

**AN UNDERGRADUATE THESIS**

**AN ANALYSIS OF STUDENTS' ERRORS IN WRITING  
INTRODUCTION OF THE UNDERGRADUATE THESIS OF ENGLISH  
EDUCATION DEPARTMENT OF IAIN METRO 2017**

**By :**

**FARIDA NUR LAILY**

**STUDENT ID : 14121357**



**English Education Department**

**Tarbiyah and Teacher Training Faculty**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**ACADEMIC YEAR 1440 H / 2019 M**

**AN ANALYSIS OF STUDENTS' ERRORS IN WRITING  
INTRODUCTION OF THE UNDERGRADUATE THESIS OF ENGLISH  
EDUCATION DEPARTMENT OF IAIN METRO 2017**

Presented as a Partial Fulfilment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

In English Education Department

BY :

FARIDA NUR LAILY

STUDENT ID : 14121357

Tarbiyah and Teacher Training Faculty

English Education Department

Sponsor : Drs. Kuryani, M.Pd

Co-Sponsor : Trisna Dinillah Harya, M.Pd

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1440 H / 2019 M**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**APPROVAL PAGE**

Title : AN ANALYSIS OF STUDENTS' ERRORS IN WRITING  
INTRODUCTION ON THE UNDERGRADUATE THESIS  
OF ENGLISH EDUCATION DEPARTMENT OF IAIN  
METRO 2017

Name : Farida Nur Laily  
Students Number : 14121357  
Faculty : Tarbiyah and Teacher Training  
Department : English Education

**APPROVED BY :**

To be examined in Munaqosyah in Tarbiyah and Teacher Training Faculty of  
State Islamic Institute of Metro.

Sponsor

Metro, July 2019  
Co-sponsor

**Drs. Kuryani, M.Pd**  
NIP. 19620215 199503 1 001

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

The Head of English Education Department

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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**NOTIFICATION LETTER**

Number :  
Appendix :  
Matter : **In order to hold the Munaqosyah  
of Farida Nur Laily**

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

*Assalamu'alaikum Wr.Wb.*

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

Name : Farida Nur Laily  
St. Number : 14121357  
Faculty : Tarbiyah and Teacher Training  
Department : English Education  
Title : AN ANALYSIS OF STUDENTS' ERRORS IN WRITING  
INTRODUCTION ON THE UNDERGRADUATE THESIS OF  
ENGLISH EDUCATION DEPARTMENT OF IAIN METRO  
2017

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

*Wassalamu'alaikum Wr. Wb*

Sponsor

**Drs. Kuryani, M.Pd**  
NIP. 19620215 199503 1 001

Metro, July 2019

Co- sponsor

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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**NOTA DINAS**

Nomor :  
Lampiran :  
Perihal : **Mohon Dimunaqosyahkan Skripsi  
Saudari Farida Nur Laily**

Kepada Yth,  
Dekan Fakultas Tarbiyah dan IlmuKeguruan  
Institut Agama Islam Negeri (IAIN) Metro

*Assalamu'alaikum Wr.Wb.*

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

Nama : Farida Nur Laily  
NPM : 14121357  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris (TBI)  
Judul Skripsi : AN ANALYSIS OF STUDENTS' ERRORS IN WRITING  
INTRODUCTION ON THE UNDERGRADUATE THESIS OF  
ENGLISH EDUCATION DEPARTMENT OF IAIN METRO  
2017

Sudah kami setuju dan dapat diajukan untuk dimunaqosyahkan, demikian  
harapan kami atas perhatiannya kami ucapkan terimakasih.

*Wassalamu'alaikum Wr.Wb*

Pembimbing I

**Drs. Kuryani, M.Pd**  
NIP. 19620215 199503 1 001

Metro, Juli 2019  
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**

Jalan Ki. Hajar Dewantara Kampus 35A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) e-mail: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

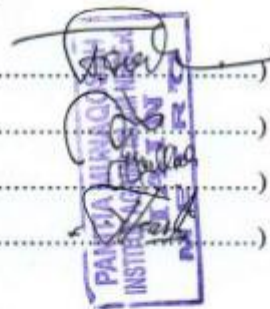
**RATIFICATION PAGE**

No. B-2425/11-28-V/D/PP-00.9/07/2019

An Undergraduate thesis entitled: AN ANALYSIS OF STUDENTS' ERRORS IN WRITING INTRODUCTION ON THE UNDERGRADUATE THESIS OF ENGLISH EDUCATION DEPARTMENT OF IAIN METRO 2017, written by FARIDA NUR LAILY, student number 14121357, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, 12<sup>th</sup> July 2019 at 13.30 – 15.30 p.m.

**BOARD OF EXAMINERS:**

Chairperson	: Drs. Kuryani, M.Pd	(.....)
Examiner I	: Dr. Dedi Irwansyah, M.Hum	(.....)
Examiner II	: Trisna Dinillah Harya, M.Pd	(.....)
Secretary	: Yeasy Agustina, M.Pd	(.....)



The Dean of Tarbiyah and Teacher Training Faculty,



Dr. Akla, M.Pd

NIP. 19691008 200003 2 006

**AN ANALYSIS OF STUDENTS' ERRORS IN WRITING  
INTRODUCTION OF THE UNDERGRADUATE THESIS OF ENGLISH  
EDUCATION DEPARTMENT OF IAIN METRO 2017**

**ABSTRACT**

**By :  
FARIDA NUR LAILY**

The aim of this research is to analyze the types of error made by students based on surface strategy taxonomy that appears on the students' undergraduate thesis in English education department of IAIN Metro 2017. Beside that, to find the difficulties faced by students in writing introduction on the undergraduate thesis. This research is conducted on the basis of students' undergraduate thesis in English education department of IAIN Metro 2017. Based on the observation, the problem that the writer took in this research was error in writing based on Surface Strategy Taxonomy by Heidi Dulay.

Therefore, in this research the writer chose to use the qualitative method with the case study approach. Furthermore, the object of this research was 10 students' undergraduate thesis in English education department of IAIN Metro 2017 that has been taken only introduction part and the subject of this research was the students of English education department who are writing undergraduate thesis. The data were collected through documentation and interview.

Regarding to the process of the research, the writer firstly collected the introduction from 10 students' undergraduate thesis in English education department of IAIN Metro 2017 in the form of pictures in library IAIN Metro. Then, the writer analyzed sentences on the introduction by finding the errors in using grammatical structure and morphology. In addition, the errors were categorized into 4 types namely, omission, addition, misformation, and misordering. The error commonly appeared in students' undergraduate thesis in English education department 2017 is omission. The total of errors were 137 items, such as omission 60 items (44%), addition 37 items (27%), misformation 37 items (27%), and misordering 3 items (2%).

In conclusion, there are still many errors in using grammatical structure on the students' undergraduate thesis of IAIN Metro 2017. Beside that, the difficulties faced by students in writing introduction are less understanding the subject material, lack of carefulness, and limited vocabulary.

**Keywords:** Error Analysis, Surface Strategy Taxonomy, Introduction, Undergraduate Thesis

**ANALISIS KESALAHAN MAHASISWADALAM MENULIS  
PENDAHULUAN PADA SKRIPSI TADRIS BAHASA INGGRIS IAIN  
METRO 2017**

**ABSTRAK**

**Oleh :  
FARIDA NUR LAILY**

Tujuan dari penelitian ini adalah untuk menganalisis jenis-jenis kesalahan yang dibuat oleh mahasiswa berdasarkan *Surface Strategy Taxonomy* yang muncul pada skripsi mahasiswa Tadris Bahasa Inggris IAIN Metro tahun 2017. Disamping itu, untuk menemukan kesulitan-kesulitan yang dihadapi mahasiswa dalam menulis pendahuluan dalam skripsi. Penelitian ini berdasarkan pada hasil observasi pada skripsi mahasiswa TBI IAIN Metro tahun 2017. Berdasarkan observasi tersebut, permasalahan yang diambil oleh peneliti adalah kesalahan penulisan berdasarkan kategori kesalahan yang disebut dengan *Surfaeae Strategy Taxonomy* oleh Heidi Dulay.

Oleh karena itu, dalam penelitian ini peneliti memilih untuk menggunakan metode kualitatif dengan pendekatan studi kasus. Selanjutnya, objek penelitian ini adalah 10 skripsi mahasiswa TBI tahun 2017 yang diambil bagian pendahuluannya saja sedangkan untuk subjek penelitian adalah mahasiswa TBI yang sedang menulis skripsi. Data dikumpulkan melalui dokumentasi dan wawancara.

Kronologi penelitian ini adalah sebagai berikut. Pertama, peneliti mengumpulkan pendahuluan dari 10 skripsi mahasiswa TBI tahun 2017 dalam bentuk foto di perpustakaan IAIN Metro. Kemudian, peneliti menganalisis kalimat-kalimat di pendahuluan tersebut dengan menemukan kesalahan-kesalahan dalam penggunaan tata bahasa dan pembentukan kata. Selanjutnya, kesalahan-kesalahan tersebut dikerucutkan dengan cara mengklasifikasikan kedalam 4 kategori yaitu penghilangan, penambahan, kesalahan pembentukan, dan kesalahan pengaturan. Kesalahan yang paling sering muncul pada skripsi mahasiswa TBI tahun 2017 adalah penghilangan. Total kesalahan adalah 137 item, seperti penghilangan 60 item (44%), penambahan 37 item (27%), kesalahan pembentukan 37 item (27%), dan kesalahan pengaturan 3 item (2%).

Kesimpulannya, masih terdapat banyak kesalahan dalam tata bahasa pada skripsi mahasiswa TBI tahun 2017. Selain itu, kesulitan-kesulitan yang dihadapi mahasiswa dalam menulis pendahuluan adalah kurang pemahaman dalam materi, kurang teliti, dan kosa kata yang terbatas.

Kata kunci: Analisis Kesalahan, *Surface Strategy Taxonomy*, Pendahuluan, dan Skripsi



## STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : FARIDA NUR LAILY  
St. Number : 14121357  
Faculty : Tarbiyah and Teacher Training  
Department : English Education

States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, July 2019

The Writer



Farida Nur Laily  
St. ID. 14121357

## LEMBAR PERNYATAAN KEASLIAN

Yang bertanda tangan di bawah ini:

Nama : FARIDA NUR LAILY  
NPM : 14121357  
Jurusan : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

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

Metro, Juli 2019

Penulis



**Farida Nur Laily**  
**NPM. 14121357**

**MOTTO**

إَجْهَدْ وَلَا تَكُسَلْ وَلَا تَكُ غَافِلًا فَنَدَامَهُ الْعُقْبَى لِمَنْ يَتَّكَاسِلُ

*"Be diligent and do not be lazy, nor be careless, because of repentance for those  
who are lazy."*

## **DEDICATION PAGE**

This undergraduate thesis is highly dedicated to :

1. My support system, Mr. Suyitno and Mrs. Sri Wahyuni who always support me in any way possible.
2. My sweet and lovely younger sister, Syiva Rahma Faizah.
3. My beloved family.
4. My best friends who always give me support and advices.
5. My almamater IAIN Metro.

## ACKNOWLEDGMENTS

In the name of Allah, the Most Gracious, the Most Merciful. Praise only be to Allah, the Lord of the world whom without His Mercies and Blessings, none of these would be possible. The writer is very grateful for the chances He has given to accomplish this undergraduate thesis. Moreover, sholawat and salam to our prophet Muhammad SAW, who has brought us from the darkness to the lightness in the world and afterlife. Aamiin.

The writer would like to send her gratitude to the both of advisors, Mr. Drs. Kuryani Utih, M.Pd and Mrs. Trisna Dinillah Harya, M.Pd who have constantly given their time and guidance. May Allah SWT always give them reward for supporting and guiding the writer to finish this undergraduate thesis.

Last but not least, the greatest gratitude of the writer also goes to my classmates, my best friends, all people in IAIN Metro who involved directly and indirectly in making this writing. The writer hopes that this writing will become source of good for others.

Metro, 19 June 2019  
The writer



**Farida Nur Laily**  
**St. Number 14121357**

## TABLE OF CONTENT

COVER . . . . .	i
TITLE . . . . .	ii
APPROVAL PAGE . . . . .	iii
NOTIFICATION LATER . . . . .	iv
NOTA DINAS . . . . .	v
RATIFICATION PAGE . . . . .	vi
ABSTRACT . . . . .	vii
STATEMENT OF RESEARCH ORIGINALITY . . . . .	x
MOTTO . . . . .	xi
DEDICATION PAGE . . . . .	xii
ACKNOWLEDGMENTS . . . . .	xiii
TABLE OF CONTENT . . . . .	xiv
LIST OF FIGURES . . . . .	xvi
LIST OF TABLES . . . . .	xvii
LIST OF APPENDICES . . . . .	xviii
CHAPTER I INTRODUCTION . . . . .	1
A. Background of Study . . . . .	1
B. Focus of Study . . . . .	3
C. Research Question . . . . .	3
D. Objective and Benefit of Study . . . . .	3
E. Prior Research . . . . .	6
CHAPTER II THEORETICAL REVIEW . . . . .	8
A. The General Description of Writing . . . . .	8
B. The Concept of Scientific Writing . . . . .	9
1. The Definition of Scientific Writing . . . . .	9
2. The Concept of Undergraduate Thesis. . . . .	11
3. The Contents of Undergraduate Thesis. . . . .	13
C. The Concept of Error Analysis . . . . .	16
1. The Definition of Error Analysis. . . . .	16



2. The Types of Error Analysis.....	18
3. The Steps in Error Analysis.....	22
<b>CHAPTER III RESEARCH METHOD .....</b>	<b>25</b>
A. Type and Characteristic of Research .....	25
B. Data Resource .....	26
C. Data Collecting Technique .....	27
D. Data Analysis Technique .....	28
E. Research Approach .....	31
<b>CHAPTER IV RESULT AND DISCUSSION .....</b>	<b>33</b>
A. Description of Research .....	33
1. The Historical Background of IAIN Metro .....	33
a. The Brief History of IAIN Metro .....	33
b. The Structural Organization of IAIN Metro .....	36
c. The Facilities of IAIN Metro .....	41
d. The Sketch of Location of IAIN Metro .....	42
e. The Condition of Lecturers and Official Employers .....	44
f. The Students in IAIN Metro .....	44
2. English Education Department (TBI) .....	45
3. Library of IAIN Metro .....	47
B. General Description of Research Data .....	48
C. Discussion .....	51
<b>CHAPTER V CONCLUSION .....</b>	<b>53</b>
A. Conclusion .....	53
B. Suggestion .....	53
<b>BIBLIOGRAPHY .....</b>	<b>54</b>
<b>APPENDICES .....</b>	<b>56</b>
<b>CURRICULUM VITAE .....</b>	<b>57</b>

## LIST OF FIGURES

Chart	Page
1. Data analysis process by Miles Huberman model .....	29
2. The organization structure of IAIN Metro .....	37
3. The location sketch of Campus 1 of IAIN Metro .....	42
4. The location sketch of Campus 2 of IAIN Metro .....	43
5. Percentage of errors in writing introduction .....	51

## LIST OF TABLES

Table	Page
1. Analysis of students' error in writing introduction .....	2
2. A surface strategy taxonomy of errors .....	24
3. The facilities in IAIN Metro .....	41
4. The total of students in IAIN Metro.....	44
5. The total of error students made in writing introduction .....	49

## **LIST OF APPENDICES**

1. Interview Guidance
2. The undergraduate thesis of English education department 2017
3. Documentation
4. Thesis Guidance Letter
5. Letter of Pre-survey
6. Response Letter of Pre-survey
7. Permit of Research
8. Response Letter of Research
9. Guidance card
10. Curriculum Vitae

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of Study**

Introduction in undergraduate thesis is one of the hardest parts of writing a paper or thesis. Introduction should be short and arresting and tell the readers why the writer undertook the study. The best introduction fits on one page. In essence, the main purpose of the introduction is to provide the necessary background or context for the research problem. How to frame the research problem is perhaps the biggest problem in proposal writing. If the research problem is framed in the context of a general, rambling literature review, then the research question may appear trivial and uninteresting. However, if the same question is placed in the context of a very focused and current research area, its significance will become evident.

In contradiction with the statement above, the writer still found many errors made by students of English education department of IAIN Metro in writing introduction on undergraduate thesis in 2017 from library IAIN Metro. The errors found were about the use of singular/plural noun, subject-verb agreement, and words formation. This table below would show some errors that students made in writing introduction:

No.	Errors	
	Wrong	Correct
1.	Language has an important role in our life because <b>the function to communicate</b> in our life. (Omission)	Language has an important role in our life because <b>the function is to communicate</b> in our life. (Omission)
2.	Study language can <b>helps</b> student to know self, the culture, and another person culture. (Addition)	Study language can <b>help</b> student to know self, the culture, and another person culture. (Addition)
3.	Because they did not know how to make descriptive writing easily and they needed much time <b>for made</b> a text exactly. (Misformation)	Because they did not know how to make descriptive writing easily and they needed much time <b>to make</b> a text exactly. (Misformation)
4.	In increasing the students' English vocabulary, the teacher will use in order the students feel interesting in <b>activities learning process</b> . (Misordering)	In increasing the students' English vocabulary, the teacher will use in order the students feel interesting in <b>learning activities process</b> . (Misordering)

*Table 1. Error analysis in writing introduction on the students' undergraduate thesis of English education department of IAIN Metro 2017*

Considering the problems above, it was important for the writer to analyze the errors students made by using surface strategy taxonomy proposed by Heidi Dulay and to diagnose the difficulties faced by students in writing introduction. The writer has taken 10 undergraduate thesis from the library of IAIN Metro. The writer focused on analyzing the errors using surface strategy taxonomy. There are some aspects in surface strategy taxonomy such as omission, addition, misformation, and misordering. In each aspect there would be an explanation which was much clearer.



## **B. Focus of Study**

In this research, the writer focused on analyzing students' errors in writing introduction on the undergraduate thesis of English Education Department in IAIN Metro 2017.

## **C. Research Question**

Based on the background of study above, it has found some questions that have been answered in this research:

1. What are errors commonly found in introduction on the undergraduate thesis of English Education Department in IAIN Metro 2017?
2. What are the difficulties that students of English education department in IAIN Metro faced in writing introduction on the undergraduate thesis?

## **D. Objective and Benefit of Study**

Every research is expected to be helpful for the party involved and others likewise this research. There were some objectives and benefits of it, they are:

1. Objectives of Study
  - a. To know the errors commonly found in introduction on the undergraduate thesis of English Education Department in IAIN Metro 2017.

- b. To know the difficulties that students of English education department in IAIN Metro faced in writing introduction on the undergraduate thesis.

## 2. Benefits of Study

- a. For students and lecturers in English Education Department as an additional knowledge about writing introduction on the undergraduate thesis in order to increase the quality of undergraduate thesis itself.
- b. For other writers as a prior research for further research that will be conducted by them.

## **E. Prior Research**

There were some previous writers that have conducted a research related to this research that is about analyzing students' errors in writing. Therefore, the writer took two prior researches as comparison for this research.

The first prior research is a journal conducted by Agus Hidayat by the title "An Analysis of Students' Errors in Writing Introduction of Thesis of English Department Students of IAIN Raden Intan Lampung 2015/2016. The writer used descriptive qualitative research as the type of the research. The objects of this research are students' undergraduate thesis of English Department in IAIN Raden Intan Lampung 2015/2016 that have been classified and analyzed based on the types of grammatical errors proposed by Azar (1989: A29), they are Singular/Plural Error, Verb-Tense Error, Subject-Verb Agreement Error, Verb-

Form Error, and Word-Form Error. Based on the data analyzed, it is found that the frequent and dominant errors done by the students' are as follow: Singular/Plural Error (19.11%), Verb-Tense Error (23.53%), Subject-Verb Agreement (30.88%), Verb-Form Error (16.17%), and Word-Form Error (10.29%). There are two differences between the writer's research and this first prior research. They are place of the research and how to analyze the objects of the research. In this prior research, the writer took place in IAIN Raden Intan Lampung while in this research, the writer will take place in IAIN Metro. The second difference in this prior research is the writer used grammatical errors proposed by Azar in analyzing the objects while in this research the writer will use surface strategy taxonomy proposed by Heidi Dulay. Whereas the similarity of both of these researches is about analyzing students' errors in writing introduction on the undergraduate thesis.

The second prior research is a journal conducted by Nur Choironi, Muhammad Sukirlan, and Ujang Suparman from English Department of Lampung University by the title "Error Analysis of Students' Writing Descriptive Text Based on Surface Strategy Taxonomy". The subjects of this prior research are 32 students of eleventh graders of science class. The purpose of this research is to analyze the types of errors the students committed in writing descriptive texts based on surface strategy taxonomy and types of errors most frequently committed by students. The result showed that most students committed all error types of surface strategy taxonomy. The percentage of the errors (ranked from the type of error that is mostly occurred) resulted from the students' descriptive

writing based on surface strategy taxonomy that is *omission* of verb that consists of 128 or 16.10%, the second is *addition* of preposition that consists of 56 or 7.04%, then the third is *misformation* of verb that consists of 584 errors or 73.46%, and the last is *misordering* of phrase that consists of 27 or 3.40%. It can be inferred the highest frequency of errors is *misformation* which consists 584 errors or 73.46% and the lowest is *omission* which consists 27 or 3.40%. The only difference between the writer's research and this prior research is object of the research. In this prior research, the objects are students' writing descriptive texts of eleventh graders of science class meanwhile in the writer's research, the objects are students' undergraduate thesis of English Education Department in IAIN Metro.

Related to the prior researches above, the writer decided to conduct a new research instead of continuing the researches before. This research is different with the two prior research above. The differences between this research and the first prior research laid in place of the research and how to analyze the objects of the research. In the first prior research, the writer took place in IAIN Raden Intan Lampung while in this research, the writer will take place in IAIN Metro. The second difference in the prior research is the writer used grammatical errors proposed by Azar in analyzing the objects while in this research the writer will use surface strategy taxonomy proposed by Heidi Dulay. Whereas the only difference between this research and the second prior research is object of the research. In the second prior research, the objects are students' writing descriptive texts of eleventh graders of science class meanwhile in the writer's research the

objects are students' undergraduate thesis of English Education Department in IAIN Metro.

## CHAPTER II

### THEORETICAL REVIEW

#### A. The General Description of Writing

Many experts of linguistic have explained their theories about writing. The theories are closely similar from one to another. One of the theories comes from Trudy Wallace, Winifred E. Stariha and Herbert J. Walberg. They stated that writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are note-taking, identifying a central idea, outlining, drafting and editing.<sup>1</sup>

Meanwhile Gordon Rohman stated that writing is usefully described as a process, something which shows continuous change in time like growth in organic nature.<sup>2</sup> Another theory has explained by H. Douglas Brown. He said that written products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speakers develops naturally.<sup>3</sup>

Based on the explanations by experts above, the writer conclude that writing is a long process of some acts that consist of thinking the idea, outlining, drafting, and editing all of which require particular competencies. Writing is not

---

<sup>1</sup> Trudy Wallace, Winifred E. Stariha and Herbert J. Walberg, *Teaching Speaking, Listening and Writing*, (Chicago: International Academy of Education & International Bureau of Education, 2004), series-14, pg. 15.

<sup>2</sup> Christina Russell McDonald et.al., *Teaching Writing*, (USA: Southern Illinois University Press, 2002), pg. 7.

<sup>3</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Fransisco: Pearson Education Company, 2000), second edition, pg. 335.



skill owned naturally by human. It is required practice continuously to get the best product.<sup>4</sup>

## **B. The Concept of Scientific Writing**

### **1. The Definition of Scientific Writing**

Now days, the term scientific writing is not something foreign anymore. It is quite popular in the society. Many results of scientific writing from various fields such as education, technology, business, health and science itself have been published continuously. It is used both for information and reference for readers.

According to Janice R. Matthews and Robert W. Matthews, scientific writing can be defined narrowly as the reporting of original research in journals or more broadly to encompass other ways that scientists share research information with one another, such as review articles, posters, and slide-based presentations.<sup>5</sup> Jennifer Peat stated that scientific writing is about using words correctly and finding a precise way to explain what has done, what has found, and why it matters.<sup>6</sup>

It can be concluded that scientific writing is a result of scientific research that has been conducted by researchers in purpose of sharing information, thought, and knowledge to readers in a written language.

---

<sup>4</sup> *Ibid.*

<sup>5</sup> Janice R. Matthews and Robert W. Matthews, *Successful Scientific Writing*, (USA: Cambridge University Press, 2008), third edition, pg. 1

<sup>6</sup> Jennifer Peat et.al., *Scientific Writing Easy When You Know How*, (London: BMJ Publishing Group, 2002), pg. x.

Scientific writing is a broader term than technical writing which includes only the writing about science and only published for certain community. The term scientific writing can also be used for writing product in other field like social, education, business and others which can be accepted by each part of society.

The primary aim of scientific writing is not only about how good the presentation of information and thought is but rather its actual communication to the readers. It does not matter how pleased a writer might be to have changed all the right data into sentences and paragraphs. How the readers can accurately comprehend what the writer had in mind is the only matter. This is according to George D. Gopen and Judith A. Swan.<sup>7</sup>

A well-written paper is one that is easy to read, tells an interesting story, has the information under the actual intention, and is visually interesting. This happens in scientific writing also. Then, making a scientific writing looks good and interesting means that it must be written in a well-organized grammar. It will not only affect the readers but also the writer itself. The readers will get easy to understand the information within the scientific writing. Meanwhile, the writer will get an improvement of the writing skill.

Scientific writing is better be defined as a technique rather than a creative art because to create a scientific writing, the writer should pay

---

<sup>7</sup> George D. Gopen and Judith A. Swan, "The Science of Scientific Writing" in the *American Scientist*, (USA), Vol. 78/November-December 1990, pg. 1.

attention to some aspects. The three basic aspects of scientific writing are:<sup>8</sup>

- a. Thought, is a matter of ideas to publish. A writer needs to be able to interpret it correctly before it is published.
- b. Structure, is simply about putting the right things in the right place.
- c. Style, is a matter of choosing the fewest and most suitable words and using the rules of good grammar.

In conclusion, a good scientific writing should be based on the ideas that the writer really understand. Then, the writer should be able to use the right format of writing academically. Usually, among universities have different scientific writing guidance. Last thing the writer should do in order to create a good scientific writing is applying suitable words and good grammar.

## **2. The Concept of Undergraduate Thesis**

Here, the writer will talk about thesis in general. What is meant by general here is thesis at both the undergraduate and postgraduate levels. R (Chandra) Chandrasekhar in his journal said that a thesis is an (obligatory) offering placed at the desk of the examiner by a candidate who wishes to get a degree. This is the most common, and often only, reason why a thesis is written.

---

<sup>8</sup> Jennifer Peat et.al., *Scientific Writing.*, pg. 8-9.

A thesis is a written record of the work that has been undertaken by a candidate. It constitutes objective evidence of the author's knowledge and capabilities in the field of interest and is therefore a fair means to gauge them. Although thesis writing may be viewed as an unpleasant obligation on the road to a degree, the discipline it induces may have lifelong benefits.

Most of all, a thesis is an attempt to communicate. Science begins with curiosity, follows on with experiment and analysis, and leads to finding which are then shared with the larger community of scientists and perhaps even the public. The thesis is therefore not only a record of technical work, but also an attempt to communicate it to a larger audience.

The difference between the undergraduate and postgraduate theses is one of degree rather than kind. They share a common structure and need for logical accuracy. It is only in the substance and the emphasis placed on it that the differences arise. In this case, the writer can make a conclusion about what undergraduate thesis is. Thesis is a written report of research that must be done by college students as a form of obligation in order to get a degree.<sup>9</sup>

Writing an undergraduate thesis is the last step of students' studies in college. It requires clear writing and clear thinking in order to deliver a well-presented undergraduate thesis to the examiners and the readers.

---

<sup>9</sup> R (Chandra) Chandrasekhar, *How to Write a Thesis: A Working Guide*, (Australia: Centre for Intelligent Information Processing System (CIIPS) The University of Western Australia, 2008), pg. 1.

The knowledge obtained by students during studying at college is tested by this undergraduate thesis. Writing undergraduate thesis is such a tough work to do actually. Most students do not fully understand what an undergraduate thesis means, nor do the students understand its importance. The undergraduate thesis should have sufficient information to convince the readers that it has important idea, a good relevant literature, and major issue. The quality of undergraduate thesis depends not only on the quality of proposed project but also on the quality of the writing. A good undergraduate thesis may run the risk of rejection simply because it is poorly written. Therefore, it pays if the writing is coherent, clear, and compelling.<sup>10</sup>

### **3. The Contents of Undergraduate Thesis**

In writing undergraduate thesis, we should pay attention to the guidelines for writing undergraduate thesis. The guidelines for writing undergraduate thesis that is undertaken in colleges basically refers to one of the general standards. It is just that there are some insignificant technical differences. As well as in IAIN Metro, it has its own guidelines in writing undergraduate thesis.<sup>11</sup> One of them is the content of undergraduate thesis, they are:

---

<sup>10</sup> Paul T. P. Wong, "How to Write a Research Proposal" on [www.meaning.com](http://www.meaning.com), (Atlanta: Trinity Western University), May 2002, pg. 1.

<sup>11</sup> Pusat Penelitian dan Pengabdian Kepada Masyarakat (P3M), *Pedoman Penulisan Karya Ilmiah STAIN Jurai Siwo Metro*, (Jakarta: PT Raja Grafindo Persada, 2015), Edisi Revisi, pg. 96-97.

- a. Cover
- b. Title
- c. Approval Page
- d. Nota Dinas
- e. Ratification Page
- f. Abstract
- g. Statement of Research Originality
- h. Motto
- i. Dedication Page
- j. Acknowledgment
- k. Table of Content
- l. List of Figures
- m. Abbreviation
- n. Glossary
- o. CHAPTER I INTRODUCTION
- p. CHAPTER II THEORITICAL REVIEW
- q. CHAPTER III RESEARCH METHOD
- r. CHAPTER IV RESULT AND DISCUSSION
- s. CHAPTER V CONCLUSION
- t. BIBLIOGRAPHY
- u. APPENDIX
- v. CURRICULUM VITAE

Introduction is one of the hardest parts of writing a paper or thesis but adopting this approach helps the writers to focus on how to start and what specifically need to say. Introduction should be short and arresting and tell the readers why the writer undertook the study. The best introduction fits on one page. In essence, this section should be brief



rather than expansive and the structure should funnel down from a broad perspective to a specific aim.<sup>12</sup>

The main purpose of the introduction is to provide the necessary background or context for the research problem. How to frame the research problem is perhaps the biggest problem in proposal writing. If the research problem is framed in the context of a general, rambling literature review, then the research question may appear trivial and uninteresting. However, if the same question is placed in the context of a very focused and current research area, its significance will become evident.

Unfortunately, there are no hard and fast rules on how to frame the research question just as there is no prescription on how to write an interesting and informative opening paragraph. A lot depends on the writer's creativity, ability to think clearly and the depth of understanding the problem areas.

The introduction typically begins with a general statement of the problem area, with a focus on a specific research problem, to be followed by the rationale or justification for the proposed study. The introduction generally covers the following elements:<sup>13</sup>

- a. State the research problem, which is often referred to as the purpose of the study.

---

<sup>12</sup> Jennifer Peat et.al., *Scientific Writing.*, pg. 51.

<sup>13</sup> Paul T. P. Wong, *How to Write.*, pg. 2-3.

- b. Provide the context and set the stage for the research question in such a way as to show its necessity and importance.
- c. Present the rationale of proposed study and clearly indicate why it is worth doing.
- d. Briefly describe the major issues and sub-problems to be addressed by the research.
- e. Identify the key independent and dependent variables of the experiment. Alternatively, specify the phenomenon to study.
- f. State the hypothesis or theory, if any. For exploratory or phenomenological research that may not have any hypothesis.
- g. Set the delimitation or boundaries of the proposed research in order to provide a clear focus.
- h. Provide definitions of key concept. (This is optional)

## **C. The Concept of Error Analysis**

### **1. The Definition of Error Analysis**

Learning foreign language is different from learning mother tongue. That is why it is natural and inevitable when the students or language learners make error in learning foreign language. Error in foreign language teaching, especially in English, are the cases which are difficult to avoid. Harmer stated that errors are parts of the students' interlingual that is the version of the language which a student has at any

one stage of development.<sup>14</sup> Then, Dulay also stated that errors are the flawed side of learner speech or writing.<sup>15</sup> According to the fact that the students can make errors and these errors can be observed led to a study of students' errors analysis.

To know errors which are made by students, it should be done an error analysis. There are several experts conveyed the concept of error analysis. One of them is H. Douglas Brown. He stated that error analysis is a branch of applied linguistics where teacher can observe, analyze, and classify errors that students made to reveal something of the system operating within the learner, led to a surge of study of learners' errors.<sup>16</sup> According to Rod Ellis, error analysis was one of the first methods used to investigate learner language. It achieved considerable popularity, replacing contractive analysis. Whereas Susan and Selinker explained that error analysis is a type of linguistic analysis that focuses on the errors learners make. While Carl James stated that error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language.<sup>17</sup>

Based on the theories from the experts above, the writer can draw a conclusion that error analysis is an activity to identify, classify and

---

<sup>14</sup> Jeremy Harmer, *The Practice of Language Teaching*, (London: Longman, 2001), pg. 100.

<sup>15</sup> Heidi Dulay et.al., *Language Two*, (New York: Oxford University Press, 1982), pg. 138.

<sup>16</sup> Nursahadah, *An Analysis on Students' Errors in Using Personal Pronoun*, (2014), An Undergraduate Thesis on Department of English Education Faculty of Tarbiyah and Teachers' Training Syarif Hidayatullah State Islamic University, Unpublished, pg. 7.

<sup>17</sup> *Ibid.*, pg. 8.

interpreted or describe the errors made by students or language learners and it is arranged to find out causes why they make errors.

## **2. The Types of Error Analysis**

There are many categories in classifying errors. Heidi Dulay, Marina Burt, and Stephen Krashen have divided into four categories, they are linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. The writer will only choose one category that is surface strategy taxonomy.<sup>18</sup>

Surface strategy taxonomy highlights the way surface structures are changed unintentionally by students or language learners. Learners may omit necessary items or add unnecessary ones. They may misform items or misorder them. Then there are four parts of surface strategy taxonomy, they are:

### **a. Omission**

Omission error is the absence of an item that should appear in a well-formed sentence. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morpheme are omitted more than others. There are two types of morpheme frequently omitted namely content morphemes and grammatical morphemes.

---

<sup>18</sup> Heidi Dulay et.al., *Language Two*, pg. 146.

Content morphemes are morphemes that carry the main role of a sentence. It is because they have particular meaning like nouns, verbs, adjectives, adverbs. For example in this sentence below,

*Mary is the president of the new company.*

the words *Mary*, *president*, *new*, and *company* are the content morphemes that carry the main meaning of the sentence.

Meanwhile, grammatical morphemes are those little words that play minor role in conveying the meaning of a sentence. They include noun and verb inflections (the –s in *birds*, the –s in *Mother's*, the –ed in *looked*, the –ing in *laughing*, etc.); articles (*a*, *the*, etc.); verb auxiliaries (*is*, *will*, *can*, etc.); (*is*, *was*, *am*, etc.); and prepositions (*in*, *on*, *under*, etc.). For example in the sentence above,

*Mary is the president of the new company.*

the words *is*, *the*, *of*, *the* are the grammatical morphemes.

Language learners omit grammatical morphemes much more frequently than content morphemes. It is because grammatical morphemes are more complex, for example in using tenses. The learners should be aware of the verb with addition (-ed, -ing, -s) in the end of the verb. Whereas content morphemes are typically made by the learners in the early stage. It happens because the learners have lack vocabulary to be put into sentence.

b. Addition

Addition errors are the opposite of omission. They are characterized by the presence of an item that should not appear in a well-formed sentence. Based on the explanation for this type of error, the sub types are as follows:

- 1) Double marking; it is defined as failure to delete certain items which are required in some linguistic construction, but not in others. For example, in most English sentences some semantic features such as tense may be marked syntactically only once. It is said,

True: *I **didn't** go last night.*

False: *I **didn't went** last night.*

- 2) Regularization; it occurs when a learner uses one rule in linguistic item and applies it for another one. For example, *mouses* and *putted* are both regularizations in which the regular plural and past tense markers *-s* and *-ed*, respectively, have been added to items which do not take markers. Other such errors observed in learners performance include *deers*, *hitted*, *beated*.

- 3) Simple addition; if an addition error is not double marking nor a regularization, it is called a simple addition. No particular features characterize simple additions other than those that characterize all addition errors.

c. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. In other words, the error of using one grammatical form in the place of another grammatical form or supplies something although it is incorrect. Three types of misformation which have been frequently reported are as follows:

- 1) Regularization errors; it happens when regular marker is used in place of an irregular one, as in *runned* for *ran* or *gooses* for *geese*.
- 2) Archi-forms; it happens when a learner may temporarily select just one of the English demonstrative adjectives *this*, *that*, *these*, and *those*, to do the work. Maden et al. (1978) report that some learners substituted *does* for *are*, *do* and *is* in a sentence imitation task.
- 3) Alternating forms; for example, learners use *don't* as well as *no* and *not* to express negation in the first phase of learning negation.

d. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morpheme in a sentence. Misordering errors occur when a sentence which its order is incorrect. The sentence can be right in presented elements but it is

wrong in sequence. For example, *what this is?* This sentence can be formed in a simple question, *what is this?*<sup>19</sup>

### 3. The Steps in Error Analysis

In analyzing learners' errors, there are some steps which have to be followed. Many linguists have already discussed how to analyze students' errors in their book. Corder (1974) in Ellis' book, he suggested five steps in analyzing students' errors.<sup>20</sup> They are:

a. Collection of Sample of Learner Language

The first step of analyzing errors which suggested by Corder is collecting samples. The starting point in this step is the writer should decide what samples of language learner to use for the analysis and how to collect these samples. The writer should decide a number of students which is being sample for the research. Then, they will be given regular examination in order to get the data.

b. Identification of Errors

After the samples have been collected, the errors have to be identified. In identifying the errors, the writer must compare between the sentence produced by students and the correct sentence in the target language.

---

<sup>19</sup> *Ibid.*, pg. 154-162.

<sup>20</sup> Rod Ellis, *The Study of Second Language Acquisition*, (New York: Oxford University Press, 2008), 2<sup>nd</sup> Edition, pg. 48.



By comparing two sentences, it can be seen that the student produced an error in changing the verb in past sentence.

c. Description of Errors

After identifying errors, the next step is description of errors. In this step, all errors that have been identified, then they will be described and classified into the types of errors. An alternative in classifying the errors is to use a surface strategy taxonomy by Dulay, Burt, and Krashen (1982: 150). Here were the table of examples in describing the errors:

Category	Description	Example
Omission	The absence of an item that must appear in a well-formed sentence.	<b>True</b> : She is sleeping. <b>False</b> : She sleeping.
Addition	The presence of an item that must not appear in a well-formed sentence.	<b>True</b> : We didn't go there. <b>False</b> : We didn't went there.
Misformation	The use of the wrong form of the morpheme or structure.	<b>True</b> : The dog ate the chicken. <b>False</b> : The dog ated the chicken.
Misordering	The incorrect placement of a morpheme or group of morphemes in a sentence.	<b>True</b> : What is daddy doing? <b>False</b> : What daddy is doing?

*Table 2. A surface strategy taxonomy of errors (categories and examples taken from Dulay, Burt, and Krashen 1982)*

d. Explanation of Errors

In this step, the writer try to explain why errors occur. The explanation is concerned with determining the source of the errors. As Taylor (1986) points out, the error source may be psycholinguistic, sociolinguistic, epistemic, or may reside in the discourse structure.

e. Evaluation of Errors

In this step, the writer must decide the criteria of errors which will be corrected because some errors can be considered more serious than others. The aim of evaluating errors is to distinguish which errors will be corrected.

### **CHAPTER III**

#### **RESEARCH METHOD**

##### **A. Type and Characteristic of Research**

Commonly in writing research proposal, the writer uses one of the two types of research method. It is either quantitative or qualitative depends on the purpose of each writer. In this case, the writer used qualitative method to analyze the problems of this research.

According to Miles and Huberman, qualitative research is a research that usually in the form of words rather than numbers, have always been the basic item of some fields in the social sciences, particularly anthropology, history, and political science.<sup>21</sup> Creswell also stated that qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves coming up questions and procedures, data generally collected in the participant's setting, data analysis inductively built from particular to general themes, and the researcher making interpretations of the meaning of the data.<sup>22</sup>

Qualitative research is a research that explores a phenomenon by describing it with non-numeric language in the context and scientific paradigm.

---

<sup>21</sup> Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (USA: SAGE Publications, Inc., 1994), 2<sup>nd</sup> Edition, pg. 1.

<sup>22</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (USA: SAGE Publications, Inc., 2014), 4<sup>th</sup> Edition, pg. 4.

Qualitative research also focused on emphasizing analysis process.<sup>23</sup> Based on the title of this research, so the writer used qualitative method to analyze students' error in writing introduction on the undergraduate thesis of english education department. It was intended to find information about errors which have been done by students in writing introduction and what the difficulties students faced in writing introduction on the undergraduate thesis.

## **B. Data Resource**

Basically, data resource are divided into two types. They are primary data and secondary data. Then the writer used those types in this research.

### **1. Primary Data**

Primary data are data resource that is gained in the field such as from people, agency, or institution that produced the data directly. In this case, the writer collected the data from students' undergraduate thesis of English Education Department of IAIN Metro 2017 and interview result. The indicators of the interview were students of English Education Department of IAIN Metro who were in process of writing undergraduate thesis.

### **2. Secondary Data**

Secondary data are data resource that is gained in the field such as from people, agency, or institution that does not directly produced the data. Beside that, the writer collected the data from literature study such

---

<sup>23</sup> Pusat Penelitian dan Pengabdian Kepada Masyarakat (P3M), *Pedoman Penulisan Karya Ilmiah STAIN Jurai Siwo Metro*, (Jakarta: PT Raja Grafindo Persada, 2015), Edisi Revisi, pg. 23.

as book, e-book, journal, newspaper, and website related to this research. In this case, the writer used main books from Paul T. P. Wong with the title *How to Write a Research Proposal*, Heidi Dulay et.al. with the title *Language Two*, and Matthew B. Miles and A. Michael Huberman with the title *Qualitative Data Analysis*.

### **C. Data Collecting Technique**

In conducting the research, the writer selected ten undergraduate thesis of English Education Department of IAIN Metro academic year 2017 as the object of the research. The undergraduate thesis has been selected randomly. The writer did not take the whole part of undergraduate thesis, only the introduction in chapter one.

Qualitative researchers typically gather multiple forms of data, such as interviews, observations, documents, and audiovisual information rather than rely on a single data source.<sup>24</sup> Therefore, the writer only used documentation and interview:

#### **1. Documentation**

During the process of creating the research, the writer collected documents. These might be public documents such as, newspaper, minutes of meeting and official reports or private documents such as, personal journals and diaries, letters, and e-mails. Based on the statement above, the writer gathered the data from the students' undergraduate

---

<sup>24</sup> John W. Creswell, *Research Design*, pg. 185.

thesis of English Education Department of IAIN Metro 2017 that would be analyzed.

## 2. Interview

According to Lincoln and Guba, interview is purposeful dialogue. The aim of interview is to gain information about the people, occurrence, activity, organization, feeling, motivation, etc. Something on going based on the past experience. There are three types of interview namely Unstructured interview, Semistructured interview, and Structured interview. In this case, the writer used semistructured interview. Semistructured interview is interview that use an interview protocol to help guide the researcher through the interview process. While this can incorporate conversational aspects, it is mostly a guided conversation between the researcher and participant. It does maintain some structures, but it also provides the researcher with the ability to probe the participant for additional details. This type of interview is more flexible than the others. In this interview, the writer as an interviewer chose 5 participants that fulfill the indicators. The writer also has prepared 10 questions to be asked to the participants.

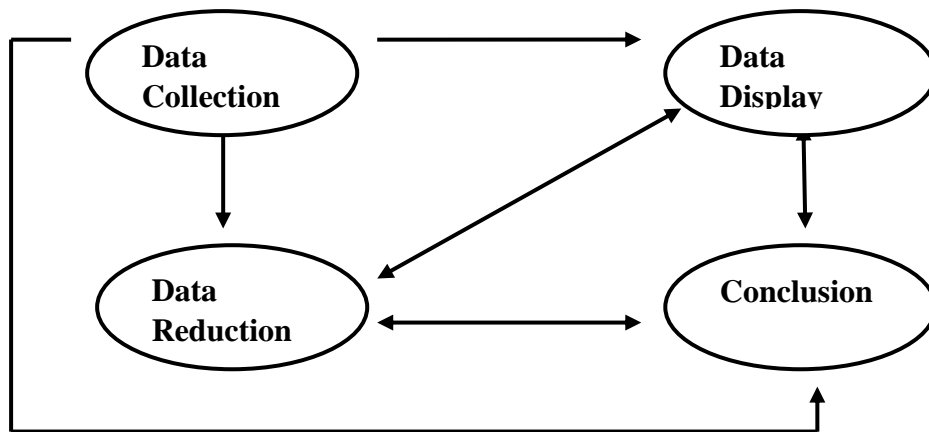
### **D. Data Analysis Technique**

Analysis data in qualitative research is used when the data collecting is going on. Miles and Huberman explained that activity in qualitative data analysis is used interactively and pass of continuously until complete, so the data have

already saturated. The writer chose to use Miles and Huberman model to analyze the data. The steps of data analysis are shown in the figure below:<sup>25</sup>

**Figure 1.1**

**The steps in data analysis (Interactive Model) by Miles and Huberman.**



The activity in analysing the data of the figure above is mentioned by the following explanation:

1. Data Collection

It is the first step in conducting the qualitative research. The writer should gather the information as many as possible. In this case, the writer gathered the information from the undergraduate thesis of english education department as the major data. The writer collected 10 undergraduate theses of english education department in academic year

---

<sup>25</sup> Matthew B. Miles et al, Qualitative Data Analysis, (London: Sage Publication Ltd, 1994), 2<sup>nd</sup> Ed, pg. 10-12.

2017 randomly but not all of the parts would be taken, only the introduction to complete the research.

## 2. Data reduction

Data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming the information that appear in transcription. The writer reduced the data that has gotten by summarizing and choosing specific things that would be analyzed according to research needs. In this case, the writer analyzed the errors students made in writing introduction using surface strategy taxonomy as explained before in chapter 2.

## 3. Data Display

Data display is the representation of the information that is done in short essay, draft, relationship among the category, flowchart and etc. After doing two steps above, the writer will present the data in graphics, tables, and charts. 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 argumentation and review of the conducted research. The writer verified the research by making conclusion of data findings.



## **E. Research Approach**

In this study, the writer used case study approach related to the writer's intention that is to analyze students' errors in writing introduction on the undergraduate thesis of english education department in IAIN Metro 2017. Case study is approach of exploring and analyzing the life of social unit like person, a family, institution, culture group, or event and entire community. The case study is used to give delineation about phenomenon in real life.

The following are steps of research approach by Donald Ary, Lucy Cheser Jacobs, et al's book:

1. *Selecting a problem.*

The first step was selecting the problem to investigate. The problem should be consequential enough to ensure the investigation. One thing should be noted is that the answer of the problem is not available yet but the means for finding answers are available

2. *Reviewing the literature on the problem.*

The writer should thoroughly review the relevant literature to gain more understanding and outlook of the problem and to determine what research may already have been done. The beginning writer will likely turn to the literature for help in locating and formulating a researchable problem.

3. *Designing the research.*

The writer's next plan was how to conduct the research to answer the question. The design is the writer's plan for the study including what

method to be used, what data would be gathered, where, how, and from whom the data is. In qualitative research, the design is flexible and may change during the research if it appropriates.

4. *Collecting the data.*

The next step involves executing the research plan. Quantitative writers use a wide variety of instruments to gather data, including tests, questionnaires, ratings, and attitude scales. Qualitative writers also have a toolbox of data gathering techniques, including indepth interviewing, participant observation, and document analysis.

5. *Analyzing the data.*

The data collected in research must be analyzed. Although the qualitative writer does not deal with statistics, analyzing qualitative data is not easy. It is a time-consuming and painstaking process.

6. *Interpreting the findings and stating conclusions.*

The writer next tries to interpret the findings in terms of the research problem. Qualitative writers present their interpretations and explanations and in narrative form. They do not talk about probability but try to emphasize the trustworthiness and credibility of the findings.<sup>26</sup>

---

<sup>26</sup> Donald Ary, Lucy Cheser Jacobs, *et al.*, *Introduction to Research in Education*, (USA: WADSWORTH, CENGAGE Learning, 2010), pg. 31-32.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Description of Research**

##### **1. The Historical Background of IAIN Metro**

###### **a. The Brief History of IAIN Metro**

IAIN Metro is located in Metro city, Lampung province. It is the only State Institute for Islamic Studies in this city. As an Islamic institute which is one of favorite universities, IAIN Metro has vision and mission. Its vision is to create a qualified and competitive Islamic institution. Then, to accomplish the vision, it composes some missions, namely: developing three pillars of university (education, research and development, and service society), developing and spreading technology in Islamic culture, and creating academic people who are smart, competent, and have good moral.

Likewise, as an Islamic institute, IAIN prepares the academic culture not only in developing Islam religious science but also developing general science. In addition, Islamic culture is a special characteristic in academic culture of this institute as compared to general universities. Furthermore, IAIN Metro as the Islamic institute has an education system which is based on the Islamic values.

IAIN Metro was built on April 23 to 25, 1997 based on the decree of president RI No. 11, 1997 on March 21, 1997. The establishment of IAIN cannot be separated from the history of IAIN Raden Intan Bandar Lampung which was begun from the effort of elite and religion figures from Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was deal to accomplish two faculties, Education faculty and Islamic law faculty, which were domiciled in Tanjung Karang.

Referring to the decision of Indonesian President No. 27.1963, in order to accomplish Al-Jami'ah, YKIL should at least have three faculties. Therefore, YKIL opened Ushuludin faculty that was domiciled in Tanjung Karang. Lastly, it realized the dream of Lampung society to find IAIN Al-Jami'ah based on the Minister of Religious Affair Decree No. 187/68 which was named "State Islamic Institute Raden Intan Tanjung Karang". Of the year 1993, IAIN Raden Intan Tanjung Karang was changed to IAIN Raden Intan Bandar Lampung.

Similarly, in 1967, the education and Islamic law faculty were established in metro city based on the request of metro society. Correspondingly, based on the handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996, the payment of institutional faculties IAIN outside the central institute should be changed to State Islamic College (STAIN). Then, based on the decree of president RI

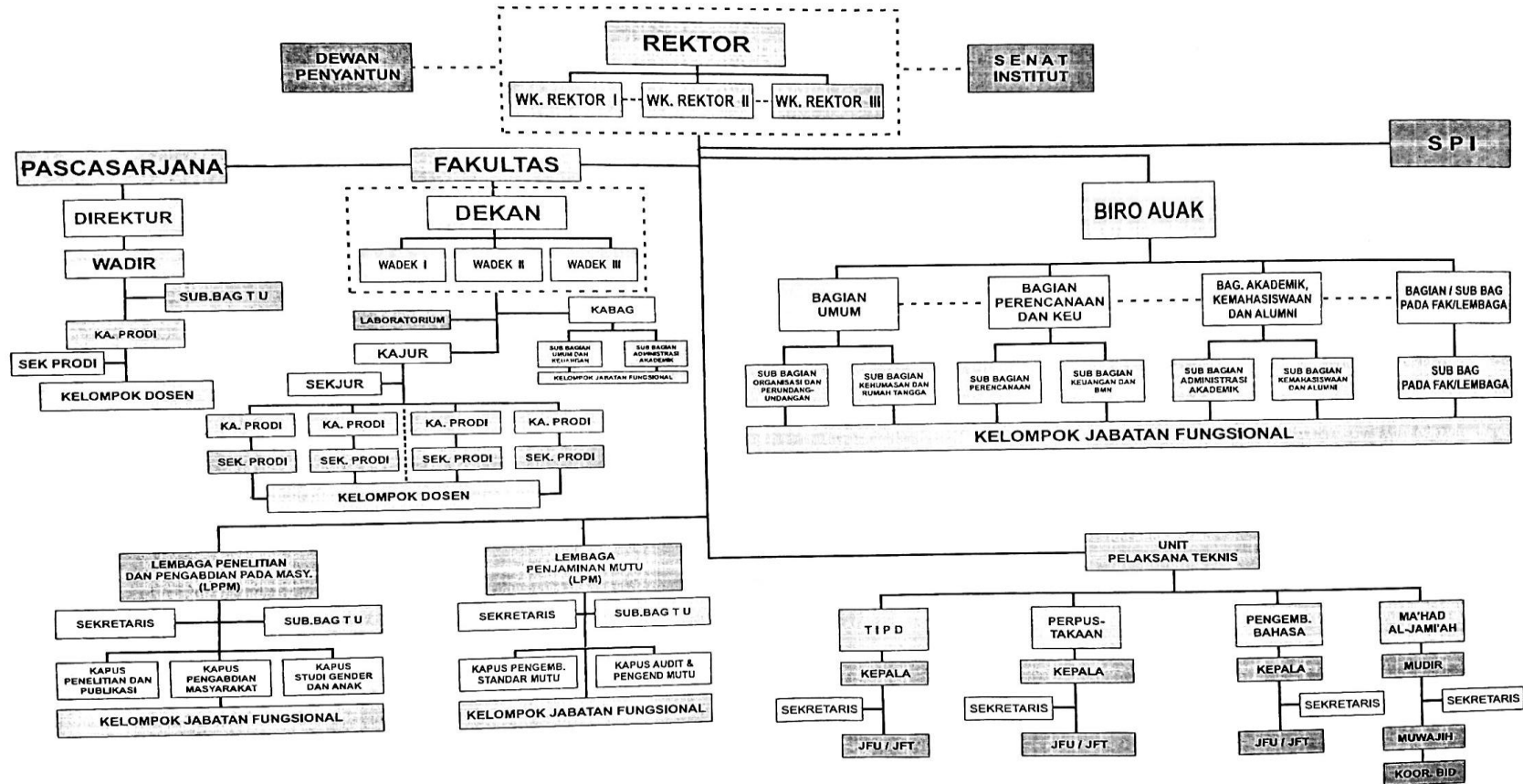
No. 11, 1997, STAIN was legalized. And finally, in 1<sup>st</sup> August 2016 changed to be the State Institute for Islamic Studies (IAIN) and was legalized. That was the history of establishment of STAIN Jurai Siwo Metro.

Now, IAIN Metro has four faculties namely Tarbiya Faculty, Economy Business Faculty, Syari'ah Faculty and Islamic Announcement and Communication Faculty. Firstly, tarbiyah and teacher training faculty covers Islamic education study program (PAI), Arabic education study program (PBA), English education study program (TBI), Islamic elementary school education study program (PGMI), Islamic childhood education study program (PIAUD), Mathematic education study program (TPM), biology education study program (TPB), social science education study program (IPS). In addition, Syari'ah faculty includes Islamic law department (AS), Islamic economy law (Hesy), and Islamic constitutional law (HTNI). Furthermore, Islamic Economy and business faculty comprise D3 syari'ah banking (D3 PBS), bachelor's degree of syari'ah banking (S1 PBS), Islamic economy study program (ESy), Islamic accountant (AKS), and pilgrimage management (MHU). At the same time, Islamic announcement and communication faculty covers Islamic communication and broadcasting program (KPI), language and Arabic literature (BSA), and Islamic extension guidance (BPI).

**b. The Structural Organization of IAIN Metro**

The structural organization of State Institute for Islamic Studies of Metro in academic year 2017/2018 as follows:

Figure 1  
The organization stucture of IAIN Metro



Source: observation of state institute for islamic studies in academic year 2017/2018.

## **Explanation:**

### **Principals of IAIN Metro**

1. Prof. Dr. Enizar, M.Ag (Principal of IAIN Metro)
2. Dr. Suhairi, MH (Vice Principal I)
3. Muhtar Hadi, M.S.I (Vice Principal II)
4. Dr. Ida Umami, M.Pd.Kons (Vice Principal III)
5. Drs. Zahdi Taher, M.H.I (Head of Bureau)

### **Tarbiyah and Teacher Training Faculty**

1. Dr. Akla, M.Pd (Dean)
2. Dra. Isti Fatonah, MA (Vice Dean I)
3. Dr. Masykurillah, S.Ag., MA (Vice Dean II)
4. Dr. Yudiyanto, M.Si (Vice Dean III)
5. Drs. Miftakhul Abidin (Kabag TU)
6. Susi Yulianti, SH., MH (Kasubbag)
7. Musri Hartini, M.M (Kasubbag)
8. Muhammad Ali, M.Pd.I (Head of PAI)
9. J. Sutarjo, M.Pd (Head of PBA)
10. A. Subhan Roza, M.Pd (Head of TBI)
11. Nurul Afifah, M.Pd.I (Head of PGMI)
12. Dian Eka Priyantoro, M.Pd (Head of PIAUD)
13. Andianto, M.Pd (Head of T-MTK)
14. Syahreni Siregar, M.Hum (Head of T-Biologi)
15. TB. Ali Rochman P, M.Pd (Head of T-IPS)

### **Syariah Faculty**

1. Husnul Fatarib, Ph.D., Lc (Dean)
2. Siti Zulaikha, S.Ag., MH (Vice Dean I)
3. Nety Hermawati, MH (Vice Dean II) Drs. Tarmizi, M.Ag (Vice Dean III)
4. Azmi Siradjuddin, Lc., M.Hum (Head of HTNI)
5. Nurhidayati, MH (Head of AS)
6. Sainul, SH., MA (Head of HESy)

### **Islamic Economy and Business Faculty**

1. Dr. Widhiya Ninsiana, M.Hum (Dean)
2. M. Saleh, MA (Vice Dean I)
3. Dri Santoso, MH (Vice Dean II)



4. Nizarudin, MH (Vice Dean III)
5. Dharma Setyawan, MA (Head of ESy)
6. Reonika Puspita Sari, M.E.Sy (Head of S1 PBS)
7. Era Yudhistira, M.Ak (Head of AKS)
8. Upia Rosmalinda, M.E.I (Head of MHU)

#### **Islamic Announcement and Communication Faculty**

1. Dr. Mat Jalil, M.Hum (Dean)
2. Hemlan Elhany, S.Ag., M.Ag (Vice Dean I)
3. Dr. Wahyudin, MA., M.Phil (Vice Dean II)
4. Dr. Umi Yawisah, M.Hum (Vice Dean III)
5. Nurkholis, M.Pd (Head of KPI)
6. Albarra Sarbaini, M.Pd (Head of BSA)
7. Hamdi Abdul Karim, S.Iq., M.Pd.I (Head of BPI)

#### **Pascasarjana**

1. Dr. Tobibatussaadah, M.Ag (Director)
2. Dr. Mahrus As'ad, M.Ag (Vice Director)
3. Dr. Sri Andri Astuti, M.Ag (Head of PAI)
4. Dr. Khoirurrijal, MA (Head of PBA/ESy)
5. Dr. Edi Susilo, M.H.I (Head of HK)

#### **UPB**

1. Dra. Yerni Amir, M.Pd (Head of UPB)
2. Yuniarti, M.Pd (Staff)
3. M. Dini Handoko. M.Pd (Staff)

#### **Library**

1. Drs. Mokhtaridi Sudin, M.Pd (Head of Library)
2. Ristiani, A.Md (Staff)
3. Eka Yulastuti, M.H (Staff)

#### **UPI**

1. Nuryanto, S.Ag. M.Pd.I (Head of UPI)
2. Muqtashidin Fahrusy Syakirin (Staff)

#### **TIPD Unit**

1. Umar, M.Pd.I (Head of TIPD Unit)
2. Ma'ruf Sahibi, S.Kom. M.Pd.I (Secretary)

**LPM**

1. Dr. Aguswan Kh. Umam, M.A (Head of LPM)
2. Ahmad Zumaro, MA (Secretary)
3. Buyung Syukron, M.A (Head of Audit & Guaranteeing Quality)
4. Basri, M.Ag (Head of Center for The Development of Standard Quality)

**LPPM**

1. Dr. Zainal Abidin, M.Ag (Head of LPPM)
2. Imam Mustofa, M.S.I (Secretary)
3. Dedi Irwansyah, M.Hum (Head of Research and Publication)
4. Drs. Zuhairi, M.Pd (Head of Service Community)
5. Elfa Murdiana, M.Hum (Head of Gender and Children)

**c. The Facilities of IAIN Metro**

In order to support lecturers and students, there are some facilities in state institute for Islamic studies of metro, namely; lecturers room, computer laboratory unit and baitul mal wa tanwil, library unit, language laboratory unit, micro teaching laboratory, Islamic development unit, classroom, mosque, futsal field, basket ball field, wall climbing field, volley field, tennis field, auditorium, students activities unit (UKM) room, students committee office. For getting the details of facilities, it can be shown in the table below:

**Table 3**

**Facilities in State Institute for Islamic Studies of Metro**

No	Facilities	Total of Unit
1	Lecturers' room	4
2	Computer laboratory unit & BMT	4
3	Library unit	1
4	Language laboratory unit	2
5	Micro-Teaching laboratory	1
6	Islamic development unit	1
7	Classroom	38
8	Mosque	1
9	Futsal field	1
10	Basketball field	1
11	Wall climbing field	1
12	Volley field	1
13	Tennis field	1
14	Auditorium	1
15	Students activities unit	1
16	Students committee office	1
17	Canteen	1

*Source: Documentation of state institute for Islamic studies of metro*

#### d. The Sketch of Location of IAIN Metro

Figure 2

The location sketch of IAIN Metro (Campus 1)

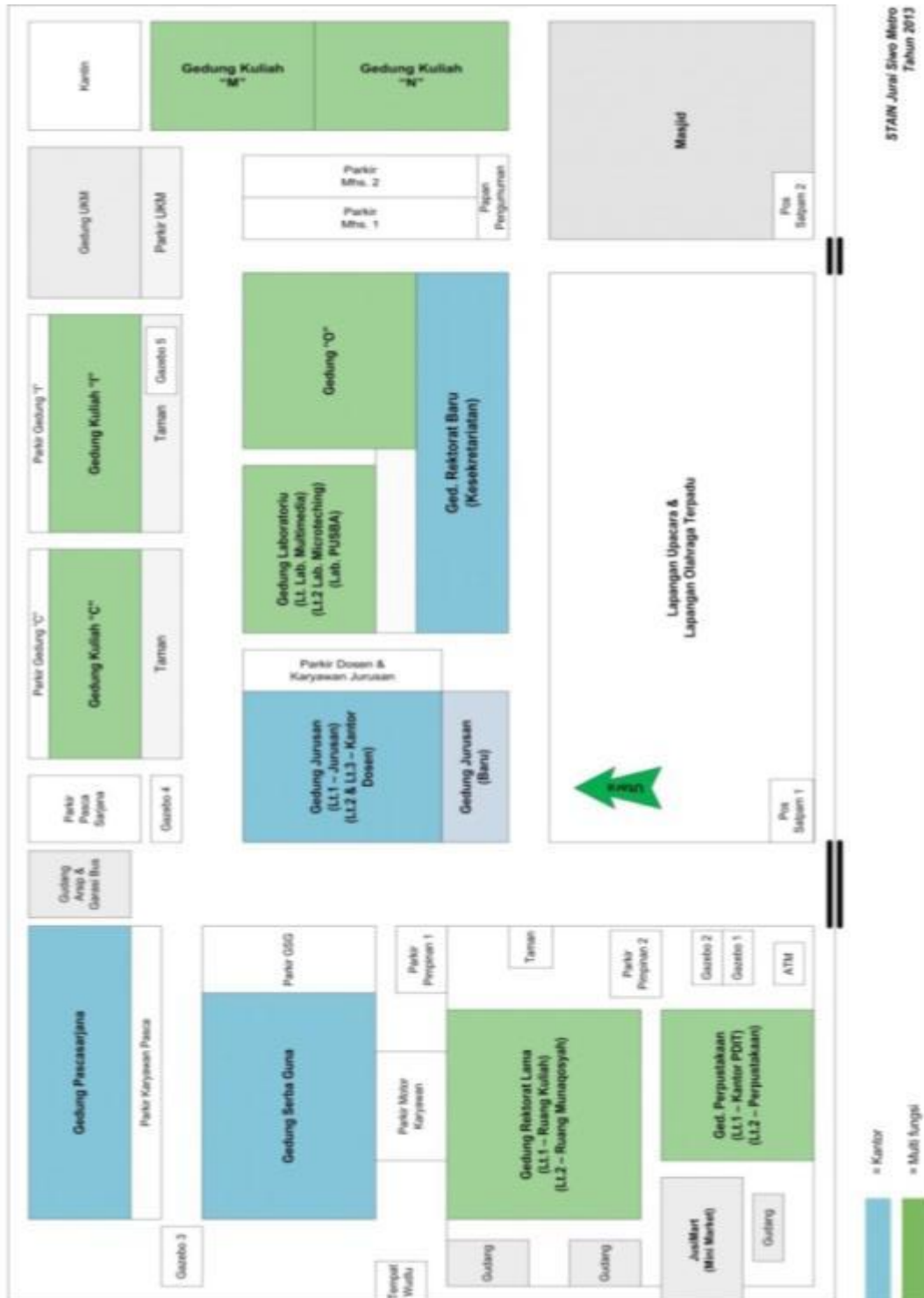
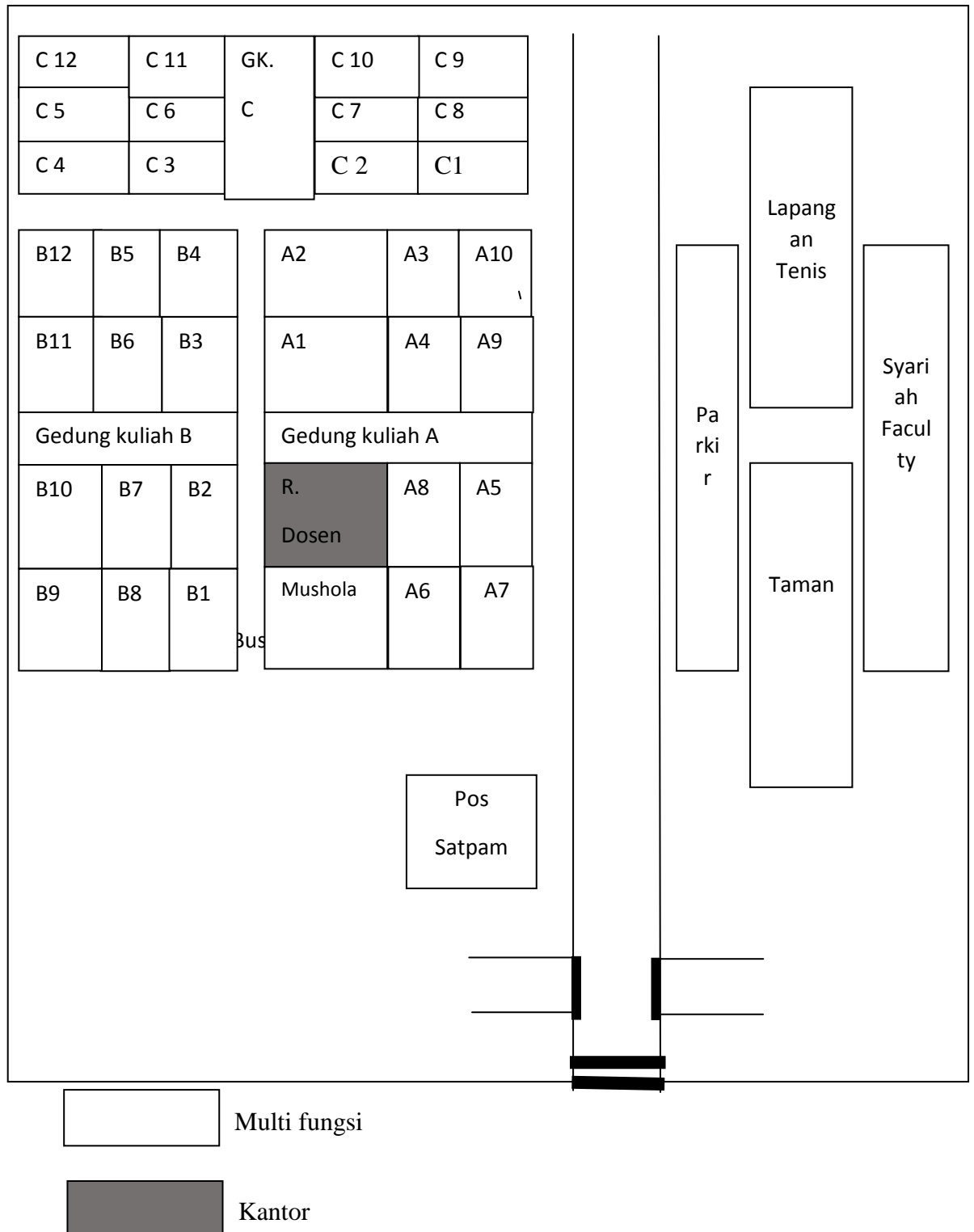


Figure 3

The location sketch of IAIN Metro (Campus 2)



**e. The Condition of Lecturers and Official Employers**

The number of lecturers and official employers at State Institute for Islamic Studies of Metro in academic year 2017/2018 are 152. Otherwise, there are 75 lecturers non PNS and 19 honorary workers. Consequently, the whole staff of State Institute for Islamic Studies of Metro in academic year 2017/2018 is 246.

**f. The Students in IAIN Metro**

The total of the students in State Institute for Islamic Studies of Metro is 7440 students.

**Table 4**

**Total of Students State Institute for Islamic Studies of Metro**

No.	Departments	Program	Students	Total
1.	Tarbiyah and Teacher Training Department	English education program (TBI)	879	<b>3408</b>
		Islamic education program (PAI)	1177	
		Arabic education program (PBA)	293	
		Islamic elementary school education program (PGMI)	462	
		Mathematic education program (TPM)	138	
		Biology education program (TPB)	136	
		Science social education program	124	
		Islamic childhood education program (PIAUD)	199	

No.	Departments	Program	Students	Total
2.	Economy business faculty	D3 Syari'ah banking program (D3 PBS)	151	2580
		S1 Syari'ah banking program (S1 PBS)	1062	
		Islamic accountant (AKS)	142	
		Islamic economy program (Esy)	1142	
		Pilgrimage management (MHU)	83	
3.	Syaria'ah Department	Islamic law program (AS)	448	1198
		Islamic economy law program (HeSy)	676	
		Islamic constitutional law (HTNI)	74	
4.	Islamic announcement and communication Department	Islamic communication and broadcasting program (KPI)	357	520
		Language and Arabic literature program (BSA)	81	
		Islamic extension guidance (BPI)	82	
Total				7706

*Source: Observation on IAIN Metro in Academic year 2017/2018*

## **2. English Education Department (TBI)**

English education program (TBI) is one of strata 1 (S1) majors Of Tarbiya Faculty in State Institute for Islamic Studies Metro (IAIN) which has established in 2007. Historically, S1 TBI State Institute for Islamic Studies Of Metro came from diploma 3 (D3) English education that was opened in 2002.

The legal and operational license of TBI based on the explanation letter of Islamic education general director no. Dj.I/220.C/2007 in Jakarta

on May 28<sup>th</sup>, 2007. According the implementation license of study program from the general director, TBI is located in State Institute for Islamic Studies Of Metro in Jl. Ki Hajar Dewantara 15A Metro City.

English education study program (TBI has a vision in implementing education, namely: creating professional students in English education who can integrate Islamic values and academic dimensions. The vision then is enlarged in some mission, those are:

Developing the students' privacy through knowledge reinforcement, and actualization toward religious, national, and civil life in Islamic culture.

- a. Building and developing humanist, democratic, and modern academic atmosphere.
- b. Growing the professionalism ethic through theoretical knowledge basic mastery.
- c. Providing qualified service of education to produce smart and skillful educator candidates who have good attitude.
- d. Applying integrated education system which is able to give a significant input for educational development.

Based on the statement above, English education department (TBI) continuously tries to develop quality in learning and teaching process. Actually, it will create dynamic, opened, and polite relationship among the stakeholders in TBI IAIN Metro.



### **3. Library of IAIN Metro**

The library was established in IAIN Metro as an effort to support the dynamics of academic. Gradual development continues to maximize the role of the library as one of sources of information and knowledge and to achieve institutional objectives as expected.

#### **Vision :**

The realization of the library as an information center based on socio-eco-techno-preneurship.

#### **Mission :**

- a. Providing information resources that support the implementation of Tri Dharma Perguruan Tinggi.
- b. Developing an information technology-based library for the creation of a productive and innovative academic culture.
- c. Developing a partnership program with strategic partners oriented to socio-eco-techno-preneurship.

Library of IAIN Metro located in campus 1. It has 2 sections. The first section that located in second floor is for various books of different types. All the students can come to do their assignment or just to read the books here. The second section located in third floor. Here is where the undergraduate thesis were collected. Usually the students who come here

are the old students who are writing an undergraduate thesis to find the additional references.

The head and staffs of library of IAIN Metro are mentioned below :

- a. Drs. Mokhtaridi Sudin, M.Pd (Head of Library)
- b. Ristiani, A.Md (Staff)
- c. Suwarno, S.Sy (Staff)
- d. Tari Eka Miyanti, S.IP (Staff)
- e. Isa Anshori, S.Ag (Staff)
- f. Eka Yuli Astuti, MH (Staff)
- g. Aan Gufroni, S.I.Pust (Staff)
- h. Dliyaul Haq, M.E.I (Staff)
- i. S Manaf, M.Pd.I (Staff)

## **B. General Description of Research Data**

### **1. The Errors Commonly Found in Introduction on The Undergraduate**

#### **Thesis of English Education Department in IAIN Metro 2017**

It could be seen that there are still many errors of students in writing introduction on the undergraduate thesis of English education department of IAIN Metro 2017. It has been seen from the number of errors in the introduction itself. From the analysis above there are 4 kinds of error and each kind has its own number.

Based on the analysis of the introduction in students' undergraduate thesis, the writer found the result of this research. The writer has concluded the total of errors in each kind of errors using percentage. The result is that the writer found 137 errors students' made in writing introduction. They are

distributed as follow: omission 60 items (44%), addition 37 items (27%), misinformation 37 items (27%), and misordering only 3 items (2%). From this result also, the writer can conclude that the most error commonly found in introduction on the undergraduate thesis of English education department of IAIN Metro 2017 is omission. To make every reader easy in understanding the result above, the writer has divided into 2 ways in displaying the result of the research. They are presented in table and diagram. The detail can be seen below:

**Table 5**  
**The Total of Errors Students Made in Writing Introduction Based on**  
**Surface Strategy Taxonomy**

No. Code	Kinds of Errors				Total of Errors
	Omission	Addition	Misinformation	Misordering	
<b>Thesis 1</b>	2	-	3	-	5
<b>Thesis 2</b>	5	1	3	-	9
<b>Thesis 3</b>	8	3	4	-	15
<b>Thesis 4</b>	5	9	5	-	19
<b>Thesis 5</b>	7	2	3	1	13
<b>Thesis 6</b>	4	2	2	-	8
<b>Thesis 7</b>	8	2	3	-	13
<b>Thesis 8</b>	11	1	3	-	15
<b>Thesis 9</b>	2	14	6	-	22
<b>Thesis 10</b>	8	3	5	2	18
<b>Total</b>	<b>60</b>	<b>37</b>	<b>37</b>	<b>3</b>	<b>137</b>
<b>Percentage</b>	<b>44%</b>	<b>27%</b>	<b>27%</b>	<b>2%</b>	

## **2. The Difficulties that Students of English Education Department in IAIN Metro Faced in Writing Introduction on The Undergraduate Thesis**

Based on the interview that has been done to the five students of English education department who were in process of writing introduction, it could be concluded that the difficulties students faced are the students have less understanding about the subject material especially grammatical structure, morphology, and syntax. Whereas those materials carry out important roles in writing especially academic writing or in this case is undergraduate thesis. The students also have limited vocabulary to develop their writing so that it can be a good introduction. The last is the students have lack of carefulness in writing introduction that caused the students make some errors.

It becomes a challenge for the writer, lecturers, and the students also to decrease the problems so that it does not infect for generations. In order to decrease the problems it is needed a mutual relation between lecturers and students. It can not work if only one side. The lecturers must have a strategic way in delivering the materials in order to make the students more understand. Simultaneously, the students must focus on their writing and background knowledge. The students must write the undergraduate thesis especially introduction thoroughly.

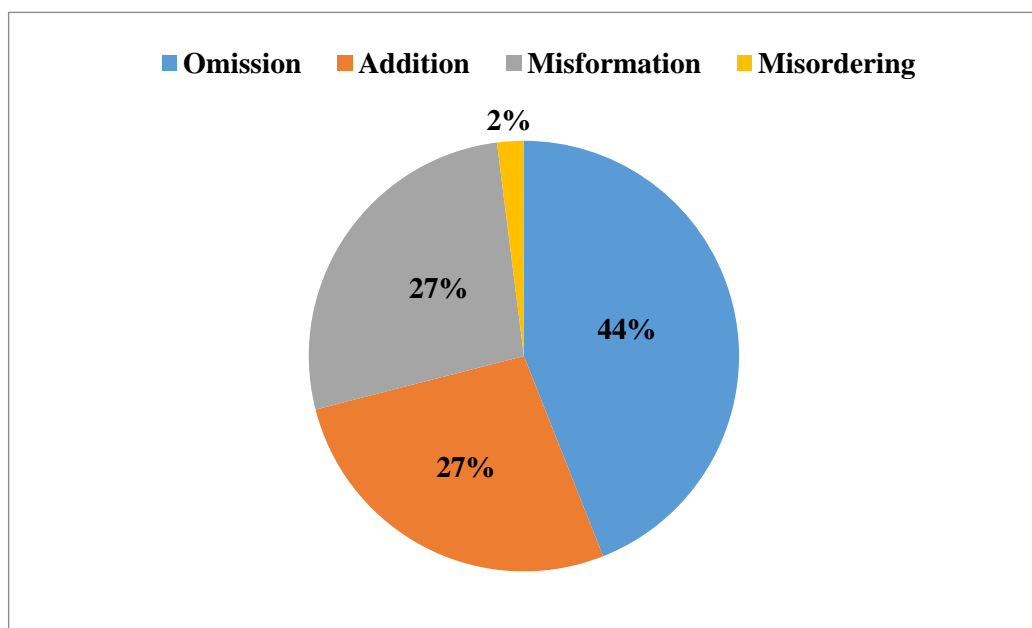
### C. Discussion

The research was conducted in library IAIN Metro and English education department of IAIN Metro especially for the students who were writing undergraduate thesis. It means that the result of this research was definite and limited only on these participants in that place and time. In other words, the result might be different when it was conducted in the different place, time, and participant even though it had the same problems.

Based on the data that has been analyzed in library IAIN Metro, it could be seen that even though the students has learned about grammatical structure, morphology, syntax and other materials, the errors found in their undergraduate thesis are in great quantities. It is shown on this diagram below :

**Figure 4**

**The Total of Errors Students Made in Writing Introduction Based on Surface Strategy Taxonomy**



The undergraduate thesis that the writer took are ten. From those ten undergraduate thesis, it can be seen according to the diagram above. Omission has the most found errors with 60 items (44%), then addition 37 items (27%), misinformation 37 items (27%), and misordering only 3 items (2%).

This problems happened because the students have less understanding about the subject material especially grammatical structure, morphology, and syntax. Whereas those materials carry out important roles in writing especially academic writing or in this case is undergraduate thesis. The students also have limited vocabulary to develop their writing so that it can be a good introduction. The last is the students have lack of carefulness in writing introduction that caused the students make some errors.

It becomes a challenge for the writer, lecturers, and the students also to decrease the problems so that it does not infect for generations. In order to decrease the problems it is needed a mutual relation between lecturers and students. It can not work if only one side. The lecturers must have a strategic way in delivering the materials in order to make the students more understand. Simultaneously, the students must focus on their writing and background knowledge. The students must write the undergraduate thesis especially introduction thoroughly.

## **CHAPTER V**

### **CONCLUSION & SUGGESTION**

#### **A. Conclusion**

Introduction holds an important role in a paper or thesis. Writing introduction requires a good scientific writing and a good grammatical structure mastery. A proper guidance about introduction must also be done in order to produce a well-written undergraduate thesis.

#### **B. Suggestion**

After conducting and gaining the result of this research, the writer is going to constructively give suggestions as follows :

1. Students must also have a good scientific writing and a good grammatical structure mastery.
2. A proper guidance about introduction must be done in order to produce a well-written undergraduate thesis.

## BIBLIOGRAPHY

- Christina Russell McDonald et.al., *Teaching Writing*. USA: Southern Illinois University Press, 2002.
- Donald Ary, Lucy Cheser Jacobs, et al., *Introduction to Research in Education*. USA: WADSWORTH, CENGAGE Learning, 2010.
- George D. Gopen and Judith A. Swan. "The Science of Scientific Writing" in the *American Scientist*. USA. Vol. 78/November-December 1990.
- H. Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy 2<sup>nd</sup> edition*. San Fransisco: Pearson Education Company, 2000.
- Heidi Dulay et.al., *Language Two*. New York: Oxford University Press, 1982.
- Janice R. Matthews and Robert W. Matthews. *Succesful Scientific Writing 3<sup>rd</sup> edition*. USA: Cambridge University Press, 2008.
- Jennifer Peat et.al., *Scientific Writing Easy When You Know How*. London: BMJ Publishing Group, 2002.
- Jeremy Harmer. *The Practice of Language Teaching*. London: Longman, 2001.
- John W. Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 4<sup>th</sup> edition*. USA: SAGE Publications, Inc., 2014.
- Matthew B. Miles and A. Michael Huberman. *Qualitative Data Analysis 2<sup>nd</sup> Edition*. USA: SAGE Publications, Inc., 1994.
- Nursahadah. *An Analysis on Students' Errors in Using Personal Pronoun*. 2014. An Undergraduate Thesis on Department of English Education Faculty of Tarbiyah and Teachers' Training Syarif Hidayatullah State Islamic University, Unpublished.
- Paul T. P. Wong. "How to Write a Research Proposal" on [www.meaning.com](http://www.meaning.com), Atlanta: Trinity Western University. May 2002.
- Pusat Penelitian dan Pengabdian Kepada Masyarakat (P3M). *Pedoman Penulisan Karya Ilmiah STAIN Jurai Siwo Metro Edisi Revisi*. Jakarta: PT Raja Grafindo Persada, 2015.
- R (Chandra) Chandrasekhar. *How to Write a Thesis: A Working Guide*. Australia: Centre for Intelligent Information Processing System (CIIPS) The University of Western Australia. 2008.



Rod Ellis. *The Study of Second Language Acquisition 2<sup>nd</sup> Edition*. New York: Oxford University Press, 2008.

Trudy Wallace, Winifred E. Stariha and Herbert J. Walberg. *Teaching Speaking, Listening and Writing series-14*. Chicago: International Academy of Education & International Bureau of Education, 2004.

Zina O'Leary. *The Essential Guide to Doing Research*. London: SAGE Publication, 2004.

# APPENDICES

## **The Result of Data Analysis of Introduction on The Undergraduate Thesis of English Education Department of IAIN Metro 2017**

Generally, the objective of this research was to find out the kinds of errors based on surface strategy taxonomy in students' academic writing, in this case was background of study section in introduction of the undergraduate thesis made by English education department at IAIN Metro 2017. The data were taken from introduction in undergraduate thesis of academic year 2017 where it was the newest of the period. The students in IAIN Metro had learned about some subjects such as structure and grammar, syntax, morphology, and others. All those subjects are required to support their skill in English especially in writing undergraduate thesis because it is an obligation for every student to get the bachelor degree.

Considering the objective of this research, the writer tried to analyze the students' errors in writing introduction by using surface strategy taxonomy. The writer have been collected the data from the students' undergraduate thesis of English education department. The writer took the data from the library of IAIN Metro. This data is used as the primary resource in form of documentation and observation result. In this research, the writer took 10 samples data of the introduction on the undergraduate thesis in 2017. Based on the analysis of students' errors in writing by using surface strategy taxonomy, the writer divided the result into some parts, they are:

## 1. Omission

Omission error is the absence of an item that should appear in a well-formed sentence. The omission can be morpheme or word in a sentence. The table below is the omission errors found in introduction of the undergraduate thesis written by students of English education department of IAIN Metro 2017.

### a. Thesis 1

No.	Omission Errors	
	Wrong	Correct
1.	Almost <b>all school or college</b> have the slogans functional to attract the student and to deliver the motivation or advices.	Almost <b>all schools or colleges</b> have the slogans functional to attract the student and to deliver the motivation or advices.
2.	One of linguistic <b>field</b> is semantics.	One of linguistic <b>fields</b> is semantics.

### b. Thesis 2

No.	Omission Errors	
	Wrong	Correct
1.	The language learner should be master <b>four skill</b> in language.	The language learner should be master <b>four skills</b> in language.
2.	Speaking is one of the most important and <b>essential skill</b> that must be practiced to communicate orally.	Speaking is one of the most important and <b>essential skills</b> that must be practiced to communicate orally.
3.	From the table above, it can be seen that English learning <b>achievements high</b> .	From the table above, it can be seen that English learning <b>achievements are high</b> .
4.	The researcher assumes that it caused students' speaking performance is very low, <b>the students lack</b> of motivation in speaking performance, the students lack of vocabulary and pronunciation.	The researcher assumes that it caused students' speaking performance is very low, <b>the students' lack</b> of motivation in speaking performance, the students lack of vocabulary and pronunciation.

5.	The researcher assumes that it caused students' speaking performance is very low, the students lack of motivation in speaking performance, <b>the students lack</b> of vocabulary and pronunciation.	The researcher assumes that it caused students' speaking performance is very low, the students lack of motivation in speaking performance, <b>the students' lack</b> of vocabulary and pronunciation.
----	--	---

c. Thesis 3

No.	Omission Errors	
	Wrong	Correct
1.	Language has an important role in our life because <b>the function to communicate</b> in our life.	Language has an important role in our life because <b>the function is to communicate</b> in our life.
2.	Using language needs <b>some skill</b> , how the listener understanding what the speaker says about word or sentences in each conversation.	Using language needs <b>some skills</b> , how the listener understanding what the speaker says about word or sentences in each conversation.
3.	Language <b>make us</b> able to communicate to information about something that we need.	Language <b>makes us</b> able to communicate to information about something that we need.
4.	It is the complex process or activity of comprehending the <b>various meaning or message</b> that is brought in written language to find out the message or information in the text.	It is the complex process or activity of comprehending the <b>various meanings or messages</b> that is brought in written language to find out the message or information in the text.
5.	When the teacher <b>order</b> the students to read the text, they look like not want to do it.	When the teacher <b>orders</b> the students to read the text, they look like not want to do it.
6.	The <b>teacher hope</b> the students can understand what information in the text, then the students can give information with other using own language.	The <b>teacher hopes</b> the students can understand what information in the text, then the students can give information with other using own language.
7.	The teacher hope the students can understand what information in the text, then the students can give information <b>with other</b> using own language.	The teacher hope the students can understand what information in the text, then the students can give information <b>with others</b> using own language.
8.	The data of <b>the students</b> reading comprehension.	The data of <b>the students'</b> reading comprehension.

d. Thesis 4

No.	Omission Errors	
	Wrong	Correct
1.	So, nowadays English <b>become</b> an important language as a means of transferring science, technology, art, culture, and also to maintain good relationship with others countries.	So, nowadays English <b>becomes</b> an important language as a means of transferring science, technology, art, culture, and also to maintain good relationship with others countries.
2.	This problem <b>occur</b> because of the students less active in writing.	This problem <b>occurs</b> because of the students less active in writing.
3.	This problem occur because of the <b>students</b> less active in writing.	This problem occur because of the <b>students'</b> less active in writing.
4.	They do not be interest because of the <b>teachers</b> teaching media is inappropriate and learning process in teaching is just focus on the teacher.	They do not be interest because of the <b>teachers'</b> teaching media is inappropriate and learning process in teaching is just focus on the teacher.
5.	The place, the means and <b>infrastructure</b> are used to carry out the teaching learning process is good enough and the students' achievement of English subject is variation.	The place, the means and <b>infrastructures</b> are used to carry out the teaching learning process is good enough and the students' achievement of English subject is variation.

e. Thesis 5

No.	Omission Errors	
	Wrong	Correct
1.	Most of the materials in Vocational High School <b>around</b> the text.	Most of the materials in Vocational High School <b>are around</b> the text.
2.	Moreover, the students had low motivation in descriptive writing and teaching technique <b>used</b> by the teacher which was unattractive and monotonous.	Moreover, the students had low motivation in descriptive writing and teaching technique <b>that is used</b> by the teacher which was unattractive and monotonous.
3.	The students had difficulties <b>in express</b> their idea, the students had low motivation and interest in following the class, and the students comprehend technique writing ability very well, the teacher had not used the effective	The students had difficulties <b>in expressing</b> their idea, the students had low motivation and interest in following the class, and the students comprehend technique writing ability very well, the teacher had not used the effective

	technique in writing lesson yet, the level of students descriptive writing ability was low.	technique in writing lesson yet, the level of students descriptive writing ability was low.
4.	The students had difficulties in express their idea, the students had low motivation and interest in following the class, and the students comprehend technique writing ability very well, the teacher had not used the effective technique in writing lesson yet, the level of <b>students</b> descriptive writing ability was low.	The students had difficulties in express their idea, the students had low motivation and interest in following the class, and the students comprehend technique writing ability very well, the teacher had not used the effective technique in writing lesson yet, the level of <b>students'</b> descriptive writing ability was low.
5.	Actually, <b>some technique</b> can be used by the teachers.	Actually, <b>some techniques</b> can be used by the teachers.
6.	Then, this technique was suitable for the <b>student</b> .	Then, this technique was suitable for the <b>students</b> .
7.	Based on the explanation above, the researcher <b>is interested conduct</b> the research entitled.	Based on the explanation above, the researcher <b>is interested to conduct</b> the research entitled.

f. Thesis 6

No.	Omission Errors	
	Wrong	Correct
1.	Because English language including to <b>several language lesson</b> in our country.	Because English language including to <b>several language lessons</b> in our country.
2.	Sometimes, it is not easy for the students' <b>express</b> their ideas in written text and even to apply the vocabulary with grammatically so it is normal if the students think that writing is a difficult skill for them.	Sometimes, it is not easy for the students' <b>expressing</b> their ideas in written text and even to apply the vocabulary with grammatically so it is normal if the students think that writing is a difficult skill for them.
3.	So, the <b>researcher interested</b> to use brainstorming technique to know any positive effect on students' writing recount text.	So, the <b>researcher is interested</b> to use brainstorming technique to know any positive effect on students' writing recount text.
4.	The researcher chose X4 class <b>consists</b> of 36 students as sample in this research.	The researcher chose X4 class <b>which consists</b> of 36 students as sample in this research.

g. Thesis 7

No.	Omission Errors	
	Wrong	Correct
1.	Study language can helps student to know self, the culture, and <b>another person</b> culture.	Study language can helps student to know self, the culture, and <b>another person'</b> culture.
2.	<b>Sociolinguistic</b> is the study of language variation that purpose to find out what kind of language variation and speakers' knowledge about the language and sociolinguistics has to do with language use and a society's response to it.	<b>Sociolinguistics</b> is the study of language variation that purpose to find out what kind of language variation and speakers' knowledge about the language and sociolinguistics has to do with language use and a society's response to it.
3.	Sociolinguistic is the study of language variation that <b>purpose</b> to find out what kind of language variation and speakers' knowledge about the language and sociolinguistics has to do with language use and a society's response to it.	Sociolinguistic is the study of language variation that <b>purpose is</b> to find out what kind of language variation and speakers' knowledge about the language and sociolinguistics has to do with language use and a society's response to it.
4.	Code mixing and code switching occured because of behaviour from society between the speakers but also someone's desire to transfer or explain some ideas to <b>other</b> who more understand with code mixing and code switching.	Code mixing and code switching occured because of behaviour from society between the speakers but also someone's desire to transfer or explain some ideas to <b>others</b> who more understand with code mixing and code switching.
5.	Utilization of code mixing and code switching in the classroom <b>cause</b> there is direct contact between teacher and students.	Utilization of code mixing and code switching in the classroom <b>causes</b> there is direct contact between teacher and students.
6.	Generally, learning process in speaking class at third semester of IAIN Metro the lecturers and the <b>students usually unaware</b> use code mixing and code switching.	Generally, learning process in speaking class at third semester of IAIN Metro the lecturers and the <b>students are usually unaware</b> use code mixing and code switching.
7.	Generally, learning process in speaking class at third semester of IAIN Metro the lecturers and the students usually unaware <b>use</b> code mixing and code switching.	Generally, learning process in speaking class at third semester of IAIN Metro the lecturers and the students usually unaware <b>using</b> code mixing and code switching.
8.	<b>That possible</b> because they have	<b>That is possible</b> because they have



	<i>Bahasa Indonesia</i> as a first language.	<i>Bahasa Indonesia</i> as a first language.
--	--	--

h. Thesis 8

No.	Omission Errors	
	Wrong	Correct
1.	English is one of the <b>language</b> which is used widely.	English is one of the <b>languages</b> which is used widely.
2.	In teaching reading, the students are expected <b>to able</b> to comprehend reading text.	In teaching reading, the students are expected <b>to be able</b> to comprehend reading text.
3.	<b>Student</b> who are reading with purpose, tend to comprehend what they read better.	<b>Students</b> who are reading with purpose, tend to comprehend what they read better.
4.	It means that students who are able to construct their own questions by using WH-Questions <b>will able</b> to comprehend the text easily.	It means that students who are able to construct their own questions by using WH-Questions <b>will be able</b> to comprehend the text easily.
5.	When reading of <b>some text</b> a student difficult for found information detail and main idea in the text, less understanding about WH-Question which is problem, so a student difficult for found main idea a text.	When reading of <b>some texts</b> a student difficult for found information detail and main idea in the text, less understanding about WH-Question which is problem, so a student difficult for found main idea a text.
6.	When reading of some text a <b>student difficult</b> for found information detail and main idea in the text, less understanding about WH-Question which is problem, so a student difficult for found main idea a text.	When reading of some text a <b>student is difficult</b> for found information detail and main idea in the text, less understanding about WH-Question which is problem, so a student difficult for found main idea a text.
7.	When reading of some text a student difficult for found information detail and main idea in the text, less understanding about WH-Question which is problem, so a <b>student difficult</b> for found main idea a text.	When reading of some text a student difficult for found information detail and main idea in the text, less understanding about WH-Question which is problem, so a <b>student is difficult</b> for found main idea a text.
8.	When reading of some text a student difficult for found information detail and main idea in the text, less understanding about WH-Question which is problem, so	When reading of some text a student difficult for found information detail and main idea in the text, less understanding about WH-Question which is problem, so

	a student difficult for found main <b>idea a text.</b>	a student difficult for found main <b>idea in a text.</b>
9.	Habitation for reading to make problem in student, that is make student don't enough of <b>some word.</b>	Habitation for reading to make problem in student, that is make student don't enough of <b>some words.</b>
10.	However, many of them have <b>problem</b> in English.	However, many of them have <b>problems</b> in English.
11.	<b>Base</b> on the condition above, the writer is interested to investigate the problem by doing a research entitled.	<b>Based</b> on the condition above, the writer is interested to investigate the problem by doing a research entitled.

i. Thesis 9

No.	Omission Errors	
	Wrong	Correct
1.	English language is one of <b>foreign language</b> in our nation Indonesia.	English language is one of <b>foreign languages</b> in our nation Indonesia.
2.	<b>Below the data</b> of English score especially listening subject at the First Semester in The State Institute for Islamic Studies of Metro in Academic Year of 2016/2017.	<b>Below is the data of</b> English score especially listening subject at the First Semester in The State Institute for Islamic Studies of Metro in Academic Year of 2016/2017.

j. Thesis 10

No.	Omission Errors	
	Wrong	Correct
1.	It <b>learned started</b> from primary schools up to university.	It <b>learned is started</b> from primary schools up to university.
2.	People realize that teaching English is level important and it is <b>need</b> much concern.	People realize that teaching English is level important and it is <b>needed</b> much concern.
3.	Based on the table above, the total students failed <b>category higher</b> than the pass category.	Based on the table above, the total students failed <b>category are higher</b> than the pass category.
4.	The second, the students have low motivation in vocabulary and teaching strategy used by teacher of <b>students unattractive</b> and monotones, so that learning activities are dominated by teachers.	The second, the students have low motivation in vocabulary and teaching strategy used by teacher of <b>students is unattractive</b> and monotones, so that learning activities are dominated by teachers.

5.	In teaching and learning process, using learning method is <b>need</b> for a teacher in order to be able to deliver the material to be taught to the students.	In teaching and learning process, using learning method <b>is needed</b> for a teacher in order to be able to deliver the material to be taught to the students.
6.	The method of teaching vocabulary like substitution drill and memorizing words seem to make <b>the student</b> bored, even it is killing the students interest.	The method of teaching vocabulary like substitution drill and memorizing words seem to make <b>the students bored</b> , even it is killing the students interest.
7.	The method of teaching vocabulary like substitution drill and memorizing words seem to make the student bored, even it is killing <b>the students</b> interest.	The method of teaching vocabulary like substitution drill and memorizing words seem to make the student bored, even it is killing <b>the students'</b> interest.
8.	From the description mentioned above, it is important for teacher who concerns about teaching English, especially vocabulary, to implement a certain method that can encourage the <b>student motivation</b> and interest in vocabulary mastery through learning process.	From the description mentioned above, it is important for teacher who concerns about teaching English, especially vocabulary, to implement a certain method that can encourage the <b>students' motivation</b> and interest in vocabulary mastery through learning process.

## 2. Addition

Addition errors are the opposite of omission. They are characterized by the presence of an item that should not appear in a well-formed sentence. The table below is the addition errors found in introduction of the undergraduate thesis written by students of English education department of IAIN Metro 2017.

### a. Thesis 1

In thesis one, the writer did not find any addition errors.

b. Thesis 2

No.	Addition Errors	
	Wrong	Correct
1.	The language learner <b>should be master</b> four skill in language.	The language learner <b>should master</b> four skill in language.

c. Thesis 3

No.	Addition Errors	
	Wrong	Correct
1.	Using language needs some skill, how the listener <b>understanding</b> what the speaker says about word or sentences in each conversation.	Using language needs some skill, how the listener <b>understands</b> what the speaker says about word or sentences in each conversation.
2.	Many factors <b>to influence</b> in community, they are misunderstanding about language between speaker and listener when in conversation, passive responds, unknown native language and target language in communication, less vocabulary.	Many factors <b>influence</b> in community, they are misunderstanding about language between speaker and listener when in conversation, passive responds, unknown native language and target language in communication, less vocabulary.
3.	Language make us able to communicate <b>to information</b> about something that we need.	Language makes us able to communicate <b>information</b> about something that we need.

d. Thesis 4

No.	Addition Errors	
	Wrong	Correct
1.	In <b>Indonesian</b> English is taught at school from elementary school up to university as a foreign language.	In <b>Indonesia</b> English is taught at school from elementary school up to university as a foreign language.
2.	So, nowadays English become an important language as <b>a means</b> of transferring science, technology, art, culture, and also to maintain good relationship with others countries.	So, nowadays English become an important language as <b>a mean</b> of transferring science, technology, art, culture, and also to maintain good relationship with others countries.
3.	So, nowadays English become an important language as a means of transferring science, technology, art, culture, and also to maintain	So, nowadays English become an important language as a means of transferring science, technology, art, culture, and also to maintain

	good relationship with <b>others countries.</b>	good relationship with <b>other countries.</b>
4.	The purpose of teaching English as foreign language is to enable <b>the students'</b> to use the language in communication and writing include in English teaching and learning.	The purpose of teaching English as foreign language is to enable <b>the students</b> to use the language in communication and writing include in English teaching and learning.
5.	Student-centered learning make students' interests first, acknowledging student voice as central <b>to learning</b> experience.	Student-centered learning make students' interests first, acknowledging student voice as central <b>to learn</b> experience.
6.	Most of the students of SMP Muhammadiyah Sekampung east <b>Lampung that they find</b> difficult to master English.	Most of the students of SMP Muhammadiyah Sekampung east <b>Lampung find</b> difficult to master English.
7.	They do <b>not be interest</b> because of the teachers teaching media is inappropriate and learning process in teaching is just focus on the teacher.	They do <b>not interest</b> because of the teachers teaching media is inappropriate and learning process in teaching is just focus on the teacher.
8.	It will make all students bored and <b>do not be active.</b>	It will make all students bored and <b>not active.</b>
9.	It will make the learning process focuses on the students so will make <b>students be more active.</b>	It will make the learning process focuses on the students so will make <b>students more active.</b>

e. Thesis 5

No.	Addition Errors	
	Wrong	Correct
1.	The purpose of teaching writing is <b>to increasing</b> students' ability to function effectively in such written context, especially in descriptive writing.	The purpose of teaching writing is <b>to increase</b> students' ability to function effectively in such written context, especially in descriptive writing.
2.	Moreover, the students had low motivation in descriptive writing and teaching technique used by <b>the teacher which was unattractive</b> and monotonous.	Moreover, the students had low motivation in descriptive writing and teaching technique used by <b>the teacher was unattractive</b> and monotonous.

f. Thesis 6

No.	Addition Errors	
	Wrong	Correct
1.	Sometimes, it is not easy for <b>the students'</b> express their ideas in written text and even to apply the vocabulary with grammatically so it is normal if the students think that writing is a difficult skill for them.	Sometimes, it is not easy for <b>the students</b> express their ideas in written text and even to apply the vocabulary with grammatically so it is normal if the students think that writing is a difficult skill for them.
2.	In this case <b>students'</b> Senior High School still find difficult to write a text, especially recount text.	In this case <b>students</b> Senior High School still find difficult to write a text, especially recount text.

g. Thesis 7

No.	Addition Errors	
	Wrong	Correct
1.	Study language can <b>helps</b> student to know self, the culture, and another person culture.	Study language can <b>help</b> student to know self, the culture, and another person culture.
2.	Besides, it can also help student can propose brainchild and feeling, participate in society, and even <b>finds</b> with use analytical ability and imagination existing in self.	Besides, it can also help student can propose brainchild and feeling, participate in society, and even <b>find</b> with use analytical ability and imagination existing in self.

h. Thesis 8

No.	Addition Errors	
	Wrong	Correct
1.	Habitation for reading to make problem in student, <b>that is make</b> student don't enough of some word.	Habitation for reading to make problem in student, that <b>makes</b> student don't enough of some word.

i. Thesis 9

No.	Addition Errors	
	Wrong	Correct
1.	English language is not only used to educational aspect but also used to international or global language <b>is supported</b> by its wide use in a	English language is not only used to educational aspect but also used to international or global language <b>supported</b> by its wide use in a

	range of fields such as politics, diplomacy, international trade and industry, commerce, science and technology, the media, information technology, and popular culture.	range of fields such as politics, diplomacy, international trade and industry, commerce, science and technology, the media, information technology, and popular culture.
2.	Because of that English language <b>is to be useful</b> for our lives.	Because of that English language <b>is useful</b> for our lives.
3.	English language is regarded a foreign language <b>learners</b> in Indonesia.	English language is regarded a foreign language <b>learner</b> in Indonesia.
4.	Learners or students whose <b>learning</b> English language they are difficult to listening about English language as their basic to mastering English subject.	Learners or students whose <b>learn</b> English language they are difficult to listening about English language as their basic to mastering English subject.
5.	Learners or students whose learning English <b>language they are</b> difficult to listening about English language as their basic to mastering English subject.	Learners or students whose learning English <b>language are</b> difficult to listening about English language as their basic to mastering English subject.
6.	Learners or students whose learning English language they are difficult <b>to listening</b> about English language as their basic to mastering English subject.	Learners or students whose learning English language they are difficult <b>to listen</b> about English language as their basic to mastering English subject.
7.	Learners or students whose learning English language they are difficult to listening about English language as their basic <b>to mastering</b> English subject.	Learners or students whose learning English language they are difficult to listening about English language as their basic <b>to master</b> English subject.
8.	In addition, listening is a skill of critical significance in all aspects of our lives from preserving our personal relationships, <b>to getting</b> our jobs done, to taking notes in class, to training our pronunciation in English and to making conversation with foreigners.	In addition, listening is a skill of critical significance in all aspects of our lives from preserving our personal relationships, <b>to get</b> our jobs done, to taking notes in class, to training our pronunciation in English and to making conversation with foreigners.
9.	In addition, listening is a skill of critical significance in all aspects of our lives from preserving our personal relationships, to getting our jobs done, <b>to taking</b> notes in class, to training our pronunciation in English and to	In addition, listening is a skill of critical significance in all aspects of our lives from preserving our personal relationships, to getting our jobs done, <b>to take</b> notes in class, to training our pronunciation in English and to

	making conversation with foreigners.	making conversation with foreigners.
10.	In addition, listening is a skill of critical significance in all aspects of our lives from preserving our personal relationships, to getting our jobs done, to taking notes in class, <b>to training</b> our pronunciation in English and to making conversation with foreigners.	In addition, listening is a skill of critical significance in all aspects of our lives from preserving our personal relationships, to getting our jobs done, to taking notes in class, <b>to train</b> our pronunciation in English and to making conversation with foreigners.
11.	In addition, listening is a skill of critical significance in all aspects of our lives from preserving our personal relationships, to getting our jobs done, to taking notes in class, to training our pronunciation in English and <b>to making</b> conversation with foreigners.	In addition, listening is a skill of critical significance in all aspects of our lives from preserving our personal relationships, to getting our jobs done, to taking notes in class, to training our pronunciation in English and <b>to make</b> conversation with foreigners.
12.	Listening is the basic language of human life to communicate with another people before knowing how <b>to speaking, reading and writing.</b>	Listening is the basic language of human life to communicate with another people before knowing how <b>to speak, read and write.</b>
13.	Many students <b>avoiding</b> of listening subject in their school, because listening is the difficult subject learned by students especially for pupils academic university.	Many students <b>avoid</b> of listening subject in their school, because listening is the difficult subject learned by students especially for pupils academic university.
14.	On the other hand, students have difficulties in listening subject like difficult <b>to comprehending</b> a text, dialog, monologue, meaning and conversation of the native speakers, unfamiliar with the topic, lack of vocabularies,..	On the other hand, students have difficulties in listening subject like difficult <b>to comprehend</b> a text, dialog, monologue, meaning and conversation of the native speakers, unfamiliar with the topic, lack of vocabularies,..

j. Thesis 10

No.	Addition Errors	
	Wrong	Correct
1.	People realize that teaching English <b>is level important</b> and it is need much concern.	People realize that teaching English <b>is important</b> and it is need much concern.



2.	People realize that teaching English is level important and <b>it is need</b> much concern.	People realize that teaching English is level important and <b>it needs</b> much concern.
3.	There are many <b>students are still</b> low in vocabulary.	There are many <b>students still</b> low in vocabulary.

### 3. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. In other words, the error of using one grammatical form in the place of another grammatical form or supplies something although it is incorrect. The table below is the misformation errors found in introduction of the undergraduate thesis written by students of English education department of IAIN Metro 2017.

#### a. Thesis 1

No.	Misformation Errors	
	Wrong	Correct
1.	Meanwhile, Slogan is not only exist in bussiness <b>strategict</b> but also it is extant in education world.	Meanwhile, Slogan is not only exist in bussiness <b>strategic</b> but also it is extant in education world.
2.	It has been <b>suitable</b> used for this case because MAPALA aimed to recruit the new member.	It has been <b>suitably</b> used for this case because MAPALA aimed to recruit the new member.
3.	Meanwhile, the slogan chosen by the researcher was slogans of education because the language used in slogans <b>are</b> complicated to be understood if the people only read or see it once.	Meanwhile, the slogan chosen by the researcher was slogans of education because the language used in slogans <b>is</b> complicated to be understood if the people only read or see it once.

#### b. Thesis 2

No.	Misformation Errors	
	Wrong	Correct
1.	Authentic materials <b>has been</b> of	Authentic materials <b>have been</b> of

	focus in discussion and debate with the English language teachers.	focus in discussion and debate with the English language teachers.
2.	The focus is on authentic material about picture because with picture the students more interested and can be improved <b>their speak</b> .	The focus is on authentic material about picture because with picture the students more interested and can be improved <b>their speaking</b> .
3.	In SMK Muhammadiyah Sekampung facilities and existing infrastructure <b>is</b> inadequate.	In SMK Muhammadiyah Sekampung facilities and existing infrastructure <b>are</b> inadequate.

c. Thesis 3

No.	Misformation Errors	
	Wrong	Correct
1.	Language is a manner that very important toward communication with other people and a facility to build <b>interacts</b> in our society.	Language is a manner that very important toward communication with other people and a facility to build <b>interaction</b> in our society.
2.	It means that talking much reading help students <b>discover</b> the idea for writing.	It means that talking much reading help students <b>to discover</b> the idea for writing.
3.	It is the complex process or activity of comprehending the various meaning or message that <b>is</b> brought in written language to find out the message or information in the text.	It is the complex process or activity of comprehending the various meaning or message that <b>are</b> brought in written language to find out the message or information in the text.
4.	When the teacher order the students to read the text, they look like <b>not want</b> to do it.	When the teacher order the students to read the text, they look like <b>do not want</b> to do it.

d. Thesis 4

No.	Misformation Errors	
	Wrong	Correct
1.	The function and the role of language <b>is</b> an important element in communication, so that English become familiar as the international language and also uses in formal education.	The function and the role of language <b>are</b> an important element in communication, so that English become familiar as the international language and also uses in formal education.
2.	Most of the students of SMP Muhammadiyah Sekampung east Lampung that they find <b>difficult</b> to master English.	Most of the students of SMP Muhammadiyah Sekampung east Lampung that they find <b>difficulty</b> to master English.

3.	It will make the learning process <b>focuses on</b> the students so will make students be more active.	It will make the learning process <b>focusing on</b> the students so will make students be more active.
4.	The place, the means and infrastructure are used to carry out the teaching learning process <b>is</b> good enough and the students' achievement of English subject is variation.	The place, the means and infrastructure are used to carry out the teaching learning process <b>are</b> good enough and the students' achievement of English subject is variation.
5.	The place, the means and infrastructure are used to carry out the teaching learning process is good enough and the students' achievement of English subject is <b>variation</b> .	The place, the means and infrastructure are used to carry out the teaching learning process are good enough and the students' achievement of English subject is <b>varied</b> .

e. Thesis 5

No.	Misformation Errors	
	Wrong	Correct
1.	Because they did not know how to made descriptive writing easily and they needed much time <b>for made</b> a text exactly.	Because they did not know how to make descriptive writing easily and they needed much time <b>to make</b> a text exactly.
2.	In reality some students <b>in write</b> only based on their knowledge and seen dictionary.	In reality some students <b>in writing</b> only based on their knowledge and seen dictionary.
3.	Mind mapping technique can be used to make teaching and learning process more enjoyable and <b>impressive</b> the students.	Mind mapping technique can be used to make teaching and learning process more enjoyable and <b>impressed</b> the students.

f. Thesis 6

No.	Misformation Errors	
	Wrong	Correct
1.	Sometimes, it is not easy for the students' express their ideas in written text and even to apply the vocabulary with <b>grammatically</b> so it is normal if the students think that writing is a difficult skill for them.	Sometimes, it is not easy for the students' express their ideas in written text and even to apply the vocabulary with <b>grammatical</b> so it is normal if the students think that writing is a difficult skill for them.
2.	In this case students' Senior High School still find <b>difficult</b> to write a text, especially recount text.	In this case students' Senior High School still find <b>difficulty</b> to write a text, especially recount text.

g. Thesis 7

No.	Misformation Errors	
	Wrong	Correct
1.	Language also has central character to be <b>success</b> supporting in study all studies area.	Language also has central character to be <b>successful</b> supporting in study all studies area.
2.	There are four skills that have <b>to mastery</b> in English as foreign language.	There are four skills that have <b>to be mastered</b> in English as foreign language.
3.	It is clear that sociolinguistics is a discipline that <b>relation</b> between sociology with linguistics.	It is clear that sociolinguistics is a discipline that <b>related</b> between sociology with linguistics.

h. Thesis 8

No.	Misformation Errors	
	Wrong	Correct
1.	When reading of some text a student difficult <b>for found</b> information detail and main idea in the text, less understanding about WH-Question which is problem, so a student difficult for found main idea a text.	When reading of some text a student difficult <b>to find</b> information detail and main idea in the text, less understanding about WH-Question which is problem, so a student difficult for found main idea a text.
2.	When reading of some text a student difficult for found information detail and main idea in the text, less understanding about WH-Question which is problem, so a student difficult <b>for found</b> main idea a text.	When reading of some text a student difficult for found information detail and main idea in the text, less understanding about WH-Question which is problem, so a student difficult <b>to find</b> main idea a text.
3.	Habitation for reading to make problem in student, that is make student <b>don't enough</b> of some word.	Habitation for reading to make problem in student, that is make student <b>not enough</b> of some word.

i. Thesis 9

No.	Misformation Errors	
	Wrong	Correct
1.	Because of that English language is to be useful for our <b>lives</b> .	Because of that English language is to be useful for our <b>lives</b> .
2.	Learners or students <b>whose</b> learning English language they are	Learners or students <b>who</b> learning English language they are difficult

	difficult to listening about English language as their basic to mastering English subject.	to listening about English language as their basic to mastering English subject.
3.	In addition, listening is a skill of critical significance in all aspects of our <b>lives</b> from preserving our personal relationships, to getting our jobs done, to taking notes in class, to training our pronunciation in English and to making conversation with foreigners.	In addition, listening is a skill of critical significance in all aspects of our <b>lives</b> from preserving our personal relationships, to getting our jobs done, to taking notes in class, to training our pronunciation in English and to making conversation with foreigners.
4.	Listening is the basic language of human life to communicate with <b>another</b> people before knowing how to speaking, reading and writing.	Listening is the basic language of human life to communicate with <b>other</b> people before knowing how to speaking, reading and writing.
5.	Referring the data above the researcher assumes that <b>they are</b> low score in listening subject.	Referring the data above the researcher assumes that <b>they have</b> low score in listening subject.
6.	And <b>the other case</b> is listening subject, the researcher got the data that is the students have many difficulties in listening subject,...	And <b>another case</b> is listening subject, the researcher got the data that is the students have many difficulties in listening subject,...

j. Thesis 10

No.	Misformation Errors	
	Wrong	Correct
1.	It is proved by the low result that <b>they were</b> based on the minimum mastery criteria (MMC) of 65.	It is proved by the low result that <b>they have</b> based on the minimum mastery criteria (MMC) of 65.
2.	There are 12 students <b>how include</b> in failed category (75%), and students how include in pass 4 category (25%).	There are 12 students <b>that include</b> in failed category (75%), and students how include in pass 4 category (25%).
3.	There are 12 students how include in failed category (75%), and students <b>how include</b> in pass 4 category (25%).	There are 12 students how include in failed category (75%), and students <b>that include</b> in pass 4 category (25%).
4.	The third, facilities in the school <b>is</b> lack.	The third, facilities in the school <b>are</b> lack.
5.	In teaching and learning process, using learning method is need for a teacher in order to be able to	In teaching and learning process, using learning method is need for a teacher in order to be able to

	deliver the material to be taught to the students, so that the message <b>to be delivered</b> by teacher can be accepted by the students concretely.	deliver the material to be taught to the students, so that the message <b>delivered</b> by teacher can be accepted by the students concretely.
--	--	--

#### 4. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morpheme in a sentence. The table below is the misordering errors found in introduction of the undergraduate thesis written by students of English education department of IAIN Metro 2017.

##### a. Thesis 1

In thesis one, the writer did not find any misordering errors.

##### b. Thesis 2

In thesis two, the writer did not find any misordering errors.

##### c. Thesis 3

In thesis three, the writer did not find any misordering errors.

##### d. Thesis 4

In thesis four, the writer did not find any misordering errors.

e. Thesis 5

No.	Misordering Errors	
	Wrong	Correct
1.	The students had difficulties in express their idea, the students had low motivation and interest in following the class, and the students comprehend <b>technique writing ability</b> very well,..	The students had difficulties in express their idea, the students had low motivation and interest in following the class, and the students comprehend <b>writing technique ability</b> very well,..

f. Thesis 6

In thesis six, the writer did not find any misordering errors.

g. Thesis 7

In thesis seven, the writer did not find any misordering errors.

h. Thesis 8

In thesis eight, the writer did not find any misordering errors.

i. Thesis 9

In thesis nine, the writer did not find any misordering errors.

j. Thesis 10

No.	Misordering Errors	
	Wrong	Correct
1.	The table below is the result of the pre survey of students' English vocabulary at the fifth grader of the <b>Elementary School 9 Negeri Metro Timur.</b>	The table below is the result of the pre survey of students' English vocabulary at the fifth grader of the <b>State Elementary School 9 Metro Timur.</b>
2.	In increasing the students' English	In increasing the students' English

	vocabulary, the teacher will use in order the students feel interesting in <b>activities learning process.</b>	vocabulary, the teacher will use in order the students feel interesting in <b>learning activities process.</b>
--	--	--



## LEMBAR PERSETUJUAN RESPONDEN

Kiranya membutuhkan informasi lebih lanjut mengenai penelitian ini, maka yang bertanda tangan di bawah ini:

Nama : *Trisvo Handoyo*  
Pekerjaan :  
Program Studi : *Tadris Bahasa Inggris*  
No. HP :

Memberikan persetujuan untuk menjadi responden dalam penelitian yang berjudul "An Analysis of Students' Errors in Writing Introduction on The Undergraduate Thesis of English Education Department of IAIN Metro 2017" yang akan dilakukan oleh Farida Nur Laily, mahasiswi Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Metro.

Telah dijelaskan bahwa jawaban wawancara ini hanya digunakan untuk keperluan penelitian dan secara suka rela bersedia menjadi responden penelitian ini.

Metro, 2019


Peneliti

Responden



Farida Nur Laily

NPM. 14121357



Trisvo Handoyo

## B. Pedoman Wawancara

1. Do you know what is introduction in undergraduate thesis?

Introduction is part of the undergraduate thesis.

That is as an opening discussed about the problems that will be analyzed

2. Do you know the elements in introduction on the undergraduate thesis?

Yes I do. Yes I have written an of the elements

3. Do you find any difficulties in writing introduction on the undergraduate thesis?

Yes, absolutely I find it

4. What are the difficulties that you faced in writing introduction on the undergraduate thesis? Please mention them!

The difficulties are :

~ Cause I still have problems concerning English grammar

~ Sometimes, I write it by just translate it from my mother tongue / first language ~~with~~ without changing it into English form

5. Do you know what is error in writing? Please explain it!

Yes, I do. Error in writing is the mistake that are very common and frequently seen. That is about spelling punctuation (both of them are mechanical mistakes), grammar and usage

6. What types of errors do you know in writing? Please mention it!

There are 4 main types of mistake in writing:

Spelling, punctuation, grammar, and usage

7. What is the definition of Omission? Please give me one example!

Omission: Leaving out an item that is required for ~~an~~ an utterance to be considered grammatical

Example : They smart people (correction: They are smart people)

8. What is the definition of Addition? Please give me one example!

Addition : Adding some incorrect elements in the sentence.

Example : I will to buy a car. (correction: I will buy a car).

9. What is the definition of Misformation? Please give me one example!

Misformation: The use of wrong forms of certain morphemes

Example : Come join we (correction : come join us)

10. What is the definition of Misordering? Please give me one example!

Misordering : Incorrect placement of certain morphemes.

Example : I read book this. (correction: I read this book)

## LEMBAR PERSETUJUAN RESPONDEN

Kiranya membutuhkan informasi lebih lanjut mengenai penelitian ini, maka yang bertanda tangan di bawah ini:

Nama : Gesty Ayu Setya Ningrum  
Pekerjaan :  
Program Studi : Tadris Bahasa Inggris  
No. HP :

Memberikan persetujuan untuk menjadi responden dalam penelitian yang berjudul "An Analysis of Students' Errors in Writing Introduction on The Undergraduate Thesis of English Education Department of IAIN Metro 2017" yang akan dilakukan oleh Farida Nur Laily, mahasiswi Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Metro.

Telah dijelaskan bahwa jawaban wawancara ini hanya digunakan untuk keperluan penelitian dan secara suka rela bersedia menjadi responden penelitian ini.

Metro, 2019

Peneliti

Responden

  
Farida Nur Laily

NPM. 14121357

  
Gesty Ayu Setya Ningrum



## B. Pedoman Wawancara

1. Do you know what is introduction in undergraduate thesis?

Yes, I do

Introduction in undergraduate thesis is the first chapter that make the reader easy to know the problem of the research and able to answer the question why the research was conducted.

2. Do you know the elements in introduction on the undergraduate thesis?

Yes, of course I know, I write in introduction based on the element. the element of introduction are background of study, focus of study, problem limitation problem formulation, and objective and benefit of study.

Writing format to write introduction be able to see in the book instruction of the university.

3. Do you find any difficulties in writing introduction on the undergraduate thesis?

Yes, I do

4. What are the difficulties that you faced in writing introduction on the undergraduate thesis? Please mention them!

The difficulties are. I think. From the deadline less accuracy and urfocus when write urgraduate thesis.

5. Do you know what is error in writing? Please explain it!

Error writing is the error that occur in writing. Such as in the format of writing, grammar, etc.

6. What types of errors do you know in writing? Please mention it!

There are 4 main types of mistakes in written language: Spelling punctuation, grammar, and usage.

7. What is the definition of Omission? Please give me one exmaple!

Omission is the act of omitting a word of grammatical element.

ex: teacher not here (omite word 'is')

8. What is the definition of Addition? Please give me one example!

- addition is the action or process of adding something to something else.

ex: the soil is greatly improve by the addition of compost.

9. What is the definition of Misformation? Please give me one example!

Misinformation is a mistake in using the form language in to other grammar forms.

- My father and my mother was watching tv

10. What is the definition of Misordering? Please give me one example!

Misordering is the mistakes of placing word in improper order

ex: there they sit together.



## LEMBAR PERSETUJUAN RESPONDEN

Kiranya membutuhkan informasi lebih lanjut mengenai penelitian ini, maka yang bertanda tangan di bawah ini:

Nama : Retno Ayu Minda  
Pekerjaan :  
Program Studi : Tadris Bahasa Inggris  
No. HP :

Memberikan persetujuan untuk menjadi responden dalam penelitian yang berjudul "An Analysis of Students' Errors in Writing Introduction on The Undergraduate Thesis of English Education Department of IAIN Metro 2017" yang akan dilakukan oleh Farida Nur Laily, mahasiswi Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Metro.

Telah dijelaskan bahwa jawaban wawancara ini hanya digunakan untuk keperluan penelitian dan secara suka rela bersedia menjadi responden penelitian ini.

Metro, 2019

Peneliti

Responden



Farida Nur Laily

NPM. 14121357



Retno Ayu Minda

## B. Pedoman Wawancara

1. Do you know what is introduction in undergraduate thesis?

Yes, I do.

2. Do you know the elements in introduction on the undergraduate thesis?

Yes, I know.

More or less. I have written based on the elements.

3. Do you find any difficulties in writing introduction on the undergraduate thesis?

No, I do not.

4. What are the difficulties that you faced in writing introduction on the undergraduate thesis? Please mention them!

1. The students have limited vocabularies, so they cannot express their ideas correctly.

2. The students have low understanding in grammar structure.

✱

5. Do you know what is error in writing? Please explain it!

Error is when someone knows what the right <sup>is</sup> but they still made ~~a~~ a wrong.

6. What types of errors do you know in writing? Please mention it!

There are 4 types of errors, such as:

1. Omission

2. Addition

3. Misformation

4. Misordering

7. What is the definition of Omission? Please give me one example!

Omission is an absence of something that must appear in word or sentence.

for example: Susi eat fried rice

it should be: Susi eats fried rice.

8. What is the definition of Addition? Please give me one example!

Addition is a presence of something that must not appear.

for example : Susi doesn't wants to study.

It should be : Susi doesn't want to study.

9. What is the definition of Misformation? Please give me one example!

Misformation is the use of wrong morpheme.

for example : We ~~are~~ play with childs

It should be : we play with children

10. What is the definition of Misordering? Please give me one example!

Misordering is a false placement of morpheme.

for example : I want to know who are you.

It should be : I want to know who you are.

## LEMBAR PERSETUJUAN RESPONDEN

Kiranya membutuhkan informasi lebih lanjut mengenai penelitian ini, maka yang bertanda tangan di bawah ini:

Nama : Deni Chania Holiso  
Pekerjaan :  
Program Studi : Tadris Bahasa Inggris  
No. HP :

Memberikan persetujuan untuk menjadi responden dalam penelitian yang berjudul "An Analysis of Students' Errors in Writing Introduction on The Undergraduate Thesis of English Education Department of IAIN Metro 2017" yang akan dilakukan oleh Farida Nur Laily, mahasiswi Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Metro.

Telah dijelaskan bahwa jawaban wawancara ini hanya digunakan untuk keperluan penelitian dan secara suka rela bersedia menjadi responden penelitian ini.

Metro, 2019

Peneliti

Responden



Farida Nur Laily

NPM. 14121357



---



## B. Pedoman Wawancara

1. Do you know what is introduction in undergraduate thesis?

Yes, Introduction in Undergraduate thesis is the first  
Chapter that show the reason of the research

2. Do you know the elements in introduction on the undergraduate thesis?

Yes, of course I know, I write it based on the  
elements in introduction. The elements of introduction  
are background of study, focus of study, problem  
limitation, problem formulation and objective and benefit  
of research

3. Do you find any difficulties in writing introduction on the undergraduate thesis?

Yes, I do

4. What are the difficulties that you faced in writing introduction on the undergraduate thesis? Please mention them!

The difficulties are I think from the deadline  
accuracy and Unfocus when write Undergraduate thesis

5. Do you know what is error in writing? Please explain it!

Yes, error in writing is the error that occur in  
writing such as in the format of writing, grammar,  
and ect.

6. What types of errors do you know in writing? Please mention it!

There are some types of mistake in written  
language such as spelling, grammar, punctuation

7. What is the definition of Omission? Please give me one example!

Omission is the act of omitting a word  
ex: I knew she didn't want to help me  
(that she)

8. What is the definition of Addition? Please give me one example!

addition is a component that is added to something to improve it.

ex: She is smart girl moreover she is beautiful girl

9. What is the definition of Misformation? Please give me one example!

Misformation is a mistake in using the form language into other grammar forms

ex: My father and my mother was watching tv

10. What is the definition of Misordering? Please give me one example!

Misordering is the mistake of placing word in improper order

ex: there they meet together.



## LEMBAR PERSETUJUAN RESPONDEN

Kiranya membutuhkan informasi lebih lanjut mengenai penelitian ini, maka yang bertanda tangan di bawah ini:

Nama : Luthfi Huriyana  
Pekerjaan :  
Program Studi : Tadris Bahasa Inggris  
No. HP :

Memberikan persetujuan untuk menjadi responden dalam penelitian yang berjudul "An Analysis of Students' Errors in Writing Introduction on The Undergraduate Thesis of English Education Department of IAIN Metro 2017" yang akan dilakukan oleh Farida Nur Laily, mahasiswi Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Metro.

Telah dijelaskan bahwa jawaban wawancara ini hanya digunakan untuk keperluan penelitian dan secara suka rela bersedia menjadi responden penelitian ini.


Metro, 2019

Peneliti

Responden

  
Farida Nur Laily

NPM. 14121357

  
Luthfi Huriyana

## B. Pedoman Wawancara

1. Do you know what is introduction in undergraduate thesis?

Yes, Introduction in undergraduated thesis is the first chapter of undergraduate thesis

2. Do you know the elements in introduction on the undergraduate thesis?

Yes, I write the based on the elements

3. Do you find any difficulties in writing introduction on the undergraduate thesis?

Yes, I find it

4. What are the difficulties that you faced in writing introduction on the undergraduate thesis? Please mention them!

The difficulties are grammatical structure and elements of introduction

5. Do you know what is error in writing? Please explain it!

Yes, error in writing, it make some mistake about grammatical structure or mechanism of writing

6. What types of errors do you know in writing? Please mention it!

I don't know

7. What is the definition of Omission? Please give me one exmaple!

Omission is an action deleted word

E.g : That's mine  $\Rightarrow$  That is mine

I'll be there  $\Rightarrow$  I will be there

8. What is the definition of Addition? Please give me one example!

Addition is ~~an~~ process add something wrong

E.g : She doesn't know the material

9. What is the definition of Misformation? Please give me one example!

Misformation is an ~~action~~ action making mistake about  
grammatical

Example : I seen her Yesterday

10. What is the definition of Misordering? Please give me one example!

Misordering is an action that ~~is~~ ~~it~~ misplaces  
elements of language.

Example : He every time takes his breakfast





*The writer was doing an interview with the student 1.*



*The writer was doing an interview with the students 2.*



*The writer was doing an interview with the student 3.*



*The writer was doing an interview with the student 4.*



*The writer was doing an interview with the student 5.*





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

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47298 Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) e-mail: [iaim@metrouniv.ac.id](mailto:iaim@metrouniv.ac.id)

Nomor : B-0 /In.28.1/J/PP.00.9/1/2019  
Lamp : -  
Hal : **BIMBINGAN SKRIPSI**

11 Januari 2019

Kepada Yth:

1. Drs. Kuryani, M.Pd (Pembimbing I)
  2. Trisna Dinillah Harya, M.Pd (Pembimbing II)
- Dosen Pembimbing Skripsi  
Di -  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Farida Nur Laily  
NPM : 14121357  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : An Analysis Of Students' Errors In Writing Introduction On The Undergraduate Thesis Of English Education Departement Of IAIN Metro 2017

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
  - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
  - a. Pendahuluan  $\pm$  1/6 bagian
  - b. Isi  $\pm$  2/3 bagian
  - c. Penutup  $\pm$  1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Ketua Jurusan TBI,  
  
A. Subhan Roza, M.Pd  
NIP. 19750610 2008011014





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

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

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

Nomor : B-0869/In.28.1/J/TL.00/03/2018  
Lampiran : -  
Perihal : **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 : FARIDA NUR LAILY  
NPM : 14121357  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : AN ERROR ANALYSIS OF WORD CLASS ON THE ABSTRACT OF  
NIZHAM JOURNAL OF ISLAMIC STUDY IN STATE ISLAMIC  
COLLEGE (STAIN) METRO IN 2015

untuk melakukan *pra-survey* di IAIN METRO

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 13 Maret 2018

Ketua Jurusan  
Pendidikan Bahasa Inggris



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  
Telp. (0725) 41507; Faksimili (0725) 47296; Website: [www.pustaka.metrouniv.ac.id](http://www.pustaka.metrouniv.ac.id); E-mail:  
[pustaka.iaim@metrouniv.ac.id](mailto:pustaka.iaim@metrouniv.ac.id)

**SURAT KETERANGAN IZIN PRA-SURVEY**

**Nomor : P.9/In.28/S/OT.01/09/2018**

Berdasarkan Surat Tugas Nomor : B-0869/In.28.1/J/TL.00/03/2018 tanggal 13 Maret 2018 tentang Permohonan izin pra-survey penelitian di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

Nama : Farida Nur Laily  
NPM : 14121357  
Semester : 9 (Sembilan)  
Jurusan : Tadris Bahasa Inggris

Untuk mengadakan pra-survey penelitian yang berjudul : "An Error Analysis of Word Class on The Abstract of Nizham Journal of Islamic Study in State Islamic College (STAIN) Metro in 2015" di Perpustakaan IAIN Metro.

Demikian surat izin pra-survey penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 02 September 2018

Kepala Perpustakaan  
  
Drs. Mukhtaridi Sudin, M.Pd.  
NIP. 195808311981031001



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) 47295; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**SURAT TUGAS**

Nomor: B-0493/In.28/D.1/TL.01/02/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,  
menugaskan kepada saudara:

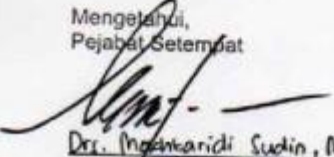
Nama : FARIDA NUR LAILY  
NPM : 14121357  
Semester : 10 (Sepuluh)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di FTIK IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS ERRORS IN WRITING INTRODUCTION ON THE UNDERGRADUATE THESIS OF ENGLISH EDUCATION DEPARTMENT OF IAIN METRO 2017".
  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 : 11 Februari 2019

Mengeluhi,  
Pejabat Setempat

  
Dr. Muhammad Sudi, M.Pd.  
NIP. 19608311281031001

Wakil Dekan I,

  
Dra. Isti Fatonah MA  
NIP. 19670531 199303 2 003



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

Jalan Ki. Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111  
Telepon: (0725) 41507; Faksimili: (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

Nomor : B-0494/In.28/D.1/TL.00/02/2019  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
DEKAN FTIK IAIN METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-0493/In.28/D.1/TL.01/02/2019, tanggal 11 Februari 2019 atas nama saudara:

Nama : **FARIDA NUR LAILY**  
NPM : 14121357  
Semester : 10 (Sepuluh)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di FTIK IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS ERRORS IN WRITING INTRODUCTION ON THE UNDERGRADUATE THESIS OF ENGLISH EDUCATION DEPARTMENT OF IAIN METRO 2017".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 11 Februari 2019  
Wakil Dekan I,

**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003 }



**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

Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.pustaka.metrouniv.ac.id](http://www.pustaka.metrouniv.ac.id); e-mail: [pustaka.iain@metrouniv.ac.id](mailto:pustaka.iain@metrouniv.ac.id)

**SURAT KETERANGAN IZIN RISET**

**Nomor : P.15/In.28/S/OT.01/05/2019**

Berdasarkan Surat Tugas Nomor : B-0493/In.28/D.1/TL.01/02/2019 tanggal 11 Februari 2019 tentang Permohonan izin riset penelitian di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

Nama : Farida Nur Laily  
NPM : 14121357  
Semester : 10 (Sepuluh)  
Jurusan : Tadris Bahasa Inggris

Untuk mengadakan riset penelitian yang berjudul : "An Analysis of Students Errors in Writing Introduction on The Undergraduate Thesis of English Education Departement of IAIN Metro 2017" di Perpustakaan IAIN Metro.

Demikian surat izin riset penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 27 Mei 2019  
Kepala Perpustakaan,

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



### SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Farida Nur Laily

NPM : 14121357

Fakultas : FTIK

Angkatan : 2014

Telah menyerahkan buku berjudul : *A New Agenda for Research in Educational Leadership*.

Metro, 30 April 2015

Ketua Jurusan TBI



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

### SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Farida Nur Laily

NPM : 14121357

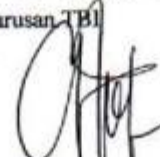
Fakultas : FTIK

Angkatan : 2014

Telah menyerahkan buku berjudul : *A New Agenda for Research in Educational Leadership*.

Metro, 30 April 2015

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](http://digilib.metrouniv.ac.id); [pustaka.iain@metrouniv.ac.id](mailto:pustaka.iain@metrouniv.ac.id)

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-242/In.28/S/OT.01/05/2019**

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


Nama : Farida Nur Laili  
NPM : 14121357  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14121357.

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, 02 Mei 2019  
Kepala Perpustakaan

  
Drs. Mokhtadi Sudin, M.Pd.  
NIP. 195805311981031001



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

Jalan Ki. Hajar Dewantara Kampus 15A Iningmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507; Faksimili (0725) 47296;  
Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [lainmetro@metrouniv.ac.id](mailto:lainmetro@metrouniv.ac.id)

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

Nama : Farida Nur Laily  
NPM : 14121357

Jurusan/Fakultas : TBI/FTIK  
Semester/TA : X/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1.	Selasa, 22/01 2019		✓	Revise Instrumen dan Interview sheet.	<i>farida</i>
2.	Selasa 25/1-19.		✓	Acc Instrument.	<i>farida</i>

Mengetahui,  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610 200801 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

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

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

Nama : Farida Nur Laily  
NPM : 14121357

Jurusan/Fakultas : TBI/FTIK  
Semester/TA : X/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	31/01-2019	✓		Revisi IPD.	Farida
2.	7/02-2019	✓		ACC IPD.	Farida

Mengetahui,  
Ketua Jurusan TBI

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

Dosen Pembimbing I

Drs. Kuryani, M.Pd  
NIP. 19620215 199503 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jalan Ki. Hajar Dewantara Kampus 15A Inringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296;  
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Farida Nur Laily  
NPM : 14121357

Jurusan/Fakultas : TBI/FTIK  
Semester/TA : X/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1.	Rabu, 22/04 2019			Revisi ch. IV	
2.	Rabu, 19/06 2019			Revisi Struktur.	
3.	Rabu 28/06-19			ACC Ch. III & IV	

Mengetahui,  
Ketua Jurusan TBI

Ahmad Subhan Boza, 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

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](http://www.tarbiyah.metrouniv.ac.id), e-mail: [tarbiyah.ian@metrouniv.ac.id](mailto:tarbiyah.ian@metrouniv.ac.id)

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

Nama : Farida Nur Laily  
NPM : 14121357

Jurusan : TBI  
Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	26/06/2019	-		Foto & kisi ketenaga Revisi Bab IV	
2	28/06/2019	✓		Revisi Bab IV & V	
3	01/07/2019	✓		Acc Bab IV & V Aer Monev	

Mengetahui  
Ketua Jurusan TBI

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

Dosen Pembimbing I

**Drs. Kuryani, M.Pd**  
NIP. 19620215 199503 1 001

## **CURRICULUM VITAE**



The name of the writer is Farida Nur Laily. She was born in Gayau Sakti, Central Lampung on March 14, 1997. She is first child in her family. Her parents are Mr. Suyitno and Mrs. Sri Wahyuni. The writer began her study at MI Jauharotul Mualimin at her village and finished her study in 2008. Then, she continued her study in MTs Jauharotul Mualimin and graduated in 2011. After that, she continued her study in MAN 1 Metro Lampung Timur and finished in 2014. And the last on 2014 she continued her study in State Institute For Islamic Studies of Metro, purely at S1 English Education Department (Tadris Bahasa Inggris).