AN UNDERGRADUATE THESIS

**AN ERROR ANALYSIS OF USING DISCOURSE MARKERS
IN WRITING DESCRIPTIVE PARAGRAPH
AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

By:

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1439 H / 2018 M**

AN ERROR ANALYSIS OF USING DISCOURSE MARKERS IN WRITING DESCRIPTIVE PARAGRAPH AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

Presented as a Partial Fulfillment of the Requirements
for the Degree of SarjanaPendidikan (S.Pd.)
in English Education Department

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STATE INSTITUTE FOR ISLAMIC STUDIE OF METRO
1439 H / 2018 M

NOTIFICATION LETTER

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Lampiran   :atu) Berkas
Perihal   : **Pengajuan Munaqosyah**

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
IAIN Metro
Di-   Tempat
Assalamu'alaikum Warahmatullahi Wabarakatuh

Setelah kami adakan pemeriksaan dan bimbingan seperlunya, maka skripsi penelitian yang telah disusun oleh:

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Judul   : **AN ANALYSIS OF DISCOURSE MARKERS IN DESCRIPTIVE PARAGRAPH AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Metro,   Juni 2018

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To The Honorable,
The Dean of Tarbiyah Faculty
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Assalamua'alaikum Warahmatullahi Wabarakatuh

We have given guidance and enough improvement to an undergraduate thesis which is written by:

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Student Number : 1065477
Faculty   : Tarbiyah
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Judul   : **AN ANALYSIS OF DISCOURSE MARKERS IN WRITING DESCRIPTIVE PARAGRAPH AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be examined on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Metro, June   2018

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APPROVAL PAGE

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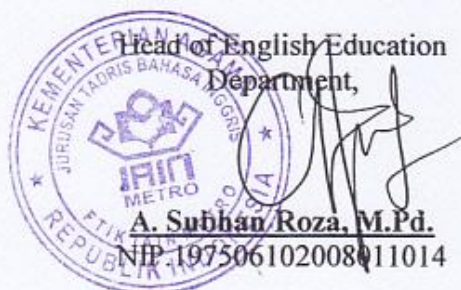
RATIFICATION PAGE

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An Undergraduate thesis entitled: AN ERROR ANALYSIS OF USING DISCOURSE MARKERS IN WRTING DESCRIPTIVE PARAGRAPH AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO, Written by Rima Rimba Sari, student number 1065477, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Friday, December 06th, 2018 at 13.00-115.00 a.m.

BOARD OF EXAMINERS:

Chairperson	: Dr. Umi Yawisah, M.Hum.	(.........)
Examiner 1	: Ahmad Subhan Roza, M.Pd.	(.........)
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ABSTRACT

AN ERROR ANALYSIS OF USING DISCOURSE MARKERS IN WRITING DESCRIPTIVE PARAGRAPH AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

By:

RIMA RIMBA SARI

Discourse markers are the crucial writing devices that have the function to link from one idea to others in order to achieve the coherent information in the discourse. Considering its importance, students are required to know their use. Yet, in the reality, an analysis of discourse markers in writing descriptive paragraph at state institute for Islamic studies of Metro still needs further explanation. Hence, this research focuses on analyzing the students discourse markers use in their writing descriptive paragraph.

In this research, the writer used qualitative research. It aimed to analysis how the use of discourse markers in writing descriptive paragraph. To collect the data the writer used observation, documentation and interview. The primary data of this research were taken from twenty descriptive writings composed by the third semester students of TBI IAIN Metro. Furthermore, the information obtained from those processes was interpreted by displaying it in the diagram or chart.

The analysis presented here shows that the students' discourse markers comprehensionare still needed to be improved. After analyzing this phenomenon, the errors were 10% of time discourse markers, 22% of cause or resultative discourse markers, 28% of additive discourse markers, and 40% of the opposition or contrary discourse markers. From this result, the students of TBI IAIN Metro need further comprehension in using discourse markers and the lecturer should give more elaboration about the use of discourse markers in writing descriptive performance correctly.

Keywords: Discourse Markers ,descriptive writing

ABSTRAK

**ANALISA KESALAHAN PADA PENGGUNAAN *DISCOURSE MARKERS*
DALAM MENULIS PARAGRAP DESKRIPTIF OLEH MAHASISWA
TADRIS BAHASA INGGRIS
DI IAIN METRO**

Oleh:

RIMA RIMBA SARI

Discourse markers merupakan bagian penting dalam penulisan yang memiliki fungsi untuk menghubungkan satu ide dengan ide-ide lainnya agar diperoleh informasi yang koheren dalam sebuah wacana. Mengingat pentingnya discourse markers, banyak mahasiswa yang diharuskan untuk tahu penggunaan discourse markers tersebut. Namun demikian, pada kenyataannya, penggunaan discourse markers pada mahasiswa Tadris Bahasa Inggris di IAIN Metro masih membutuhkan penjelasan lebih mendalam. Oleh karena itu, penelitian ini fokus pada analisa penggunaan discourse markers dalam penulisan Paragrap deskriptif.

Dalam penelitian ini peneliti menggunakan jenis penelitian kualitatif. Penelitian ini bertujuan untuk menganalisis bagaimana penggunaan discourse markers pada penulisan paragraph deskriptif. Untuk mengumpulkan data penulis menggunakan observasi, dokumentasi dan wawancara. Data primer penelitian ini diambil dari 20 karangan deskriptif yang dibuat oleh mahasiswa TBI IAIN Metro. Setelah itu, informasi yang didapat dari proses tersebut ditafsirkan kedalam diagram atau grafik.

Analisis yang telah dilakukan menunjukkan bahwa pemahaman discourse markers mahasiswa masih perlu dikembangkan. Setelah menganalisis fenomena tersebut, ditemukan kesalahan sebanyak 10% dalam penggunaan discourse markers jenis waktu, 22% jenis penyebab atau alasan, 28% jenis penambahan dan 40% jenis discourse markers yang berlawanan. Dari hasil penelitian ini, mahasiswa TBI IAIN Metro masih membutuhkan pemahaman yang lebih lanjut dalam penggunaan discourse markers dan para dosen sebaiknya memberikan penjelasan tentang penggunaan discourse markers dalam performa penulisan paragrap deskriptif secara benar.

Kata kunci:discourse markers, menulis deskriptif

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name	: RIMA RIMBA SARI
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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 excepted from the bibliographies mentioned.

Metro,.... June 2018
The writer,

RIMA RIMBA SARI
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ORISINALITAS PENELITIAN

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fakultas   : Tarbiyah Dan Ilmu Keguruan

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,.. June 2018

Penulis,

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MOTTO

قُلْ فَلِلَّهِ الْحُجَّةُ الْبَالِغَةُ فَلَوْ شَاءَ لَهَدَىٰكُمْ أَجْمَعِينَ ﴿١٤٩﴾

" Say - For Allah's is the final argument - Had He willed

He could indeed have guided all of you"

(Qs. Al-An'am :149).

DEDICATION PAGE

"I definitely dedicate this undergraduate thesis to my beloved family and all whom I greatly love"

ACKNOWLEDGEMENT

Thanks to Allah SWT, as the One who always gives all what we need and sends the good figures around us to face this life. Sholawat and Salam also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions. This undergraduated thesis entitles "An Error Analysis of using Discourse Markers in Writing Descriptive paragraph at Statet Institute for Islamic studies of Metro"

Regarding to the undergraduated thesis, the writer offers her big thank to the Dr. Umi Yawisah, M.Hum as the sponsor and to Syahreni Siregar,M.Hum as the co-sponsor. May Allah SWT give them His better reward for being patient to support and guide her during the accomplishment of this undergraduated thesis.

As human being, the writer completely realizes that this undergraduated thesis still has a plenty of weaknesses. The writer do apologizes for all mistakes she has made in writing and presentating items. All constructive comments and suggestions are very welcomed to measure the quality of this undergraduated thesis. Hopefully, this undergraduated thesis can be a meaningful benefit for the writer especially and for our campus and all readers in general.

Metro, July 2018
The writer,

RIMA RIMBA SARI
ST. ID. 1065477

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CHAPTER I

INTRODUCTION

A. Background of the study

English has become international language of the communication in the world. Many countries use English as the first, second, and foreign language, but in Indonesia, English is used as a foreign language that become a compulsory subject which in the learned by students from elementary school until university.

In teaching English, students are trained adequately four skills, they are: listening, speaking, reading, writing as well. Writing is one of language skills in learning besides listening, speaking, and reading. Teaching writing is different from teaching on the language skill. It can be stated that the combination of thought and activity are unique to writing.

Writing is one of the important aspects in language learning. By writing, the learners can share information and ideas with others through written text. They often discover what they really think and feel about people, ideas, issues, and events only in the actual process of writing. Writing is also as a learning tool, helping them to understand what they have discovered. People can see the importance of writing in daily life and also in social life, like in education and business aspects, for example when a people write letter or application letter.

One of the activities in writing is write the paragraph. The technique that he/ she used to learn paragraph is one of important things in mastery the skills in English, especially writing. There are some tpes of paragraph; they are Descriptive, Argumentative, Narrative, Persuasive and Exposition. In this research, the text type will focus on Descriptive paragraph. Descriptive paragraph is a process to describe something base on the real condition. The writer should be able to make the racer understand the subject in his/ her mind as clear as the writer sees it.

Writing itself is devided into some layers, namely phrase, clause, sentence, paragraph, and discourse. Usually, the implementation of writing phrase and writing sentence are introduced in the begining level of language learners, while the writing paragraph and writing an article are implemented in the intermediate level of language learners. Paragraph writing is designed to help low intermediate students analyze paragraph models, find ideas for their writing, put their ideas into sentences, and organize their sentence into paragraph. The common problems in writing for the language learners itself are universal. Usually, the language learners are still confused about how to start the writing some sentences or paragraphs. Most of them do not know what they will write.

As the advertisement writing descriptive paragraph can be used by discourse markers in it, especially for the improvement of English mastery. This study therefore aims to find out kind of error in using discourse markers on writing descriptive paragraph in the six semester students, specific for

English Education department (henceforth *TBI – Tadris Bahasa Inggris)* State institute for Islamic studies of Metro (henceforth *IAIN – Institute Agama Islam Negeri*) and generally for all of students at State Institute for Islamic Studies of Metro.

Discourse markers are some words and phrases help to develop ideas and relate them to one another. They are also called as linking words, linking phrases, or sentence connectors. Discourse markers are crucial in helping both reader and writer to understand better and as a support for comprehension of text. Discourse markers are also an important tool in gaining communication in the text. The students who have already exposed with this kind of approach should be able to include the use of discourse markers in their speaking and writing. To get information about discourse markers the writer tries to conduct the research by using writing descriptive paragraph as the object of the study.

From the Pre-Survey data at state Institute for Islamic studies of Metro in the Academic Year of 2017/2018 many students failed in writing test. It means that they do not have good writing ability. Based on the pre-survey data it knows that 14 students got failed score. Only 36.36% (8 students) passed the test and 63.63 % (14 students) failed it.

From the explanation above, most of students have same problems.The first, the students' writing is not comprehensible, because the content of the composition is not relevant to the topic, the ideas are not clearly stated, and the ideas and sentences are not well-organized. The second, there are many errors in vocabulary, grammar, and spelling. In the third place, the students

only make Simple sentences in writing descriptive paragraph. Based on the explanation, it can be inferred that writing the paragraph ability is not the simple thing.

Based on phenomena, The writer would like to conduct a research "An Error Analysis Of Using Discourse Markers in writing descriptive paragraph in the six semester at state Institute for Islamic studies of Metro in the Academic Year of 2017/2018".

B. Focus of the study

The main aim of the present work that the writer focused in this research is analyzing of discourse markers in writing descriptive paragraph among the six semester student at state Institute for Islamic studies of Metro in the Academic Year of 2017/2018.

In this research the writer focused on: What are the kinds of error in using discourse markers in writing descriptive paragraph commonly encountered by the six semester student at state Institute for Islamic studies of Metro in the Academic Year of 2017/2018.

C. Objectives and Benefits of the Study

1. Objectives of the study

This study aims to find out the kinds of discourse markers error used in writing descriptive paragraph in the six semester student at state Institute for Islamic studies of Metro in the Academic Year of 2017/2018.

2. Benefit of the study

This research is beneficial as for:

a. Students:

The results of the research were to support students in learning process and to improve their achievement, especially in writing descriptive paragraph.

b. Lecturers:

The teachers will get done benefit. It will better understand and be more creative in the delivery of information related to the material that will be presented and taught the knowledge of the students.

c. For others:

University will get benefit, add a list of references for future researchers associated with the study are in line with the discourse markers.

CHAPTER II

THEORETICAL REVIEW

A. Prior research

This research entitled "An Analysis of Discourse Marker in Writing Descriptive Paragraph at State Institute for Islamic Studies of Metro" does not conduct yet by the researchers.

The researcher found out the some similar researchs on DOAJ (Directory of Open Access Journals). Entitled "Use of Discourse Markers in the Composition Writings of Arab EFL Learners" Abdulhafeed Saif Modhish, March 2012.[1] This study is an investigation into the use of DMs in the composition writings of Yemeni EFL learners. The motivation behind initiating this kind of work stems from the fact that there is a dearth of research that is concerned with how DMs are actually utilized in the written discourse created by Arab EFL learners. The collected data were analyzed mainly quantitatively and qualitatively. The findings of the study reveal that the most frequently used discourse markers are the elaborative ones, followed by the inferential, contrastive, causative and topic relating markers. It is also shown that there is no strong positive correlation between learners' total number of discourse markers used and the writing quality of the participants. There is, however, a positive correlation between the topic relating markers and the writing quality of the learners.

Akhyar Rido with the title" The Use of Discourse Markers as an Interactive Feature in Science Lecture Discourse in L2 Setting" STBA Teknokrat

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[1] Abdulhafeed Saif Modhish, "Use of Discourse Markers in the Composition Writings of Arab EFL Learners", (Taiz University, Yemen,).

Lampung, Indonesia. The objective of this research is to investigate the function of discourse markers as an interpersonal-interactive feature in a science lecture in second language (L2) setting in Malaysia. This research employs qualitative method while the data are gathered through non-participant observation and video recording. The result indicated that the use of discourse markers will help students to comprehend a lecture.[2]

Then, Melor Md Yunus and Siti Nor Fatimah Haris with the tittle "The Use Of Discourse Markers Among Form Four SLL Students In Essay Writing" in Faculty of Education, Universiti Kebangsaan Malaysia, Bangi, Selangor, Malaysia. The purpose of this study is to investigate the use of discourse markers among Form Four students in essay writing. They conclude that nearly half of SLL respondents perceived writing as more difficult than speaking skills and students expected higher in their ESL writing course.[3] In the future research, as English is SLL non native language, more knowledge and skill about English should be learned for them to become more skillful and the use of discourse markers in essay writing is one of the skills that is important for them to develop their skills in writing.

Based on the researchers that have been conducting by many researchers that will be categorized with the topic disccused based on the object of the study.

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[2]. Akhyar Rido, "the use of discourse markers as an interactive feature in science lecture discourse in l2 setting," (STBA Teknokrat Lampung:Indonesia)

[3]. 15 Melor Md Yunus dan Nor fatimah Haris, " the use of discourse markers among form four SLL students in Essay Writing" (Canadian Center of science education), vol. 7, january 2014,

In the previous research there is a research that closely related to the discourse markers in writing.

Some Studens in State Institute of Islamic of metro have some difficulties (see p.5). The researcher will try to analyze the use of discourse markers in writing descriptive paragraph. On the other words, it is hoped that by conducting this research the researcher could generate the new paradigm and this research can be a guide for other researchers and give some useful insight within the same area as well.

B. General Description

After choosing the topic of the study, a researcher should not miss to review the existing literature in that topic area. The primary purpose of literature review is to help the researcher become familiar with the study that has already been conducted in his selected area.[4] Literature review is a highly meaningful part for the writer. Because it can be used to guide the writer in appropriate direction by answering the question related to that topic area.

To be believable a good scientific writing must contain entrusted theories to approve that the writing is created well and based on science. Alternatively, qualitative researchers increasingly use a theory to guide their study and raise the questions of gender.[5] The use of theory is extremely important to bring the readers in understanding what topic the researches convey trough their scientific writings.

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[4] Geoffrey Marczyk. *Essentials of Research Design and Methodology.* John Wiley and Sons Inc. USA. P.47- 48.

[5] John W. Creswell. *Research Design*. California: Sage Publication, Inc.2003. The second edition. p.131.

Also, the theory will empower the ideas that are conveyed by the writer to ensure the readers. Furthermore, by using the theory, the readers can assess whether this writing is scientific or not.

This research was aimed in discussing discourse marker in writing descriptive paragraph. Therefore the writer gave some supporting theories related to the topic to easy understanding the content of this research. So that, the discussion of this research became clear.

C. Theoretical framework

1. Concept of Writing

This subtitle entails the basic definition of writing and types of writing proposed by the experts on the field.

a. Definition of Writing

Terminologically, there are so many experts who have different definitons for writing, but here the researcher will take several definitions according to the experts as following.

Sanggam Siahaan explains that writing is a psychological activity of the language user to put information in the written text.[6] Moreover, Sanggam Siahaan in his books "The English Paragraph" state: "the written productive language skill is called writing".

Written products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills are not every

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[6] Sanggam Siahaan, *Issues in Linguistic*, Graha Ilmu, Yogyakarta, 2008, p. 215.

speaker develops naturally.[7] Because most of speaking skill sometimes cannot be developed or enlarged as well as writing skill.

Based on the quatations above, the researcher can put forward that writing is not only a process of transferring information in the writen text and expressing an idea but also thinking creatively including all the information and developing an idea.

b. Types of Writing

To decide which strategy will be used in the act of writing, George and Yulia propose five types in writing:

1) Descriptive

Descriptive reproduces the way things looks, smell, taste, feel, or sound; it also evokes moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, places, even or units of time-days, times of day, or seasons. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character or personality.

2) Argumentative

Argumentative is used in persuading and convincing. It is closely related to exposition and is often found combined with it. Argumentation is used to make a case or to prove or disprove a statement or proposition

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[7] H. Douglas Brown, *Teaching by Principles.* San Fransisco State University, the second edition p. 335.

3) Narrative

Narrative is the form of writing used to relate story of acts of events. Narration places occurrences in time and tells what happened according to natural time sequence. Types of narrative include short stories, novels, and news stories, as well as a large part of our everyday social interchange in the form of letters and conversation.

4) Persuasive

A persuasive paragraph gives the researcher's opinion on the topic and tries to get the reader to agree with it.

5) Exposition

Exposition is used in giving information, making explanation, and interpreting meanings. It includes editorials, essays, and informative and instructional material. Used in combination with narrative, exposition supports and illustrates. Used apart from narrative, it stands alone as an essay. Used alone or with narrative, exposition may be developed in a number of ways.

Based on the above quotations, the types of writing is divided into some types namely description, argumentation, narration, persuasion, and exposition. Every types have the characteristics itself and also different one anothers.

c. Stages of writing

The writing process will be divided into three stages : planning, drafting, and revising:

1) Plannning

Planning is the first steps in writing process, it is a series of strategies designed to find and produce information in writing. First, the researchers plan inside their heads what they want to say, and then they transfer their thoughts on to a pie of paper.

2) Drafting

Drafting in a procedure for drawing preliminary sketch as the second stage in the writing process drafting is a seies of strategies designed to organize and develop a sustained piece of writing.The researchers need to select one subject and organize their information about it into meaningfull cluster. Then they need to find connection among those clusters and discover the relationship that links the connections.

3) Revising

Revising is a procedure for improving or correcting a work in progress. As the third and final stage in the writing process revising is a series of strategies designed to re-examine and re-evaluate the choices that have created a piece of writing. The researcher may have to complete re-creations of the writing or may be able to perfect the smaller elements in piece of writing you have already created.

So the three stages process of writing are very important for the researcher because by planning, drafting, and revising can make our writing be a good writing. Before moving to the next, the researcher may

have to repeat one stage several time to look the writing suitable with the planning or not, and the paragraph like in drafting or not. If there are some mistake, the researcher can revise the writing in the last stages of the writing process, which is revising. So before the researcher move to the next, the researcher may have to repeat each stage several times to in order get good writing.

2. The Concept of Paragraph

a. The Definition of Paragraph

There are so many experts that here different definitions for paragraph, but here the writer will take several definiton according to experts.

According to Sanggam Siahaan a paragraph is a piece of written text. It contains several sentences. It can be classified into three parts; they are the beginning, the body, and the ending. As text, a paragraph contains several sentences which can be classified into three parts.[5]

Based on definition above, the writer concludes that paragraph is a part of writing that consist some sentences that develop one idea and paragraph should be consist three parts, namely introduction or beginning, body and conclusion or ending. A paragraph also should have developing sentences that will present all information to express

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[5] Sanggam Siahaan, , *Issues in* ., p. 5.

one idea and have a conlusion that tell us that the writer finished discussing idea.

b. Part or Element of Paragraph

According to Saragih (2005) "an academic paragraph is the element of an academic text. It is stated that the that the academic paragraph consist of a topic sentence, some supporting sentences and a concluding"[6]

1. Topic Sentence

According To Oshima and Hogue (1981: 3) say that an academic paragraph is a piece of writing that contains several sentences, and which can be divided into three parts. The first part is topic sentence. It called introductory. The function to introduce main topic and controlling idea. It mean that the topic is the subject or the main idea of the paragraph, and the controlling idea makes specific comment abut the topic.

2. Supporting Sentence

According To Oshima and Hogue (1981: 3) "the second part in paragraph is body. These parts contain several supporting sentences. Their function is to support the topic sentence".[7] It means the supporting sentences develop the topic sentence.

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[6] *Ibid.,* p. 219.

[7] *Ibid.,* p. 216.

3. Concluding Sentence

According To Oshima and Hogue (1981: 3) say that "the third part in paragraph is the concluding sentence. It also called the closing part of paragraph. it has function to complete paragraph. this sentences formulated by restating the topic sentence with synonyms, or some related words. another way to write the concluding sentence is by summarizing the main points discussed in the body of the paragraph"[8]

c. The definition of Descriptive Paragraph

Description writing is a process to describe something based on the real condition. The writer should be able to make the racer understand the subject in his/ her mind as clear as the writer sees it. Description reports the testimony of your senses. It invites your readers to imagine that they too not only see, but perhaps also hear, taste, smell, and touch the subject you describe. Usually, you write description for either of two purposes: to convey information without bias or emotion; or to convey it with felling.

From the definition above, the writer infers that descriptive paragraph is drawing important details of an object in writing as clear as possible, so the reader understand what the writer means, in this case the writer expects that the students can describe the subject clearly and detail in order that can write well and easily.

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[8] *Ibid.*

3. The Concept of Discourse Markers

a. Definition of discourse markers

Discourse is communicative event involving language in context.[8]Some people argue that discourse is language in action, while a text is the written record of the interaction. Discourse refers to language in context. All, however, seem to agree that both text and discourse need to be defined in term of meaning, and that coherent text of discourse are those that from a meaningful whole.

Furthermore, Redeker explains that the discourse "a word or phrase, for instance, a conjunction, adverbial, comment clause, interjection that is uttered with the primary function of bringing to listener's attention a particular kind of the upcoming utterance with the immediate discourse context.[9]

According to Brown's The upshot of the compositional nature of writing has produced writing pedagogy that focuses students on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.[10] The use of Discourse Marker is one of important things in composing writing. Using of discourse markers

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[8] David Nunan, *Diccourse analysis; introducing*, (London:Pengui book,1993), p.118.

[9] Li Feng, "Discourse Markers in writing*",* (Jinling Institute of Technology, Nanjing China), *vol 3,* 2010, p. 1.

[10] H. Douglas Brown, *Teaching By*, p.335.

should be developed ideas and relate them to one another, as a condition to improve their writing fluency and that their writing instructors should bridge the gaps in writing course books by suggesting necessary supplementary materials.

According to Chaudron and Richards discourse markers can be categorized into two: macro and micro.[11]

a. Macro markers mean higher-order markers signaling major transitions and emphasis in a lecture.

b. Meanwhile, micro markers are considered as lower-order markers of segmentations and inter-sentential connections.

According to Fraser, discourse markers are as a pragmatic class, lexical expressions drawn from the syntactic classes of conjunctions, adverbials, and prepositional phrases.[12] They are also called as linking words, linking phrases, or sentence connectors. It is hardly controversial that conjunctions (e.g. *and*, *or*, *but*) are discourse markers. Conjunctions are linking words that indicate grammatical relationship (subordination and coordination) and propositional meanings (addition, disjunction, contrast, concession, cause, consequence, condition, purpose, comparison, time, place, and manner). They typically introduce clauses in compound sentences.

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[11] Akhyar Rido, "the use of discourse markers as an interactive feature in science lecture discourse in l2 setting," (STBA Teknokrat Lampung:Indonesia),*vol 21*,February, 2010 , p. 2.

[12] John Benjamins, *Discourse markers and modal particles;* categorization and description (Amsterdam: Philadelphia, 2013), p.22.

On the other hand, Hansen explains that discourse markers in primarily functional-pragmatic, rather than formal-syntactic terms.[13] It is means that the role played by linguistic items functioning as discourse markers is no propositional and meta discursive, and their functional scope is in genera quite variable.

Based on the explanation above, discourse markers an important role in a text's cohesion and coherence. We can assume that discourse markers have some relationship with a discourse's cohesion and coherence.

Although the researcher just focus on discourse markers, Discourse markers have variant degrees of semantic meaning; they are utterance-initial; and they can signal a discourse relationship or signal a writer's or a speaker's attitude.

b. Types Of Discourse Markers

Many discourse markers in English signal relationship among ideas an expressed through phrase, clauses, and sentence. According to Brown's sixt types in discourse markers. [14]

1) Enumerative introduces in order in which points are to be made or the time sequence in which actions or processes took please. Example : *First(ly), second(ly),finally, for one thing ,in the end, for another thing, to being with, ect.*

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[13] *ibid.,* p. 24.

[14] H. Douglas Brown, *Teaching By .*, p.311.

2) Additive

    a) Reinforcing, introduuces a reinforcing ment or confirmation of what has preceded. Example : *Again, then again, also, moreover, in addition, furthermore, above all, what is more.*

    b) Similarity, introduces a statement of similarity with what has apreceded. Example : *Equally, likewise, similarly, correspondingly, in the same way.*

    c) Transition, indroduces a new stage in the sequence of presentation of information. Example : *now, well, incidentally, by the way, O.K, fine.*

3) Logical sequence

    a) Summative, introduse a summary of what has preceded. *Example : so, so far, altogether, overall, then, thus, therefore, in short, to summarize, to conclude.*

    b) Resultative, introduces an expression of the result or consquence of what preceded. Example : *So, as result, consequently, hence, now, therefore, in consequence.*

4) Explicative, indroduce an explanation or reformulation of what preceded. Example : *namely, in other words, that is to say, better, rather.*

5) Illustrative, indroduces an ilustration or example of what preceded. Example : *for example, for instance.*

6) Contrastive

    a) Replacive, introduces an alternative to what preceded. Example : *Alternatively, (or) again, (or) rather, (but) then, on the other hand.*

    b) Antithetic, introduces information in opposition to what preceded. Example: *Conversely, instead, then, on the contrary, by contrast.*

    c) Concessive, introduces information which is unexpected in view of what preceded. Example : *Anyway, anyhow, however, nevertheless, nonetheless, for all that, at the same time, all the time.*

c. The Function Of Discourse Markers

According to Fraser discourse markers have a lot of functions, they are several function of discourse marker: as cordinnate conjunction, subordinating conjunction, connectors, phrase linkers, similaity, logical sequence, referring to the others person's expectation, summing up, and ect.[15] On the other hand, Schiffrin analyzes, each functions on at least two and up to all five of the planes but has its primary use on one specific plane.[16]

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[15] Melor Md Yunus dan Nor fatimah Haris, " the use of discourse markers among form four SLL students in Essay Writing" (Canadian Center of science aducation), vol. 7, january 2014, P .3.

[16] Simone Muller, *Discourse Markers In native and Non-Ntive English discourse,* (Justus Liebig University, Giessen, 2004) p. 29.

Based on the exlpanation above Discourse marker are not only grammatical function only , but it is also about coherence. Discourse marker has many functions depend on its use. it has variety of function that are important to be learned by the student. Those discourse markers are commonly used in writing formal paragraph, especially Descriptive Paragraph.

d. Characteristics of discourse markers

Schiffrin (1987) (quoted in Buyukkarci & Gene, (2009) has given some characteristics discourse marker as below:[17]

1) It has to be syntactically detachable from the sentence.
2) It has to be commonly used in initial position of an utterance.
3) It has to be able to operate at both local and global levels of discourse.
4) It has to be able to operate on different planes of discourse.
5) It has to have a range of prosodic contours.

Generally discourse marker is not an integral part of the propositional meaning of a sentence as it is can even be deleted and this is unlikely to change the content meaning or the grammaticality of the sentence. Discourse marker usually does not change the grammaticality of sentences but "it does remove a powerful clue about what commitment the speaker makes regarding the relationship between the basic message conveyed by the present utterance and the prior discourse".

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[17] Abdulhafeed Saif Modhish, "Use of Discourse Markers in the Composition Writings of Arab EFL Learners", (Taiz University, Yemen,) *vol 5*, may , 2012, p. 2.

PCHAPTER III

RESEARCH METHODOLOGY

A. Type and Characteristic of the Research

This research implements one of the qualitative research because it is closely related to the activity of the writer as one of the students who became active users and utilized website. According to holliday, qualitative research integrates the phenomena of daily life, work activity, and other social issues which are deep concerned.[8] Thus, the researcher figure out the students to use of discourse markers in writing descriptive paragraph.

This research is designed as qualitative research to analysis how is the use of discourse markers in writing descriptive paragraph at state institute for Islamic studies of Metro, the researcher conduct this research especially at the third semester. Qualitative is a research that explores a phenomenon by describing it with non-numeric language in the context and scientific paradigm.

Qualitative research emphsizes the process analysis at the including the analysis at the interphenomena connection dynamics which is observed, it uses the scientifict reasoning.[9] It means that the qualitative research attempt to answer the research question through argumentative thinking and normally. It is a research that to describe, learn and explain the phenomenon. Another disticntion involves the differnce between qualitative and quantitaive research.

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[8] Holliday ardian, doing and writing qualitative fresearch (london: sage publication 2002)
[9] Saifuddin azwar, metode penelitian, (Yogyakarta: Pustaka Pelajar. 1997),p. 5

In the simplest sense, quantitative data deal primarily with numbers, whereas Qualitative data primarily involve words. This study uses one of the research types within the qualitative approach namely case study. Case study is one conducted only for specific case. It is the intensive study of a phenomenon.[10] It means that the researcher exploresall characteristics of case. Cresswell suggest that, case study is a kind ofqualitative study in which the researcher explores in depth a program, event, activity, or process which is done by one or more participant.[11] In this context, the researcheR intends to explore the process in speaking instruction.

Moreover, Creswell (1994) state that qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem.

By these statements above we can conclude that qualitative is qualitative research that aims to understand the phenomenon of what is experienced by the research subject holistically, such as behavior, perception, motivation, action. This research design also described the phenomenon of language especially the kinds and of grammatical cohesion on the abstract of undergraduate thesis.

B. Data Source

In this research, in conducting the data resurce, the researcher divides them into primary and secondary data. Primary data is the data resource which

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[10]Yogesh Kumar Singh, *Fundamental Of Research Methodology And Statistics*, (India: New age International Publisher, 2006), p. 147.

[11]John W. Creswell, *Research Design Qualitative Quantitaive Methodology And Mixed Methods Approaches*, (America: sage Publications, 2003),p. 15.

directly will be acquired by data collector from twenty participants among the six semester students IAIN of Metro. It means that the first hand data of students' about the use of discourse markers in the descriptive paragraph will be obtained by the researcher as an object of this research.

Whereas, collecting the data which already exist so that the researcher doesn't need to establish a survey called a secondary data. Those are the documentation IAIN of Metro, such as *pedoman penulisan karya ilmiah IAIN, buku pedoman akademik, profil IAIN, kurikulum dan silabus prodi pendidikan bahasa inggris, akreditasi dokumen IAIN, discourse markers books and descriptive writing books.*

C. Data Collecting Technique

In this research for getting the information, the writer determines the sample of the research. The main idea behind the qualitative research is to purposefully select participants or sites (document or visual material) that will be help the researcher understand the phenomenon and the problems.[12]

The writer uses purposive sampling technique to determine the sample of the research. The writing descriptive paragraph is analyzed and classified of discourse markers. Furthermore, the writer realizes that writing can be one of advertising media for give the reader about information or either and to interact and communicate with the readers.

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[12] Creswell, John W. *Research Design.,* .p. 185.

The researcher use instruments gathering the data as follows:

1. Documentation

    In conducting this research process, the researcher will collect some appropriate documents by means of the data from discourse analysis book, writing books, and International journals related to the theories between the use of discourse markers and descriptive writing text. Equally, after documenting the data, the writer will record the information obtained into the field notes.

2. Observation

    In this term, the researcher will observe the students' behaviour, activities, condition and environment around the participants taking field notes in order to know directly how the process in the class is. In addition, the students' data of the use of discourse markers in writing descriptive text among the six semester students in state institute for Islamic studies of Metro will be acquired by the data collector shortly.

3. Interview

    For the last way in collecting the data, the researcher will interview one on oneconsisting of twentyparticipants in getting the effective data. Furthermore, this interview will involve unstructured and generally open-ended questions to get views and opinions from the participants.[13]

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[13] Ibid, h. 188

Accordingly, the data, from a test of writing test, as the primary data, and the secondary data needed are documented as data resource in the form of documentation.

D. Data Validity technique

According to Creswell that different perspectives do not always coalesce, discussing contrary information adds to the credibility of an account for a reader in the real life. [14] Also present negative or discrepant information that to the themes from the runs counter. There are eight primary strategies to check the accuracy of the findings. They are triangulation, member-checking, thick description, bias, negative or discrepant information, prolonged time, peer debriefing, and external auditor.

Negative or discrepant information is the most frequently used and easy to implement strategies. It can be defined as runs counter to the context. Because the real life is composed by different perspective for a readers. The use of negative or discrepant is to improve the data and make a more accurate in next conclusion.

In validating the data, the writer use negative or discrepant. It means the writer use different perspective, because the real life is composed by different perspective for the readers. It is same with the readers or the students how they write or learn about discourse markers. The people have different level and performance or perspective to know and used discourse markers in writing descriptive paragraph. The different level and

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[14] Creswell, John W. *Research Design.,* .p. 185.

performance or perspective can influence what they know and learn especially about discourse markers.

E. Data Recording and Analysis technique

1. Data Recording

Before entering the field, the writer planned his approach to data recording. This research identified what the writer recorded and the procedures for recording data.

The procedures that the writer will be used :[15]

a. Observational protocol

This is for recording the observational data. The writer engaged multiple observations during the course of qualitative study and uses a *protocol* or form recording information. In this research the writer used this record data he had observed.

b. Documents and Visual materials

The writer used this procedure to note reflect information about the document or other materials as well as key ideas in the documents. For documents, it was helpful to note whether the information represents primary material (information directly from the people or situation under the study) or secondary material (secondhand accounts of the people or situation written by the others).

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[15] *Ibid.,* p. 188-190.

2. Data Analysis

The process of data analysis can make sense out text and image data. The writer would apply Miles and Huberman Model to analyze his data.

Figure 1. *Analysis Components of Miles and Huberman Model*[5]
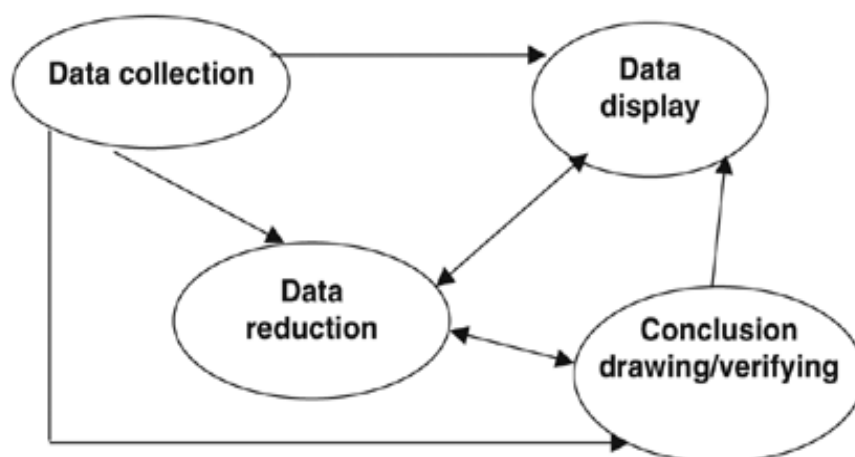
Data analysis by Miles and Huberman model conducts the following steps:

1) Data collection is the step when the writer gather all data which are used to complete the research.

2) The writer reduces the data he had gotten by summarizing and choosing specific things.

3) To display the data, the researcher usually uses graphics, figures, or charts. The display should be able to describe the content entire the data.

4) Lastly, the researcher verifies his research by making conclusion of data findings

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[5] Mathew B. Miles and A. Micael Huberman. *Qualitative data analysis,* London. Sage Publication, 1994, p. 10-12.

CHAPTER IV

DATA PRESENTATION

A. Description of Research Setting

1. The Historical Background of State Institute For Islamic Studies of Metro

a. The Brief History of State Institute For Islamic Studies of Metro

State Islamic Institute (IAIN) Metro was located in Metro city, Lampung province. It was the one and only State Institute for Islamic Studies in this city. As an Islamic Institute which was one of favorite universities, IAIN Metro has vision and missions. Its vision was Become an Innovative Islamic College of Education in socio-ecotechno-preneurship synergy based on Islamic values and Indonesian.

Then, to accomplish the vision, it composes some missions, namely: Implementing Islamic values in the implementation of education, research, and community service, Building a productive and innovative academic culture in resource management through scientific studies, learning models, and research, Growing socio-ecotechno-preneurship of academicians in the implementation of three pillars of university, Implement a professional and cultivated

institutional management system based on information technology.[16]

IAIN Metro was built on April 23 to 25, 1997 based on Decree of President RI No. 11, 1997 on March 21, 1997. The establishment of IAIN could not be separable with the history of IAIN Raden Intan Bandar Lampung which has begun from the effort of elite and religion figures from Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was dealt to accomplish two facilities, Education faculty and Islamic Law faculty, which are were domiciled in Tanjung Karang.

Referring to decision of President of Indonesia No. 27, 1963, in order to accomplish Al-Jami'ah, YKIL should at least had three faculties. In line with, YKIL opened Ushuludin faculty that was domiciled in Tanjung Karang. Finally, it realized the dream of Lampung society to find IAIN Al-Jami'ah based on the Minwaster of Religious Affair Decree No. 187/68 which was named "State Islamic Institute Raden Intan Tanjung Karang". In the year of 1993, IAIN Raden Intan Tanjung Karang was changed to IAIN Raden Intan Bandar Lampung. [17]

Moreover, in 1967, the Education and Islamic Law Faculty were established in Metro City based on the request of Metro

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[16] Taken from http://metrouniv.ac.id, accessed on May 8th, 2017

[17] Taken from http://metrouniv.ac.id, accessed on May 8th, 2017

society. Furthermore, based on the handbill of Director General of Bimas waslam No. E.III/OT.00/AZ/1804/1996, the settlement of Institutional Faculties IAIN outside the central Institute should be changed to State Islamic College (STAIN). Finally, based on the Decree of President RI No. 11, 1997, STAIN was legalized. That was the history of establishment of STAIN Jurai Siwo Metro.

The year 2010 was the year of preparation for the status of STAIN to IAIN. Currently the civitas academic STAIN Jurai Siwo Metro with various attempts to become a leading college and leading in the assessment and development of science, art and Islamic culture.

The status of STAIN Jurai Siwo Metro to IAIN Jurai Siwo Metro has been proposed since 2010 and was planned to be realized in 2012 next year. Alumni deliberation also became one of the adminwastrative requirements of STAIN status to IAIN. This has long been done during the leadership of Prof. Dr. Syaripudin, M.Ag. By inviting all the alumni of all generations in the grand reunion event on Saturday, July 28, 2010 last.

The change of status to IAIN would also encourage the formation of faculties which was a merger of two majors with 9 courses.

The year 2016 was the transition year of STAIN to IAIN. This status change was contained in Presidential Regulation No.71

dated August 1, 2016, according to the Presidential Regulation, the establishment of IAIN Metro was a change of form from the State Islamic College (STAIN) Jurai Siwo Metro.

In relation to the amendment, all the assets, employees, rights and obligations of each STAIN are transferred to the IAIN's assets, employees, rights and obligations respectively. Similarly, all STAIN college students become IAIN students.

The change of status to IAIN would also encourage the formation of new faculties which would be born in accordance with the needs of the community for education, as well as the development of facilities and infrastructure more adequate to realize IAIN Metro for the better.

b. The Structural Organization of State Institute For Islamic Studies of Metro

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

Figure 2

The organization structure of State Islamic Institute of Metro

The Organization Structure of IAIN Metro

Rector
Prof. Dr. Enizar, M.Ag

Institute Senate of IAIN Metro

Vice Rector I
Dr. Suhairi, M.H

Vice Rector II
Muhtar Hadi, M.S.I

Vice Rector III
Dr. Hj. Ida Umami, M.Pd.Kons

Dir. Post-Graduate
Dr. Tobibatussa'adah, M.Ag

The Dean of Tarbiyah and Teacher Training:
Dr. Hj. Akla, M.Pd

The Dean of Economic & Islamic Bussiness:
Dr. Widhiya Ninsiana, M.Hum

The Dean of Syariah:
Husnul Fatarib, Ph.D

The Dean of Da'wah:
Dr.Mat Jalil, M.Hum

The Head of Administration
Dra. Mugi Hastuti

UPT

Department

The Head of Academic and Student Bureau
Drs. Miftakhul Abidin

The Head of General & Staffing Bureau
Tri Pramestia, S.E

The Head of Planning & Information System
M. Mahrus Sa'adon, S.E

c. The Facilities in State Institute For Islamic Studies of Metro

In order to support lecturers and students, there are some facilities in State Islamic Institute of Metro, namely: Lecturer's room, Computer Laboratory Unit & Baitul Mal wa Tamwil, Library Unit, Language Laboratory Unit, Micro-Teaching

Laboratory, Islamic Development Unit, classroom, mosque, futsal field, basketball field, wall climbing field, volley field, tennis field, auditorium, Students Activities Unit (UKM) room, Students Committee Office. For getting the details of facilities, it can be shown in the table below:

Table 1
Facilities in State institute for Islamic studies of Metro

No	Facilities	Total of unit	Large (m^2)
1	Lecturers' room	1	556
2	Computer Laboratory Unit & BMT	1	1000
3	Library Unit	1	1000
4	Language Laboratory Unit	1	180
5	Micro-Teaching Laboratory	1	106,8
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 Field	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 State Islamic Institute of Metro in academic year 2014/2015.

d. The Sketch of Location of State Institute For Islamic Studies of Metro

Figure 3
The Location Sketch of State Islamic Institute of Metro
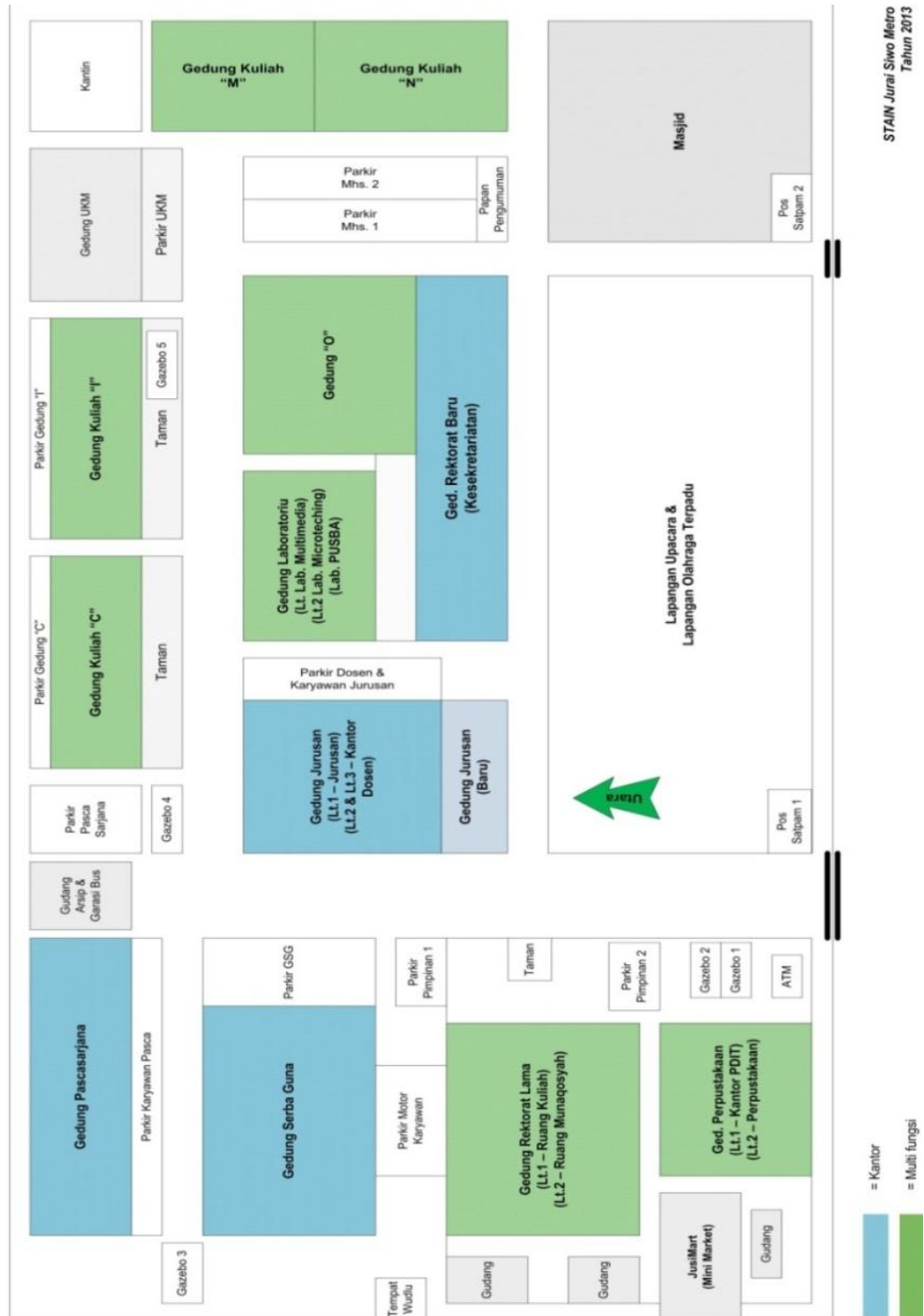
e. The Condition of Lecturers and Official Employees

The number of lecturer and official employee at State Islamic Institute of Metro in academic year 2017/2018 are 152. Otherwise, there are 32 lecturers non PNS and 19 honorary workers. Therefore, the whole staff of State Islamic Institute of Metro in academic year 2015/2016 is 203.

f. The English Education Department

English Education Department (TBI) strata 1 (S1) in State Islamic Institute of Metro was established in 2007. It included Tarbiyah faculty in State Islamic Institute of Metro. Historically, Strata 1 (S1) of English Education Department came from Diploma 3 (D3) English Education that was opened in 2002 based on the Decree No:DJ.1/220.C/2007 on May 28, 2007.

In implementing education, English Education Department stands on its vision, as follows: the establishment of professional students in the English education who can integrate the Islamic values and academic dimensions. So the students have a high bargaining. Furthermore, the vision than is enlarged in some missions, as follows:

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

2) Building and developing an atmosphere of the academic which is humanist, democratic and modern.

3) Growing the professionalism ethic through theoretical knowledge basic.

4) Providing qualified education service to produce the candidate of educator which is smart and skillful who have good attitude;

5) Applying integrated educational system which is able to give a significant input to development of education.

Those are the vision and missions which include all of the students in English Education Department in State Islamic Institute of Metro. Furthermore, based on the vision and missions above, it is formulated be three purposes of English Education Study Program, as follows:

1) .To prepare the students not only to be English teacher who can actualize the society benefits values, science, technology, and art but also be able to be agents of change in the society.

2) To prepare the students be professional English teachers which can imply, develop and enlarge English education with spirit of English-Islamic.

In line with the above statement, English study program always tries to develop the quality in the teaching and learning process. Indeed, it will be a dynamic, open, and polite relationship among the stakeholders in TBI State Islamic Institute of Metro, and total students 2017 - 2018 of TBI are 1059 students.

B. General Description of Research Data

Descriptive reproduces the way things looks, smell, taste, feel, or sound; it also evokes moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, places, even or units of time-days, times of day, or seasons. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character or personalityTo write this argumentation is needed writing devices to link the idea in the paragraph in order that obtain the coherent and cohesive writing called as discourse markers.

Furthermore, discourse markers, as the signposts, have the crucial function to connect the idea within the writing. According to Salkie, the types of discourse markers are distinguished into four kinds, as follows addition, opposition, cause, and time. Thus, to create a good writing descriptive paragraph, a product like what most excellent writers do, the students must have good ability in using appropriate discourse markers.

In this research, the researcher specifically analyzed of students' discourse markers especially in writing descriptive paragraph. As the primary data, they were collected from the students' descriptive writing product of the six semester in TBI IAIN Metro which were conducted as writing competition. The data were taken randomly from twenty students of TBI in the six semester. Then, the researcher classified the kinds of using discourse markers in writing descriptive paragraph text commonly encountered by the six semester students.

Regrettably, discourse markers are still low comprehended by the students in the third semester of TBI. From the collected data, the researcher found 371 errors of discourse markers which obtained from twenty students' writings which were categorized into four kinds, additive, opposition, cause, and time discourse markers. The following table illustrated the using discourse marker which they make.

Table 5:
The discourse markers error in the descriptive paragraph writing students.

No	Name	Kinds of Errors in Usin Discourse Markers in Descriptive Writing				
		Additive	Opposition /Contrary	Cause/Resultative	Time	Total
1	SR	3	8	10	-	21
2	ARD	5	11	3	-	19
3	EA	5	6	5	2	18
4	RAS	6	4	6	1	17
5	KM	7	4	5	2	18
6	LA	7	5	5	2	19
7	AS	2	7	5	5	19
8	UL	7	5	4	3	19
9	RS	6	8	5	1	20
10	FH	6	6	3	3	18
11	LP	4	9	4	4	21
12	RH	4	11	2	1	18
13	DA	7	8	4	3	22
14	AAS	4	6	-	3	13
15	TA	6	7	4	2	19
16	LRA	2	7	5	1	15

17	E	5	14	1	1	21
18	TW	6	10	3	1	20
19	AH	3	6	3	1	13
20	DL	9	6	4	2	21
Total		**104**	**148**	**81**	**38**	**371**
Percentage		**28%**	**40%**	**22%**	**10%**	**100%**

Based on the table above, it can be said that there are some discourse marker generally found in the descriptive paragraph writing students. In addition, the followings are the descriptions:

1. **Additive**

   Additive discourse markers are used to link the same additional idea of what has preceded, for instance, *moreover, furthermore, in addition, likewise, at the same time, and,similarly, and so forth.* The total of the use of additive discourse markers are 104 errors which were made by twenty students. The illustrations of the errors were as followed:

   a. SR

   *"It is hardly surprising, hence, that young people are willing to let their families support them until the age of 21 or 22. **In consequence, millions of new jobs have been created in knowledge industries, and these jobs are typically open only to university graduates.**" (#Task 1, paragraph 2)*

   Based on the Descriptivewriting text performance of student SR, it could be inferred that the word "*In consequence*" is not appropriate to be used in the second sentence because it expresses the cause discourse marker. Whereas, to make the first sentence coherent, they need the

additive discourse marker. Thus, it should be changed to *"at the same time or in addition"*

b. ARD

*"There are several reasons why young people today believe they have the right to a university education.First, growing prosperity in many parts of the world has increased the number of families with money to invest in their children's future. **Therefore**, falling birthrates mean that one- or two-child families have become common, increasing the level of investment in each child."(Task 1, paragraph 2)*

From the writing above, there is an unsuitable use discourse marker, namely *"therefore"*. It states wrong because it points out as the cause discourse marker. Indeed, the appropriate discourse marker which needed was *furthermore* as the additive discourse marker.

c. EA

"*The idea of attending the play at Gallaudet is nice. **Moreover**, the Theoretical Issues in Sign Language Research conference is scheduled at the same time."(#Task 2, no 5)*

In this term, the student 3 is asked to determine whether it is true or false of the italic discourse marker. Then, student EA answers that it is true in this question. In fact, the use of *moreover* in the sentence is false. It should be replaced to *however*.

d. RAS

"*Writing an essay can be challenging. **In addition**, there are techniques that can make the process a little easier. (#Task 3, no 5)*

In this section, the student is asked to make correction to the italic discourse marker. Then, student RAS replaced *in addition* to *moreover*. Two of them are incorrect because they are additive

discourse markers. The best answer is *hence* or *therefore* to show the cause of discourse marker based on the content of the sentence.

e. KM

> *"Alexander Graham Bell believed in oral education for deaf children.* ***Furthermore*** *Edward Minor Gallaudet who believed in using American Sign Language to educate deaf children. (# Task 2, no 1)*

From the writing above, it is not correct for the student KM to answer true for the italic word. It is clear that it is comparative opinion between the first and the second sentences. Hence, his best answer is false and it should be replaced by *in contrast to* as the opposition discourse marker.

2. Opposition / Contrary

This type shows the opposite discourse markers which connect the idea in the text based on the context precisely. The kinds of opposition discourse markers are *nevertheless, though, in spite of, notwithstanding, but, conversely and so forth*. Here are the list of errors of using discourse markers in descriptive writing text:

a. LA

> *"Sharon and Megan enjoyed the Loch Ness Monster ride,* ***in consequence****, Amber thought that Alpengist was faster and had more twists." (Task 2, no 10)*

From the text above, student LA made error in determining the true or false discourse marker. The answer is false not vice versa. The word *in consequence* was not true because it doesn't show the resultative statement from the previous sentence. Conversely, the

opposition discourse marker, *but*, was needed to make the sentence correct.

b. AS

> *"In 1903, William E. Hoy, a deaf baseball player, caught a fly ball in the ninth inning in spite of heavy fog. **Nevertheless,** Los Angles won the pennant for that year." (Task 2, no 2)*

Student AS answered true for the discourse marker. In fact, the answer is false because the word *nevertheless* is categorized as the opposition discourse marker. Meanwhile, the appropriate answer is the cause discourse marker, for instance *in consequence*.

c. UL

> *"People use 43 muscles when they frown; **however**, they use only 28 muscles when they smile." (Task 2, no 3)*

From the sentence above, it can be inferred that the student UL answered false to the italic discourse marker. The word *however* is true because it shows the opposition discourse marker. Thus, it is not necessary to the student to replace it.

d. RS

> *"In some advanced countries, it is not unusual for more than 50% of young adults to attend college or university. Critics, **and**, claim that many university courses are worthless and young people would be better off gaining skills in the workplace. (# Task1, paragraph 1)*

Based on the text above, the bold word *"and"* was false. It should be replaced by *however* in order to make the sentences coherent.

e. SH

"*Sharon has not visited the Land of the Dragons,**notwithstanding,** if she had had a kid, she would have gone by now. (#Task 3, no 2)*

From the text above, it is clear that the student SH has made error for replacing the discourse marker. It should be replaced with *instead*. The suitable answer is *yet* as the opposition discourse marker.

3. Cause / Resultative

Resultative discourse markers tell about an expression of the result or consequence of what has preceded. Those can be illustrated like, *as a result, consequently, hence, therefore, in consequence and as a consequence.* Here are the list of errors of using discourse markers:

a. LP

"*There were a lot of problems discussed at the meeting. **therefore,** after a few hours, we were able to prioritize the problems in the order we want to solve the problems.*" (#Task 2, no 8)

From the answer above, there was incorrect discourse marker used. The word *therefore* should be replaced by *finally* as the time discourse marker in order to link the idea from the previous statement precisely.

b. RH

"*First, growing prosperity in many parts of the world has increased the number of families with money to invest in their children's future. Moreover, falling birthrates mean that one- or*

*two-child families have become common, increasing the level of investment in each child. It is hardly surprising, **however**, that young people are willing to let their families support them until the age of 21 or 22.(# Task1, paragraph 2)*

In this term, student RH made error in using *however* as the opposition discourse marker. It should be replaced by *therefore* as the cause discourse marker.

c. DA

*"They earn much money by themselves, **likewise** they needn't steal things from shops." (#Task 3, no1)*

From the text above, the student DA made correction incorrectly by answering *like as* to replace the word *likewise.* Indeed, the best discourse marker is *hence* or *in consequence* in line with the cause discourse marker.

4. Time / Enumeration

It introduces something sequentially in which actions or processes take place. They are *firstly, second, next, then,in conclusion, while, finally and lastly.* Some students made errors in using this type on their writing, as follows:

a. Student TA

*"There are many benefits to exercising. **Instead,** you must take some precautions to avoid injury.(#Task 3, no 9)*

Based on the sentence above where the student was asked to make correction, finally, the student TA corrected the word *instead* to *in conclusion.* The word itself is not correct because

the sentence doesn't mean to make the conclusion. As the result, the appropriate discourse marker is *however*.

b. LRA

"*There are several reasons why young people today believe they have the right to a university education. **Therefore**, growing prosperity in many parts of the world has increased the number of families with money to invest in their children's future. (#Task 1, paragraph 1)*

From the text above, it can be inferred that there is an unsuitable discourse marker namely *therefore*. The word itself should be changed to *firstly* to point out the previous sentence sequentially.

c. DL

"***Therefore**, while it can be argued that too much emphasis is placed on a university education, my own opinion is that the university years are a crucial time for personal development. If people enter the workplace aged 18, their future options may be severely restricted. Attending university allows them time to learn more about themselves and make a more appropriate choice of career. (#Task 1, paragraph 4)*

Because the paragraph four is the last paragraph, the discourse marker which should be used is time discourse marker like *in conclusion* in order to conclude the supporting statements previously. Yet, the student DL encounters difficulties to comprehend discourse marker and answers *therefore* at the last conclusion.

In the same way, the researcher conducted an interview for twenty students by giving them eight questions related to the

descriptive writing and discourse markers comprehension. Here are the result of students' interview.

Questions :

1. What do you know about descriptive writing?

   Answer:

   Std. A : *Descriptive writing is a poses to describe something base on the real condition.*

   Std. B : *Descriptive writing is a paragraph that creates for the reader a sensory image of whatever is being described.*

   Std. C : *Descriptive writing is paragraph which express or describes place, thing and person in such vivid that the reader can easily visualize the described place, thing and person or can picture what is look like.*

   Std. D : *Descriptive writing isa paragraph which is write with our sense since the paragraph will make the readers see, touch, taste, hear or smell the object.*

   Std. E : *Descriptive writing is intended to describe place, person and thing so that the reader will be able to visualize the object.*

   Std. F : *Descriptive writing is generally you have to consider the genetic structure : identification, description, and conclusion.*

   Sdt. G : *Descriptive writing is describe a thing, a person, or place . usually consider the five sense of touch, smell, sold, taste and sight*

   Std. H : *Descriptive writing is an opinion text that is known from debatable statement because it consist of pros and cons statement.*

   Std. I : *Descriptive writing is a text that consists of agreement and disagreement statements.*

   Std. J : *Descriptive writing is an art of describing the place, person, object and events using appropriate detail.*

   Std. K : *Descriptive writing is a text discusses about agreement and disagreement statement which drawn by conclusion in the last paragraph.*

   Std. L : *Descriptive writing is an opinion text that is known from debatable statement because it consist of pros and cons statement.*

Std. M   : Descriptive writing is a text consists of title, supporting statements about an issue and conclusion.

Std. N   : Descriptive writing is an opinion text that is known from debatable statement because it consist of pros and cons statement.

Std. O   : Descriptive writing is a text that tells about pros and cons statements.

Std. P   : Descriptive writing is a text that make for show our opinion by using a negative and positive statement.

Std. Q   : Descriptive writing is the text which present some arguments about the issue appearing in surrounding.

Std. R   : Descriptive writing is an opinion text that is known from debatable statement because it consist of pros and cons statement.

Std. S   : Descriptive writing is an essay to present our argument about the issue or fenomenons surroundings.

Std. T   : Descriptive writing is an opinion text that is known from debatable statement because it consist of pros and cons statement.

Terminologically, based on the result above, twenty students know about the definition of descriptive writing precisely.

2. What are the main problems encountered in making an descriptive writing?

Answer:

Std. A   :poor in vocabulary and there is no idea.

Std. B   :the problem is finding some fact that is can help our opinion.

Std. C   :In my opinion, the main problem in making an argumentative writing is looking for the data to support an opinion which is given.

Std. D   :the main problem is we usually find difficult to give argument or opinion based on the topic which is given.

Std. E   :Less of vocabulary and there is no idea to write.

Std.F *:The student is difficult to understand what is argumentative and feel difficult to organize the idea.*

Std. G *:Lack of vocabularies, lack of building idea, lack of writing experience and I am difficult to draw conclusion of the statements.*

Std. H *: Poor in vocabulary and there is no idea.*

Std. I *: Vocabulary and agreement and disagreement idea.*

Std. J *:Vocabulary and I find difficult to arrange the sentence and idea.*

Std. K *:Vocabulary, idea and less of writing performance.*

Std. L *:Less vocabulary and the difficulties remember some types of discourse markers.*

Std. M *:Vocabulary and idea.*

Std. N *:Less of vocabularies, less of building pros and cons statements, and I am difficult to conclude the paragraph.*

Std. O *: Lack of vocabularies, lack of building idea, lack of writing experience and I am difficult to draw conclusion of the statements.*

Std. P *: The problems are vocabulary and no idea.*

Std. Q *: In my opinion, there are some problems in writing argumentative writing are I face the difficulties in organizing the idea on my mind, find difficulties in arrange the words because of the limit of vocabulary, and I less interested in writing argumentative writing because it is hard to me.*

Std. R *: Poor in vocabulary and there is no idea.*

Std. S *:The student is difficult to understand what is argumentative itself and feel difficult to organize the idea.*

Std. T *:Poor in vocabulary and there is no idea.*

Based on the question above, one student writes that she encounteres difficulties in finding some facts to help the opinion, in addition, one student says that she is difficult to understand what the descriptive is. In addition, there are two students who argue that the main problem is looking for the data to support an opinion which is given. Then, sixteen from twenty students answer the main problem encountered

in making an descriptive writing are lack of vocabulary and idea to organize the paragraph.

3. When the lecturer was lecturing, does the lecturer use discourse markers in teaching writing ?

Answer:

Std. A   : Yes of course.
Std. B   : Yes, she does.
Std. C   : Yes, she/he does.
Std. D   : Yes, she/he does.
Std. E   : Yes of course.
Std. F   : Yes, she does.
Std. G   : Yes, she/he does.
Std. H   : Yes of course.
Std. I   : Yes.
Std. J   : Yes.
Std. K   : Yes of course.
Std. L   : Not yet.
Std. M   : Yes, she/he does.
Std. N   : Sometimes.
Std. O   : Yes, she/he does.
Std. P   : Yes, she does.
Std. Q   : Yes of course.
Std. R   : Yes of course.
Std. S   : Yes, she does.
Std. T   : Yes of course.

From the collected data above, eighteen from twenty students answer that the lecturer uses discourse markers in writing class. Whereas, there are two students who have different statements.

4. What do you know about discourse markers?

Answer:

Std. A   : DM is conjunction.
Std. B   : discourse marker is some conjunction which used to connect with other sentence.

Std. C : *in my opinion, discourse marker is the transition word connecting one sentence to another sentence so that can make between one sentence to another sentence become coherent.*

Std. D : *discourse marker is words that is used to connect one sentence to another in order to make a good paragraph.*

Std. E : *conjunction.*

Std. F : *discourse marker is conjunction to connect one sentence to the other sentences.*

Std. G : *it is also called conjunction in grammar.*

Std. H : *conjunction.*

Std. I : *conjunction.*

Std. J : *Chronological Order*

Std. K : *Transition words*

Std. L : *in grammar, it is called conjunction.*

Std. M : *Chronological Order*

Std. N : *conjunction.*

Std. O : *it is also called conjunction in grammar.*

Std. P : *conjunction.*

Std. Q : *discourse marker is like conjunction or subordinate conjunction.*

Std. R : *conjunction.*

Std. S : *discourse marker is conjunction to connect one sentence to the other sentences.*

Std. T : *conjunction.*

Theoretically, all of students understand about discourse markers and another technical term of discourse marker which have the function to connect one sentence to the other sentences.

5. Do you find the difficulties in using discourse markers in writing descriptive writing? If so, give the reasons!

Answer:

Std. A : *Yes, because I have not known the types of discourse markers.*

Std. B : *Yes, I do. Because I think still difficult for choose the discourse markers which is suitable for connecting the sentence.*

Std. C   *: Yes, I do. I have lack of understanding in using discourse markers.*

Std. D   *: Yes, I do. Sometime, I find difficult using discourse markers because I just know little.*

Std. E   *: I don't know the types and the meaning.*

Std. F   *: Yes, I do. I cannot understand and comprehend discourse markers. Therefore I face difficulties when I have to use them in argumentative text.*

Std. G   *: Of course. Because I am difficult to decide which the appropriate discourse markers that must be used in writing. then, because there are many kinds of them that I haven't known the meaning too.*

Std. H   *: Yes. Because I have not known the meaning and the types of DM.*

Std. I   *: Yes of course. Because there are many kinds of discourse markers and I don't know the meaning.*

Std. J   *: Yes. I don't know the use of discourse markers one by one because there are so many types of them.*

Std. K   *: Yes. I don't know the kinds of DM and the meaning too. So, I cannot use them appropriately in writing.*

Std. L   *:Yes. Because less understanding about the meaning of some discourse markers.*

Std. M   *: Yes. Because I don't know the types of discourse markers and the meaning and the use of them appropriately in paragraph.*

Std. N   *: Yes of course. There are many types of discourse markers. All of them make me confused because I don't know the meaning.*

Std. O   *: Of course. Because I am difficult to decide which the appropriate discourse markers that must be used in writing. then, because there are many kinds of them that I haven't known the meaning too.*

Std. P   *:Yes. Because I don't know the types and the meaning.*

Std. Q   *:Yes, I do. Because when I am using discourse markers, I wonder whether the discourse markers used by me is appropriate or not.*

Std. R   *:yes. Because I haven't known the types of discourse markers.*

Std. S   *: Yes, I do. I cannot understand and comprehend discourse markers. Therefore I face difficulties when I have to use them in argumentative text.*

Std. T   *:yes. Because I haven't known the types of discourse markers.*

All of students say they find difficulties in using discourse markers in writing. Furthermore, the average difficulties which are encountered by the students are the unknown about the types of discourse markers, the meaning and the use of them in writing especially in descriptive writing.

6. Which one the most difficult discourse markers use in writing descriptive paragraph? why?

Answer:

Std. A : *nevertheless, nevermore. Because I have not known how to make the sentences.*

Std. B : *Hence. Because I still confuse for using that discourse markers and I don't know what the meaning of "hence".*

Std. C : *Moreover and in addition. Because both of them is the transition word connecting one sentence to another sentence with the same function.*

Std. D : *besides, beside that, and in one hand and in one line. They have the same meaning and usually I find hard to differ them.*

Std. E : *Hence and neverthelss. Because I don't know the meaning of this words.*

Std. F : *Hence. Because I cannot understand what the function of hence and how to use it.*

Std. G : *Hence, nevertheless, despite, likewise, furthermore and etc. Because I don't know the meaning.*

Std. H : *Nevertheless, hence, however, as if, likewise. Because I have not known how to use them in sentence.*

Std. I : *therefore, furthermore, nevertheless and despite.*

Std. J : *meanwhile, hence, yet. Because I don't know how to use them in writing.*

Std. K : *hence, nevertheless, likewise. I don't know the use of them and the meaning.*

Std. L : *Meanwhile. Because I still confuse about the meaning sometime.*

Std. M : *Hence and likewise.*

Std. N : likewise, whereas, hence, meanwhile. Because I don't know the use of them and the meaning too.
Std. O : Hence, nevertheless, despite, likewise, furthermore and etc. Because I don't know the meaning.
Std. P : Hence and neverthelss. Because I don't know the meaning of this words.
Std. Q : I face the difficulties when I should use "hence and whereas". If I use whereas, I have no idea to use it. for example: I get difficulties to use whereas, because I know the other discourse marker which has same purpose like "meanwhile".
Std. R : nevertheless, nevermore. Because I have not known how to make the sentences.
Std. S : Hence. Because I cannot understand what the function of hence and how to use it.
Std. T : nevertheless, nevermore. Because I have not known how to make the sentences.

Most of students argue the most difficult discourse markers usage in descriptive writing are "*hence* and *nevertheless*". Two of them are caused because they don't comprehend the meaning and the use of them in writing appropriately.

7. Where do you learn discourse markers?

Answer:

Std.A : In the school.
Std. B : In writing 2, in second semester.
Std. C : Campuss.
Std.D : In campuss.
Std. E : In the class.
Std. F : In my beloved campuss.
Std. G : Campuss.
Std. H : In the class.
Std. I : Campuss.
Std. J : Campuss.
Std. K : Campuss.
Std. L : In the class.
Std. M : In writing class.
Std. N : Campuss.

Std. O *: Campuss.*
Std. P *: Campuss.*
Std. Q *: In campuss.*
Std. R *: In the school.*
Std. S *: In my beloved campuss.*
Std. T *: In the school.*

Most of students state that they learn discourse markers in campuss. It points out that discourse markers are not the new thing to be taught in teaching writing.

8. If you get difficulties in comprehending discourse marker, how do you solve it?

Answer:

Std. A *: Study more about discourse markers or I have to explain more about it.*
Std. B *: I will try to learn and use discourse marker with knowing the meaning, so, I can imply discourse markers in my writing.*
Std. C *: I will ask someone who is expert in this material and I will search the sources which is believable.*
Std. D *: I ask my senior and even my lecturer to solve my problem about understanding discourse markers.*
Std. E *: I use the discourse markers that I know. And then I search in dictionary.*
Std. F *: I will ask to my lecturer more about discourse markers.*
Std. G *: I ask to my friends who know the meaning or I open dictionary.*
Std. H *: study more about DM if I have difficulties. I ask my lecturer to explain more about it.*
Std. I *: I ask to my smart friend or open dictionary.*
Std. J *: I ask to my lecturer or my friends.*
Std. K *: I open dictionary.*
Std. L *: I will add my vocabularies especially about DM and apply it in writing class especially in argumentative writing.*
Std. M *: I open dictionary.*
Std. N *: I open dictionary or ask to my lecturer.*
Std. O *: I ask to my friends who know the meaning or I open dictionary.*

Std. P   *: I open dictionary.*
Std. Q   *: firstly, I find it meaning in dictionary to make sure*
             the appropriate DM that I want to use.
Std. R   *: Study more about discourse markers of I have to*
             explain more about it.
Std. S   *: I will ask to the lecturer more about DM.*
Std. T   *: Study more about discourse markers of I have to*
             explain more about it.

There are various answer of the solution in comprehending discourse markers. Yet, nearly do students solve the difficulties by asking the lecturer or their friend who know and open dictionary to add their knowledge and to know the meaning as well.

Based on the gained data above, those can be inferred that most of students have comprehended the definition of descriptive writing and discourse markers theoretically.

Yet, lack of writing performance by using discourse markers influence their comprehension about them in writing let alone the types of discourse markers are not few. To illustrate this point, the researcher found 371 of discourse markers which are obtained from twenty students' writings and the highest type of was in oppositional discourse markers.

Though writing lecturer uses discourse markers in teaching them in writing class, they still find difficulties in comprehending the use of discourse markers in descriptive

writing especially in writing performance. Hence, they have the solution to solve their problem as follows by asking to their lecturer or friend, and opening the dictionary to know the meaning of discourse markers in order to get the new knowledge especially to the use of each types of discourse markers.

To sum up in a nutshell, the researcher proposes for the students to read other references related to the discourse markers books, for instance, David Nunan's book entitled *Introducing Discourse Analysis*, Halliday's book *"Cohesion in English",* and Raphael Salkie *"Text and Discourse Analysis"* which point out the types of discourse markers. In addition, as the comparison, the students are expected can enrich their comprehension by reading Douglas Brown's book entitled *Teaching by Principles: An Interactive Approach to Language Pedagogy* which state the types of discourse markers completely among others.

C. Discussion

This research was conducted in the six semester of TBI of the State Institute for Islamic studies of Metro in academic 2017/2018, it means that the result of this research was definite and limited only on these participant in that place and time. In other words, the result might be different when it

was conducted in the different place, time and participant even though it had the same matter.

Based on interview data with the third semester students In state institute for Islamic studies of Metro, the writing lecturer has taught discourse markers in teaching writing including descriptive paragraph. Yet, the students still find difficulties in comprehending the use of discourse markers types let alone in writing performance. Those can be seen by means of chart below:

Figure 4:
The Using of Discourse Markers in writing descriptive paragraph in the six semester students TBI of IAIN Metro.
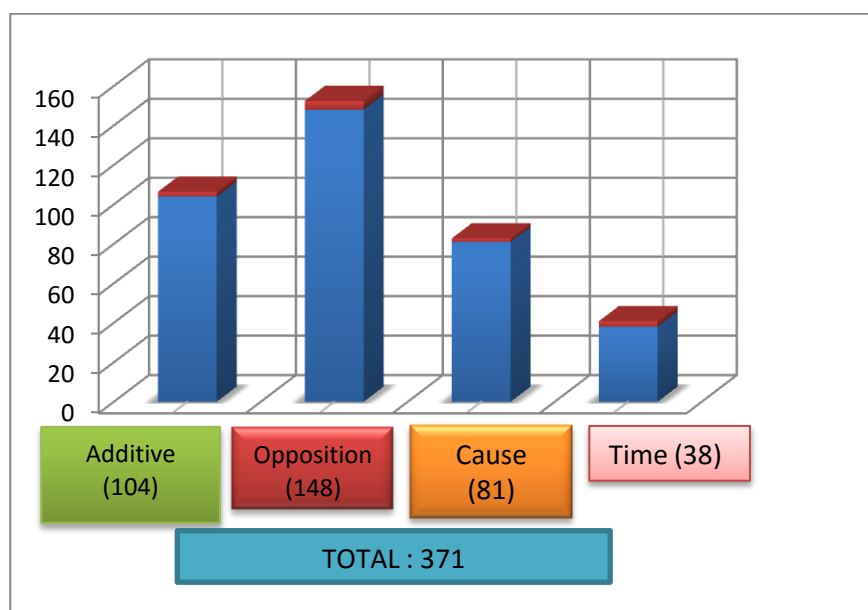
Based on the chart above, it can be sketched the conclusion that there are several errors in the students' descriptive writing by using discourse markers. The errors were 38 items of time connections, 81 items of cause or resultative connections, 104 items of additive connections, and

the most discourse markers errors found in students' argumentative writing of the IAIN Metro were 148 items of opposition or contrary discourse markers and tohe percentage of the errors found can be identified in the pie diagram below:

Figure 5:
The percentage of using discourse markers in descriptive writing by the six semester student TBI of IAIN Metro.
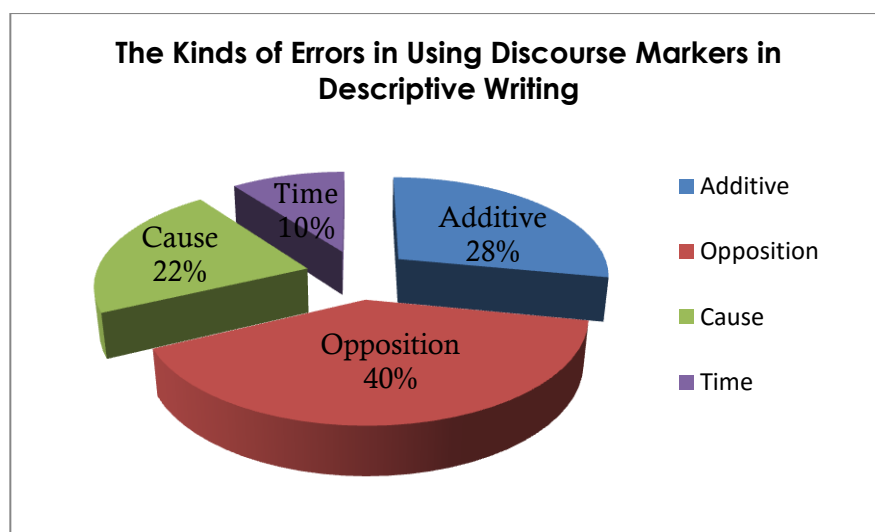
The diagram pie above points out that there are several errors of using discourse markers in descriptive writing made by the students. The errors were 10% of time discourse markers, 22% of cause or resultative discourse markers, 28% of additive discourse markers, and the largest percentage of the use discourse markers found in students' descriptive writing of the IAIN Metro were 40% of the opposition or contrary discourse markers.

Hence, because of the errors data which made by the six semester students above, it can be assumed that the students are

expected to increase their knowledge about the types of usage of discourse markers in descriptive writing in order to avoid the errors in writing performance.

D. The Implication to the Teaching of Writing

Theoretically, discourse markers are used to link one idea to others in a discourse, for instance, in descriptive paragraph. Whereas, practically, the use of discourse markers in descriptive paragraph performance is not easy. It can be illustrated by the 371 errors of discourse markers that obtained from twenty students' writing descriptive paragraph.

Referring to the interview result, the students who encounter the difficulties in using discourse markers in descriptive writing ask the writing lecturer to elaborate the use of them correctly. It points out that the lecturer should elaborate the kinds of usage of discourse markers clearly in teaching writing process.

In summary, the lecturer, along with the students, cooperates to solve the problems in comprehending discourse markers in writing performance. The lecturer is expected to use the appropriate approaches and ways in helping them to increase their comprehension about discourse markers. Conversely, it is recommended that the students should study harder about the use of each types in descriptive writing and practice making sentence or paragraph as many as possible based on the each types of them.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, the researcher is eagerly going to deduce this research that are still found in using discourse markers in writing descriptive paragraph by the six semester students at State Institute for Islamic studies of Metro. The using of discourse markers in writing descriptive paragraph were 38 items of time discourse markers, 81 items of cause or resultative discourse markers, 104 items of additive discourse markers, and the highest discourse markers errors found were 148 items of opposition or contrary discourse markers.

Hence, the researcher assumes that most of the six semester students at State Institute for Islamic studies of Metro have lack of understanding in using discourse markers, especially in writing performance. It has been illustrated by the total of the kinds of errors encountered by the students through the previous table and diagram for the percentage of the errors as well.

B. Suggestion

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

1. For the students

   The students who have lack of understanding discourse markers are supposed to enrich not only their writing comprehension in using discourse markers but also writing performance in order to avoid the writing errors particularly of using each type of discourse markers in writing. Meanwhile, the students who are good at writing especially in using discourse markers in writing descriptive paragraph are expected to maintain their comprehension.

2. For the lecturer

   The lecturer should give a clear elaboration about descriptive writing and the usage of each type of discourse markers deeply in lecturing process in order to reduce students' unknown about the use of discourse markers in writing descriptive paragraph.

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APPENDICES

1. **What do you know about descriptive paragraph?**

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2. **What are the main problems encountered in making an descriptive paragraph?**

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3. **When the lecturer was lecturing, does the lecturer use discourse markers in teaching writing?**

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4. **What do you know about discourse markers?**

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5. **Do you find the difficulties in using discourse markers in writing descriptive paragraph? If so, give the reasons!**

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6. **Which one the most difficult discourse markers use in writing descriptive paragraph? Why?**

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7. **Where do you learn discourse markers?**

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8. **If you get difficulties in comprehending discourse markers, how do you solve it?**

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"INTERVIEW INSTRUMENT"

1. **What do you know about descriptive paragraph?**
   Descriptive paragraph is a proses to describe some thing base on the reall condition.

2. **What are the main problems encountered in making an descriptive paragraph?**
   Poor in vocabulary and there is n idea.

3. **When the lecturer was lecturing, does the lecturer use discourse markers in teaching writing?**
   Yes of course

4. **What do you know about discourse markers?**

   DM is canjungtion

5. **Do you find the difficulties in using discourse markers in writing descriptive paragraph? If so, give the reasons!**
   yes. because I have not know the types of discourse markers.

6. **Which one the most difficult discourse markers use in writing descriptive paragraph? Why?**

Nevertheless, nevermore. Because I have not know how to make the sentences.

7. **Where do you learn discourse markers?**

In the school.

8. **If you get difficulties in comprehending discourse markers, how do you solve it?**

Study more about discourse marters or I have to explaine more about it

Instrument test of Discourse markers in wring descriptive.

EXCERSICE:

1. Write your name and student number!

Name   :

Class   :

Npm   :

Task 1: Fill in blanks below with appropriate *Discourse Markers*

"My Favorite place"

The best place for me to forget all my worries is under a palm tree at dusk. When I am worried about a problem or just want to be alone, I will go to the beach around five in the afternoon and sit in the shade of a palm tree. The sand is a little hard to sit on, but this does not bother me. As the wind blows like a whistle and the waves become softer as they the reach the shore, the air will have a slight smell of the sea. The pelicans pass by in groups of seven before they disappear behind the horizon.

In some advanced countries, it is not unusual for more than 50% of young adults to attend college or university. Critics, **.........................**, claim that many university courses are worthless and young people would be better off gaining skills in the workplace.

There are several reasons why young people today believe they have the right to a university education. **......................**, growing prosperity in many parts of the world has increased the number of families with money to invest in their children's future. **.........................**, falling birthrates mean that one- or two-child families have become common, increasing the level of investment in each child. It is hardly surprising, **.........................**, that young people are willing to let their families support them until the age of 21 or 22. , **.........................,** millions of new jobs have been created in knowledge industries, and these jobs are typically open only to university graduates.

........................., it often appears that graduates end up in occupations unrelated to their university studies. It is not uncommon for an English literature major to end up working in sales, or an engineering graduate to retrain as a teacher, , **.........................,** Some critics have suggested that young people are just delaying their entry into the workplace, rather than developing professional skills. A more serious problem is that the high cost of a university education will mean that many families are reluctant to have more than one child, exacerbating the falling birthrates in certain countries.

........................., while it can be argued that too much emphasis is placed on a university education, my own opinion is that the university years are a crucial time for personal development. If people enter the workplace aged 18, their future options may be severely restricted. Attending university allows them time to learn more about themselves and make a more appropriate choice of career.

Task 2: Determine the following Italic discourse markers are TRUE or FALSE

1. Alexander Graham Bell believed in oral education for deaf children. *Furthermore* Edward Minor Gallaudet who believed in using American Sign Language to educate deaf children. (.......................)
2. In 1903, William E. Hoy, a deaf baseball player, caught a fly ball in the ninth inning in spite of heavy fog. *Nevertheless*, Los Angles won the pennant for that year. (.......................)
3. People use 43 muscles when they frown; *however*, they use only 28 muscles when they smile. (.......................)
4. I am not able to go to the beach with you. *Hence*, thanks for asking me. (.......................)
5. The idea of attending the play at Gallaudet is nice. *Moreover*, the Theoretical Issues in Sign Language Research conference is scheduled at the same time. (.......................)
6. *Though* I eat green beans because they are healthy, I hate them. (.......................)
7. The news reported that Montana would be very cold this week. I said, "*Yet,* Rochester will be, too." (.......................)
8. There were a lot of problems discussed at the meeting. *therefore*, after a few hours, we were able to prioritize the problems in the order we want to solve the problems. (.......................)
9. There was a malfunction in the smoke machines and lights, the curtains would not open and close properly, and one of the actors was sick with no stand-in. *In conclusion*, the play was a disaster. (.......................)
10. Sharon and Megan enjoyed the Loch Ness Monster ride, *in consequence* Amber thought that Alpengist was faster and had more twists. (.......................)

Task 3: The italic discourse markers in the following sentences are false. Make them correct in the blank space.

1. They earn much money by themselves, *likewise* they needn't steal things from shops. (............................)
2. Sharon has not visited the Land of the Dragons, *notwithstanding* if she had had a kid, she would have gone by now. (............................)
3. The weather is supposed to be drizzly and chilly today; *for instance*, the Deaf Festival will be cancelled. (............................)
4. Succeeding in college often is a challenge for students. *Though* most colleges provide services designed to help students. (............................)
5. Writing an essay can be challenging. *In addition*, there are techniques that can make the process a little easier. (............................)
6. Cheating is dishonest. *Yet*, it hinders students from learning. (............................)
7. Rock climbing takes much practice and skill. *On the other hand*, learning to write well requires a great deal of practice. (............................)
8. Houseplants require much care and attention. *Despite*, outdoor plants must be cared for properly. (............................)
9. There are many benefits to exercising. *Instead*, you must take some precautions to avoid injury. (............................)
10. I left my house on time for dinner. *Moreover*, the traffic was a total nightmare as I crossed the bridge. (............................)

Instrument test of Discourse markers in wring descriptive.

EXCERSICE:
1. Write your name and student number!

Name : Siti Rohimah lulu Muthoharoh

Class : D

Npm : (Ñ01070201)

Task 1: Fill in blanks below with appropriate *Discourse Markers*

"My Favorite place"

The best place for me to forget all my worries is under a palm tree at dusk. When I am worried about a problem or just want to be alone, I will go to the beach around five in the afternoon and sit in the shade of a palm tree. The sand is a little hard to sit on, but this does not bother me. As the wind blows like a whistle and the waves become softer as they the reach the shore, the air will have a slight smell of the sea. The pelicans pass by in groups of seven before they disappear behind the horizon.

In some advanced countries, it is not unusual for more than 50% of young adults to attend college or university. Critics, _There fore_, claim that many university courses are worthless and young people would be better off gaining skills in the workplace.

There are several reasons why young people today believe they have the right to a university education. _futher more_, growing prosperity in many parts of the world has increased the number of families with money to invest in their children's future. _There fore_, falling birthrates mean that one- or two-child families have become common, increasing the level of investment in each child. It is hardly surprising, _In adition_, that young people are willing to let their families support them until the age of 21 or 22. , _In can sequence_ millions of new jobs have been created in knowledge industries, and these jobs are typically open only to university graduates.

moreover, it often appears that graduates end up in occupations unrelated to their university studies. It is not uncommon for an English literature major to end up working in sales, or an engineering graduate to retrain as a teacher, , _Likelixse_, Some critics have suggested that young people are just delaying their entry into the workplace, rather than developing professional skills. A more serious problem is that the high cost of a university education will mean that many families are reluctant to have more than one child, exacerbating the falling birthrates in certain countries.

There fore, while it can be argued that too much emphasis is placed on a university education, my own opinion is that the university years are a crucial time for personal development. If people enter the workplace aged 18, their future options may be severely restricted. Attending university allows them time to learn more about themselves and make a more appropriate choice of career.

Task 2: Determine the following Italic discourse markers are TRUE or FALSE

1. Alexander Graham Bell believed in oral education for deaf children. *Furthermore* Edward Minor Gallaudet who believed in using American Sign Language to educate deaf children. (......*True*.......)

2. In 1903, William E. Hoy, a deaf baseball player, caught a fly ball in the ninth inning in spite of heavy fog. *Nevertheless*, Los Angles won the pennant for that year. (....*false*........)

3. People use 43 muscles when they frown; *however*, they use only 28 muscles when they smile. (.....*True*........)

4. I am not able to go to the beach with you. *Hence*, thanks for asking me. (.....*True*...........)

5. The idea of attending the play at Gallaudet is nice. *Moreover*, the Theoretical Issues in Sign Language Research conference is scheduled at the same time. (......*True*..........)

6. *Though* I eat green beans because they are healthy, I hate them. (.....*false*........)

7. The news reported that Montana would be very cold this week. I said, "*Yet*, Rochester will be, too." (.....*false*.........)

8. There were a lot of problems discussed at the meeting. *therefore*, after a few hours, we were able to prioritize the problems in the order we want to solve the problems. (......*True*........)

9. There was a malfunction in the smoke machines and lights, the curtains would not open and close properly, and one of the actors was sick with no stand-in. *In conclusion*, the play was a disaster. (......*false*.......)

10. Sharon and Megan enjoyed the Loch Ness Monster ride, *in consequence* Amber thought that Alpengist was faster and had more twists. (...*false*............)

Task 3: The italic discourse markers in the following sentences are false. Make them correct in the blank space.

1. They earn much money by themselves, *likewise* they needn't steal things from shops. (...*in consequence*)

2. Sharon has not visited the Land of the Dragons, *notwithstanding* if she had had a kid, she would have gone by now. (.........*Yet*.............)

3. The weather is supposed to be drizzly and chilly today; *for instance*, the Deaf Festival will be cancelled. (.....*finally*.......)

4. Succeeding in college often is a challenge for students. *Though* most colleges provide services designed to help students. (*nevertheless*.....)

5. Writing an essay can be challenging. *In addition*, there are techniques that can make the process a little easier. (.....*hence*.......)

6. Cheating is dishonest. *Yet*, it hinders students from learning. (.......*but*.............)

7. Rock climbing takes much practice and skill. *On the other hand*, learning to write well requires a great deal of practice. (....*Therefore*.....)

8. Houseplants require much care and attention. *Despite*, outdoor plants must be cared for properly. (.........*but*.......)

9. There are many benefits to exercising. *Instead*, you must take some precautions to avoid injury. (..*however*.........)

10. I left my house on time for dinner. *Moreover*, the traffic was a total nightmare as I crossed the bridge. (....*while*.........)

The discourse markers error in the descriptive paragraph writing students.

No	Name	Kinds of Errors in Usin Discourse Markers in Descriptive Writing				
		Additive	Opposition /Contrary	Cause/Resultative	Time	Total
1	SR	3	8	10	-	21
2	ARD	5	11	3	-	19
3	EA	5	6	5	2	18
4	RAS	6	4	6	1	17
5	KM	7	4	5	2	18
6	LA	7	5	5	2	19
7	AS	2	7	5	5	19
8	UL	7	5	4	3	19
9	RS	6	8	5	1	20
10	FH	6	6	3	3	18
11	LP	4	9	4	4	21
12	RH	4	11	2	1	18
13	DA	7	8	4	3	22
14	AAS	4	6	-	3	13
15	TA	6	7	4	2	19
16	LRA	2	7	5	1	15
17	E	5	14	1	1	21
18	TW	6	10	3	1	20
19	AH	3	6	3	1	13
20	DL	9	6	4	2	21
Total		**104**	**148**	**81**	**38**	**371**
Percentage		**28%**	**40%**	**22%**	**10%**	**100%**

The result of this analysis describes that in fact there are some kind of errors in using descriptive paragraph at State Institute for Islamic studies of Metro. After analyzing this phenomenon, the errors were 10% of time discourse markers, 22% of cause or resultative

discourse markers, 28% of additive discourse markers, and 40% of the opposition or contrary discourse markers. From this result, the students of TBI IAIN Metro need further comprehension in using discourse markers and the lecturer should give more elaboration about the use of discourse markers in writing descriptive performance correctly.

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris menerangkan bahwa:

Nama : RIMA RIMBA SARI

NPM : 1065477

Fakultas : TBI

Angkatan : 2010

Telah menyerahkan buku berjudul : The Hand Book of Language Variation and Change

Metro, 25 Juni 2018

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris menerangkan bahwa:

Nama : Rima Rimba Sari

NPM : 1065477

Fakultas : TBI

Angkatan : 2010

Telah menyerahkan buku berjudul : The Hand Book of Language Variation and Change

Metro, 25 Juni 2018

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

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M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-0406/In.28/S/OT.01/06/2018

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

Nama	: RIMA RIMBA SARI	
NPM	: 1065477	
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris	

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 1065477.

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 26 Juni 2018
Kepala Perpustakaan,

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

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-2832/In.28.1/J/TL.00/11/2017   27 November 2017
Lamp   : -
Hal   : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Dra. Umi Yawisah, M.Hum
2. Syahreni Siregar, M.Hum.
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   : Rima Rimba Sari
NPM   : 1065477
Fakultas/Jurusan   : Tarbiyah dan Ilmu Keguruan/TBI

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

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

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 197506102008011014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

S U R A T   T U G A S
Nomor: B-0556/In.28/D.1/TL.01/02/2018

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

Nama	:	**Rima Rimba Sari**
NPM	:	1065477
Semester	:	15 (Lima Belas)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF DISCOURSE MARKERS IN WRITING DESCRIPTIVE PARAGRAPH AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal : 02 Februari 2018

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-0557/In.28/D.1/TL.00/02/2018   Kepada Yth.,
Lampiran : -   REKTOR IAIN METRO
Perihal   : **IZIN RESEARCH**   di-
                                                      Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0556/In.28/D.1/TL.01/02/2018, tanggal 02 Februari 2018 atas nama saudara:

Nama	:	**Rima Rimba Sari**
NPM	:	1065477
Semester	:	15 (Lima Belas)
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 meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF DISCOURSE MARKERS IN WRITING DESCRIPTIVE PARAGRAPH 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.

Metro, 02 Februari 2018
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

Nama : Rima Rimbasari   Fakultas/Jurusan : Tarbiyah/TBI
NPM   : 1065477   Semester   : XVI

No	Hari /Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1	Friday 29/06/2018		✓	Acc and continue to the first Sponsor	

Mengrtahui
Ketua Jurusan TBI

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

Dosen Pembimbing II

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

Nama : Rima Rimbasari   Fakultas/Jurusan : Tarbiyah/TBI
NPM : 1065477   Semester   : XVI

No	Hari /Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
1.	25/6 - 18	✓		Revise : Abstract	
2.	28/6 - 18	✓		acc for munagosyed	

Mengrtahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum
NIP. 196204241999032001

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

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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
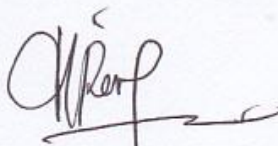
Nama : Rima Rimbasari   Fakultas/Jurusan : Tarbiyah/TBI
NPM : 1065477   Semester   : XVI

No	Hari /Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
1	Tuesday 05/06/18		✓	Acc Research Instrument	

Mengrtahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
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Dosen Pembimbing II

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

Nama : Rima Rimbasari   Fakultas/Jurusan : Tarbiyah/TBI
NPM : 1065477   Semester   : XV

No	Hari /Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
	selasa 5/6 '18	✓		acc for Instrument	

Mengrtahui
Ketua Jurusan TBI

Dosen Pembimbing I

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

Dr. Umi Yawisah, M.Hum
NIP. 19691008 200003 2 005

CURRICULUM VITAE

Rima Rimba Sari was born in Simpang Luas, december 30, 1991. She is the second child of happy couple namely Parmu and Ponisah. She lives in ogan komering ulu selatan Palembang.

The researcher had studied at The Elementary School for 6 years in SD N 01 Sungai Are SUM SEL.Then she continued his studying in Junior High School for 3 years in SMP N 1 Sungai Are. After that she took the Vocational High School at MA Nurul Huda Sukaraja Belitang. for 3 years and finished her studying in 20130. And the last she kept on his school at State Institute of Islamic Studies (IAIN) of Metro in Tarbiyah Faculty, English Education Department began in 2010 until now.