

AN UNDERGRADUATE THESIS

**AN ANALYSIS ON USING ADJECTIVE WORD ORDER
IN UNDERGRADUTE THESIS OF ENGLISH
EDUCATION DEPARTMENT STUDENTS
AT STATE INSTITUTE FOR ISLAMIC
STUDIES OF METRO**

**By:
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**Tarbiyah And Teacher Training Faculty
English Education Department**



STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1440 H / 2018 M

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Presented as a Partial Fulfillment of The Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Study Department

By:
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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.

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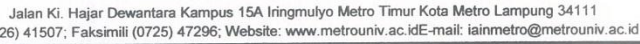
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**AN ANALYSIS ON USING ADJECTIVE WORD ORDER IN
UNDERGRADUATE THESIS OF ENGLISH EDUCATION
DEPARTMENT STUDENTS AT STATE INSTITUTE
FOR ISLAMIC STUDIES OF METRO**

**ABSTRACT
BY
NUR ALPI ANDAYANI**

The purpose of this research to understand and explain about using adjective word order which found on the abstract in the undergraduate thesis made by students in English Education Department, and to know the dominant type of using adjective word order.

This research is qualitative research. The data collected through observation and documentation. Additionally this research applied Creswell's model, according to Creswell, there are six step of data analysis technique namely; Organizing and preparing the data for analysis, reading through all the data, coding process, grouping the data, displaying, and interpreting. In this research, the researcher took 10 abstracts in undergraduate thesis.

The result of the research show that the type of adjective word order are 295 words of determiner (51%), 62 opinions (11%), 13 words that describe about size (2%), 17 words of age (3%), 2 shapes (0,3%), 9 words for nationality (1,5%) and 175 words that describe about noun as the adjective (30%). The conclusion, the dominant type that used by students is *determiner* in writing, especially in undergraduate thesis.

Keyword : adjective word order, undergraduate thesis, qualitative research

**ANALISIS PENGGUNAAN URUTAN KATA SIFAT YANG TERDAPAT
PADA SKRIPSI MAHASISWA TADRIS BAHASA INGGRIS DI
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO**

**ABSTRAK
OLEH
NUR ALPI ANDAYANI**

Tujuan penelitian ini adalah untuk memahami dan menjelaskan tentang penggunaan urutan kata sifat yang ditemukan di dalam abstrak di skripsi yang dibuat oleh mahasiswa pendidikan bahasa inggris, dan untuk mengetahui tipe dominan yang digunakan dalam penggunaan urutan kata sifat.

Penelitian ini adalah penelitian kualitatif. Pengumpulan data melalui observasi dan dokumentasi. Selain itu, penelitian ini menerapkan model dari Creswell. Menurut Creswell, ada enam langkah dalam teknik analisis data yaitu; mengatur dan menyiapkan data untuk dianalisis, membaca seluruh data, proses penandaan, mengelompokkan data, menampilkan dan menginterpretasikan. Dalam penelitian ini, peneliti mengambil 10 abstrak di skripsi.

Hasil dari penelitian menunjukkan bahwa tipe penggunaan kata sifat adalah 295 kata penentu (51%), 62 opini (11%), 13 kata yang mendeskripsikan tentang ukuran (2%), 17 kata dari usia (3%), 2 bentuk (0,3%), 9 kata untuk jenis kebangsaan (1,5%) and 175 kata yang mendeskripsikan tentang noun yang berfungsi sebagai kata sifat (30%). Sebagai penutup, tipe dominan yang digunakan oleh mahasiswa adalah kata penentu dalam tulisan, khususnya di dalam skripsi.

Kata kunci : urutan kata sifat, skripsi, penelitian kualitatif

STATEMENT OF RESEARCH ORIGINALITY

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

Metro, December 2018

The writer



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

Metro, Desember 2018

Penulis



Nur Alpi Andayani
NPM.14121877

MOTTO

فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ ﴿٧﴾

Then Shall Anyone Who Has Done An Atom's Weight Of Good, See It!

(Q.S Al-Zalzalah 99:7)

DEDICATION PAGE

This undergraduate thesis is dedicated to: My beloved family, father (alm) Mr. Alip, mother Mrs. Lutini , my sister Diyah Fitriyaningrum who always support me in their perfect love. Thanks for everything that the smile and advice you bring to me is nothing compare.

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Thanks to Allah, who that has given the researcher blessing and mercies, so I can finish my undergraduate thesis entitled “An Analysis on Using Adjective Word Order in Undergraduate Thesis abstract at The State Institute for Islamic Studies of Metro”.

First of all, the writer would like to express thanks to Mrs.Dr. Hj. Akla, M.Pd as the dean of IAIN Metro. Secondly, the reseacher says thanks to Mr. Ahmad Subhan Roza, M.Pd as the head of english education department. After that the resecher also give thanks to Mr. Dr. Mahrus As’ad, M.Ag as the first advisor who has contributed his expertise and idea to assist the researcher. The researcher also wishes to express this thank fullness to Mr. Ahmad Subhan Roza, M.Pd as the second advisor who has given his knowledge and experience in finishing this undergraduate thesis. The researcher also gives thanks to all family and friends who have given support and spirit, so the writer could finish this undergraduate thesis.

Finally, the researcher welcomes any suggestion and critic for the improvement of this undergraduate thesis and hopefully this paper will be useful for myself and all the readers.

Metro, December 2018
The researcher

Nur Alpi Andayani
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CHAPTER I

INTRODUCTION

A. Background of Study

Language is the system of communication that uses signal and symbol in form of written and spoken. People can be able to do communication and to do social contact with other people with language. Language is a form of social interaction; therefore, knowledge of commonalities and differences in communication styles and strategies between cultures is worthwhile, even necessary, for both students and teachers.¹ Based on the definition above, every language has similarities and differences styles, it is important to learn a language, especially foreign language.

As we know that language is important to do communication. Generally, the statue of language in a country is divided to first language, second language, foreign language, mother tongue. English is one of the international languages that uses in many countries. If someone will visit to other country and he cannot speak in language of the country, he can use English language to communicate. It means that without mastering

¹ Joy M. Reid, *Teaching ESL Writing*, (United States of America:Prentice Hall Regents, 1993), p.49.

English language, people can get the problems to understand what people mean in different language.

Besides that, English in Indonesia is a foreign language. The Indonesian government has decided that English should be taught at school. In Indonesia, English language should be learnt in junior high school, senior high school or vocation high school, and even in university. In addition, some elementary schools have English language subject. The teaching process in education levels is based on the rule that is stated by the government in Permendikbud number 68-69 2013.

At a University especially English Education Department, English teaching is quite different because it is more specific than others. What the students get from the University is related to their future profession that will help them to cope with the real working situations. English is often required for academic study and career progression.

Furthermore, English language has four basic skills, namely: speaking, writing, reading, and listening. The skills are divided into two categories, namely productive skills (speaking and writing) and receptive skills (reading and listening).² Beside four skills, English language has sub-skills, such as: grammar, vocabulary, pronunciation, and so on. Grammar is one of the sub-skills that should be mastered in English learning by the

²Kethelin M. Bailey, *Practical Guide To The Teaching English*, (New York: Mc Graw Hill, 1975), P.2

students. As Hans p. Guth says that grammar is the system by which words combine to convey ideas and information.³

In English grammar, words are divided into nine classes called part of speech. They are article, noun, pronoun, adjective, adverb, very, conjunction, preposition, and interjection. The research would be focused on adjective. Adjective is a word that modifies or describes a noun and pronoun. English grammar is different from Indonesian grammar.

An abstract is the summary of a thesis or a scientific paper. The abstract presents the beginning of the thesis; it means that abstract is the introduction in the sense of the preface, preamble, or advance organizer of thesis. In addition, the abstract resents all the major elements what, why, how and so on.

Based on the explanation above, the researcher is interested to analyze of adjective word order in the abstract. The researcher gets the data of adjective word order on abstract result from analyzing several abstract in Undergraduate Thesis at State Institute for Islamic Studies of Metro. It can be seen from the example below:

³Hans p. Guth, *Concise English Handbook*, (USA: Wadsworth Publishing Company, inc, 1969), 2nd Edition, , p.1

ABSTRACT

By: AT

The main purpose of this research was to investigate the students' writing skill at SMA N 1 Punggur Central Lampung which was found in writing descriptive text and to know what extend of the clustering technique could help the students in learning process. The writer tried to attest that clustering technique could be one of a teaching technique to improve the students' writing skill especially in descriptive text...

Based on the data pra-survey above, the reseacher found that 9 words as determiners, 7 words are articles “the” and “a” and 2 as possesive pronoun “students”. Word “main” in the phrase “the main purpose” is opinion. “**central** Lampung” is national and the last the words “writing”, “descriptive”, “clustering”, and “teaching” are the nouns that have the fungtion as adjective.

ABSTRACT

By: RW

Reading is one of the important ways to improve general language comprehension in English. It takes on a very significant role in teaching English as a foreign language. By reading, students can get the information and expand the knowledge. But, there were many students who still found difficulties in comprehend the text in reading. And to improve students' reading comprehension ability, researchers used written retelling strategy (WRS) in the learning process.

Based on the data pra-survey above, the researcher took the first paragraph of abstract that written by RW. In this process, the researcher found some adjective that describe the noun. First phrase “**the** important”, the word the as determiner. The second phrase “**general language** comprehension”, the word “general” is as opinion and word “language” show that the noun that describe another noun. 9 words are determiners, 7 words are article, 1 possessive and 1 word amount. 2 words show opinion, and 4 words show that the nouns is as adjective.

The example above can be inferred that 10 undergraduate thesis used adjective word order in the sentence. Based on the data showed that many abstract in undergraduate thesis used adjective word order.

To sum up, Due to the fact that adjective is very important in learning English, the researcher is interested to analyze on using adjective word order in undergraduate thesis of English education department students at State Institute for Islamic Studies of Metro.

B. Focus of the Study

In this research, the researcher focuses on an analysis on using adjective word order in undergraduate thesis of English education department students at State Institute for Islamic Studies of Metro.

1. Problem limitation

In order to get focus in conducting this study, the researcher limits the scope of the study to analyze the 10 abstracts of undergraduate thesis at State Institute for Islamic Studies of Metro.

2. Research Question

Based on the statement above, the research questions are:

- a. What are the types of adjective word order in undergraduate thesis of English education department students at State Institute for Islamic Studies of Metro?
- b. Why are the dominant types of adjective word order in undergraduate thesis of English education department students at State Institute for Islamic Studies of Metro?

C. Objective and Benefit of Study

1. Objective of the study

- a) To know what the types of adjective word order in undergraduate thesis of English education department students at State Institute for Islamic Studies of Metro.
- b) To know the dominant types of adjective word order in undergraduate thesis of English education department students at State Institute for Islamic Studies of Metro

2. Benefit of the study

a. For students

Theoretically, it is as information to students and knows the use of adjective word order in undergraduate thesis of English education department students at State Institute for Islamic Studies of Metro.

b. For the lecturer

The result of study gives the information about the errors that student make, so the lecturer can help the student in solving the problem on using adjective word order.

c. For further researcher

This research adds the reference for other researchers who are interested in analyzing the grammatical errors on using adjective word order on their research later.

D. Prior Research

To see the difference between this research and other prior research, the researcher refers to some researches that are related with the issue of adjective. Based on the research conducted on 2013 by Sari Cahyani, Bambang Wijaya, And Zainal Arifin from Tanjungpura University, Pontianak entitled An Analysis of Students' Grammatical Errors In Indonesian-English Translation. From this research, it can conclude that the research is focused on the error in using noun phrase,

verb phrase, adjective phrase, and adverb phrase that mostly made by the fifth semester students in their Indonesian – English translation. This examined the use order of adjective in the noun phrase. The sample of this research was 36 students. The result of this study showed there were about 222 errors in student's translation. The numbers of error in noun phrase was 122 (54.95%), verb phrase was 89 (40.09%), adjective phrase was 11 (4.96%), and adverb phrase was zero. Based on that calculation, the most frequency error made by the students was error the use order of adjective in noun phrase.⁴

Furthermore, the undergraduate thesis conducted on October 2015 by Titik Kurniawati from Muhammadiyah University of Surakarta entitled Error In Translating Indonesian Noun Phrases Into English Made By Second Semester Students Of English Education Department In Muhammadiyah University Of Surakarta 2014/2015 Academic Year. This research is focused on errors made by students in their translating Indonesian noun phrases made by second semester students of English education department in Muhammadiyah university of Surakarta 2014/2015 academic year. She found 746 data; there are two classifications of error based on the combination of linguistic category and surface strategy taxonomy. They are lexical error consists of 64 errors. The errors classified into three errors, there are misselection 14, 92%, the use of Indonesian words 2, 45%, and wrong spelling 2, 14%. The second

⁴ Sari Cahyani, Bambang Wijaya, Zainal Arifin, *An Analysis Of Students' Grammatical Errors In Indonesian-English Translation*, (Pontianak: Tanjungpura University, 2013)

is grammar error consists of 262 errors. The error classified into six errors, they are missordering 20, 85%, combination of v1+n instead of v ing + noun 9,5%, combination of n+n instead of n+ving 14,41%, combination of n+n instead of v3+n 11,96%, combination of n+n instead of n+v3 13, 80%, and combination of n+n instead of n+preposition+n 9, 81%. Based on the result, the research has the problem in combination the word in the noun phrase.⁵

In addition, the research conducted on August 2010 by Wisnu Aji Dharma from Semarang State University entitles Error Analysis on The Use of Noun Phrase. The students' errors were classified into three categories. Those were head errors, pre-modifier errors, and post-modifier errors. Head errors are errors that related to wrong placement of head of noun phrases and wrong from of noun. While for pre-modifier errors the researcher divided them into 3 types of errors. There are determiner errors, enumerator errors and adjective errors. In brief, the error is in the using of pre-modifier on noun phrase and one of the types is adjective errors.⁶

Based on the previous studies, the researcher continues the previous research that written by Sari Cahyani and friends, Titik Kurniawati, and Wisnu Aji Dharma that only talk about noun phrase in general. In this process, the researcher is more specific than previous researcher to analyze the adjective word order in noun phrase. The

⁵TitikKurniawati, *Error In Translating Indonesian Noun Phrases Into English Made By Second Semester Students Of English Education Department In Muhammadiyah University Of Surakarta 2014/2015 Academic Year*, (Surakarta: Muhammadiyah University,2015)

⁶WisnuAji Dharma, *Error Analysis on The Use of Noun Phrase*, (Semarang: Semarang State University, 2010)

researcher conducts the research that entitles “An Analysis on Using Adjective Word Order in Undergraduate Thesis of English Education Department Students at State Institute for Islamic Studies of Metro”. In this case, the researcher investigates the using adjective word order in undergraduate thesis abstract. The position of research is as the beginning research that analyzes the adjective. The difference among this research and above prior researches is this more focuses to analyze the use of adjective word order in undergraduate thesis of English education department students at State Institute for Islamic Studies of Metro.

CHAPTER II

THEORICAL REVIEW

A. The Concept of Adjective word order

1. The Definition Adjective

According to Andrea DeCapua, adjectives are generally easily identified on the basis of their inherent characteristic of describing nouns.⁷ Howard added that Adjectives describe nouns and pronouns. They give you more information about people, places, and things.⁸ Basically, adjective has the function to describing noun and pronoun such as: thing, place, and people.

Usually, the position of adjective is in front of noun that it is described. It is called attributive function. For instance: The *big black* book is mine. The words “big and black” are adjective. The sentence is mean that the book that big and has the black color is mine.

2. The Type of Adjective word orders

Andrea DeCapua states that the order of adjectives in English is not random; different types of adjectives occur in a certain order. The exception to this is with adjectives of general description and those of

⁷ Andrea Decapua, *Grammar For Teachers*, (New York: Springer, 2008), P.84

⁸ Howard Sargeant, *Basic English*, (USA: Saddleback Education Publishing, 2007), P.32

physical state (size, shape, color), where their order may be reversed.⁹In other word, adjective in English has special rule or order word itself.

When adjective comes before the noun, they usually have a particular order, for instance: *the beautiful young lady*, not *the young beautiful lady*; *a small white bag*, not *a white small bag*. The rules for adjective word order are very complicated, and different grammars disagree about the details.¹⁰

A single noun can be described as a list of adjectives. When two or more adjectives are used to modify a noun, it is important to know about the order of adjective. According to Ramsey and Jane, the order of adjectives in the following below¹¹:

1. Determiners

Determiners are the words placed in front of a noun to make it clear what the noun refers to. Usually, determiners come at the beginning of noun phrase. The determiners divided into: articles (a, the), demonstratives (this, that, those, and these), and possessives (her, my, Muhammad's, students'), amounts (one, two, three, many, a few), order (first, second, next, last), for

⁹ Andrea Decapuea, *Grammar For Teachers*, P. 94

¹⁰ Michael Swan, *Practical English Usage*, (UK: Oxford University Press, 1995), P.8

¹¹ H. Ramsey Fowler and Jane E.Aaron, *The Little, Brown Handbook*, (USA: Longman, 2007), P.320

example: *the* flowers, *much* money, *Alpi's* home, *students'* class and so on

2. Coordinate adjectives/opinion

Coordinate adjective is the word that describe the subjective evaluations or personal opinions, for example: *nice* taste, *nasty* boy, *beautiful* woman, etc.

3. Adjectives describing size

Size is the relative extent of the something. It looks like *big* body, *little* girl, *tiny* income and so on.

4. Adjectives describing age

Age is the length of time that a person has lived. For example: *young* sister, *old* man, and *ancient* teacher.

5. Adjectives describing shape

Shape is a geometric figure such as: *long* hair, *short* body, *square* box, *triangle* sign.

6. Adjectives describing color

As we know, many color is known by us such as: *black* skin, *green* leave, *blue* eyes, *violet* grape, and so on.

7. Adjectives describing nationality

Nationality is called place of origin. For example: *American* tourist, *Indonesian* food, *French* style, and *Japanese* people.

8. Adjectives describing material

Material is the matter that it is made. For example: *gold* ring, *silver* button, etc.

9. Nouns functioning as adjectives

Sometimes English uses a noun to describe another noun.

In that case, the first noun "acts as" an adjective and the noun that has the function as the adjective always come first before another noun, for example: *cardboard* box, *history* teacher, *love* story, etc.

The participle (present and past) can be *used as* an adjective in many cases, in exactly the same way other adjectives would be used. These are used in a slightly different way from normal adjectives, for example: the *puzzling* mystery, *bored* situation, a very interesting book, and others.

Based on the definition above, adjective word order divided into 9 and the researcher would analysis on using adjective word order based on this explanation above. Adjective word order is the one of part that has the important rule in the grammar.

B. The Concept of Scientific Writing

1. The Definition of Scientific Writing

According to Alice, academic writing is the kind of writing that are required for college or university, it differs from kind of rotting

such as personal, literary, journalistic, or business writing.¹² Academic writing is also known as scientific writing. Scientific writing is activity or process of exploring knowledge or science in written language.

There are three basic aspects to write a scientific writing effectively. There are though, structure, and style.¹³

a. Thought

It is a matter of having some interesting result and ideas to publish. It needs some new results to publish and the writer needs to be able to interpret them correctly.

b. Structure

It is putting the right things in the right place. It means that structure is an arrangement and organization of relations among elements or part of the sentence.

c. Style

It is a matter of choosing the fewest and most appropriate words and using the rules of good grammar. Proper style and correct grammar are essential to being taken seriously in writing.

In conclusion, it is obvious that a good scientific writing should be based on the ideas that the writer really understand. Then, the writer is also able to put the ideas and creates the right format of writing

¹² Alice Oshima and An Houge, *Writing English Academic*, (New York: Addison Wesley Longman) P.9

¹³ Jennifer Peat, *Scientific Writing Easy When You Know How*, (Sydney: BMJbooks, 2002) P.8-9

academically. Usually every university has own scientific writing guidance. Besides, the suitable words in use and good grammar must be applied in scientific writing.

2. Element of Scientific Writing

A good writing should completely contain its elements, include the scientific writing. The elements of the scientific research paper are:

a. Title

The title is the main point of the whole contents in the paper. It describes the content of the paper. It is the first part the readers see from the paper. It is located in over page, typed in capital letters. The title should be appropriate for the intended audience. The purpose of title is to attract readers interested in this field of study. The importance of the title cannot be overstated as it is a major determinant of whether the paper will be read. It is the only aspect of the article that appears in tables of contents and in many of the data bases used for literature searches.

b. Abstract

It is summary of the paper; it contains general description of every research. It is located before the introduction of the paper. It is giving the reader a "preview" of what is to come. It means that abstract is provided a brief summary of the paper.

c. Introduction

This is to establish the need for the research and the credibility of the researchers to do it. The introduction summarizes the relevant literature so that the reader will understand why you were interested in conducting the research in your chosen problem. Introduction has the function to provide the reader with background on the research described in the paper.

d. Methods

It is the methods that are used by the researcher in conducting his research. Like collecting data, the researcher's role, validating ways, etc. The methods section serves two functions; to enable readers to evaluate the work performed and to permit readers to replicate the study if they desire to do.

e. Results

Result is output of research after it is conducted. In the paper it is usually written as conclusion. Manipulated data to make it look like you did more than the writer actually did should be avoided. the purpose of the result is to provide the data collected.

f. Discussion

This element contains explanation of the problem which is researched. This contains large explanation of the study. It is highlight of the most significant results not repetition of what the

writer has written in the results section. Discussion is the section provides the following information.

g. Conclusion

It is a separate section as is the introduction. How conclusion is presented depends on the research done and it to be drawn from the result of the research.

h. Reference Cited

Opinion of the expert that is cited by the researcher. It is used to empower the truth of the research. In the text, citing the literature should be in the appropriate places.¹⁴

To sum up, the element of scientific writing must be used by writer to make a good paper look like explanation above.

C. The Concept of Abstract

1. The Definition of Abstract

According to Gengshen and Yungzhen (n.d.) states an abstract is a stand-alone statement that briefly deliver the important information of a paper, article, book, or document; it presents the objective, methods, results, and conclusions of a study.¹⁵ In addition,

¹⁴Beth A. Fischer and Michael J. Zigmond, *Components Of A Research Article*, (2004), P.1-10

¹⁵Jennifer Peat, *Scientific Writing...*, P. 100

an abstract is the information that presents the object, method, result and conclusion of the research.

Meanwhile the American Psychological Association, an abstract is a brief, comprehensive summary of the contents of the article.¹⁶ It means that an abstract is the summary that it should be accurate, brief and specific.

Then, an abstract is a shortened version of the paper written for people who may never read the full version.¹⁷

Based on the expert, it can conclude that abstract is the summary or short version of the paper, article, book, or document that presents the object, method, result, and conclusion of the study. The abstract is made for someone may never read the all about the paper.

According to Gengshen and Yungzhen an abstract should show at least four linguistics features:¹⁸

a. Limited length

An abstract is miniature of the paper with strictly limited number of words. It is about 200-450 words and typed in one space. The word “abstract” is bold typed and with capital letters.¹⁹

b. Category

¹⁶Ibid, P.99

¹⁷Vinci Da Leonardo, *Writing in English Group. Writing in English A Practical Handbook for Scientific and Technical Writers*, (2000), P.21

¹⁸*Ibid*, p.104-106

¹⁹ Pusat Penelitian dan Pengabdian Kepada Masyarakat (P3M). *Pedoman Penulisan Karya Ilmiah*. STAIN Jurai Siwo Metro.2010. p 17

Abstract can be classified into three categories, namely descriptive, informational and informational-indicative. Descriptive abstract usually states the general subject matter of the document that follows. Informational abstract highlights the findings and briefly but quantitatively. Informational-indicative abstract is combined from that specific information about the principal findings and results and general information about the rest of a document.

c. Complete content

Together with the title, the abstract must be adequate as an index to all the topics treated in the paper. A formal abstract should at least contain a statement of the problem, a statement of the approach to solve the problem, and the principal result.

d. Formalized Structure

A comparatively complete abstract usually consist of the three major parts:

1) Topic sentence

Some sentences frequently used as topic sentence:

- a) The purpose of this paper is...
- b) In this paper, we aim to...
- c) The chief aim of the present work is to investigate the features of...
- d) The primary goal of this paper is...

2) Supporting sentence

Useful sentence patterns used in supporting sentence include:

- a) The technique we applied is referred to as...
- b) The theory is characterized by...
- c) The method used in our study is known as...
- d) Detailed information has been required by the authors using...

3) Sentence pattern

Some useful sentence patterns to conclude the abstract are:

- a) In summing up it may be stated that...
- b) In conclusion, we state that...
- c) It is concluded that...

In summing up, the abstract is one of important part in the paper. The abstract has four linguistics features. There are Limited length, category, complete content, and formalized Structure.

D. The Concept of Analysis

1. The Definition of Analysis

Gorys Keraf said that analysis is a process to deception something in part that relevant others. Beside that, Komarudin stated analysis is a activity to think something totality become component so that can be able to know a sign of every component, the correlation

between others and the function of all component that is integrated.

While, Robert J. Schreiber analysis is reading a paragraph and arrange a signs in a message that delivered. In addition analysis is the classification and interpretation of linguistics (or Visual) material to make statements about implicit and explicit dimension and structure of meaning-making in the material and what is represented in it.²⁰

Based on the statement above, the researcher considers that analysis is a process to understand about something. Analysis use to know about element of component in a paragraph or phrase.

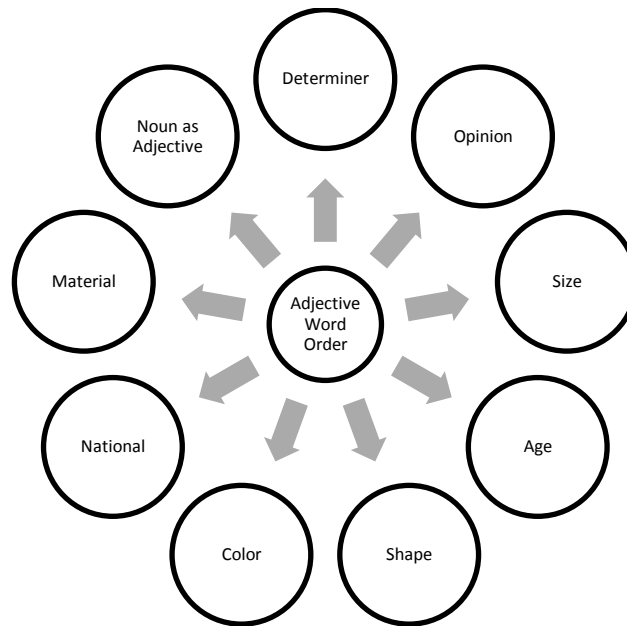
2. Theory of Analysis Adjective Word Order

In this process, the researcher use Ramsey and Jane's theory.

According to them, adjective word order divided into 9, the order of adjectives in the following below²¹:

²⁰ Uwe Flick, *Qualitative Data Analysis*, (London: Sage, 2014), p.5

²¹ H. Ramsey Fowler and Jane E. Aaron, *The Little, Brown Handbook*, (USA: Longman, 2007), P.320

Figure 1**Theory analysis of adjective word order**

Based on the figure of theory, the researcher gathers this theory to analyze adjective word order. The type of adjective word orders are determiner, opinion, size, age, shape, color, national, material and noun that has the function as the adjective. Finally, the researcher would practice this theory to analyze abstract on the undergraduate thesis in the State Institute for Islamic Studies of Metro.

CHAPTER III

RESEARCH METHODOLOGY

A. Types and Characteristics The Research

In this research, the researcher used qualitative research. According to Creswell, qualitative research was for exploring and understanding the meaning individual or group ascribed to social or human problem.²² In other words, qualitative researcher means investigating and understanding process in the social problem by individual or group. Besides that, according to P3M, qualitative was an observation that tries to discovering a holistically phenomenon by describing it with language non numeric in the context and scientific paradigm.²³ It means that qualitative focuses on the social phenomenon.

As a matter of fact, qualitative research was aimed to describe, to learn, and to explain the phenomenon in the social. The understanding of phenomenon can be reached by exploring and describing the problem. The researcher collect the current information, identify the problem, make comparison or make evaluation, and the researcher can learn from others' experience and prior research to establish decision.

Furthermore, the type of this research was a case study. Creswell said that a case study, in which the researcher explores in depth a

²² Jhon W. Creswell, *Research Desain: Qualitative, Quantitative, And Mixed Method Approaches*, (New Delhi: Sage Publication, 2003), 3rd Ed, P.4

²³ Pusat Penelitian Dan Pengabdian Kepala Masyarakat (P3M), *Pedoman Penulisan Karya Ilmiah*, (Stain Jurai Siwo Metro, 2010), P.20

program, event, and activity, was a process one or more individuals.²⁴In this stage, the researcher collected the information by exploring the activity, event, and program that done by myself on one particular setting, and on small social unit. The typical case study was an intensive investigation of one individual or particular small unit, such as: a school, a class, or a group.

The research would be conducted to explore the phenomenon about students' error. Therefore, the researcher decides to use qualitative approach to investigate and to analyze the undergraduate thesis. The research would be conducted in State Institute for Islamic Studies of Metro.

B. Data Source

Data source was distinguished into two overview nearly primary and secondary data.²⁵

1. Primary data was the data source that reveals the data immediately to the researcher. In this research, the primary data was the undergraduate thesis abstract at State Institute for Islamic Studies of Metro.
2. Secondary data was conducted from preliminary data such previous accumulated survey information, of an institution, statistics or documents. Moreover, secondary data was the data that did not reveal

²⁴ Jhon W. Creswell, *Research Desain*, P.15

²⁵ Sugiono, *Methode Penelitian Kuantitatif, Kualitatif Dan R&D*, (Bandung: Alfabeta, 2012), P.224

the data immediately to the researcher. The secondary data, the researcher would obtained by documentation method from books, articles, English dictionary, journal, and order supported documents that relate the research.

C. Data Collecting Method

In the research, the researcher used some instruments for collecting the data. The instruments for collecting the data were follows:

1. Observation

According to Creswell, observation occurred when the researcher took filed notes on the behavior and activities of individuals at the research site.²⁶ It means in the observation process, the researcher observed the participant in the behavior and activities directly to get the information. It makes observation more truthful in collecting data. Thus, the researcher applied observation to get the information. The researcher observed the participants and took the data from 10 abstracts of undergraduate thesis in State Institute for Islamic Studies of Metro.

2. Documentation

During the process of researching, the researcher collected some documents. Documentation was an instrument to gain the information in the form of written source or documenter, such as:

²⁶ Jhon W. Creswell, *Research Design*, P.179

books, magazines, daily notes, notes, etc.²⁷In addition, documentation was the process that needed some documents to get the information. The researcher took the document from books, articles, English dictionary, journal, and order supported documents that are related to the topic of the researcher.

3. Interview

To collect the data, the researcher will also conduct some interviews. The interviews will be performed in the form of open-ended interview. The interviews are aimed at gaining any useful information regarding to the primary data. The informants that will be asked to participate are the Writer that write their abstract.

D. Data Analysis Technique

In this discussion, the writer applied the model analysis technique by using Creswell's model. According to him, there were six steps of data analysis technique²⁸. Discussion of the plan for analyzing the data has several components. The process of data analysis involves making sense out of text a image data. It consist of preparing the data of analysis, conducting the different analysis, moving the data deeply that would be understood by the researcher, representing the data, and making an interpretation of large meaning of the data.

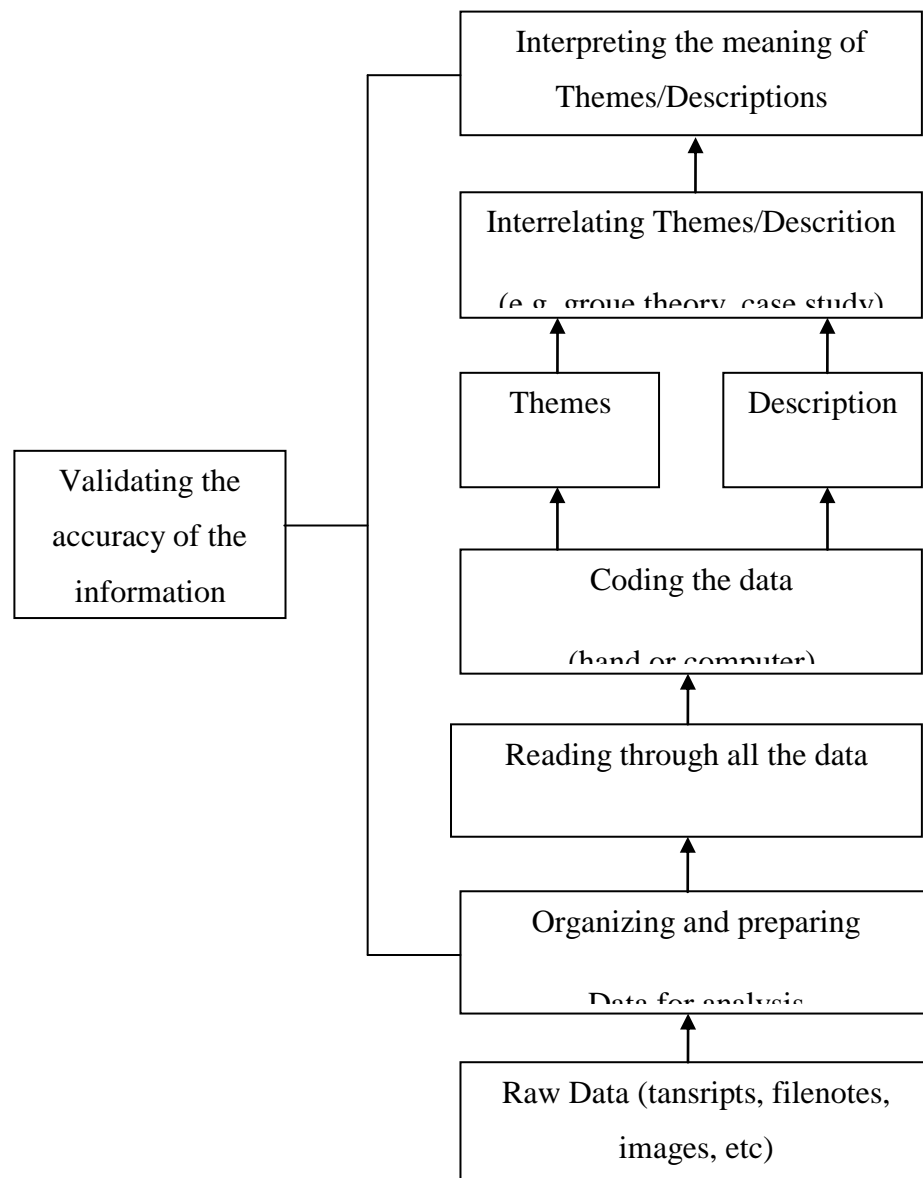
²⁷ AS Hornby, *Oxford Advance Learner's Dictionary Of Current Englwash*, (UK: Oxford University Press, 2010), P.391

²⁸ Jhon W. Creswell, *Research Design*, P. 185

In this session the researcher shows the result of analysis by using figure. The aim of using figure made easy to read and to know of this research. The figure of the following steps was:

Figure 2

Data Analysis Process of Qualitative Research by Jhon W. Creswell²⁹



²⁹Ibid, P. 185

There were the explanations of the figure 2:

1. Organizing and preparing the data for analysis

This involved transcribing interview, optically scanning material, typing up field notes, or sorting and arranging the data into different types depending on the sources of information.

Organizing and preparing the data for analysis. In this step, the researcher took 10 abstracts of undergraduate thesis and then copies it to prepare data source.

2. Reading through all the data

After the researcher have the data. The researcher read all the data particularly 10 abstracts to get the information as much as possible about the most important of the main point.

3. Coding process

Coding was the process of organizing the material into segments of text before bringing meaning to information.

In this step, the researcher made some categories of the result that was founded by the researcher. The categories involved the form of adjective word order in undergraduate thesis.

4. Grouping the data

Use the coding process to generate a description of the setting or people as well as categories or themes for analysis. The researcher group the form of the adjective word order in undergraduate thesis.

5. Displaying

Advanced how the description and themes would be represented in the qualitative. The researcher shall display figures or examples of abstract to discussion.

6. Interpreting

Interpreting all of the data was the final steps on analysis. The researcher interpreted the result of the research after all steps were finished.³⁰

E. Approach

To conduct this research, the researcher used qualitative research design and used John W. Creswell's model. Qualitative research focused on analyzing the data and finally making conclusion about the data. In qualitative inquiry, there have been some procedures in conducting this research by John W. Creswell, as follow:

³⁰Ibid, p.185-189

1. Identify the specific approach and data that the researcher would be using.
2. Provide some background information about the strategy, such as the applications, its discipline origin and a brief definition of material.
3. Discuss the appropriate strategy to use in the study.
4. Identify how the use of strategy that the researcher used such as: the form of data collection, the steps of data analysis, and the final narrative.³¹

The final procedure was that the researcher was making the result. The researcher reported the procedures, the findings, and the conclusion in this research.

³¹ Ibid. P.177

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Research Setting

1. Historical Background of IAIN Metro

IAIN Metro is only one of the State Institute for Islamic Studies of Metro. IAIN Metro is the alteration name of STAIN Jurai Siwo Metro. The establishment of IAIN Metro written in presidential decree which signed by the president Joko Widodo on August 1st 2016. This presidential decree begins to be acted on August 3rd 2016 by the minister of Law and Human rights Yosanna H. Looly. Historically, IAIN Metro establish on April 23-25, 1997 based on the explanation letter of president RI No. 11 in the year 1997. The establishment of IAIN Metro cannot be separable with the history of IAIN Raden Intan Bandar Lampung. The existence of IAIN Raden Intan Bandar Lampung began from the effort of elite and religion figures that were joined together in Yayasan Kesejahteraan Islam Lampung (YKIL). In the discussion of YKIL, it was dealt to find two faculties, tarbiyah and syari'ah faculty, which were domiciles in Tanjung Karang. Though the persistent struggle of YKIL, on 13 October 1964 the status of Tarbiyah faculty was changed from private to state.

Referring to the decision of president of Indonesia No.27 1963 which explained that to found Al Jami'ah, at least, it should have three

faculties. For that reason, YKIL opened Ushuludin Faculty that is domicile in Tanjung Karang in 1965. As an effort to realize the founding of IAIN Al-jami'ahin Lampung, the first step was to make state-owned all faculties which were still in private status at that time. Finally, it realized the dream of Lampung society to found IAIN Al-jami'ah based on the Decree of Minister of Religious Affair of RI No. 187/64 which was named "Insitute Agama Islam Negri Raden Intan Tanjung Karang". In 1993 based on the change IAIN Raden Intan Bandar Lampung.

In 1967, the Tarbiyah and Syari'ah departement were established in Metro at Jl. Ki Hajar Dewantara 15A, Iring Mulyo, East Metro, Metro City by the request of Metro Society. It was not far from the change of name IAIN Raden Intan Tanjung Karang to IAIN Raden Intan Bandar Lampung that it went out a handbill of Director Genderal of Bimas Islam No. E.III/OT.00/AZ/1804/1996 on August 21, 1996 about Settlement of Institutional Faculties IAIN outside central institute to be Sekolah Tinggi Agama Islam Negri (STAIN). That was the history of the establishment of IAIN Metro.

IAIN Metro has four faculties, namely; (1) Teacher and Training Faculty (Tarbiyah), (2) Syariah Faculty, (3) Islamic Announcement and Communication, and (4) Economy and Islamic Business Faculty. Teacher and Training Faculty (Tarbiyah) faculty has eight departments, they are: Islamic Education Department (PAI)

Arabic Education Department (PBA), English Education Department (TBI), Primary School Education Department (PGMI), Early Childhood Education Department (PGPIUD), Biology Education Department (TPB), Mathematics Education Department (TPM), and Social Knowledge Education Departmen (Tadris IPS).

Afterwards, Syari'ah Faculty has three departments, they are; Islamic Law Department (AHS), Islamic Economy Law Department, and Islamic Constitutional Law Department.

Then, Islamic Announcement and Communication Faculty has three departments, namely; Islamic Announcement Communication (KPI), Guidance Extension of Islam (BPI), and Language and Arabic Literature (BSA).

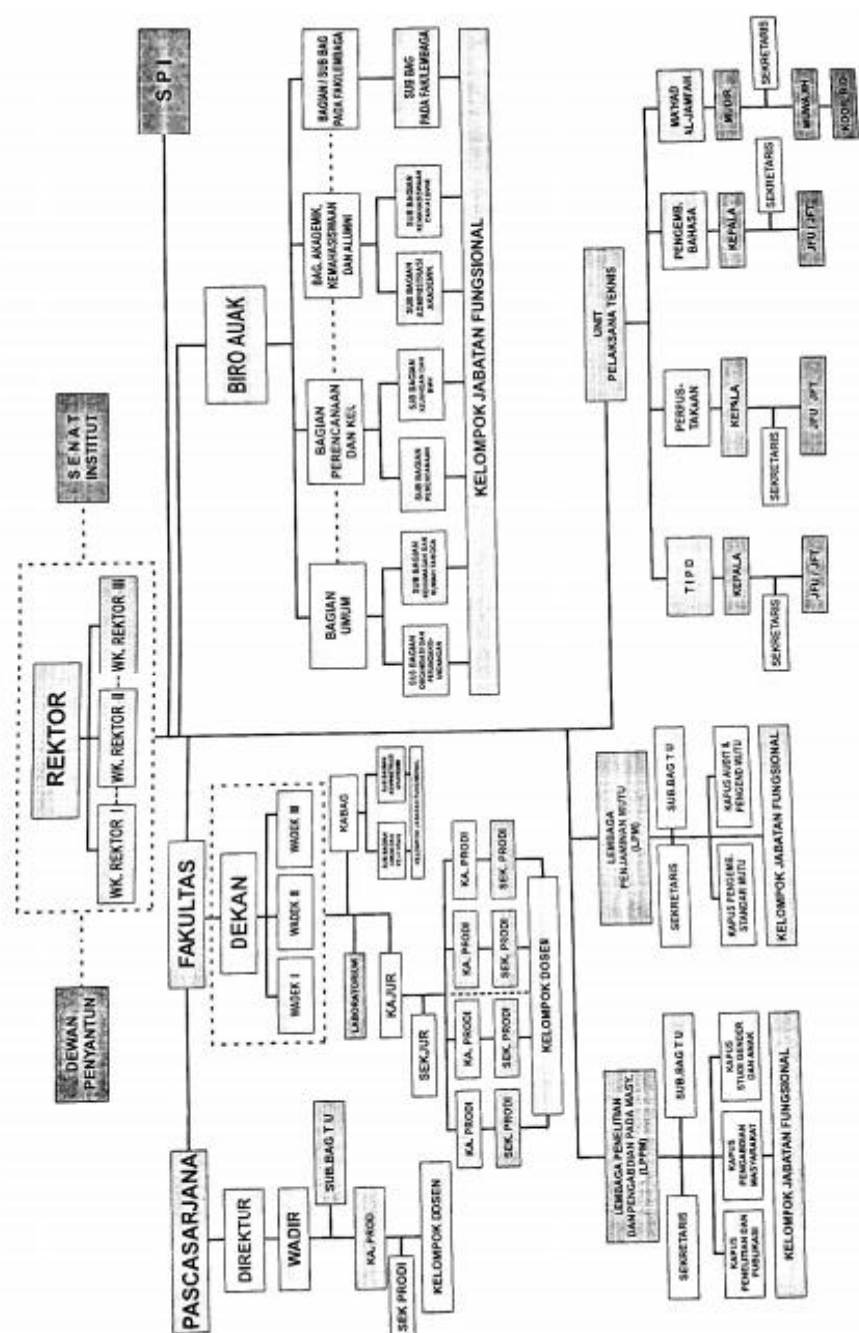
The last, Economic and Islamic Business Faculty has four departments. There are Islamic Economy Department (Esy), Islamic Banking Department (PBS), Islamic Accountancy Department, and Hajj and Umrah Department.

2. Organization Structure of IAIN Metro

The organization structure of Iain Metro in academic year 2017/2018 as follow:

Figure 3

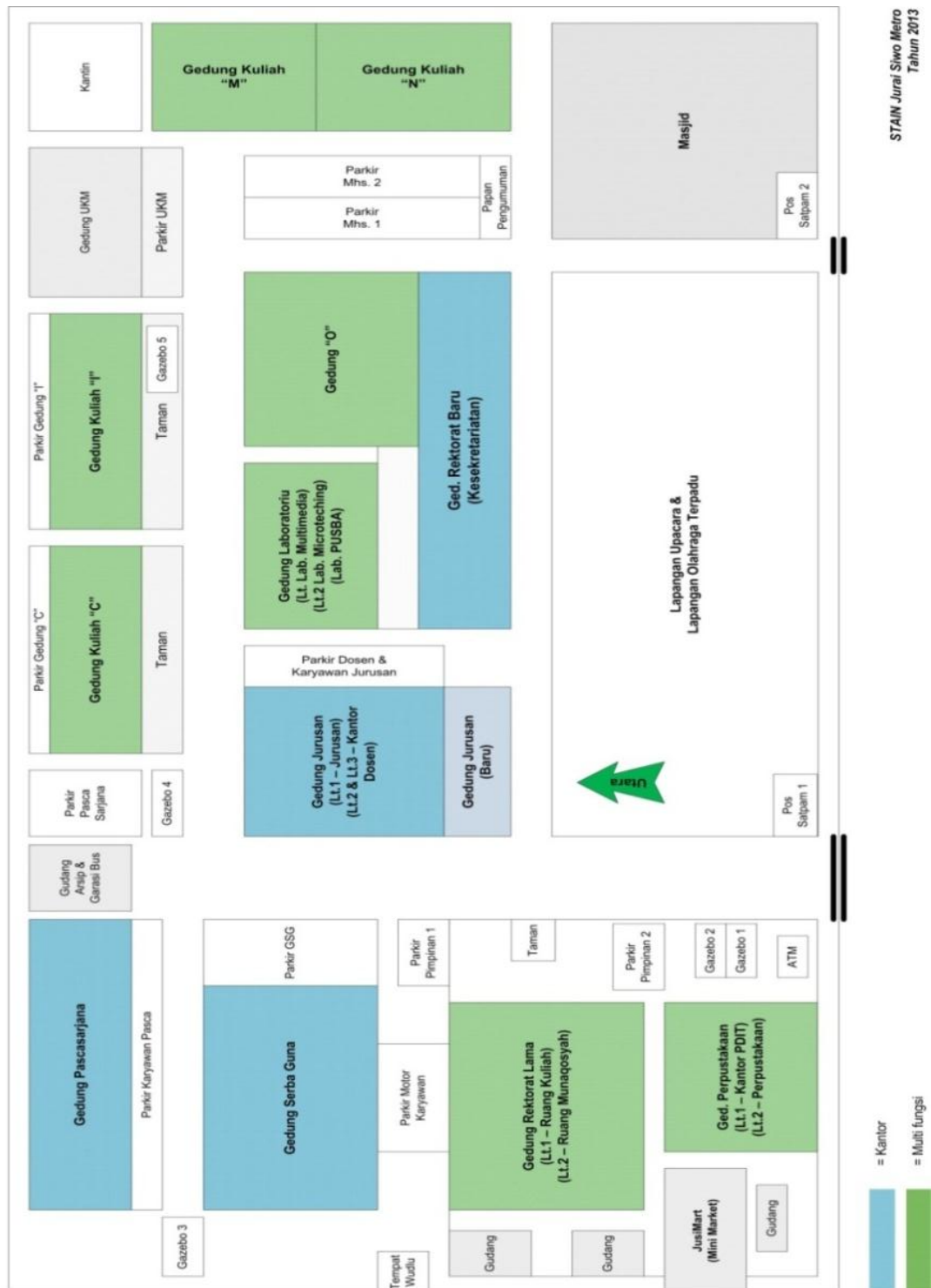
The Organization Structure of IAIN Metro



3. The Sketch of Location of IAIN Metro

Figure 4

The Sketch of Location of IAIN Metro



4. Facilities at IAIN Metro

To support the learning process, there are several facilities in IAIN Metro that students and lecturer get. For getting the details of facilities, it can be shown in the table below:

Table 4

Facilities at IAIN Metro

No	Facilities	Total Unit	Large (m ²)
1	Lecturer's room	1	556
2	Computer laboratory unit &BMT	1	1000
3	Library	1	1000
4	Language laboratory	1	180
5	Micro-teaching laboratory	1	160,8
6	Islamic development unit	1	30
7	Classroom	16	1248
8	Mosque	1	1000
9	Futsal field	1	510
10	Basketball field	1	-
11	Wall climbing filed	1	92
12	Volley field	1	-
13	Tennis field	1	650
14	Auditorium	1	-
15	Students activities unit	1	-
16	Students committee office	1	-

Source : Observation of IAIN Metro in academic year 2017/2018

5. Students at IAIN Metro

Based on SISMIK IAIN Metro, the total students that learn in IAIN Metro are:

Table 1

Total of students at IAIN Metro

No	Department	Total
1	Teacher and Training Faculty (Tarbiyah)	3381
	1) Islamic Education Department (PAI)	1268
	2) Arabic Education Department (PBA)	347
	3) English Education Department (TBI)	929
	4) Primary School Education Department (PGMI)	472
	5) Early Childhood Education Department (PGPIUD)	0
	6) Biology Education Department (TPB)	71
	7) Mathematics Education Department (TPM)	72
	8) Social Knowledge Education Department (IPS)	59
2	Syari'ah Faculty	1176
	1) Islamic Law Department (AHS)	439
	2) Islamic Economy Law Department	690
	3) Islamic Constitutional Law Department	47
3	Islamic Announcement and Communication Faculty	376
	1) Islamic Announcement Communication (KPI)	296
	2) Language and Arabic Literature (BSA)	52
	3) Guidance Extension of Islam (BPI)	30
4	Economic and Islamic Business Faculty	2531
	1) Islamic Economy Department (Esy)	1136
	2) Islamic Banking Department (DIII-PBS)	264
	3) Islamic Banking Department (S1-PBS)	1014
	4) Islamic Accountancy Department	66
	5) Hajj and Umrah Department.	51
TOTAL		7467

Source : Observation of IAIN Metro in academic year 2017/2018

6. The Profile of English Education Department

English Education Department (TBI) Strata 1 (S1) in IAIN Metro was established in 2007. It include tarbiyah faculty in IAIN Metro. Historically, Strata 1 (S1) of English Education

Department came from Diploma 3 (D3) that was opened in 2002 based on the Decree No: DJ. 1/220.C/2007 on May 28, 2007.

In implementing education, English department stands on its vision, namely: creating professional students in English education who can integrate Islamic values and academic dimensions. This will cause the students have a high bargaining. The vision then is enlarged in some missions, namely:

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

Based on the vision and mission, English Education Department decides three purposes of implementing education:

- a. Preparing the students to be Islamic English teacher who can actualize society benefit values, science, technology, art, and also be able to be agent of change in the society.
- b. Preparing the students to be professional English teacher who can practice, develop, and enlarge English education with Islamic spirit.
- c. Give a meaningful input for developing English education and Islamic culture for society's benefit.

In the context of IPO (*input, process, and output*), PBI major of IAIN Metro can be shortly described as follows. Firstly, it is related to the students' input. From the education background, PBI students are graduated from MAN/MAS/Pesantren, and SMU/SMK. From the family's social and economic condition, some PBI students come from low and middle economic.

Secondly, related to education process, English department is handled by the institutional lecturer, institutional lecturer, and additional lecturer with education classification as follows: 4 people of S3, 19 of S2, and 3 of S1. The ratio of lecturer and students is 1: 21. To increase lecturer's work and supporting media affectivity, control system is done toward infraction and giving punishment according to the rule. Related to the this case, there is a role that manage the students, lecturer, and educator, and also SOP (Operational Procedure

Standard) which manage learning that is produced by quality guaranty institution unit. Besides that, PBI is supported by local curriculum appropriated with Islamic Institutional context, education and professionalism. The combination, then, is explored in five categories of lecturing lesson, namely:

- a. Personality Development Lesson 13,64 %
- b. Skill and Knowledge Lesson 42,21 %
- c. Creation Skill Lesson 20,78 %
- d. Creation Behavior Lesson 15,58 %
- e. Social Life Lesson 7,79 %.

The assessment toward TBI students always be holistic so that contains three education aspects, namely: cognitive, affective, and psychomotor. Meanwhile, to increase academic quality, English department frequently develops conducive academic atmosphere so that there is a dynamic, open, and polite relationship among the academy parts.

Thirdly, from output dimension (graduate), every student who studies in English department of IAIN Metro, is predicted to be professional in English.

B. Analysis in Using Adjective Word Order in Undergraduate Thesis Abstract.

The researcher aims to analyze in using adjective word order in undergraduate thesis abstract. The researcher focused on the undergraduate thesis abstract in IAIN Metro. This research is conducted on Friday, June 2. This research is conducted on Friday, June 22nd, 2018 a campus 1 of IAIN Metro. The researcher mentioned previously on the chapter two that the instruments used for collecting data for this research are observation, documentation and interview.

The researcher took 10 undergraduate theses as the data resource. The result will be analyzed through an analysis model from Jhon W. Creswell's model. This model consists of 6 steps, there are:

1. Organizing and prepare the data for analysis

This is the first step before the data ready to be analyzed. In this step, the researcher took 10 abstract as the data that will be analyzed in library of IAIN Metro.

2. Reading through all the data

To get some information that researcher need, the researcher might read the data particularly 10 abstracts to get the main point of this analysis process.

3. Coding Process

Coding process is the process of organizing the data. In this step, the researcher chooses the different mark as the code in this process. Underline is used to describe the adjective that talks about noun and italic is used to show the noun. Beside it, there are the tables that show the analysis on using adjective word order in abstract.

Student 1

ABSTRACT

By: RW

Reading is one of the important ways to improve general language comprehension in English. It takes on a very significant role in teaching English as a foreign language. By reading, students can get the information and expand the knowledge. But, there were many students who still found difficulties in comprehend the text in reading. And to improve students' reading comprehension ability, researchers used written retelling strategy (WRS) in the learning process.

The purpose of this study was to determine whether the use retelling written strategy (WRS) has a positive effect toward students' reading comprehension in learning English. Written retelling strategy (WRS) is one of strategy that makes students more active and fun in the learning process.

Forms of this research are qualitative research conducted in two classes. Each class is divided into the trial and reserve grade. Author implements true experimental design (Pure Research) by applying a pre-test

and *post-test* as an *instrument*. In accordance with the *method* of *this study*, the *data* was analyzed using t-test that allows knowing the *difference* between the *experimental group* that used class of *written retelling strategy* and the *control group* who did not use *written retelling strategy*.

Finally, the *research data* show that *t* observations=3,590 and is included in the *category* of *high impact*. Furthermore, *t* observation *T* Table consult with significance level of 5%=2,010 and 1%=2,682, the *data* states that *t* observations greater than the *T* Table, this could mean that *H_i* is received. And could mean that there is a *positive* and *significant influence* between class and *class control experiment* on the *use* of *written retelling strategy* at *eleventh grade* of SMA Kartikatama Metro Academic Year 2015/2016.

The abstract that written by RW show that many adjective in the noun phrase. The abstract that written by RW show that the adjective word order that found are 55 words there are 28 determiners, 10 opinions, 1 size, 2 age, 0 shape, 0 color, 1 nationality, 0 material and 12 nouns that have the function as adjective. From 28 determiners that found by researcher, the researcher found 21 articles, 1 demonstrative, 2 possessive, 4 amounts and 1 order. The article in the abstract are “The” “A” and “An”. The phrase “**this** study” is demonstrative. The word “Students” in the phrase “Students’ reading comprehension” is possessive pronoun that include in determiner. The amounts are “two”, “many”, “one” and “each” and the order is “eleventh”

Besides that, RW writes “the **important** ways” “**general** language”, “a **very** significant”, “the **control** group” as opinions. “A **foreign** language” is the nationality and other words are is the noun that has the function as adjective. It means that the determiner as the dominant in the abstract type that written by RW.

Student 2

ABSTRACT

BY: QAUHE

The primary goal of this research is to find out the use of code mixing and code switching contained used in speaking class at the third semester English study program of IAIN Metro Lampung. Researcher try to prove that the IAIN Metro use code mixing and code switching could be as the one of media to improve the language which so many various as long as be able use responsible.

This present research is qualitative in which researcher collects the data in the from of words or pictures rather than number. This researcher collect the data use purposive sampling technique. The data analysis this research used by Creswell theory.

The finding of the research shows that code mixing and code switching usage in speaking class at the third semester English study program of the State Institute for Islamic Studies (IAIN) Metro Lampung was code mixing 60% which 7% for illustration of insertion and 53% for illustration of alternation and 40% illustration of code switching 27% for illustration of in trasentential and 13% for illustration of tag switching. Code switching and code mixing often used in the speaking class at the third semester occurred because of some factors. Firstly, speaker want to make balance language to respondent because the speaker

has social *basic* which enable to switch or mix language. Secondly, code *mixing* and code *switching* also occur because students have less *vocabulary* so that they mix or switch their *language* during learning *process* while the *lecture* mix or switch his *language* to make students understand the *explanation* *easier*. It could conclude that utilization of code *mixing* and code *switching* in the *speaking class* at the *third semester English study program* of the *State Institute for Islamic Studies Metro* occurred naturally.

In this abstract, the researcher found some type of adjective word order. The determiner are 34 words. The type are 22 words “the” as the articles, 3 words for “this” are as the demonstrative, “his” and “ their” are possessive pronoun, and the last word “some”, “less” and “many” are amount.

Other type of adjective in this abstract are “the **primary** goal” and “**balance** language” are opinion. The national are 3 words but the words only repetition from other word, the word is “English”. The opinions are 26 words. To sum up, there are 35 determiners, 2 opinions, 0 size, 0 age, 0 shape, 0 color, 3 nationality, and 26 qualifiers. The dominant word that used in this abstract is qualifier.

Student 3

ABSTRACT

BY: AM

Narrative writing active involves the procedures of thinking process and making decision to produce the form of writing used to relate the story of acts and events. It is one of the important language competences which had formed part of syllabus in the teaching English at senior high school. In the writing process, the students need strategies to produce a good written text in order the readers were experienced with the acts or events directly or vicariously. Prior knowledge is believed as one of crucial factors that effect in writing process. Because in fact, students got many difficulties in activating background knowledge or also called prior knowledge which has formed in their long term memory, to express their own ideas, interests, knowledge and experiences into narrative writing form. This condition was also found among the eleventh grade students of MAN 1 East Lampung in the academic years of 2016/2017. Consisting of 38 students, this research is quantitative research design. The data collecting methods that the writer uses are documentation and test. After collecting the data, so the data were independent variable (X) and dependent variable (Y), the independent variable was students' prior knowledge and dependent variable was narrative text on writing ability.

Theoretically, the students who have high prior knowledge will get high narrative writing ability. In the case, the writer conducted a quantitative research aimed to investigate whether there is positive and significant influence of prior knowledge toward narrative writing ability among the eleventh grade students of MAN 1 East Lampung in the academic years of 2016/2017.

To investigate whether there is positive and significant the influence of prior knowledge is narrative text on writing ability, so the writer analyzes; " x^2_{observed} " is 35.269 and " x^2_{table} " is 5% (5,991) or 1% (9,210). Furthermore, the data confirmed that " x^2_{observed} " is higher than " x^2_{table} ". Therefore, it can be inferred that H_a is accepted and H_o is rejected. It means that there is a positive and significant influence of prior knowledge in narrative

text toward writing ability at the eleventh grader MAN 1 East Lampung academic year of 2016/2017.

In the first paragraph, the researcher found 25 words that talk about determiner. 12 words describe about opinion, 2 words “high” and “long” are size and 19 words are noun that have the function as adjective.

The second paragraph, AM wrote 8 phrases that include 6 determiners, 3 opinions, 2 sizes, and 6 nouns that have the function as adjective. The third paragraph, the researcher found 7 determiners, 2 opinions, and 8 noun as the adjective.

Finally, he researcher found 37 determiners, 17 opinions, 4 size, 0 age, 0 shape, 0 color, 0 nationality, and 31 nouns that have the function as the adjective.

Student 4

ABSTRACT

BY: EK

Learning writing for the students are very important thing in learning writing students can improve their knowledge about the strategy of writing anything in a good way. In study writing students can learn more about kinds of writing and they learn how to put down words on paper as easily and naturally as they speak. Moreover, writing is not only for communicate each other but also for

expressing an idea. In addition, it can be used for remember something and for thinking critically as well.

This research used a qualitative research design to describe the student's error in their writing narrative text performance and to know the error in writing narrative text. The instruments in this research are documentation and interview. This research conducted at the eighth graders (VII^a) that considers of 25 students. Researcher used 15 participants for the focus of research.

The research result shows that commonly errors made by the students in writing text is in the use of coda in generic structure. They didn't really know about their mastery in the subject and they feel that writing narrative text is difficult. Based on those problems, to make them easier in writing narrative text. The students have to read and listen the story that have a correlation with narrative text. So, that the students will easier to make a narrative text.

Based on the EK's writing abstract above, the adjective word order that used by her are 27 determiners, include 13 articles, 4 demonstratives, 4 possessive pronoun, 1 amount, and 1 order, 4 opinions and 15 nouns that have the function as adjective.

In the abstract, many phrases that were repeated in this abstract, for example: " writing narative text" she mentioned the phrase for four times, "the students" for two times.

Students 5

ABSTRACT

BY: IPS

The purpose of this research is to know the students, listening difficulties at the first semester of TBI in the state institute for Islamic studies of metro in academic year 2016/2017.

This present research is qualitative the form of case study in which researcher collects the data in the form of words or picture rather than numbers. The data collecting method use documentation, interview and observation.

The finding at the first semester English education department in the state institute for Islamic studies of Metro was redundancy in sentence 25% colloquial language is 35%, rate of delivery is 15%, stress in words is 15% and intonation is 10%. The conclusion of this research that is the students' ability in listening is still needed to be improved and they also need more practice to listen in English language in their activities at campus or theirs home.

The first paragraph, the reseacher found 30 words there are 21 determiners, 1 opinions, 0 size, 0 age, 0 shape, 0 color, 3 nationality, 0 material and 5 nouns that have the function as adjective. From 21 determiners that found by researcher, the researcher found 14 articles, 3 demonstrative, 4 possessive, 0 amount and 2 orders. The article in the abstract is only “The”. The phrase “**this** research” is demonstrative that include in determiner.

Besides that, RW writes “this **present** research” as opinions. “**English** language” and “**English** education” are the nationality and other words are is the noun that has the function as adjective. It means that the determiner still as the dominant in the abstract type that written by IPS.

Student 6

ABSTRACT

By:

NAA

This research intended to increase the recount writing skill through applying Picture Media.

The research is CAR (Classroom Action Research). This research conducts into two cycles. In each cycle consist of four steps such as Planning, Action, Observation and Reflection. This research conducts in SMP N 1 TRIMURJO which involved 23 students in class VIII F. The collected the data were test, observation, documentation, and field note.

The results of the research showed that, from two cycles, the average scores of students' recount text are (a) 48,13 in pre-test, and (b) 63,04 in post-test 1 as well as (c) 77,26 in post-test 2. It appeared to be increased 29,13 point. The students' actives remained the same way. This result also drew conclusions that picture media as the one of alternative media can be used to increase the students recount text writing skill in VIII F of SMP N 1 Trimurjo.

The first paragraph, the researcher found the 3 phrases. “**this** research” the bold word was determiner type article, the phrase “**the recount writing** skill” include “the” as determiner, “recount” and “writing” as noun that has the function as adjective. And “**picture** media” the word “picture” is noun that has the function as adjective.

The second paragraph, there are many phrase. 4 article of determiner are “the” and 2 amount are “two”, “each”, and “four”. And the others are noun that describe the adjective.

The last paragraph, researcher found 11 determiners, 3 opinions, 3 ages, and 5 noun as adjective. The total of all are 19 determiners, 3 opinions, 0 size, 3 ages, 0 shape, 0 color, 0 national, 0 material, and 13 noun as adjective.

Student 7

ABSTRACT

By: MSF

This research was classroom action research which a purposed student to express their knowledge in form of narrative writing. Most of the students were found the difficulties in that writing. The difficulties came because using inappropriate technique and the understanding of grammar for each student was less.

The researcher using scaffolding technique to improve narrative writing skill. Using that technique can be alternated in order to make better writing narrative skill. Scaffolding technique is process in which teachers model of demonstrate how to solve problem and then step back, offering support as needed. Psychologist and instructional designer Jerome Bruner first used the term of scaffolding in this context back in the 1960s.

In research of this classroom action research was takes two cycles. Each cycle of this study contains four steps. First step is planning the action; in this stage the researcher prepares the form of lesson plan. The second is implementing the action; researcher implements scaffolding technique based on lesson plan. Third is observing, the researcher observes the classroom activities which using scaffolding technique. The last step is reflecting, the researcher evaluated the action and what should be revised for the next cycle.

Finally, the result showed that the average of students' score in pre-test was 55,87, the post-test 1 was 71.58 and the post-test 2 was 81.54. It can be inferred that the result has reached out the criteria of the indicator of success with percentage until 75% in the last cycle. The conclusion of this research was using scaffolding technique can improve narrative writing skill among the tenth graders of SMA Negeri 1 Trimurjo Central Lampung.

Based on the table above, the reseacher conclude that there are the adjective word order. The first, determiners are 37 words (21 articles, 2 demonstratives, 2 possessive pronoun, 2 amounts, and 7 orders). The word “inappropriate” and “ central” in the phrases “inappropriate technique” and “central Lampung” are opinion. “**pre** test” and “**post** test” are age, because this words talk

about how long. And the last are 18 nouns that have the function as adj. Finally, the order adjective that used by writer are 60 words.

Student 8

ABSTRACT

BY

RDO

Writing has been one of four basic language skills that should be mastered by the students. By writing, the students can communicate with one another by using sign and symbol that represent language and emotion. In writing there are several kinds of text such as descriptive, narrative, and recount text. Recount text is one of text genres which has to be mastered by the eighth graders of Junior High School. But, students often ignored to mastering this skill. This condition has been found by the researcher at the eighth graders of State Junior High School 3 Metro where many students had difficulties in English learning especially in recount writing skill, so it caused their result of

learning was low. Hence, to improve the recount writing skill among the students, the researcher used Guided Imagery Technique in learning process. Guided Imagery Technique is one of techniques that is effective and easy to be applied in the teaching and learning process. The purpose of this research was to know whether the use of Guided Imagery Technique can improve the students' recount writing skill in English learning.

The kind of this research was classroom action research (CAR) which was conducted in two cycles. Each cycle consisted of planning, acting, observing and reflecting. The object of this research was the students' recount writing skill. In collecting the data, the researcher used test, observation, and documentation. This research was conducted with an English teacher of State Junior High School 3Metro.

The result of this research shows that Guided Imagery Technique has positive role in improving the recount writing skill among the eighth graders of State Junior High School 3 Metro. It can be proved by the students' average score from pre test to post test. The average score in pre test was 37.1 and in post test was

65.3 became 75.6. It means that the using of Guided Imagery Technique can improve recount writing skill among the students.

Based on the abstract that written by RDO, it could be conclude that the writer used adjective word order. The researcher found 6 categories, namely: determiner, opinion, size, age, national, and noun as adjective. The underline words are adjective and the italic words are noun.

39 words described about determiner, 13 opinions talked about opinion, sizes are 4 words, age are 4 words, 2 words are nationals, and the last are 24 words that describe about noun as adjective.

Student 9

ABSTRACT

BY:

MAA

Writing is the ability to express an idea, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed. The objective of this research is to know whether of applying Four Square Method can influence the students' writing descriptive text ability at the Eighth Grade of Junior High School of Muhammadiyah 4 Metro.

This research is quantitative research design in the form of experimental research. The researcher uses test as the data collection method. To investigate whether there is a positive and significant influence of using four square method in teaching writing descriptive text. The researcher analyzed the data by using t-test formula.

The findings research shows the score of pre-test is (62.59) than the average of post test is (75.49). So, the result score of t-test is $t_{\text{observed}} = 3.779$ and $t_{\text{table}} = 5\% : 2.042, 1\% : 2.750$. It means that t_{observed} is higher than $t_{\text{table}} = 3.779 > 2.042$. It can be inferred that H_a is accepted and H_o is rejected.

It can be concluded that the using of Four Square Method gave more positive effect toward the students' writing descriptive text ability at the Students Eighth Grade of Junior High School of Muhammadiyah 4Metro in academic year 2016/2017.

The abstract that research analyzed was written by MAA. The researcher found the some type of adjective that describe the noun, namely: determiner was mentioned by him 27 words, opinion were 6 words, “high” is the size, 1 word was age, the word “square” was mentioned for 2 times (shape), and the last was noun that describe another word was 16 words.

Student 10

ABSTRACT

BY

AL

This undergraduate thesis research focused on the students' ability in writing narrative text at the eighth grade of SMPN 1 Trimurjo in the academic year 2017/2018. This research was to know the students' ability in writing narrative text. Then, the researcher analyzed how the result of students' ability in writing narrative text.

The characteristic of this research was descriptive qualitative. The data collection technique used interview and documentation. Furthermore, the researcher used Donal Ary model namely familiarizing and organizing, coding, and reducing, interpreting and representing the data. The data was gathered from the students of SMPN 1 Trimurjo in the academic year 2017/2018. The researcher took 8 students from 32 students.

The result of research data shown that subject in writing narrative text was use in the text. Characteristics of narrative text was written based on its generic structure wrote conjunction generally. So, the sentences would be easy sentence.

The last abstract was written by AL, in this abstract was found 24 words that described the determiners, opinion was 3 words namely: descriptive, general, and easy. And the noun that describe another noun are 15 words. It mean that the dominat type of adjective word order that used in this abstract was determiner.

In the process, the researcher interview the participant to make it sure the reseacher's analysis.

Question 1 : Do you know about adjective word order?

1. RW : Yes
2. QAUHE : DOSASCOM
3. AM : No, I do not know
4. EK : I know but I forget it
5. IPS : Yes, I Know
6. NAA : No
7. MSF : Yes, I know Adjective word order
8. RDO : Yes, I know
9. MAA : Yes, I know it
10. AI : Yes, I know

Question 2 : How many kinds of adjective word order that you know?

1. RW : Eight, there are determiner, opinion, size, age shape, color, original, and material.
2. QAUHE : Eight 8
3. AM : I do not know
4. EK : 8 or 9
5. IPS : 9 words

- 6. NAA : three adjectives word order
- 7. MSF : nine
- 8. RDO : Eight words
- 9. MAA : 9. determiner, opinion, size, age, shape, color,
national, material and qualifier.
- 10. AI : there are 9 words

Question 3 : Do you consider adjective word order that you use when you make your abstract?

- 1. RW : Yes, sure
- 2. QAUHE : No, I am not consider to use adjective word order
- 3. AM : No
- 4. EK : No
- 5. IPS : Yes, I consider it
- 6. NAA : No, I do not consider
- 7. MSF : yes, I Consider
- 8. RDO :Yes
- 9. MAA : No, I ignore it
- 10. AI : Yes, I consider in using adjective word order

Question 4 : Why the dominant type that you use is determiner?

1. RW : Because every noun usually use determiner.
2. QAUHE : Because the determiner is the simple things but important one
3. AM : I do not know why
4. EK : Because the noun needs determiner
5. IPS : Because the noun needs determiner to become Phrase
6. NAA : I do not know
7. MSF : Because determiner can show the condition of the noun, for example: “many words” it means that word that more than one
8. RDO : Because the determiner has many kinds and type, so the dominant type of adjective word order is determiner.
9. MAA : Because almost noun uses determiner in writting
10. AI : Because many words need and use determiner

From interview that reseacher do, we can conclude that the first question, show that 2 participants do not know adjective word order, 1 participant know but she do not remember it, and others

know about adjective word order. The Second question shows that the most of participant know about kinds of adjective word order but a half of them do not consider the adjective word order that they use, it show in the third question. And the last question shows why the participant use many determiner in their writing.

4. Grouping The Data

In this step, the researcher made a group based on the categories of adjective word order. There are the 9 part of adjective word order: determiner, opinion, size age, shape, color, nationality, and qualifier.

Table 2

The Percentage of Adjective Word Order in Abstract of Undergraduate Thesis

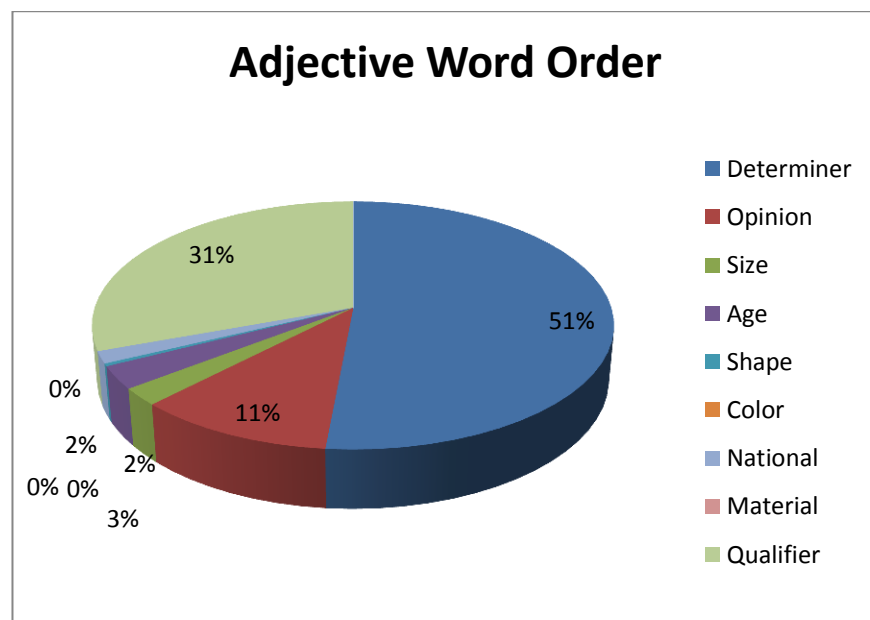
Participant	Kinds in Using Adjective Word Order									Total
	Del	Op	Size	Age	Shp	Col	Nat	Mat	Noun as adj	
RW	29	10	1	2	0	0	1	0	12	55
QAUHE	35	2	0	0	0	0	3	0	26	66
AM	37	17	4	0	0	0	0	0	31	89
EK	27	5	3	4	0	0	0	0	15	54
IPS	21	1	0	0	0	0	3	0	5	30
NAA	19	3	0	3	0	0	0	0	13	35
MSF	37	2	0	3	0	0	0	0	18	60
RDO	39	13	4	4	0	0	2	0	24	86
MAA	27	6	1	1	2	0	0	0	16	53
AL	24	3	0	0	0	0	0	0	15	42
Total	295	62	13	17	2	0	9	0	175	573
Percentage	51%	11%	2%	3%	0,4%	0%	2%	0%	30%	

5. Displaying

Display is classifying the data according to certain types or groups. Using graphics or charts to display the data can be very good to make the data easy to be read. In addition, it should be able to describe the whole or certain parts of the research.

Figure 5

The Percentage of Adjective Word Order in Abstract of Undergraduate Thesis



From the figure above, we can see the adjective word order that use in undergraduate abstract are 51% determiner, 11% opinion, 2% size, 3% age, 0,3% shape, 0% color, 1,5% nationality, 0% material and 30% noun as the adjective.

6. Interpreting

Based on H Ramsey Fowler and Jane, adjective word order divided into 10, there are determiner, opinion, size, age, shape, color, nationality, noun functioning as adjective and participle.³² In the result of this analysis describes that in fact there are some adjective word order in the abstracts. The researcher, furthermore, found the 6 types of adjective word order that use in undergraduate thesis abstract, namely; 51% determiner, 11% opinion, 2% size, 3% age, 0,3% shape, 1,5% nationality, and 30% noun as the adjective. Accordingly, the data that repeatedly happen most are *determiner*. And the smallest words are *nationality*.

Although there are not all abstracts in the abstracts contain the a, the correction for writing abstracts should be conducted. Because as previously stated that the aim of this research is to positively enhance the quality of abstract in State Institute for Islamic Studies of Metro by analyzing on using adjective word order.

³²H Ramsey Fowler and Jane E.Aaron, the little... p.320

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, the reseacher eagerly would like to conclude this research as follows:

1. Some type in using adjective word order that used in undergraduate thesis abstract are determiner, opinion, size, age, shape, nationality, and qualifier. The frequency of using adjective word order are 51% determiner, 11% opinion, 2% size, 3% age, 0,3% shape, 1,5% nationality, and 30% noun as the adjective.
2. The dominant type that used in undergraduate thesis abstract at State Institute for Islamic Studies of Metro is determiner. Because almost of the noun use determiner, beside that, many kind of determiners that used in writing abstract.

B. Suggestion

Through this research, the writer would like to constructively give suggestions for:

1. The institution and the scientific writers

- a. To follow up this research, the institution should organize some programs to improve the writers' understanding about English grammar, either lecturers or students.
 - b. There is correction before publishing all undergraduate thesis to minimize the grammatical errors.
 - c. The lecturers and the students who are going to write the abstract had better to know more about the way of writing a good abstract in English.
2. For the further researcher
- a. The researcher should enhance his knowledge to support his research.

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APPENDIX

THE EFFECT OF USING WRITTEN RETELLING STRATEGY
TOWARD THE STUDENTS READING COMPREHENSION
AT THE ELEVENTH GRADE OF SMA KARTIKATAMA METRO
IN THE ACADEMIC YEAR OF 2015/2016

ABSTRACT

BY
RANA WIJAYA

Reading is one of the important ways to improve general language comprehension in English. It takes on a very significant role in teaching English as a foreign language. By reading, students can get the information and expand the knowledge. But, there were many students who still found difficulties in comprehend the text in reading. And to improve students' reading comprehension ability, researchers used Written Retelling Strategy (WRS) in the learning process.

The purpose of this study was to determine whether the use Retelling Written Strategy (WRS) has a positive effect toward students' reading comprehension in learning English. Written Retelling Strategy (WRS) is one strategy that makes students more active and fun in the learning process.

Forms of this research are Quantitative Research conducted in two classes. Each class is divided into the trial and reserve grade. Author implements True Experimental Design (Pure Research) by applying a pre-test and post-test as an instrument. In accordance with the method of this study, the data was analyzed using t-test that allows knowing the difference between the experimental group that used class of written retelling strategy and the control group who did not use written retelling strategy.

Finally, the research data show that t observations = 3,590 and is included in the category of high impact. Furthermore, t observation T Table consult with significance level of 5% = 2,010 and 1% = 2,682, the data states that t observations greater than the T Table, this could mean that H_0 is received. And could mean that there is a positive and significant influence between class and class control experiment on the use of written retelling strategy at eleventh grade of SMA Kartikatama Metro Academic Year 2015/2016.

Key words: Reading, Reading comprehension, and Written Retelling Strategy.

31-05-18 14:18

determiner 29
opinion 10
size 1
age 2
shape 0

color 0
national 1
material 0
noun as adj 12

ABSTRACT
INCREASING THE RECOUNT WRITING SKILL THROUGH PICTURE
AS MEDIA AT THE EIGHT GRADE OF THE SMP N 1 TRIMURJO

By:

NOVA AULIA ANDRIANI

This ~~research~~ intended to increase the recount writing skill through applying Picture Media.

The research is CAR (Classroom Action Research). This research conducts into two cycles. In each cycle consist of four steps such as Planning, Action, Observation and Reflection. This research conducts in SMP N 1 Trimurjo which involved 23 students in class VIII F. The collected the ~~data~~ weretest, observation, documentation, and field note.

The results of the research showed that, from two cycles, the average scores of students' recount text are (a) 48,13 in pre-test, and (b) 63,04 in post-test 1 as well as (c) 77,26 in post-test 2. It appeared to be increased 29,13 point. The students' activities remained the same way. This result also drew conclusions that Picture mediaas the one of alternative media can be used to increase the students' recount text writing skill in VIII F of SMP N 1 Trimurjo

Keywords: Recount writing, Picture Media, Writing Skill.

Determiner 19
opinion 3
size 0
age 3
shape 0

Color 0
national 0
material 0
noun as adj 13

ABSTRACT

AN ANALYSIS ON THE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT THE EIGHTH GRADE OF SMPN 1 TRIMURJO IN THE ACADEMIC YEAR OF 2017/2018

By:

AL' IMROAH

This undergraduate thesis research focused on the students' ability in writing narrative text at the eighth grade of SMPN 1 Trimurjo in the academic year 2017/2018. This research was to know the students' ability in writing narrative text. Then, the researcher analyzed how the result of students' ability in writing narrative text.

The characteristic of this research was descriptive qualitative. The data collection technique used interview and documentation. Furthermore, the researcher used Donal Ary model namely familiarizing and organizing, coding and reducing, interpreting and representing the data. The data was gathered from the students of SMPN 1 Trimurjo in the academic year 2017/2018. The researcher took 8 students from 32 students.

The result of research data shown that subject in writing narrative text was used in the text. Characteristics of narrative text was written based on its generic structure by the students. The students also wrote tense used in the text. Then, the students wrote conjunction generally. So, the sentences would be easy sentence.

Keywords: students' ability, writing, narrative text

Determiner 24
Opinion 3
Size 0
Age 0
Shape 0

Color 0
National 0
Material 0
noun as adj 15

AN ANALYSIS OF STUDENTS' LISTENING DIFFICULTIES AT THE
FIRST SEMESTER IN THE STATE INSTITUTE FOR ISLAMIC
STUDIES OF METRO

ABSTRACT

By:
INDAH PURNAMA SARI

The purpose of this research is to know the students' listening difficulties at the first semester of TBI in The State Institute for Islamic Studies of Metro in Academic Year 2016/2017.

This present research is qualitative the form of case study in which researcher collects the data in the form of words or pictures rather than numbers. The data collecting method used documentation, interview and observation.

The finding of the research shows that student difficulties in listening English language at the first semester English Education Department in The State Institute for Islamic Studies of Metro was redundancy in sentences 25%, colloquial language is 35%, rate of delivery is 15%, stress in words is 15% and intonation is 10%. The conclusion of this research that is the students' ability in listening is still needed to be improved and they also need more practice to listen in English language in their activities at campus or theirs home.

Key word: Listening, students' listening difficulties, listening difficulties.

31-05-18 14:26

Determiner 2φ

opinion 1

size 0

age 0

shape 0

color 0

national 3

material 0

noun as adj 5

ABSTRACT
A STUDY OF CODE MIXING AND CODE SWITCHING IN
SPEAKING CLASS AT THE THIRD SEMESTER ENGLISH
STUDY PROGRAM OF IAIN METRO LAMPUNG

By:
 QORINA AL- QONITA USWATUN HASANAH EFFENDI

The primary goal of this research is to find out the use of code mixing and code switching contained used in speaking class at the third semester English study program of IAIN Metro Lampung. Researcher try to prove that the IAIN Metro use code mixing and code switching could be as the one of media to improve the language which so many various as long as be able use responsible.

This present research is qualitative in which researcher collects the data in the form of words or pictures rather than number. This research collect the data use purposive sampling technique. The data analysis this research used by Creswell theory.

The finding of the research shows that code mixing and code switching usage in the speaking class at the third semester English study program of The State Institute for Islamic Studies (IAIN) Metro Lampung was code mixing 60% which 7% for illustration of insertion and 53% for illustration of alternation and 40% illustration of code switching which 27% for illustration of intrasentential and 13% for illustration of tag switching. Code switching and code mixing often used in the speaking class at the third semester occurred because of some factors. Firstly, speaker want to make balance language to respondent because the speaker has social basic which enable to switch or mix language. Secondly, code mixing and code switching also occur because students have less vocabulary so that they mix or switch their language during learning process while the lecture mix or switch his language to make students understand the explanation easier. It could conclude that utilization of code mixing and code switching in the speaking class at the third semester English study program of The State Institute for Islamic Studies Metro occurred naturally.

Key word: Code mixing, code switching, speaking class.

30-05-18 09:42

Determiner 35
 Opinion 2
 Size 0
 Age 0
 Shape 0

Color 0
 national 3
 maternal 0
 noun as adj 26

THE INFLUENCE OF PRIOR KNOWLEDGE IN NARRATIVE TEXT ON WRITING ABILITY AT THE ELEVENTH GRADERS OF MAN 1 EAST LAMPUNG IN THE ACADEMIC YEAR OF 2016 / 2017

ABSTRACT

By:
ANISSATUL MASRUOH

Narrative writing activity involves the procedures of thinking process and making decision to produce the form of writing used to relate the story of acts and events. It is one of the important language competences which had formed part of syllabus in the teaching English at senior high school. In the writing process, the students need strategies to produce a good written text in order the readers were experienced with the acts or events directly or vicariously. Prior knowledge is believed as one of crucial factors that effect in writing process. Because in fact, students got many difficulties in activating background knowledge or also called prior knowledge which has formed in their long term memory, to express their own ideas, interests, knowledge and experiences into narrative writing form. This condition was also found among the eleventh grade students of MAN 1 East Lampung in the academic year of 2016 / 2017. Consisting of 38 students, this research is quantitative research design. The data collection methods that the writer uses are documentation and test. After collecting the data, so the data were statistically computed to find out the influence of two variables. They are independent variable (X) and dependent variable (Y), the independent variable was students' prior knowledge and dependent variable was narrative text on writing ability.

Theoretically, the students who have high prior knowledge will get high narrative writing ability. In this case, the writer conducted a quantitative research aimed to investigate whether there is positive and significant influence of prior knowledge toward narrative writing ability among the eleventh grade students of MAN 1 East Lampung in the academic year of 2016 / 2017.

To investigate whether there is positive and significant influence of prior knowledge in narrative text on writing ability, so the writer analyzes the data by using Chi-Square. The results of data analysis; " χ^2 observed" is 35,269 and " χ^2 table" is 5% (5,991) or 1% (9,210). Furthermore, the data confirmed that " χ^2 observed" is higher than " χ^2 table". Therefore, it can be inferred that H_a is accepted and H_o is rejected. It means that there is a positive and significant influences of prior knowledge in narrative text toward writing ability at the eleventh grader MAN 1 East Lampung academic year of 2016 / 2017.

30-05-18 09:40

Determiner 37
opinion 17
size 4
age 0
shape 0
color 0

national 0
material 0
noun as adj 31

AN ANALYSIS OF STUDENTS' ERROR IN WRITING NARATIVE TEXT
AT THE EIGHT GRADE OF SMP UNGGULAN DARUSY SYAFA'AH
KOTAGAJAH CENTRAL LAMPUNG

ABSTRACT
BY :
ENI KURNIATI

Learning writing for the students are very important thing. In learning writing students can improve their knowledge about the strategy of writing anything in a good way. In study writing students can learn more about kinds of writing and they learn how to put down words on paper as easily and naturally as they speak. Moreover, writing is not only for communicate each others but also for expressing an idea. In addition, it can be used for remember something and for thinking critically as well.

This research used a qualitative research design to describe the student's error in their writing narrative text performance and to know the error in writing narrative text. The instruments in this research are documentation and interview. This research conducted at the eighth graders (VIII *) that considers of 25 students. Researcher used 15 participants for the focus of research.

The research result shows that commonly errors made by the students in writing text is in the use of coda in generic structure. They didn't really know about their mastery in the subject and they feel that writing narrative text is difficult. Based on those problems, to make them easier in writing narrative text, the students have to read and listen the story that have a correlation with narrative text. So, that the students will easier to make a narrative text.

30-05-18 09:37

Determiner 1g
opinion 4
Size 0
age 0

Shape 0
Color 0
national 0
material 0
noun as adj is



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : B-1950/In.28/D.1/TL.00/06/2018
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
REKTOR IAIN METRO
di-

Tempat

AGENDA SURAT MASUK
Tanggal: 6-7-2018
No. Agenda: 1612

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1949/In.28/D.1/TL.01/06/2018,
tanggal 06 Juni 2018 atas nama saudara:

Nama : NUR ALPI ANDAYANI
NPM : 14121877
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di
atas akan mengadakan research/survey di IAIN METRO, dalam rangka
meyerlesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul
"AN ANALYSIS ON USING ADJECTIVE WORD ORDER IN UNDERGRADUATE
THESIS ABSTRACT AT STATE INSTITUTE FOR ISLAMIC STUDIES OF
METRO".

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

Wassalamu'alaikum Wr. Wb.

06 Juni 2018
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



KEMENTERIAN AGAMA
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Nomor : 1786 /In.28.1/J/PP.00.9/5/2018

22 Mei 2018

Lamp : -

Hal : BIMBINGAN SKRIPSI

Kepada Yth:

1. Dr. Mahrus As'ad, M.Ag
 2. Ahmad Subhan Roza, M.Pd
- Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : Nur Alpi Andayani
NPM : 14121877
Fakultas : Tarbiyah dan Ilmu keguruan
Jurusan : Tadris Bahasa Inggris
Judul : An Analysis On Using Adjective Word Order In Undergraduate Thesis Abstract At State Institute For Islamic Studies Of Metro

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

PERMOHONAN SURAT IZIN RESEARCH

Kepada Yth.,
Rektor IAIN Metro
di-
Metro

Assalamu'alaikum Wr. Wb.

Saya yang bertanda tangan di bawah ini:

Nama : NUR ALPI ANDAYANI
NPM : 14121877
Fakultas : Tarbiyah
Jurusan : Pendidikan Bahasa Inggris (PBI)
Semester : 8 (Delapan)
IPK Sementara : 3,44 (Tiga Koma Empat Empat)
Alamat Tempat Tinggal : Terbanggi Ilir kec. Bandar Mataram
HP. 085788342499

Dengan ini mengajukan permohonan Surat Izin Research dalam rangka menyelesaikan Tugas Akhir/Skripsi.
Judul dan Tempat Research sebagai berikut:

Judul Tugas Akhir/Skripsi : AN ANALYSIS ON USING ADJECTIVE WORD ORDER IN
UNDERGRADUATE THESIS ABSTRACT AT STATE INSTITUTE FOR
ISLAMIC STUDIES OF METRO
Tempat Research : IAIN METRO

Sebagai bahan pertimbangan, berikut ini saya lampirkan persyaratannya:

1. Foto Copy KTM
2. Foto Copy Slip Pembayaran SPP terakhir
3. Asli Kartu Rencana Studi (KRS) terbaru (memprogram Tugas Akhir/Skripsi)
4. Asli Pengesahan Proposal
5. Asli Surat Bimbingan Skripsi yang dikeluarkan Jurusan
6. Asli Kartu Konsultasi Bimbingan Skripsi Acc BAB I-III (untuk S1), Acc Outline (untuk D3)

Demikian Surat Permohonan ini saya sampaikan, atas perkenannya diucapkan terima kasih.

Wassalamu'alaikum. Wr. Wb.

Metro, 04 Juni 2018
Pendaftar,

NUR ALPI ANDAYANI
NPM 14121877





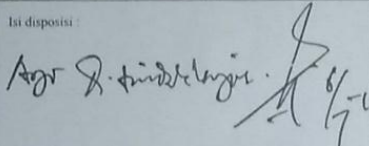
7/6/2018

sinta.metro.univ.ac.id/sinta/page/cetak_disposisi.php?nosm=161

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
Jalan P. Hajar Dewantara Kampus 15 A Ringulu Metro Timur Kota Metro Lampung 34111

Agenda : 1612

LEMBAR DISPOSISI

Indeks berkas :	Penelitian	Kode : TL.01
Tanggal/Nomor :	2018-07-06 / B-1950/In.28/D.1/TL.00/06/2018	
Asal :	Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro	
Isi Ringkas :	Izin research an. Nur alpi andayani	
Diterima Tanggal :	2018-07-06	
Tanggal penyelesaian		
Isi disposisi :		Diteruskan kepada :
 Agus D. Firdausy		1. UR. 1 6/7/2018 2. Kaban. 7/7/2018 3. Kaban. 7/7/2018
		f 09/07/18
Sesudah digunakan harap dikembalikan :		
Kepada :		
Tanggal :	NO : 2217, 11-7-2018	