTIK/PP.00.9/06/2017

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Sdri. Dr. Widhiya Ninsiana, M.Hum

2. Sdri. Trisna Dinillah Harya, M.Pd.

Dosen Pembimbing Skripsi

di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara/i untuk membimbing mahasiswa tersebut di bawah ini:

Nama : Isticomah

NPM : 13107507

Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
 - a. Dosen pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
 - b. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
 - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
 - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
 - a. Pendahuluan ± 1/6 bagian
 - b. Isi ± 2/3 bagian
 - c. Penutup ± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 15 Juni 2017
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507 Faksimili (0725) 47296
Website: www.metro.univ.ac.id e-mail: iainmetro@metro.univ.ac.id

SURAT TUGAS

Nomor: B-3035/In.28/R/TL.01/06/2017

Rektor Institut Agama Islam Negeri Metro, Menugaskan Kepada Saudara:


Nama : ISTIKOMAH
NPM : 13107517
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS OF GRAMMATICAL COHESION ON STUDENTS' ABSTRACT OF UNDERGRADUATE THESIS IN STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO"
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

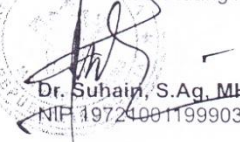
Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 16 Juni 2017

Mengetahui
Pejabat Setempat


Ahmad Subhan Rosa, M.Pd
NIP. 19750610 260801 1 014

an. Rektor
Wakil Rektor Bidang Akademik,


Dr. Suhain, S.Ag. MH
NIP. 1972400 11999031003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507 Faksimili (0725) 47296.

Website www.metrouniv.ac.id e-mail iainmetro@metrouniv.ac.id

Nomor : B-3036/In.28/R.1/TL.00/06/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
REKTOR IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3035/In.28/R/TL.01/06/2017,
tanggal 16 Juni 2017 atas nama saudara:

Nama : **ISTIKOMAH**
NPM : 13107517
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS OF GRAMMATICAL COHESION ON STUDENTS' ABSTRACT OF UNDERGRADUATE THESIS IN STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO"

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 16 Juni 2017

Wakil Rektor Bidang Akademik
dan Kelembagaan,

Dr. Suhairi, S.Ag, MH
NIP. 197210041999031003



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111

Telp. (0725) 41507, Fax. (0725) 47296, E-mail: tarbiyah.ain@metrouniv.ac.id, Website: www.tarbiyah.metrouniv.ac.id

SURAT KETERANGAN TELAH MELAKSANAKAN RESEARCH

No. B-1793 / ln. 28.1/J/PP.00.9/10 / 2017

Menindak lanjuti Surat Institut Agama Islam Negeri (IAIN) Metro Nomor: B-3036/ln.28/R.1/TL.00/06/2017, tanggal 16 Juni 2017 Perihal izin Research, dengan ini Ketua Jurusan Tadris Bahasa Inggris IAIN Metro menerangkan bahwa:

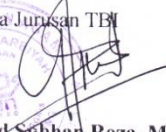
Nama : Istikomah
NPM : 13107517
Jurusan : Tadris Bahasa Inggris (TBI)

Telah selesai melaksanakan penelitian selama 4 minggu dari tanggal 8 Agustus sampai dengan 11 September 2017 di IAIN Metro dengan judul "AN ERROR ANALYSIS OF GRAMMATICAL COHESION ON STUDENTS' ABSTRACT OF UNDERGRADUATE THESIS IN STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO" dengan baik.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 11 September 2017

Ketua Jurusan TBI


Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
METRO Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iaim@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1023/In.28/S/OT.01/09/2017**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : ISTIKOMAH
NPM : 13107517
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2016 / 2017 dengan nomor anggota 13107517.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.



Metro, 28 September 2017
Kepala Perpustakaan

Drs. Mokhtardi Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : ISTIKOMAH

NPM : 13107517

Fakultas : Tarbiyah and Teacher Training Faculty

Jurusan : English Education Department

Angkatan : 2013

Telah menyerahkan buku berjudul Ethnography for Education

Metro,

Ketua Jurusan TBM

Ahmad Subhan Roza M.Pd

NIP.197506102008011014

INTERVIEW





CURRICULUM VITAE



The researcher name is istikomah. She was born in Bandar Putih Tua, on November 8th, 1993. She is the younger daughter of three children in her family of Mr. Sutrimo and Mrs. Tuginem.

She began her study at Elementary School at SDN 1 Bandar Putih Tua up to 2007. She took her Junior High School at SMPN 1 Bandar Putih Tua and graduated in 2010. And then, in period of 2010-2013 she continued her study at Senior High School at MA Nurul Qodiri.

After she graduated from Senior High School, she chose IAIN Metro to continue her education. She was registered as student of S1 English Education Study Program of State Institute for Islamic Studies Metro (2013)