

AN UNDERGRADUATE THESIS

**AN ANALYSIS DISCOURSE MARKER USE IN STUDENTS
UNDERGRADUATE THESIS OF ENGLISH
DEPARTMENT OF IAIN METRO IN
THE ACADEMIC YEAR
2019/2020**

by:

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Student Number: 1501070255**



**THE TARBIYAH AND TEACHERS TRAINING FACULTY
THE ENGLISH EDUCATION DEPARTMENT**

**THE STATE INSTITUTE FOR ISLAMIC STUDIES
OF METRO**

1441 H/ 2020 M

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**Presented as a Partial Fulfillment of the Requirement
for the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department**

by:

**HELMI SAKTI LESTARI
Student Number: 1501070255**

**THE TARBIYAH AND TEACHER TRAINING FACULTY
THE ENGLISH EDUCATION DEPARTMENT**

1st Sponsor : Dr. Mahrus As'ad, M.Ag

2nd Sponsor : Trisna Dinillah Harya, M.Pd.

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ABSTRACT

**By:
HELMI SAKTI LESTARI**

The purposes of this research are to investigate the most dominant type of discourse marker use in undergraduate thesis of English department students at IAIN Metro, and to know the use of discourse marker analyzed in undergraduate thesis of English department students at IAIN Metro. This research is expected to be beneficial in informing the usefulness of discourse marker because the concept of discourse marker is very important in studying the writing skill.

This research is a qualitative research. The type of research is a case study. Meanwhile, the qualitative design used in this study is a descriptive study. Data was taken from the primary sources that are ten undergraduate thesis of English department students IAIN Metro in the Academic Year of 2019/2020, particularly in the part of background of study.

The results of this research prove that the most dominant type of discourse marker use in undergraduate thesis of English department students at IAIN Metro is *additive*. The discourse markers in the type of additive used in the undergraduate thesis consist of *and*, *or also*, *in addition*, *furthermore*, and *besides*. The type of additive becomes the most dominant type of discourse marker because the function of additive is to add or to explore the important information in undergraduate thesis. In addition, the use of discourse marker analyzed in undergraduate thesis of English department students at IAIN Metro monotonous. The repeated discourse markers used in the students' undergraduate thesis are 237 *and*. Therefore, it can be concluded that the use of discourse marker is often found in the undergraduate thesis.

Keyword: *Writing, Discourse marker, Undergraduate Thesis*

**ANALISIS PENGGUNAAN PENANDA WACANA PADA SKRIPSI
MAHASISWA BAHASA INGGRIS IAIN METRO
TAHUN PELAJARAN
2019/2020**

ABSTRAK

**By:
HELMI SAKTI LESTARI**

Tujuan penelitian ini adalah untuk meneliti jenis penanda wacana yang paling dominan dalam skripsi mahasiswa jurusan Bahasa Inggris di IAIN Metro, dan untuk mengetahui penggunaan penanda wacana pada skripsi mahasiswa jurusan bahasa Inggris di IAIN Metro. Penelitian ini diharapkan bermanfaat karena konsep sangat penting dalam mempelajari keterampilan menulis.

Penelitian ini adalah penelitian kualitatif. Jenis penelitian adalah studi kasus. Sementara itu, desain kualitatif yang digunakan dalam penelitian ini adalah penelitian deskriptif. Data diambil dari sumber utama yaitu sepuluh skripsi mahasiswa jurusan Bahasa Inggris IAIN Metro di tahun akademik 2019/2020, terutama di bagian latar belakang penelitian.

Hasil penelitian ini membuktikan bahwa jenis penanda wacana yang paling dominan di dalam skripsi mahasiswa jurusan Bahasa Inggris di IAIN Metro adalah tipe penambahan. Penanda wacana dalam jenis tipe penambahan yang digunakan dalam skripsi terdiri dari *and*, *or also*, *in addition*, *furthermore*, dan *besides*. Jenis tipe penambahan menjadi jenis penanda wacana yang paling dominan karena fungsi tipe penambahan adalah untuk menambah atau mengeksplorasi informasi penting dalam skripsi. Selain itu, penggunaan penanda wacana di dalam skripsi mahasiswa jurusan bahasa Inggris di IAIN Metro yang monoton. Penanda wacana yang berulang kali digunakan dalam skripsi adalah 237 *and*. Oleh karena itu, penggunaan penanda wacana jarang ditemukan pada skripsi.

Kata Kunci: Menulis, Penanda Wacana, Skripsi



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APPROVAL PAGE

Assalaamu'alaikum Wr.Wb

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UNDERGRADUATE THESIS OF ENGLISH DEPARTEMENT IAIN
METRO IN THE ACADEMIC YEAR OF 2019/2020

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

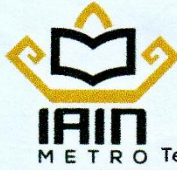
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Assalamu'alaikum, Wr. Wb

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

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

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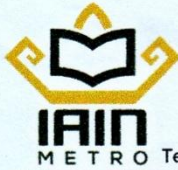
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NOTA DINAS

Nomor :
Lampiran :
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Helmi Sakti Lestari**

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
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Assalamualaikum Wr. Wb.

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

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

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RATIFICATION PAGE

No: *B-2191/ln.28.1/D/191.00.9/07/2020*

An Undergraduate thesis entitled: AN ANALYSIS DISCOURSE MARKER USE IN STUDENTS UNDERGRDUATE THESIS OF ENGLISH DEPARMENT OF IAIN METRO, Written by: Helmi Sakti Lestari, Student Number 1501070255 English Education Department had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on July 20th, 2020, at 10.00-12.00. PM

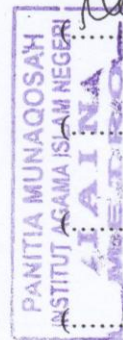
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STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Helmi Sakti Lestari
Student Number : 1501070255
Department : English Education Department
Faculty : Tarbiyah and Teacher Training

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

Metro, July 2020
The Researcher



Helmi Sakti Lestari
NPM: 1501070255

ORISINALITAS

Yang bertanda tangan di bawah ini:

Nama : Helmi Sakti Lestari

NPM : 1501070255

Program Studi : Jurusan Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi sarjana ini merupakan hasil penelitian penulis, kecuali bagian-bagian tertentu yang dikutip dari bibliografi yang disebutkan.

Metro, Juli 2020
Penulis



Helmi Sakti Lestari
NPM: 1601070103

MOTTO

فَبِأَيِّ آلَاءِ رَبِّكُمَا تُكَذِّبَانِ

Which is the favosr of your Lord that you deny?

(QS. Ar-Rahman:13)

Allah Will Not Take us this far if only to leave us

DEDICATION PAGE

This Piece of work is dedicated to:

1. *My beloved family, especially my parents (Mr. Bambang Edi Basuki and Mrs. Misriyanti) for giving their endless love, always praying, and protecting me since I was born and breathed for the first time in this world, thank you so much for everything, and my brothers (Juni Syah Putra, Dimas Sri Andoli, and Abdi Trio Utama) for giving their endless love and thank you for helping to fund my education to date.*
2. *My beloved lover, (Sapta Agus Rifai) thanks you for always accompanying, supporting, and loving.*
3. *All my beloved friends they are Sintia Marcella Anggelina, Khoirotun Nisa, Farida Misnia Asnah, Ferliana Aryantika, Lina Fitriana, Sri Astutik, and Ervina Hastania who always support me in finishing this thesis*
4. *My beloved Almamater State Institute for Islamic Study of Metro.*

ACNOLEDGEMENT

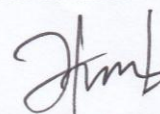
Praise always be upon Allah the lord of the worlds who has created human as the best creatures among the creation and also mankind in all over the world without any exception. Peace and salutation always deliver to our precious prophet Muhammad SAW who has brought human kind from the darkness into brightness era.

This undergraduate thesis entitled “AN ANALYSIS DISCOURSE MARKER USE IN STUDENTS UNDERGRADUATE THESIS OF ENGLISH DEPARMENT OF IAIN METRO”.

The first of all, the deepest would be addressed to my beloved parents Mr. Bambang Edi Basuki and Mrs. Misriyanti for understanding and supporting me to finish the undergraduate thesis soon, and always pray for me to be a success full person someday. Secondly, the sponsor Dr. Mahrus As’ad, M. Ag. and the co-sponsor Trisna Dinillah Harya, M. Pd. who have sincerely guided the researcher to accomplish the undergraduate thesis. Finally, the researcher realizes that this undergraduate thesis is far from perfect. The researcher hopes that at least the result of this research can provide the significant contribution in the teaching learning English in school or college.

Metro, July 20th 2020

The researcher



Helmi Sakti Lestari

Student Number 1501070255

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is spoken as the first language by the majority of the population in various countries. English is the third most spoken mother tongue in the entire world, after Mandarin and Spanish. English is the language of communication used by people all over the world. Learning English can increase the potential at work. English increases the credibility in the eye companies that recruit the employers.

In addition, as one of the language skills, writing is a medium of the human communication that represents language and emotion with signs and symbols. In most languages, writing is complementary to speech or spoken language. Writing is not a language, but a tool used to make language is readable. Within a language system, writing relies on many of the same structures as speech, such as vocabulary grammar, and semantics, with a system of signs or symbols. The result of writing is called *text*, and the recipient of text is called a *reader*.

Furthermore, writing is an excellent communication tool because each person is able to convey feelings, ideas, and announcements to others. Writing is an opportunity. It means that expressions of idea of a certain topic can be done through a written form. Therefore, writing is a way to communicate a particular message on a written form.

However, writing is not a language skill that is easy to master. There are many problems for students in the process of writing English. The main problem of writing is caused by the low linguistic aspects that students get, such as the English vocabulary had by students. In addition, the students are constrained to develop their writing due to the low English grammar. Other writing problems are caused by the low students' ability to apply the concepts of writing and punctuation mechanism, and the ability to develop ideas. In addition, writing problems are caused by low non-linguistic aspects such as writing weakness, then lack of support Fourteen environment and limited teaching media.

One of the problems found by researcher in the pre-survey undergraduate thesis process of students is the low quality of use of the Discourse Markers. Discourse Markers is an adverb that shows the attitude of the researcher to what is said or it can also be said that discourse markers are words that connect the researcher to what has been said before.

Discourse Markers are phrases that play a role in managing the flow and structure of discourse. Because the sequence of their functions is greater than the level of speech or sentence, the discourse marker is relatively independent of syntax and does not usually change the conditional meaning of the sentence "wider". A discourse marker is something that connects sentences with what happened before or after, or shows the attitude of the speaker to what he said.

Discourse markers have a very important role in determining the quality of writing. With the implementation of the discourse marker correctly in writing, it is expected to influence benefits of Discourse Markers. There are many discourse markers that reveal different quality of different relationships between ideas. The most common type of relationship between ideas, and the linkages of the sentences most often used to express this relationship.

Moreover, discourse markers are generally used at the beginning of phrases or clauses. The sentence connector does not always start an entirely new sentence; they can be separated from the previous idea by a semicolon.

Furthermore, the researcher had conducted a pre-Survey to analyze the use of discourse markers in undergraduate thesis written by the English department students at IAIN Metro. The pre-survey had been conducted out on December 23rd, 2019. Following are the results of the pre-survey illustrated in the following chosen data:

Students need to be able to comprehend or understand the texts well to gain the substance of the texts. *However*, implementing a good reading activity is not as simple and easy as it is stated. ex:

“The sentence above contains a discourse marker, *however*. That discourse markers has an important function to show the contradiction between the previous statement and the current statement”.

That is no doubt to state that speaking is the hardest skill ever among the others to be mastered. *Furthermore*, speaking as the hardest skill is one of

the productive skills that functions to express something from the speaker to the listener in the way of spoken language. ex:

“The sentence above contains a discourse marker, *furthermore*, That discourse marker has an important function to add the information of the previous statement”.

Therefore, based on all of the above explanations, the researcher conducted a qualitative research in order to analyze the use of discourse markers in undergraduate thesis written by the English department students at IAIN Metro. Therefore, the researcher extracted a study entitled: “An Analysis of Discourse Markers in Undergraduate Thesis of English Department Students at IAIN Metro.”

B. Research Question

1. What is the most dominant type of discourse marker use in undergraduate thesis of English department students at IAIN Metro?
2. How is the use of discourse marker use in undergraduate thesis of English department students at IAIN Metro?

C. Objectives and Benefits of the Study

1. Objective of the study

Based on the research questions, the researcher determines the objectives of the research as follows:

- a. To investigate the most dominant type of discourse marker use in undergraduate thesis of English department students at IAIN Metro
- b. To know the use of discourse marker use in undergraduate thesis of English department students at IAIN Metro

2. Benefitsof the Study

This research has benefits not only for students, but also for the students, the lectures, and orther researchers.

a. For the Students

This research is expected to be useful for students as information in the form of useful phenomena related to the use of discourse markers. It is expected through this study students realize the students problems in using discourse markers in undergraduate thesis writing.

b. For the English Lecturers

This research is expected to be useful for English language lecturers as valuable information in the form of the use ofusing discourse markers in undergraduate thesis writing. By knowing the problem, the English lecturer is expected to be able to implement a solution to overcome students' problems in using marker discourse.

c. For the Other Researchers

This study is expected to be able to be a reference for the other researchers who want to investiagate the use of discourse markers in the undergraduate thesis. various other programs as an effort to improve quality of English.

3. Prior Research

This research was conducted by considering some prior researchers. The first prior research has been conducted by Putri Agustinos, Safnil Arsyad, and Syahrial with the title of research “Meta discourse Markers in The Undergraduate Thesis Introduction Written by English Department Students in University of Bengkulu”. The objective of the first prior research is aimed to find meta discourse form and meta discourse category which are dominantly used in the undergraduate thesis introduction written by English Department students of Bengkulu University. The documentation technique and checklist are used in this research. Fifteen undergraduate thesis introductions by English Department students were analyzed by using mix method quantitative and qualitative, along with descriptive approach. From the result it was found that English Department students dominantly used interactive meta discourse markers category and transition meta discourse markers form in their writing. However, English Department students used of meta discourse markers were still limited to the use of and, or, also but meta discourse markers.

The first equation of this research with their research is on its topic is equally related to the discourse marker in thesis. It's just the difference, if this research uses qualitative methods. While they use a mixture method is quantitative and qualitative. While the next difference in the number of theses studied, this thesis examined the ten descriptions while their descriptions examine fifteen theses.

The second previous study was conducted by Emmanuel C. Sharndama (Ph.D), and Mr. Samaila Yakubu with the research title “An Analysis of Discourse Markers in Academic Report Writing: Pedagogical Implications”. of English and Literary Studies. Taraba State of Nigeria. This study analyzed the use of discourse markers to enhance effective academic writing such as Laboratory Reports, Field Trip, Students Industrial Work Experience Scheme (SIWES) or final year project Reports. Different views of scholars were examined and discussed. The study re-emphasizes the need for teaching and appropriate utilization of discourse markers to enhance effective academic report writing.

The second equation of this research and their research is on the same qualitative research method while the difference is on a thorough document. The scrutiny on this research is the thesis of the student, while that in the document the academic Report writes. The next difference is on research objectives. In this thesis study to see the use of discourse markers in while their research to see academic effectiveness in the Laboratory report

CHAPTER II

THEORITICAL REVIEW

A. Concept of Writing Undergraduate Thesis

1. The Definition of Writing

English language has four skills should be taught to students. They are speaking, listening, reading and writing. In this research has concentration about writing. In fact, writing is a very important lesson to learning because it is the very difficult subjects for the students of other English skills. Writing is too fatiguing and unpleasant; almost anything else would be more fun.¹

Bryne adds that writing is neither easy nor spontaneous; it requires conscious mental effort.² In conclusion, writing is not only just transforming our thought or idea in written form but also it relays to the process of monitoring any single word or feature that we have written and the process of rereading and revising our writing. Similarity, developing the writing skill has always been the most complex and difficult aspect of language teaching. Writing is seen basically as a process of four main stages: planning, drafting, revising, and editing. Written products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills are not every speaker develops naturally because most of

¹ A. Dillard, *Writing Brave and Free Enorging: Encourging Words for People Who Want to Start Writing* (University of Nebraska Press Lincoln & London, 2006:45.)

² Bryne in A. Sabry et al, "The Use Discourse, 217

speaking skill sometimes cannot be developed or enlarged as well as writing skill. Leon Burnett states writing is at the very heart of academic life. Good writing makes a good student.³ Therefore, it perceived to have high stakes for students and teachers⁴.

Thus, EFL learners need to be aware of the different components of writing that would assist them to write effectively. Teachers are advised to focus on the process of writing more than the finished product since various operations and strategies applied during the completion of a writing task became important.⁵

The purposes for writing are to express all of your ideas and thoughts, to provide information for your reader to persuade to do something, and to create a literary work. Hence, there are many kinds of written product such as descriptive, persuasive, expositive, narrative and undergraduate thesis.

³ R. Yates, *How to Improve Your Academic Writing*, (Colchester; University of Essex Printing Services, 2008) p. ii.

⁴ P. O'neill *et al*, *A Guide College Writing Assessment*, (Logan: Utah State University Press, 2009) 2.

⁵A. Sabry et al, "The Use Discourse, 127.

B. The Concept of Undergraduate Thesis

1. The Definition of Undergraduate Thesis

An undergraduate thesis is a typewritten manuscript in which the student addresses a particular problem in his chosen field. Lorrie Blair.⁶ provides a much-needed book for students pursuing an undergraduate degree. Writing an undergraduate thesis is a comprehensive guide to the stages of working through the rigors of writing and defending a graduate degree from the initial stages of choosing a thesis topic and supervisor, right through to the defense of the work.

Thesis is the result of a substantial piece of research and scholarly writing executed with a high level of autonomy.⁷ Each chapter can be consulted separately, or the whole book read to give a wide-ranging understanding of the issues most pertinent to writing and defending a thesis.

2. Structure of Undergraduate Thesis

The structure of undergraduate-thesis is as follows:

a. Introduction

Introduction is general justification for the study, the hypothesis or purpose behind the study, and a specific statement of objectives

⁶ Lorrie Blair, 2016, *Writing a Graduate Thesis or Dissertation*, Rotterdam: Sense Publisher, 01

⁷ *Ibid* 01

b. Literature review

Literature review is a detailed report from your library search about what has already been done on your subject (sometimes combined with the introduction).

c. Materials and methods

Materials and methods are the account of the specific techniques used in the study, including materials needed, statistical designs, and data collection and analyses.

d. Results

Results are a presentation of the data acquired from your research

e. Discussion

Discussion is significance of your own data as well as the relationship between your work and the findings of others (results and discussion may be combined).

3. The Principles of English Department Students' Undergraduate Thesis

Undergraduate thesis written in English is different with the undergraduate thesis written in other languages. There are principles of writing undergraduate thesis in English, as follows:

- a. Being written in English by using appropriate language structure and style
- b. Being written by referencing the English academic literature.⁸

⁸ Rowena Murray, *Write a Thesis*, (Open University Press, New York: 2006) 11-

C. Concept of Discourse Markers Device

1. Nature of Discourse Markers

DMs (discourse markers) have become “a growth market in linguistics.”⁹ Since the late 1980’s discourse markers have been studied in a variety of languages and examined in a variety of genres and interactive contexts.¹⁰ Discourse markers are sequentially dependent elements which bracket unit of talk.¹¹ It is uttered with the primary function of bringing to listener’s attention a particular kind of the upcoming utterance with the immediate discourse context”.¹² DMs are able to state clearly the structure of discourse, to give hearer a cue for the context, and to express clearly the concrete speech acts.¹³

Similarly, Fraser states DMs are the expressions that relate every segment (sentence) or discourse markers introduces a separate message with its conjunctions, adverbs, and prepositional content.¹⁴ DMs must be separate message from other function words, that frequently occur at the beginning of sentences to continue the conversation.¹⁵

⁹A. S. Modhish, “Use Of Discourse Markers In The Composition Writings Of Arab EFL Learners” *English Language Teaching*, (Canada: Canadian Of Science And Education, 2012), Vol. 5/No 5 p. 57.

¹⁰Feng Li, “Discourse Markers on English Writing” *The Journal of International Social Research*, (Nanjing; Jinling Institute of Technology, 2010) Volume 3 / 11, 299.

¹¹A. S. Modhish, “Use Of Discourse, 56.

¹²Feng Li, “Discourse Markers on”, 299.

¹³Jian-Feng Zhang, “Discourse Markers To Collage Listening Proficiency: An Empirical Study of Explicit and Implicit Instruction”, *English Language And Literature Studies*, (Canada: Canadian Center Of Science And Seducation, 2014), Vol. 4/No. 1, P, 48.

¹⁴ B. Fraser, “What are..”, p. 938-942.

¹⁵ *Ibid*, 933.

When we look at a lot of natural statements above, we find the basic conjunctions and then much in evidence, and used not just to link individual utterances within turns, but often at the beginning of turns, linking one speaker's turn with another speaker's, or linking back to an earlier turn of the current speaker, or else marking a shift in topic or sub-topic. Because of that, the conjunctions are better thought of as discourse markers, in that they organize and 'manage' quite extended stretches of discourse.¹⁶

That term, which is what Halliday calls discourse markers, involves the use of formal markers (discourse markers) to relate sentences, clauses and paragraphs to each other.¹⁷ He also added, they are not primarily devices for reaching out into the preceding (or following) text, but they express certain meanings which presuppose the presence of other components in the discourse.¹⁸

DMs device is one of the kind of cohesive device. This shows how the subsequence sentence to another sentence must be related to another, not only on the text meaning but the contextual subject.

DMs have different character from other cohesive relations, from reference, substitution and ellipsis. DMs does not have specific meaning as other cohesive relations because they are not the main devices for achieving into the preceding or following text, but they express specific meaning

¹⁶ M. McCarthy, *Discourse Analysis for Language Teachers*, (Cambridge; Cambridge University Press, 2000) 49.

¹⁷ Feng Li, "Discourse Markers on" 299.

¹⁸ Halliday and Hasan, *Cohesion in English*, (Hongkong; Longman, 1976) 226.

which shows the presentation of other components in the discourse. Furthermore, DMs can be described as a cohesive by paying attention more on one specific aspect of them which related to other, structural means, not on the semantic relations as such, as realized throughout the grammar of the language.¹⁹

Conjunction is achieved to have grammatical cohesion in texts which show the connection between sentences, conjunction is referring to the other parts of the text in order to make relationship between sentences extremely understood.²⁰

Nevertheless, some researcher used different namely like as See Pons stated, but most of researcher commonly agreed naming as discourse markers. Nowadays, to get easier understanding to student of discourse markers, most researcher commonly uses Halliday theories. Thus, from all of statement, we can be generated a conclusion that DMs is one of the types of cohesive device that used to connect in separating messages on the text or they introduce segment to another segments.

2. Types of Discourse Markers

To make easier understanding to students, this type of Discourse Markers, most of researcher commonly using the type that classified by Hasan and Haliday. The types are additive, temporal, causal, adversative.²¹

¹⁹ S. Ketabi, A Corpus- Based Study of Conjunction Device in English International Law Texts and Its Farsi, *International Journal of Linguistics*, (Las Vegas; Macro think Institute,2012), No. 4/Vol. 4, 2-3.

²⁰ D. Nunan, *Discourse Analysis*, (London; Penguin Group, 1993) 26.

²¹ Haliday and Hasan, *Cohesion in.*, 244-277.

a. Additive

The forms that are used by the speaker to assert that a point is being reinforced or a new one added to the same effect; the relevance of the presupposing sentence is its similarity of import to the pre supposed one.

The simple form of causal relation is expressed by *and, or also, in addition, furthermore, besides, beside that, similarly, likewise, by contrast, for instance*. The position of discourse marker in the type of additive *in addition, furthermore, besides, beside that, similarly, likewise, by contrast, for instance* is in the beginning position that is followed by comma.

Example: *Equally*, there are various gestures in African culture to suggest that someone is crazy or that a particular meal is delicious.

b. Adversative.

The simple form of causal relation is expressed by *but, yet, however, instead, on the other hand, nevertheless at any rate, as a matter of fact*. Example:

- 1) *But* in this context the gesture carries a different Semiotic undertone.
- 2) *However*, a handshake may be complemented with, or replaced by kisses.

c. Causal

The simple form of causal relation is expressed by *so, consequently, for this reason, then, therefore, with this in mind, for,*

because, it follows, arising out of this, to this end, under the circumstance so, because, under the circumstances, for this reason.

Example:

Therefore, people have to not only pay attention to the sound but also the situational context and the gesture

d. Temporal

The simple form of temporal relation is expressed by *Then, after that, an hour later, finally, at last, next, just then, before that, in the end, a first/originally/formerly, at once, soon, next time, meanwhile, until then, up to now, from now on.*

Example:

Finally, we should record that the influence of the humanists contributed a good deal toward the final decay of the plainsong tradition.

CHAPTER III

RESEARCH METHOD

A. Types and Characteristics of Research

In this case, the researcher considered the importance of discourse markers in writing undergraduate thesis to be explored. The researcher decided to use qualitative research to analyze the use of discourse markers in writing undergraduate thesis of English Department students at IAIN Metro

According to Creswell, qualitative research is for exploring and understanding the meaning individual or group considered to social or human problem.²² It can be said that qualitative research means investigate and understanding the problem of human or social by individual or groups.

Qualitative research is a research that aimed to describe, learn, and explain the phenomenon. The understanding of phenomenon can be reached by describing and exploring through narration. It means that the research procedure that result descriptive data written or spoken from the participants and the behavior that is observed. It also belongs to descriptive study that proposes to collect current information, to identify problem, to make comparison or evaluation and to learn from others' experience to establish decision.

²²John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 3rd Ed*, (New Delhi: Sage Publications, 2003), 4.

The characteristic in this research focuses on the descriptive qualitative research. The researcher conducted a survey that it can be used to describe writing undergraduate thesis. The aim of using survey for descriptive research is getting a good step of certain things. Descriptive qualitative analysis involves describing the common underlying characteristics of data. Descriptive qualitative research is useful because it can provide important information regarding the average member of a group.²³

In line with the explanation above, the purpose of this research to know the use of discourse marker in undergraduate thesis of English Department students at IAIN Metro

B. Data Resources

In this research the researcher divides the sources into two items. They are primary and secondary.

1. Primary Sources

Primary sources are original materials on which research is based. They are testimony or direct evidence concerning a topic under consideration. They present information in its original form, neither interpreted nor condensed nor evaluated by other writers. The primary sources of this research are the students' undergraduate thesis of English

²³Geoffrey Marczyk et. al., *Essentials of Research Design and Methodology*, (USA: John Wiley & Sons, Inc. 2005), 16.

Department students at IAIN Metro. The total numbers of the undergraduate thesis are 10.

2. Secondary Sources

Secondary source offers interpretation or analysis based on primary sources. They may explain primary sources and often uses them to support a specific thesis or argument or to persuade the reader to accept a certain point of view. The secondary source in this research is from interview, documentation, journals, e-books and articles that are related to the research.

C. Data Collecting Technique

Qualitative research typically follows an inductive process.²⁴ It means that the data collection taken from process analyzing data become theory or interpretations. Creswell said that “in many qualitative studies, inquiries collect multiple forms of data and spend a considerable time in the natural setting gathering information”²⁵ The data collection is the accumulation of specific evidence that enables the researcher to properly analyse the results of all activities by his research design and procedures.

The data are needed in a research work to serve the raw material that is used in the production of data. It provides a definite direction and definite answer to a research inquiry. Whatever inquiry has to give a definite answer to

²⁴ Linda Kalofet.al., *Essential of Social Research*, (England: Open University Press, 2008), 85.

²⁵ John W. Creswell, *Research Design*, (California: Sage Publications, 2000), 184.

an investigation. Data are very essential for a scientific research. In addition, the data are needed to substantiate the various arguments in research findings.²⁶

Qualitative researcher also have a toolbox of data-gathering techniques, including indepth interviewing, participant observation, and document analysis.²⁷ The researcher in this research uses document to collect the data. The researcher takes documents from the result of the use of discourse markers in undergraduate thesis. In the process of collecting the data, the researcher collects the results of students' undergraduate thesis to analyze and to identify the use of discourse markers in undergraduate thesis.

In this research, the researcher use three techniques to collect the data. There are observation, documentation and field note.

1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.²⁸ As a form of data collection, observation has both advantages and disadvantages. Advantages include the opportunity to record information as it occurs in a setting, to study actual behavior, and to study individuals who had difficulty verbalizing their ideas (e.g., preschool children). Some of the disadvantages of observations are that is limited to those sites and situations where you can gain access, and in those sites, you may have difficulty developing rapport

²⁶ Yogesh Kumar Singh, *Fundamental of Research Methodology and statistics*, (New Delhi: New Age International Publisher, 2006), 212.

²⁷ Donald Ary et. al., *Introduction to Research in Education Eight Edition*, (USA: Wadsworth Cengage Learning, 2010), 32.

²⁸ John W. Creswell, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research*(England: University of Nebraska, 2002), 53.

with individuals. This can occur if the individuals are unaccustomed to formal research (e.g., a non-university setting).

2. Documentation

Qualitative researcher may use written documents or other artifacts to gain an understanding of the phenomenon under study.²⁹In this research, the researcher uses documents technique to collect the data. Documents can be a valuable source of information in qualitative research. Creswell cited that documents represent public and private documents. Public documents provide in the form of minutes from meeting, official memos, and newspaper. Example of private documents is personal journal and diaries, letters, and personal notes.³⁰ Accordingly, the secondary data needed are documented as data resource in the form of documentation.

D. Data Analysis Technique

The important part in research study is analyzing data, because the result becomes a conclusion from all of the research. Analysis of data means studying the tabulated material in order to determine character facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements. For the purpose of interpretation. Qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the like). The researcher must

²⁹*Ibid.*, 432

³⁰John W. Creswell, *Research Design*, (California: Sage Publications, 2000), 180.

organize and categorize or code the large mass of data so that they can be described and interpreted. In qualitative research, data analysis includes of two aspects, the aspects consists of text analysis and involve developing a description and themes.

The researcher would apply Miles and Huberman model to analyze the data.³¹ The componets of this analysis model are pictured by this figure.

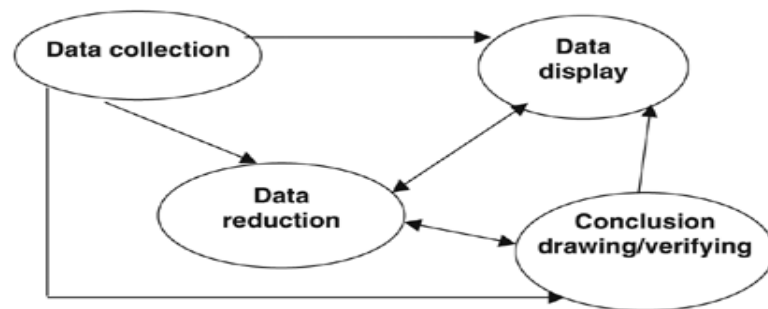


Figure II. Analysis Components of Miles and Huberman Model

Data analysis by Miles and Huberman model conducts the following steps:³²

- 1) Data collection is the step when the researcher gather all data which are used to complete the research.
- 2) The researcher 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.

³¹ Huberman M. and Miles, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), 429.

³²*Ibid.*

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

E. Research Approach

In this research the researcher use six steps in the process of research, as follows:³³

1. Identifying a Research Problem

Writer begins a research study by identifying a topic to study typically an issue or problem in education that needs to be resolved. Identifying a research problem consists of specifying an issue to study, developing a justification for studying it, and suggesting the importance of the study for select audiences that read the report.

2. Reviewing the Literature

Skills required for reviewing the literature develop over time and with practice. The researcher can learn how to locate journal articles and books in an academic library, access computerized databases, choose and evaluate the quality of research on your topic, and summarize it in a review. Library resources can be overwhelming, so having a strategy for searching the literature and the review is important.

³³ J. W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: Pearson Education, 2002), 7.

3. Specifying a Purpose for Research

If the research problem covers a broad topic of concern, writer needs to focus it so that writer can study it. A focused restatement of the problem is the *purpose statement*. This statement conveys the overall objective or intent of the research. As such, it is the most important statement in your research study.

4. Collecting Data

Evidence helps provide answers to the research questions and hypotheses. To get these answers, the researcher engages in the step of collecting or gathering data. Collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors.

5. Analyzing and Interpreting the Data

During or immediately after data collection, the researcher needs to make sense of the information supplied by individuals in the study. Analysis consists of “taking the data apart” to determine individual responses and then “putting it together” to summarize it.

6. Reporting and Evaluating Research

After conducting the research, the researcher developed a written report and distribute it to select audiences (such as fellow teachers, administrators, parents, students) that can use the information.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Description of Research Location

1. The Description of the English Education Department of IAIN Metro

Along with the status change from STAIN Jurai Siwo Metro to IAIN Metro, English Education Department (TBI) strata 1 (S1) as established in 2007 is also change into English Education Department in 2017. It includes of Education Faculty in IAIN 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 in the English Education who can integrate the Islamic values and academic dimensions. So the students have a high bargaining.

Furthermore, the vision than use enlarged in some missions, as follows:

- a. Developing the students' privacy through knowledge, reinforcement, and actualization toward religious, national and civil life in Islamic culture.
- b. Building and developing humanist, democratic, and modern academic atmosphere.
- c. Growing the professionalism ethic through theoretical knowledge basic mastery.

- d. Providing qualified service of education to produce smart and skillful educator candidates who have good attitude.
- e. Applying integrated education system which is able to give a significant input for educational development.

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

- a. To prepare the students not only to be English teacher who can actualize the society benefits values, science, technology and art but also be able to be agents of change the society.
- b. To prepare the students be professional with spirit of English Islamic. In line with the statement above, English Education Department always tries to develop the quality in the teaching and learning process. Indeed, it is a dynamic, open, and polite relationship among the stakeholders in TBI IAIN Metro.

2. The Condition of Lectures of the English DepartementIAIN Metro

The lecturers of the English department at IAIN metro consist of 21 lecturers. The lecturers that have the educational background of magister 19 Whereas, 2 lecturers have the educational background of doctoral. The names of lecturers are Ahmad Madkur, S.Pd.I., M.Pd, Ahmad Subhan Roza, M.Pd, Andianto, S.Pd.,M.Pd, Ani Meitikasari, S.Pd.,M.Pd. Dr. Dedi Irwansyah, S.S.,M.Hum, Drs. Kuryani, M.Pd, Leny Setiyana, S.Pd.,M.Pd.

Linda Septiyana, S.Pd.,M.Pd, Masykurillah, S.Ag.,M.A, Much Deiniatur, S.Pd.,M.Pd, Muhamad Dini Handoko, S.Pd.,M.Pd, Muhammad Fauzi Sholeh, S.Pd.,M.Pd, Ning Setio Wati,S.Pd.I.,M.Pd, Rizka Mahardika, S.Pd.,M.Pd, Syahreni Siregar, Trisna Dinillah Harya, S.Pd.,M.Pd, Dr. UmiYawisah, S.S.,M.Hum, Yeasy Agustina Sari, S.Pd.I.,M.Pd, Yeni Suprihatin, S.Pd.I.,M.Pd, Yuniarti, S.Pd,M.Pd, Yusti Arini, S.Pd.,M.Pd.

The whole lecturersof the English Departement IAIN Metro in academic year 2019/2020

Table 2
Total of Lecturers of the English Departement IAIN Metro

No.	NIDN/NUP	Lecturer	Gender	Title
1.	2006128701	Ahmad Madkur	M	S.Pd.I, M.Pd
2.	2010067502	Ahmad Subhan Roza	M	M.Pd
3.	2002118701	Andianto	M	S.Pd, M.Pd
4.	2016059101	Ani Meitikasari	W	S.Pd, M.Pd
5.	2023127901	Dedi Irwansyah	M	S.S, M.Hum, Dr.
6.	2015026201	Kuryani	M	Drs, M.Pd
7.	2016099101	Leny Setiyana	W	S.Pd, M.Pd
8.	2016099001	Linda Septiyana	W	S.Pd, M.Pd
9.	2025127102	Masykurillah	M	S.Ag, M.A
10.	'0208038801	Much Deiniatur	M	S.Pd, M.Pd
11.	2019128602	Muhamad Dini Handoko	M	S.Pd, M.Pd
12.	2030059101	Muhammad Fauzi Sholeh	M	S.Pd, M.Pd
13.	2001088702	Ning Setio Wati	W	S.Pd.I, M.Pd
14.	2009029201	Rizka Mahardika	W	S.Pd, M.Pd

15.	2014087601	Syahreni Siregar	W	S.Pd, M.Hum
16.	2011058301	Trisna Dinillah Harya	W	S.Pd, M.Pd
17.	2024046201	Umi Yawisah	W	S.S., M.Hum
18.	2012089002	Yeasy Agustina Sari	W	S.Pd.I, M.Pd
19.	2001038901	Yeni Suprihatin	W	S.Pd.I, M.Pd
20.	2004068902	Yuniarti	W	S.Pd, M.Pd
21.	2029087502	Yusti Arini	W	S.Pd, M.Pd

Source: documentation of IAIN Metro in Academic year 2019/2020

3. The Students of English Departement IAIN Metro

English Departement IAIN Metro has large quantity of the students. The total of English Departement IAIN Metro is 8.979. The total of students on 2012 is 1.205 students, the total of students on 2013 is 1.509 students, the total of students on 2014 is 1.146 students, the total of students on 2015 is 945 students, the total of students on 2016 is 1.072 students, the total of students on 2017 is 1.046 students, the total of students on 2018 is 1.036 students, and the total of students on 2019 is 1.205 students.

The whole studentsof the English Departement IAIN Metro in academic year 2012-2019 as follow:

Table 3
The total of TBI students at IAIN Metro

No	Academic year	Students
1	2012	1.205
2	2013	1.509
3	2014	1.146
4	2015	945
6	2016	1.072
7	2017	1.046
8	2018	1.036
9	2019	1.020
Total		8.979

Source: result of documentation at IAIN Metro on October, 2019

The curriculum of English department IAIN Metro uses *Kerangka Kualifikasi Nasional Indonesia (KKNI)* curriculum which consists of 64 courses and 139 total credit hours. A variety of courses in English study program contained in the curriculum are aimed at helping students become graduates who have competence in the field of English education, so that they become professional English teacher. The distribution of courses at IAIN metro as follows:

No.	Semester	Subject	SKS
1.	1	Basic Structure and Grammar	2
		Kewarganegaraan	2
		Pharagraph Writing	2
		Baca Tulis Al-Qur`an	3
		Literal Listening	2
		English Phonology	2
		Speaking for Informal Interactions	2
		Teknologi Informasi dan Komunikasi (TIK)	2
		Critical Reading	2
		Strategi Pembelajaran	2
		Argumentative Writing	2
		Metodologi Studi Islam	3
		Mutholaah	2

2.	2	Complex Structure and Grammar	2
		Professional Speaking	2
		IAD, ISBD	3
		Interpretive Listening	2
		Psikologi Pendidikan	2
		Paragraph Writing	2
		Filsafat Umum	2
		Paragraph Writing	2
		Inferential Reading	2
		Speaking for Islamic Speech	2
3.	3	Metodologi Penelitian Pendidikan	2
		Tauhiddan Ilmu Kalam	2
		Administrasi Pendidikan	2
		Listening for TOEFL 1	3
		Extensive Reading: Scientific Text	2
		English-Indonesia Translation	2
		Structure and Grammar for TOEFL 1	2
		Speaking for Islamic Speech	2
		Cross Cultural Understanding	2
4.	4	TEFL1	2
		Structure and Grammar for TOEFL 2	2
		Akhlak Tasawuf	2
		Writing for Academic Purpose	2
		Media Pembelajaran	2
		Speaking for Academic Purpose	2
		Statistik Dasar	2
		Extensive Reading: Journal	2
		Listening for TOEFL 2	2
		TEFL 2	2
5.	5	English Syntax	2
		Ilmu Pendidikan Umum	2
		Metodologi Penelitian Pendidikan	2
		English Morphology	2
		Indonesia-English Translation	3
		Evaluasi Pembelajaran	2
		Sociolinguistics	2
		English Semantics	3

		Praktek Profesi Lapangan (PPL) 1	2
6.	6	Pengembangan Kurikulum	2
		Perencanaan Pembelajaran	2
		Statistics for Linguistics	2
		Fiqh Ibadah	2
		Discourse Analysis	3
		English For Academic Purpose	2
		Kewirausahaan/Enterpreneurship	2
		SEMINAR ON TEFL	2
		Course Management	2
		English for Business	2
		English for Young Learners	2
7.	7	Praktek Profesi Lapangan (PPL) 2	4
8.	8	Kuliah Kerja Nyata (KKN)	4

B. The Description of Research Result

The undergraduate-thesis written by the students of English education program must have such characteristics as being written in English by using appropriate language structure and being written by referencing the English academic literature. Therefore, the use of discourse marker in undergraduate thesis is very important to improve the quality of students' undergraduate thesis. In this case, the research analyze the use of discourse marker in undergraduate thesis of the English department students of the IAIN Metro on the academic year of 2019/2020

In addition, the researcher focused on analyzing three point namely regarding most dominant type of discourse marker analyzed in undergraduate thesis of English department students at IAIN Metro and the use of discourse marker analyzed in undergraduate thesis of English department students at IAIN Metro.

The explanation of each discourse marker types analyzed in undergraduate thesis of English department students at IAIN Metroas follows:

a. Additive

Based on the analysis result, it was investigated that there are 321 discourse markers in the type of Additive in undergraduate thesis of English department students at IAIN Metroincluding *ofand, or also, in addition, furthermore, and besides*. The sentences that contain the discourse markers in the type of additive are presented as follow:

- 1) Therefore, people have to not only pay attention to the sound but also the situational context *and* the gesture.
- 2) English is one of the absolute requirements that should be fulfilled by many people, whether they want to study *or* work at inside and outside country.
- 3) *In addition*, progressive aspect refers to a verb phrase made with a form of be plus-ing that indicates an action or condition containing in the present, past, or future.
- 4) *Furthermore*, writing is the process of arranging words to sentences or paragraphs which are meaningful.
- 5) As part of the English process, writing is very useful. Writing is one of the language skills that should be taught *besides* the other skills

Furthermore, the most dominant additive type is *and*. In addition, the additive type that was not found in undergraduate thesis of English

department students at IAIN Metro consists of *similarly, likewise, by contrast, for instance, equally*.

b. Adversative

Based on the analysis result, was investigated that there are 20 discourse markers in the type of Adversative in undergraduate thesis of English department students at IAIN Metro including of *but, and however*. The sentences that contain the discourse markers in the type of adversative are presented as follow:

- 1) English language teaching is an effective effort that has aim not only to transfer theoretical English knowledge, *but* also to habituate language students to be able to used English language in the daily life, both written and oral.
- 2) *However*, reading is not an easy thing to master, there are various problems experienced by the reader in the process of reading an English text.

The most dominan Adversative type is *but*. In addition, the adversative type that was not found in undergraduate thesis of English department students at IAIN Metro consists of *instead, on the other hand, nevertheless, at any rate, as a matter of fact*.

c. Causal

Based on the analysis result, it was investigated that there are 131 discourse markers in the type of Causal in undergraduate thesis of English department students at IAIN Metro including of *so, therefore, for, and*

because. The sentences that contain the discourse markers in the type of causal are presented as follow:

- 1) *So*, the use of this strategy is supposed to be able to make the learners comprehend reading passages better.
- 2) *Therefore*, people have to not only pay attention to the sound but also the situational context and the gesture.
- 3) Mastering English is an important value *for* the students to have.
- 4) Video is suitable for training pronunciation *because* besides displaying recordings or moving images also provide sound.

The mostdominan causal type is *so* In addition, the Causal type thatwas not found in undergraduate thesis of English department students at IAIN Metroconsists of*consequently, for this reason, with this in mind, it follows, arising out of this, to this end, under the circumstances*.

d. Temporal

Based on the analysis result, was investigated that there are 8 discourse markers in the type of Temporal in undergraduate thesis of English department students at IAIN Metroincluding of *then*, and *next*. The sentences that contain the discourse markers in the type of temporal are presented as follow:

- 1) *Then* beside that students will also realize their difficulties in stative verb mastery in their writing skill. After realizing their difficulties in stative verb mastery, it is hoped that the students will react to improve their limitation in stative verb mastery.

- 2) The *next* level of two words, students are expected be able to say phrases such as two cars, nine ships, black bicycles, big ship and so on.

The mostdominan Temporaltype is *then*. In addition, the Temporal type that was not found in undergraduate thesis of English department students at IAIN Metroconsists of *after that, an hour later, finally, at last, just then, before that, in the end, a first, at once, next time, until then, up to now, from now on*.

Table 4
The most dominant type of discourse marker
analyzed in undergraduate thesis English department students at
IAIN Metro

No.	Data of Undergraduate Thesis	Type of Discourse Markers			
		Additive	Adversative	Causal	Temporal
1.	SM	49	1	22	1
2.	FA	26	3	11	1
3.	SR	32	2	14	1
4.	FM	28	0	18	2
5.	UP	51	2	21	2
6.	KK	20	2	9	0
7.	VM	23	2	9	0
8.	LF	39	3	6	0
9.	KN	29	3	9	1
10.	YP	24	2	12	1
Total		321	20	131	8

It is noted that the total of each discourse marker type consists of 321 additive, 20 adversative, 131 causal, and 8 temporal. It is very clear that the most dominant type of discourse marker analyzed in undergraduate thesis of English department students at IAIN Metro is *additive* type.

The most dominant type of discourse marker analyzed in undergraduate thesis of English department students at IAIN Metro Based on the research result analysis of ten data of undergraduate-thesis in the part

of background of study, the most dominant type of discourse marker analyzed in undergraduate thesis of English department students at IAIN Metro is illustrated in the following table:

C. The Use of Discourse Marker Analyzed in Undergraduate Thesis of English Department Students at IAIN Metro

Explanation of the discourse marker use analyzed in undergraduate thesis of English department students at IAIN Metro as follows:

1. Additive

Based on the analysis result, it was investigated that there is 314 appropriate use of discourse marker in the type of additive. Meanwhile, it was found that there is 8 inappropriate use of discourse marker in the type of additive. The inappropriate use of discourse marker in the type of additive was indicated by the wrong use of punctuation of comma that should separate the discourse marker in the initial position.

2. Adversative

Based on the analysis result, it was investigated that there is 20 appropriate use of discourse marker in the type of Adversative. Meanwhile, it was found that there is no inappropriate use of discourse marker in the type of adversative. It is because the use of discourse marker in the type of adversative was indicated by the appropriate use of punctuation of comma that separate the discourse marker in the initial position.

3. Causal

Based on the analysis result, it was investigated that there is 130 appropriate use of discourse marker in the type of Causal. Meanwhile, it was found that there is no inappropriate use of discourse marker in the type of Causal. It is because the discourse marker in the type of causal was indicated by the right use of punctuation of comma that separates the discourse marker in the initial position.

4. Temporal

Based on the analysis result, it was investigated that there is 9 appropriate use of discourse marker in the type of Temporal. Meanwhile, it was found that there is no inappropriate use of discourse marker in the type of Temporal. It is because discourse marker in the type of temporal was indicated by the right use of punctuation of comma that separates the discourse marker in the initial position.

The use of discourse marker analyzed in undergraduate thesis of English department students at IAIN Metro is illustrated in the following table:

Table 5
The Use of Discourse Marker Use in Undergraduate Thesis
of English Department Students at IAIN Metro

No	Data of Undergraduate Thesis	Type of Discourse Markers							
		Additive		Adversative		Causal		Temporal	
		True	False	True	False	True	False	True	False
1.	SM	47	2	1	0	22	0	1	0
2.	FA	25	1	3	0	11	0	1	0
3.	SR	32	0	2	0	13	0	1	0
4.	FM	27	1	0	0	18	0	2	0
5.	UP	51	0	2	0	21	0	2	0
6.	KK	20	0	2	0	9	0	0	0
7.	VM	21	2	2	0	9	0	0	0

8.	LF	38	1	3	0	6	0	0	0
9.	KN	24	0	3	0	9	0	1	0
10.	YP	29	1	2	0	12	0	1	0
Total		314	8	20	0	130	0	9	0

D. Discussion

According to Rowena Murray, undergraduate-thesis of English department should be being written in English by using appropriate language structure and style and being written by referencing the English academic literature.³⁴ One of the component of language structer needed in writing undergraduate thesis is discourse marker. Discorse marker is Halliday calls discourse markers, involves the use of formal markers (discourse markers) to relate sentences, clauses and paragraphs to each other.³⁵

This research was conducted at IAIN metro in academic year 2019/2020. Based on the reference of the research theory, undergraduate thesis is a typewritten manuscript in which the student addresses a particular problem in his chosen field which provides a detailed description of the study and assures a thesis committee. This research was conducted by anlyzing the undergraduate thesis written by the students' English department at IAIN metro in the academic year of 2019/2020. Based on the reference of the research theory, discourse markeris one of the kind of cohesive device that shows how the subsequence sentence to another sentence must be related to another, not only on the text meaning but the contextual subject.

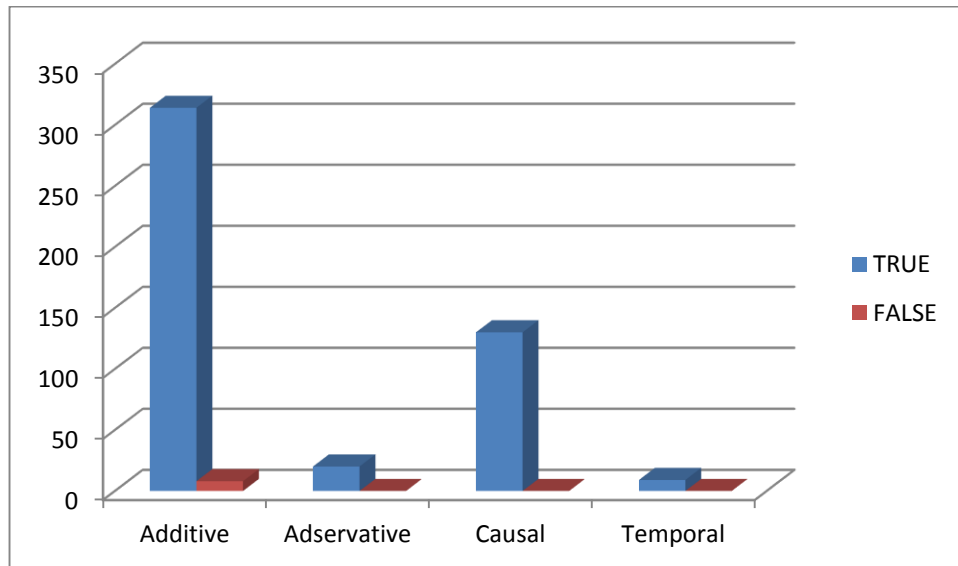
³⁴ Rowena murray,how to write a thesis (new york:open universiti press, 2006), 11-13.

³⁵ Haliday and Hasan, *Cohesion in English*, (Hongkong; Longman, 1976), 226

From the data analysis results, the most dominant type of discourse marker found in undergraduate thesis is additive. The use of discourse marker analyzed in undergraduate thesis of English department students at IAIN Metro monotonous. The students used the same discourse marker to convey information. The repeated discourse markers used in the students' undergraduate thesis are 65 *and*, 10 *however*, 55 *for*, and 8 *then*.

Figure 1

The use of discourse markers in student undergraduate is unsatisfied because there are some inappropriate discourse markers.



From the figure one, the use of discourse markers of discourse marker found in undergraduate thesis is monotonous. The students used the same discourse marker to convey information.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

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

1. According to the data analysis, the researcher concluded that the most dominant type of discourse marker analyzed in undergraduate thesis of English department students at IAIN Metro is *additive*. The discourse markers in the type of additive used in the undergraduate thesis consist of *and, or also, in addition, furthermore, and besides*. The type of additive becomes the most dominant type of discourse marker because the function of additive is to add or to explore the important information in undergraduate thesis.
2. In addition, the use of discourse marker analyzed in undergraduate thesis of English department students at IAIN Metro monotonous. The students used the same discourse marker to convey information. The repeated discourse markers used in the students' undergraduate thesis are 237 *and*. Therefore, it can be concluded that the use of discourse marker is often found in the undergraduate thesis.

B. Suggestion

Through this research, the researcher would like to constructively provide the suggestion as follow:

1. For students

It is recommended for English students to be more focus on their English mastery because it is their major, they need to learn more and also recommended to read more the theory of grammar that include of discourse markers. By using the varieties discourse marker in undergraduate thesis, the writing result is coherent and cohesive.

2. For lecturers

It is recommended to motivate their students to read as many sources for their research as reference to their process of writing undergraduate thesis. The lecturer also suggested the students to use appropriate discourse markers in their undergraduate thesis. Therefore, the result of students' undergraduate thesis is qualified.

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APPENDICES

The Instrument of Data Collection
The Most Dominant Type of Discourse Marker
Anlyzed in Undergraduate Thesis of English Department Students at IAIN Metro

No.	Types of Discourse Markers	SM	FA	SR	FM	UP	KK	VM	LF	KN	YP	Total
1.	Additive:											
	And	40	13	19	16	40	18	17	33	24	17	237
	or also	4	8	5	7	4	1	3	4	2	5	43
	in addition	1	5	5	2	2	0	1	0	2	1	19
	Furthermore	3	0	3	3	4	0	1	1	0	0	15
	Besides	1	0	0	0	1	1	1	1	1	1	7
	Similarly	0	0	0	0	0	0	0	0	0	0	0
	Likewise	0	0	0	0	0	0	0	0	0	0	0
	by contrast	0	0	0	0	0	0	0	0	0	0	0
	for instance	0	0	0	0	0	0	0	0	0	0	0
	Equally	0	0	0	0	0	0	0	0	0	0	0
	Total	49	26	32	28	51	20	23	39	29	24	321
2.	Adversative:											
	But	0	2	0	0	1	1	1	2	1	2	10
	Yet	0	0	0	0	0	0	0	0	0	0	0
	However	1	1	2	0	1	1	1	1	2	0	10
	Instead	0	0	0	0	0	0	0	0	0	0	0
	on the other hand	0	0	0	0	0	0	0	0	0	0	0
	Nevertheless	0	0	0	0	0	0	0	0	0	0	0
	at any rate	0	0	0	0	0	0	0	0	0	0	0
	as a matter of fact	0	0	0	0	0	0	0	0	0	0	0
	Total	1	3	2	0	2	2	2	3	3	2	20

	next time	0	0	0	0	0	0	0	0	0	0	0
	until then	0	0	0	0	0	0	0	0	0	0	0
	up to now	0	0	0	0	0	0	0	0	0	0	0
	from now on	0	0	0	0	0	0	0	0	0	0	0
	Total	1	1	0	2	2	0	0	0	1	1	8

Source: Haliday and Hasan, *Cohesion in English*, (Hongkong; Longman)

a first																					
at once																					
next time																					
until then																					
up to now																					
from now on																					

Source: Haliday and Hasan, *Cohesion in English*, (Hongkong; Longman)

APPENDIX
Discourse Markers: "ADDITIVE"

No.	Data	Additive Discourse Marker	True	Sentences
1.	SM	And	True	<ol style="list-style-type: none"> 1. By mastering the language the students can improve themselves both in academic <i>and</i> life skill 2. By learning English, the students are expected to absorb <i>and</i> keep up with the development of science, technology <i>and</i> art. 3. In Indonesian curriculum there are four major skills which have to be taught in the English teaching <i>and</i> learning process. 4. Those are listening, speaking, reading <i>and</i> writing. Learners must learn to listen, speak, read, <i>and</i> write in English <i>and</i> master the four English major skills to achieve the teaching purposes. 5. By writing, learners can express their feelings, ideas, thoughts, emotions, <i>and</i> attitudes. 6. In writing the writers have to produce words, phrase, sentences, <i>and</i> paragraphs at the same time. 7. The sentences or the paragraphs are the result of someone's ideas <i>and</i> thought, their feeling <i>and</i> sometimes their opinion that they want to convey for the readers 8. Writing ability has benefits especially in the teaching <i>and</i> learning process 9. These benefits include of expanding <i>and</i> increasing vocabulary, improving writing fluency in writing <i>and</i> composing sentences. 10. Writing skill in English is influenced by various aspects that can be categorized into aspects of linguistics <i>and</i> non-linguistic aspects. 11. Linguistic aspects that affect writing including of vocabulary mastery, grammar mastery, reading ability, punctuation <i>and</i> writing mechanic 12. The ability to read well will provide input to the author in the form of vocabulary input <i>and</i> grammar so that the quality of the writing will be better 13. The proper use of punctuation <i>and</i> writing mechanic will produce quality writing that has quality coherence <i>and</i> cohesive.

14. Furthermore, the ability of writing in English is also influenced by non-linguistic aspects including of psychological aspects, environmental support, media learning, teaching strategy *and* writing habits
15. Psychology aspects also contribute to efforts to improve writing skills so writers must have high motivation, interest, self-esteem *and* self-confidence.
16. Environmental support significantly supports the ability to writing English that can be obtained from parents, classmate, society *and* learning community.
17. The use of interesting media in the writing process will increase the motivation *and* interest of the writer
18. Problems in writing are due to limitations of linguistic *and* non-linguistic aspects
19. The linguistic limitations which are the causes of weak writing skills include the lack of English vocabulary, poor grammar mastery, reading ability, punctuation *and* writing mechanic
20. The weakness of the ability to apply the concept of punctuation *and* writing mechanic causes the writing results to be difficult to understand *and* untidy.
21. Furthermore, the problems in writing are also caused by various non-linguistic aspects which include the lack of suitable teaching *and* writing strategies, the lack of interesting learning media used in the author, lack of support from the environment, lack of motivation *and* interest in writing.
22. Teaching writing strategies that are less precise with the aim will cause the writing learning process to be ineffective *and* boring so that students become less motivated in writing
23. The limited support from the environment both from parents, classmates *and* the community to write causes weak motivation *and* interest in the writing process.
24. The pre-survey results related to writing skills above were categorized into complete *and* incomplete criteria based on the Minimum Mastery Criteria (MMC) of English subjects in the eleventh grade of MA Ma`arif NU 5 Sekampung.
25. The weak writing skill of the eleventh grade in MA Ma`arif NU 5 Sekampung is also caused by their low motivation *and* interest in writing in English, the limited learning media that are interesting to use in the writing learning process

26. When writing by using hamburger strategy, the students will learn to remember how to build the paragraph *and* the importance of each component.

27. For example, without the meat, the paragraph would be the equivalent of a cheese sandwich *and* would not fill you up as much

Without the buns or the condiments, the paragraph would be too plain *and* would not excite the reader.

False

1. An essay its nature relates to language *and* life, writing activities to improve the ability of organize, *and* encouraging prospective writers to be accustomed to developing a personal writing style *and* used to seeking organization that fits his own ideas.

2. FA

True

1. English is one of the absolute requirements that should be fulfilled by many people, whether they want to study or work at inside *and* outside country.

2. **Listening** is receiving language through the ears. Listening involves the sounds of speech *and* processing them into words and sentences.

3. When people listen something, they use their ears to receive individual sounds (rhythm *and* pauses) *and* they use their brain to convert these into messages that mean something to them

4. Listening in any language requires focus *and* attention.

5. Moreover, listening is the activity of paying attention to *and* trying to get meaning from the source of sound

6. In order to listen to spoken language, people are required to understand what do the speakers mean when they use particular words in particular ways on particular occasions, *and* not simply understand the words themselves

7. In addition, listening problems are caused by the weak contribution of non-linguistic aspects such as poor listening motivation, lack of support for the environment, *and* limited teaching media.

8. The problem of listening students is also caused by the weak motivation to hear English *and* the limited media listening.

9. By making subtitle film, students' concentration in following words can be enhanced *and* also can develop students' word recognition skill because listening to the original dialogues, so the purpose of subtitling is to make it easier for us to understand conversations, or plot, or words that are being read by the narrator.

- | | | |
|----|-------|---|
| | | 10. This might happen because usually the translation text is made <i>and</i> added to the video or film using the mother tongue (everyday language) that they use in a particular country or region. |
| | False | 1. Therefore, people have to not only pay attention to the sound but also the situational context <i>and</i> the gesture.
<i>Therefore, people have to not only pay attention to the sound but also the situational context</i> |
| 3. | SR | True |
| | | 1. English instruction has a great role as a process to get access to a boarder range of information, connections <i>and</i> opportunities. |
| | | 2. To master English, the language learners have to practicethe theory intensivelyin daily life in order to be able to understand <i>and</i> to implement it. |
| | | 3. Therefore, English should be taught into teaching <i>and</i> learning activities. |
| | | 4. The language learners should try to be competent in practicing four language skills such as listening, speaking, reading <i>and</i> writing. |
| | | 5. Writing is producing a sequence of sentences arranged in a certain order <i>and</i> linked together in a certain way. |
| | | 6. In addition,as stated by Tarigan in the article entitled The Definition of Writing According to Some Experts, writing as productive skills for writing anindirect communication <i>and</i> the nature of the character is very different from that expressed by speaking directly, therefore writing is included an ability. |
| | | 7. The aspects are classified into linguistic <i>and</i> non-lingusitic aspects |
| | | 8. Linguistic aspects that influence writing including of the mastery of vocabulary, grammar, punctuation, <i>and</i> writing mechanic. |
| | | 9. Linguistic aspects that influence writing including of the mastery of vocabulary, grammar, punctuation, <i>and</i> writing mechanic. |
| | | 10. Good vocabulary mastery will help the writers in improving the quality of their writing result.The proper use of grammar will guide the students to compose sentences that are good <i>and</i> organized. |
| | | 11. A good development in writing will be better if it is supported by a good environment, such as family <i>and</i> classmate |

12. Choosing *and* using the right media for students will increase the enthusiasm *and* interest of students in writing.
13. The application of appropriate methods in teaching writing improves the understanding of the material *and* allows the students to understand information well.
14. The writing problems are influenced by linguistic *and* non-linguistic aspects.
15. Problems in punctuation *and* mechanic become the big problems in punctuation so the writing result is not neat *and* difficult to be understood
16. The students' problems in writing are also caused by their low motivation in writing, *and* low interest in writing the text in English.
17. Something stays the same Stative verbs express things like having or owning, feelings, beliefs, opinions *and* being. Furthermore, one of the examples of stative verb is provided in the sentence "These shoes belong to my sister
18. However, some stative verbs can be used in a continuous tense in certain situations, as when describing a temporary state that has begun *and* will end.

False

4. FM

True

1. English is one of the most commonly-spoken language *and* is often considered as the most influential language in the world
2. It is also used to share knowledge in order to maintain the existence of the tradition *and* culture *and* especially to maintain human relationship
3. In addition, the benefits of pronunciation in the learning system are very important to be absorbed in every teaching of English both with teaching methods *and* advanced media, so that language teaching is very applicable *and* its use can also be naturally absorbed when using the language, so that students' confidence is increased.
4. The combination of sound *and* image will attract attention child.
5. The video used in learning English is a video that displays interesting pictures accompanied by writing *and* examples pronunciation
6. Not only that, videos can also be processed Flash. "Flash is a program for drawing graphics *and* animations mounted on website.

7. Besides create graphics *and* animations to install on website, Flash is also often used to create the video. Strengths it is displaying color images colorful *and* interesting writing, as well as nature interactive because accompanied by the sound of the pronunciation correct *and* gives students time lags for mimic
8. Flash videos can make students happy *and* also active in learning.
9. Video is a technology for capturing, recording, processing, transmitting *and* rearranging moving images
10. Learners are more focused *and* more competent, students become active *and* motivated to practice exercises, meet the demands of the advancement of the educational age, especially in the use of the field of media technology, providing a more structured understanding of skills)
11. The combined images are called frames *and* the speed at which images are read is called frame rate
12. Learners are more focused *and* more competent, students become active *and* motivated to practice exercises, meet the demands of the advancement of the educational age, especially in the use of the field of media technology, providing a more structured understanding of skills).

False

5. UP

True

1. English language teaching is an effective effort that has aim not only to transfer theoretical English knowledge, but also to habituate language students to be able to use English language in the daily life, both written *and* oral.
2. ³⁶ In Indonesia, English is a foreign language that is not obtained since the beginning of birth. Therefore, in Indonesia, English language teaching plays a very important role in formal *and* nonformal institutions.
3. English language teaching includes of four language skills consisting of listening, speaking, reading, *and* writing.
4. By writing, learners can express their feelings, ideas, thoughts, emotions, *and* attitudes
5. . In writing the writers have to produce words, phrase, sentences, *and* paragraphs at the same time

³⁶ Judie Haynes and Debbie Zacarian, *Teaching English language Learners Across: The Content Areas*, (United States of America: ASCD, 2010), p. 9.

6. . The sentences or the paragraphs are the result of someone's ideas *and* thought, their feeling *and* sometimes their opinion that they want to convey for the readers.
7. Writing ability has benefits especially in the teaching *and* learning process. These benefits include of expanding *and* increasing vocabulary,improving
8. These benefits include of expanding *and* increasing vocabulary,improving writing fluency in writing *and* composing sentences.
9. An essay its nature relates to language *and* life, writing activities to improve the ability of organize, *and* encouraging prospective writers to be accustomed to developing a personal writing style *and* used to seeking organization that fits his own ideas
10. Writing skill in English is influenced by various aspects that can be categorized into aspects of linguistics *and* non-linguistic aspects
11. Linguistic aspects that affect writing including of vocabulary mastery, grammar mastery, reading ability, punctuation *and* writing mechanic.
12. punctutation *and* writing mechanic produce quality writing that has quality coherence *and* cohesive
13. Furthermore, the ability of writing in English is also influenced by non-linguistic aspects including of psychological aspects, environmental support, media learning, teaching strategy *and* writing habits
14. Psychology aspects also contribute to efforts to improve writing skills so writers must have high motivation, interest, self-esteem *and* self-confidence.
15. Environmental support significantly supports the ability to writing English that can be obtained from parents, classmate, society *and* learning community.
16. The use of interesting media in the writing process increases the motivation *and* interest of the writer. The appropriate teaching strategy in the process of improving writing skills creates an effective learning process.
17. Problems in writing are due to limitations of linguistic *and* non-linguistic aspects. The linguistic limitations which are the causes of weak writing skills include the lack of English vocabulary, poor grammar mastery, reading ability, punctuation *and* writing mechanic

18. The weakness of the ability to apply the concept of punctuation *and* writing mechanic causes the writing results to be difficult to understand *and* untidy.
19. Furthermore, the problems in writing are also caused by various non-linguistic aspects which include the lack of suitable teaching *and* writing strategies, the lack of interesting learning media used in the author, lack of support from the environment, lack of motivation *and* interest in writing
20. Teaching writing strategies that are less precise with the aim become cause the writing learning process to be ineffective and boring so that students become less motivated in writing
21. Monotonous media for learning writing creates a saturating *and* difficult writing learning process.
22. The limited support from the environment both from parents, classmates *and* the community to write causes weak motivation *and* interest in the writing process.
23. Metro is classified into two criteria, namely complete *and* incomplete based on minimum passing grade or English language subjects in that class, which is 75.
24. Muhammadiyah 3 Metro is also caused by their low motivation *and* interest in writing in English, the limited learning media that are interesting to use in the writing learning process
25. The Brain-Sketching is a teaching technique that helps the teacher to make interactive *and* fun teaching processes because it can stimulate the student's creativity *and* their imagination
26. In addition, brain sketching technique makes the students easy to explain a technical point are Sketch is seen as essential to creativity in design place, object *and* people
27. The direction of brain sketching technique is to stimulate visual solutions in isolation *and* also facilitates systematic exchange of ideas for creative problem solving.
28. Sketch ideas *and* solutions to the problem *and* then provide for sketches of others repeatedly while getting inspired by them

False

-

6. KK

True

1. By using language, people can express their feelings *and* deliver the message so they can cooperate *and* understand each other.
2. English is an international language *and* it has been used spread all over the world. In Indonesia, English is taught as the first foreign language

3. English has important role in many sectors such as technology, economy, education, science, etc. It means that mastering English to communicate *and* to transfer information in globalization era becomes essential
4. English language teaching is a meaningful attempt that has purpose not only to transfer the knowledge of English but also to familiarize language learners to be able to communicate using English in daily life both written *and* oral
5. Moreover, English instruction in Indonesia plays a very important role that is carried out in formal *and* non-formal institutions. English teaching includes four language skills consisting of listening, speaking, reading *and* writing
6. Writing skill has special benefits in the teaching *and* learning process as instruments to safeguard the knowledge, opinions, thoughts, *and* arguments of sacrifice
7. Writing will display a wise *and* polite person. It will produce new ideas.
8. Furthermore, the ability to write in English is influenced by various aspects that can be categorized into aspects of linguistics *and* non-linguistic aspects.
9. Aspects that affect writing include of vocabulary mastery, grammar mastery, reading ability, mechanic punctuation *and* writing skill.
10. Individual thinking is blended with group thinking. Brainwriting 6-3-5 is a powerful technique, developed by Bernd Rohrbach, that allow the students to work together with friends *and* colleagues in processing a number of ideas in parallel by forming a circle with five classmates *and* by deciding on a problem the students would like to solve.
11. Writing problems are influenced by the linguistic *and* non-linguistic aspects
12. Another writing problem of the seventh graders of SMP Muhammadiyah 3 Metro such as limited English vocabulary, difficulty in determining the context of the situation to be written, limited learning media, low motivation *and* interest to write in English *and* insufficient writing ability

False

7. VM

True

1. English Language Teaching (ELT) is an effective effort that has purpose not only to transfer the English knowledge but also to habituate the language learners to be able to communicate using English in daily life both written *and* oral

2. Teaching English includes of four language consisting of listening, speaking, reading *and* writing.
3. Reading is an action of decoding *and* comprehension of the printed materials. It is a highly composite cognitive task, which relies on brain systems that are originally devoted to other functions
4. In the reading process, people do not only need to recognize *and* to read the printed-words on the page but also need to comprehend what those words mean as a whole.
5. In addition, the comprehension to read in English is influenced by various aspects that can be categorized classified into linguistic aspects *and* non-linguistic aspects.
6. Aspects of linguistic aspects that affect reading include vocabulary mastery, grammar mastery, determining ideas *and* supporting ideas, inference / summarizing, comprehension of context
7. Reading in English is also influenced by non-linguistic aspects including learning media, teaching strategies, reading habits, environmental support, *and* psychological aspects
8. The use of interesting media in the reading process will increase the motivation *and* interest of the reader
9. The problems in reading are also caused by various non-linguistic aspects which include the lack of suitable strategies for teaching reading, less interesting learning media used in reading, lack of support from the environment, weak motivation *and* interest in reading
10. The strategy of teaching reading that is not right with the aim will cause the reading learning process to be ineffective *and* boring so that students become less motivated in reading.
11. The reading comprehension of eighth grades of SMP TMI Roudlotul Qur'an Metro Students is classified into two criteria, namely complete *and* incomplete based on minimum mastery criteria (MMC) of English subject in that class, which is 74.
12. The reading problem of the eighth graders at SMP TMI Roudlotul Qur'an Metro is caused by the limited vocabulary of English they have, poor grammar mastery, difficulties in determining the main ideas *and* supporting ideas for reading, difficulties in determining the context of the situation to be read

13. According to Svinivki *and* McKeachie, the learning cell, or student dyad, refers to a cooperative form of learning in pairs, in which students alternate asking *and* answering questions on commonly read materials
14. This technique provides an opportunity for students to think analytically, to make them material into their own words, *and* to begin to use the language of discipline
15. Learning cell helps pair learners learn more effectively, where the students ask *and* answer questions in turn based on the readings of the same material.

False

1. Besides the weak reading comprehension of the eighth graders at SMP TMI Roudlotul Qur'an Metro also caused by their low motivation *and* interest in reading in English, the limited interesting learning media used in the learning process of reading.
Besides, the weak reading comprehension of the eighth graders at SMP TMI Roudlotul Qur'an Metro also caused by their low motivation and interest in reading in English, the limited interesting learning media used in the learning process of reading.

8. LF

True

1. Language-focused learning involves deliberate attention to language features both in the context of meaning-focused input *and* meaning-focused output, *and* in decontextualized learning and teaching
2. In the reading and writing program, language-focused learning occurs in intensive reading, when learners consult dictionaries in reading and writing, when they get language-focused feedback on their writing, when they deliberately learn new vocabulary for receptive or productive use, when they practice spelling, when they concentrate on learning to write or form written letters of the alphabet, *and* when they study grammar *and* discourse features
3. Reading is an important activity in many languages class, not only as a source of information *and* a pleasurable activity, but also as a means of consolidating *and* extending one's knowledge of the language

4. As we know that reading is part of English skill *and* English has been learned by Indonesian students to develop the competence to communicate in oral *and* written form until reaching the level of informational literacy *and* to access science.
5. But in fact most of students still get difficulty in getting the information from the texts. Besides that, finding the details, finding the main ideas, *and* making inferences from the text are some other obstacles faced by them
6. *And* as result the students get difficulty in retelling or in transferring the information from the text.
7. Growth in reading power means, therefore, continuous enriching *and* enlarging of the reading vocabulary *and* increasing clarity of discrimination in appreciation of word values”, Davis described comprehension as comprised of two skills: word knowledge, or vocabulary, *and* reasoning.³⁷ Many of students become frustrated when they have difficulties in reading the target language
8. It is about 70% students feel lazy *and* not interesting of working the text
9. From the table the students’ score of reading score should be improved. The KKM used of English subject in MTs N 1 Lampung Timur is 70, *and* the English teacher only used ordinary technique in teaching reading
10. Based on the explanation above, the researcher would like to know about the strategy and their method conducted by students of MTs N 1 Lampung Timur
11. The KKM is 75 and the researcher target 80 % of students can achieve 75 or more
12. And there were 19 students are included in the failed category (67,86 %).
13. He said that the problems are the students’ reading comprehension skill is still low, commonly students feel lazy to read the text, and The English teacher only uses ordinary technique and strategy.
14. Therefore, to face this common problem there must be some ways and solutions to improve the students’ reading comprehension achievement through the available teaching method, in this case the researcher used SMART (Self-Monitoring Approach to Reading and Thinking) strategy

³⁷Elfrieda H. Hiebert, Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, New Jersey: Lawrence Erlbaum Associates, Publishers, 2005, p. 1

15. According to Vaughn and Estes in Buehl in Syafi'i SMART strategy is one strategy that triggers students to think about how their reading is proceeding.
16. SMART is based on the premise that success full reading begins with recognizing what is understood and not understood in a passage.
17. Classroom strategies make the students actively think about what they are reading and to apply what they have learned
18. The strategies as activities that permit students to interact with other students tend to increase both motivation to learn and as a result of the study
19. Furthermore, strategies guide students in assessing the learning situation, setting their own purpose, choosing the most effective actions, and evaluating their success in learning process
20. SMART can solve the English and students' problem in reading comprehension.
21. Hence the researcher chooses the title of this research is "The Use of SMART (Self-Monitoring Approach to Reading and Thinking) Strategy to Improve the Reading Comprehension Skills of the Eight Grade Students of MTs N 1 Lampung Timur in The Academic Year 2019/2020"

False

9. KN

True

1. Teacher must master *and* understand what strategy *and* technique that are suitable to be used English teaching *and* learning process
2. Learning English by applying appropriate strategy or technique can help the students in understanding English material
3. Reading is not enough to understand a set from a set of the world in a sentence only the readers also must be able to comprehend the reading text in order to get the message *and* information what they have read
4. When the student read the text, they must know topic of the text, main idea, particular information and so on
5. However, sometime the teacher is not choosing and use on of the effective strategy in reading. In fact, some students feel difficult to comprehend a text and to conclude a text easily

6. In addition, strategy is a plan and method of teaching that will be carried out a teacher by determining the main steps of teaching in accordance with the objectives to be achieved and those outlined by the teacher.
7. This strategy helps students understand that a text might present a main idea and details, a cause and then its effects, and or different views of a topic teacher can use this strategy with the whole class and individually. Students learn to identify and analyze text structures which helps students navigate the various structures presented within nonfiction and fiction text.
8. Students learn to identify and analyze text structures which helps students navigate the various structures presented within nonfiction and fiction text
9. These problems include the limitations of English vocabulary, weak mastery of English grammar, difficulties in determining the main ideas and supporting ideas
10. Referring to the above table, it can be known that the students' MA Wali Songo result is poor. It indicates 21 students (95.4%) of them poor the test, and 1 student (4.6%) of them good the test.
11. From the results of the pre survey, it can be seen that tenth grade of MA Wali Songo students have limitations in mastering vocabulary and English grammar.
12. In addition, they also have difficulty in solving and determining the main ideas and ideas that support a reading, therefore students who have difficulties to understand the text in English well and students have insufficient reading comprehension

False

10. YP

True

1. Speaking is one of proficiency in English that verbalizes human thought into verbal that was defined as a two-way proposition in a particular phase that can produce, receive, and process information
2. In this case speaking is not only interpreted as a means of communication, but by talking we can produce information and share ideas with others
3. Speaking skills especially for children in Indonesia who are foreign language learners need special techniques and medias to facilitate the process of language acquisition
4. Speaking has several aspects of assessment which are fluency, pronunciation, vocabulary and grammar

5. This Phenomena make interest the researcher to know and analysis more the student from Kindergarten B of Cahaya Bangsa School Metro.
6. Assessment in English speaking for children who 6-7 years old are active and passive
7. Fluency is the flow and efficiency of a person conveying ideas in speaking, in this case sometimes the ability to speak English forgets someone's grammatical
8. So that, their superiority lies in the pronunciation, vocabulary and fluency which is inversely proportional to accuracy, this phenomenon becomes an interesting issue to be explored by the researcher
9. It should be underlined that the speaking ability of EFL students aged 6-7 years is still at the level of *one word*, *two words* and *telegraphic speech* or in other words the skill of their speaking are just simple phrases or simple sentences.
10. For the example myself sub-theme, students are expected be able to pronounce the part of body, in one word such as *feet*, *hands*, *hair*, and so on
11. The next level of two words, students are expected be able to say phrases such as two cars, nine ships, black bicycles, big ship and so on.
12. Six students who can be said to be active speak English with a percentage of 33% and those who are passive are twelve students with a percentage of 67%
13. From KB students at Cahaya Bangsa School there are six students that active in speaking English, two children are mastered in speaking English and four children just curious to try speaking English. They are able to arrange and use language semantically.

False

No.	Data	Additive Discourse Marker	Sentences
1.	SM		<ol style="list-style-type: none"> 1. By mastering the language, the students can improve themselves both in academic and life skill. Once the students can comprehend it, he <i>or</i> she can be well accepted by the society 2. Furthermore, writing is the process of arranging words to sentences or paragraphs which are meaningful 3. The sentences <i>or</i> the paragraphs are the result of someone's ideas and thought, their feeling and sometimes their opinion that they want to convey for the readers. 4. It can be a message or medium for communication to other people. The truth is that writing is a process of discovery that involves a series of steps.
			-
2.	FA	or also	<ol style="list-style-type: none"> 1. English is generally taught as a foreign language or a second language 2. English is one of the absolute requirements that should be fulfilled by many people, whether they want to study or work at inside and outside country. 3. By making subtitle film, students' concentration in following words can be enhanced and also can develop students' word recognition skill because listening to the original dialogues, so the purpose of subtitling is to make it easier for us to understand conversations, or plot, or words that are being read by the narrator. 4. Film subtitles in general the translation text or subtitle is a translation file in the form of writing or text from a film that will be displayed on a foreign language film with the aim of film lovers who can understand what is being discussed by the characters in the film 5. This might happen because usually the translation text is made and added to the video or film using the mother tongue (everyday language) that they use in a particular country or region.
			-
			-

- | | | | |
|----|----|-------|---|
| 3. | SR | True | <ol style="list-style-type: none"> 1. Moreover, a stative verb is a verb describing a state of mind or of being. 2. Something stays the same Stative verbs express things like having or owning, feelings, beliefs, opinions and being 3. Progressive aspect is the collective term for verbs (past, present, or future) in a progressive tense 4. In addition, progressive aspect refers to a verb phrase made with a form of be plus-ing that indicates an action or condition containing in the present, past, or future. 5. Furthermore, writing is the process of arranging words to sentences or paragraphs which are meaningful |
| | | False | |
| 4. | FM | True | <ol style="list-style-type: none"> 1. A word can be spoken in different ways by various individuals or groups, depending on many factors such as the area in which they grew up, the area in which they now live, if they have speech or voice disorder, their ethnic group, their social class, or their education. 2. A word can be spoken in different ways by various individuals or groups, depending on many factors such as the area in which they grew up, the area in which they now live, if they have a speech or voice disorder, their ethnic group, their social class, or their education 3. It is used to teach participants students about ways to use the organs of speech 'to say a word or sentence (pronunciation), then the video media will be more appropriate used 4. One of the media or teaching methods that can be used in pronunciation teaching is an English video |
| | | False | <ol style="list-style-type: none"> 1. Pronunciation is the way in which a language or a particular word or sound is spoken
<i>Pronunciation is the way in which a language, a particular word or sound is spoken</i> |
| 5. | UP | True | <ol style="list-style-type: none"> 1. Furthermore, writing is the process of arranging words to sentences or paragraphs which are meaningful 2. The sentences or the paragraphs are the result of someone's ideas and thought, their feeling and sometimes their opinion that they want to convey for the readers. 3. It can be a message or medium for communication to other people. |
| | | False | - |

- | | | | |
|----|----|-------|---|
| 6. | KK | True | - |
| | | False | - |
| 7. | VM | True | <ol style="list-style-type: none"> 1. According to Svinivki and McKeachie, the learning cell, or student dyad, refers to a cooperative for of learning in pairs, in which students alternate asking and answering questions on commonly read materials³⁸. 2. It is expected that the Learning Cell Technique is very effective to improve the comprehension or reading comprehension of the eighth graders at SMP TMI Roudlotul Qur'an Metro |
| | | False | - |
| 8. | LF | True | <ol style="list-style-type: none"> 1. In the reading and writing programmed, language-focused learning occurs in intensive reading, when learners consult dictionaries in reading and writing, when they get language-focused feedback on their writing, when they deliberately learn new vocabulary for receptive or productive use, when they practice spelling, when they concentrate on learning to write or form written letters of the alphabet, and when they study grammar and discourse features. 2. Harmer states that reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students. 3. Besides that, finding the details, finding the main ideas, and making inferences from the text are some other obstacles faced by them. And as result the students get difficulty in retelling or in transferring the information from the text. 4. Growth in reading power means, therefore, continuous enriching and enlarging of the reading vocabulary and increasing clarity of discrimination in appreciation of word values", Davis described comprehension as comprised of two skills: word knowledge, or vocabulary, and reasoning 5. The KKM is 75 and the researcher target 80 % of students can achieve 75 or more. |

³⁸³⁸ Svinivki and McKeachie, *Teaching Tips*, (USE: Wadsworth, Cengage Learning, 2011), p.194.

			6. Based on the table above, it can be confirmed that one of teachers' problems in teaching English is how to make the students have ability in comprehending the reading materials, in this case the English teachers are expected to try some techniques or ways that teachers can use in teaching reading
		False	-
9.	KN	True	-
		False	-
10.	YP	True	<ol style="list-style-type: none"> 1. Expertise in speaking, especially in Indonesia need tools or medias to facilitate acquisition. 2. Cahaya Bangsa School is an International school that ask student to speak English as habit when they inside or outside the classroom during of school hour 3. The children assessment can be said active in English if they have fulfilled criteria which are pronunciation, fluency, vocabulary and accuracy. Pronunciation is the study of procedures or techniques for reciting vocabulary 4. It should be underlined that the speaking ability of EFL students aged 6-7 years is still at the level of <i>one word</i>, <i>two words</i> and <i>telegraphic speech</i> or in other words the skill of their speaking are just simple phrases or simple sentences.
		False	-

No.	Data	Additive Discourse Marker	Sentences
1.	SM	True	1. In addition, the second prior research is carried out by Fenty Debora Napitupulu.
2.	FA	False - True	<p>1. In addition, one of the English language skills is listening. Listening is receiving language through the ears</p> <p>2. In addition, students are also constrained to develop listening skills due to the low mastery of English grammar</p> <p>3. In addition, listening problems are caused by the weak contribution of non-linguistic aspects such as poor listening motivation, lack of support for the environment, and limited teaching media.</p> <p>4. In addition, students' problem in listening is also caused by the weakness of English grammar, the low quality of listening is caused by the failure to realize mechanical listening properly</p> <p>5. In addition, to the listening process, students experience difficulty in capturing the core message of what they hear.</p>
3.	SR	In addition False - True	<p>1. In addition, as stated by Tarigan in the article entitled The Definition of Writing</p> <p>2. In addition, limitation in grammar mastery will cause difficulties in constructing ideas into words with the correct arrangement of grammar</p> <p>3. In addition, the students have insufficient grammar mastery.</p> <p>4. In addition, most of the stative verbs are not able to be used in the progressive aspect because the function of stative verb is to describe a state of affairs without performance of an action; when a state is described, there is not any involvement of physical activities. Progressive aspect is the collective term for verbs (past, present, or future) in a progressive tense</p> <p>5. In addition, progressive aspect refers to a verb phrase made with a form of be plus-ing that indicates an action or condition continuing in the present, past, or future</p>

		False	-
4.	FM	True	-
		False	-
5.	UP	True	<ol style="list-style-type: none"> 1. In addition, writing is one of the important skills in teaching English because it is one of the capabilities in teaching English 2. In addition, brain sketching technique makes the students easy to explain a technical point are Sketch is seen as essential to creativity in design place, object and people. Sketches provide a means to store design ideas, so that they can be revisited at a later point in time
		False	-
6.	KK	True	<ol style="list-style-type: none"> 1. In addition, writing is a skill that is required in written communication 2. In addition, Brainwriting 6-3-5 Technique is a technique that requires the silent ambience.
		False	-
7.	VM	True	<ol style="list-style-type: none"> 1. In addition, the comprehension to read in English is influenced by various aspects that can be categorized classified into linguistic aspects and non-linguistic aspects.
		False	-
8.	LF	True	-
		False	-
9.	KN	True	-
		False	-
10.	YP	True	<ol style="list-style-type: none"> 1. In addition, Fedrizzi and Ellis hold that great speaking ability creates the speakers to plan and to expose their contentions and reaction
		False	-

No.	Data	Additive Discourse Marker	Sentences
1.	SM		<p>True</p> <ol style="list-style-type: none"> 1. Furthermore, writing is the process of arranging words to sentences or paragraphs which are meaningful 2. Furthermore, the ability of writing in English is also influenced by non-linguistic aspects including of psychological aspects, environmental support, media learning, teaching strategy and writing habits 3. Furthermore, the problems in writing are also caused by various non-linguistic aspects which include the lack of suitable teaching and writing strategies, the lack of interesting learning media used in the author, lack of support from the environment, lack of motivation and interest in writing.
2.	FA	furthermore	<p>False -</p> <p>True -</p> <p>False -</p>
3.	SR		<p>True</p> <ol style="list-style-type: none"> 1. Furthermore, writing is influenced by some aspects because writing is not a language skill that can stand alone 2. Furthermore, stative verbs are those verbs that describe a state of affairs without performance of an action; when a state is described, there is not any involvement of physical activities³⁹. 3. Furthermore, one of the examples of stative verb is provided in the sentence "These shoes belong to my sister" <p>False</p>

³⁹Khalid Ali Abdullah, Burhan Qadir Salim, "A Comparative Study of Declarative Sentences in English and Kurdish". *Journal of Raparin University* .Vol.5. No.14. (2018). p. 33

- | | | | |
|----|----|-------|--|
| 4. | FM | True | <ol style="list-style-type: none"> 1. Furthermore, one of the ways to pronunciation instruction is the use of video. 2. Furthermore, the researcher had conducted a pre-survey to detect pronunciation problems for the eleventh graders at the MA Roudlotul Ulum Seputih Surabaya. 3. Furthermore, the implementation of videos in teaching pronunciation skill can be in the form of video as a media. For example, the video download platform that can be used by the teacher as a medium for students in the process of learning English pronunciation |
| | | False | - |
| 5. | UP | True | <ol style="list-style-type: none"> 1. Furthermore, writing is the process of arranging words to sentences or paragraphs which are meaningful 2. Furthermore, the ability of writing in English is also influenced by non-linguistic aspects including of psychological aspects, environmental support, media learning, teaching strategy and writing habits. 3. Furthermore, the problems in writing are also caused by various non-linguistic aspects which include the lack of suitable teaching and writing strategies, the lack of interesting learning media used in the author, lack of support from the environment, lack of motivation and interest in writing. 4. Furthermore, in connection with writing problems experienced by the seventh grade students in SMP Muhammadiyah 3 Metro classes, efforts need to be made to improve their writing skills |
| | | False | - |
| 6. | KK | True | - |
| | | False | - |
| 7. | VM | True | <ol style="list-style-type: none"> 1. Furthermore, a beneficial effort to improve the students' reading comprehension of the eighth graders at SMP TMI Roudlotul Qur'an Metro is carry out by implementing a classroom action research using Leaning Cell Technique |
| | | False | - |
| 8. | LF | True | <ol style="list-style-type: none"> 1. Furthermore, strategies guide students in assessing the learning situation, setting their own purpose, choosing the most effective actions, and evaluating their success in learning process. |

		False	-
9.	KN	True	-
		False	-
10.	YP	True	-
		False	-

No.	Data	Additive Discourse Marker	Sentences
		True	-
1.	SM	False	<p>1. Besides that the weak writing skill of the eleventh grade in MA Ma`arif NU 5 Sekampung is also caused by their low motivation and interest in writing in English, the limited learning media that are interesting to use in the writing learning process.</p> <p><i>Besides that, the weak writing skill of the eleventh grade in MA Ma`arif NU 5 Sekampung is also caused by their low motivation and interest in writing in English, the limited learning media that are interesting to use in the writing learning process.</i></p>
2.	FA	True	-
		False	-
3.	SR	True	-
		False	-

4.	FM	True	-
		False	-
5.	UP	True	-
		False	1. Besides that, the weak writing ability among the seventh grade students in SMP Muhammadiyah 3 Metro is also caused by their low motivation and interest in writing in English, the limited learning media that are interesting to use in the writing learning process. <i>Besides that, the weak writing ability among the seventh grade students in SMP Muhammadiyah 3 Metro is also caused by their low motivation and interest in writing in English, the limited learning media that are interesting to use in the writing learning process.</i>
6.	KK	True	1. As part of the English process, writing is very useful. Writing is one of the language skills that should be taught besides the other skills
		False	-
7.	VM	True	-
		False	1. Besides the weak reading comprehension of the eighth graders at SMP TMI Roudlotul Qur'an Metro also caused by their low motivation and interest in reading in English, the limited interesting learning media used in the learning process of reading <i>Besides, the weak reading comprehension of the eighth graders at SMP TMI Roudlotul Qur'an Metro also caused by their low motivation and interest in reading in English, the limited interesting learning media used in the learning process of reading</i>
8.	LF	True	-
		False	1. Besides that, finding the details, finding the main ideas, and making inferences from the text are some other obstacles faced by them.

Besides that, finding the details, finding the main ideas, and making inferences from the text are some other obstacles faced by them.

9.	KN	True	-
		False	-
10.	YP	True	-
		False	-

1. Besides the environment around them just like their parents and their teachers enrich their speaking performance.
Besides, the environment around them just like their parents and their teachers enrich their speaking performance.

No.	Data	Additive Discourse Marker		Sentences
1.	SM	similarly,	True	-
			False	-
2.	FA	similarly,	True	-
			False	-
3.	SR		True	-
			False	-

4.	FM	True	-
		False	-
5.	UP	True	-
		False	-
6.	KK	True	-
		False	-
7.	VM	True	-
		False	-
8.	LF	True	-
		False	-
9.	KN	True	-
		False	-
10.	YP	True	-
		False	-

No.	Data	Additive Discourse Marker	Sentences
-----	------	---------------------------------	-----------

1.	SM	True	-
		False	-
2.	FA	True	-
		False	-
3.	SR	True	-
		False	-
4.	FM	True	-
		False	-
5.	UP	True	-
	Likewise,	False	-
6.	KK	True	-
		False	-
7.	VM	True	-
		False	-
8.	LF	True	-
		False	-
9.	KN	True	-
		False	-
10.	YP	True	-

No.	Data	Additive Discourse Marker		Sentences
			False	-
1.	SM		True	-
			False	-
2.	FA		True	-
			False	-
3.	SR		True	-
			False	-
4.	FM	by contrast	True	-
			False	-
5.	UP		True	-
			False	-
6.	KK		True	-
			False	-
7.	VM		True	-

		False	-
8.	LF	True	-
		False	-
9.	KN	True	-
		False	-
10.	YP	True	-
		False	-

No.	Data	Additive Discourse Marker	Sentences
1.	SM	True	-
		False	-
2.	FA	True	-
		For instance,	-
3.	SR	True	-
		False	-
4.	FM	True	-

		False	-
5.	UP	True	-
		False	-
6.	KK	True	-
		False	-
7.	VM	True	-
		False	-
8.	LF	True	-
		False	-
9.	KN	True	-
		False	-
10.	YP	True	-
		False	-

No.	Data	Additive Discourse Marker		Sentences
1.	SM	equally	True	-

		False	-
2.	FA	True	-
		False	-
3.	SR	True	-
		False	-
4.	FM	True	-
		False	-
5.	UP	True	-
		False	-
6.	KK	True	-
		False	-
7.	VM	True	-
		False	-
8.	LF	True	-
		False	-
9.	KN	True	-
		False	-
10.	YP	True	-
		False	-

No.	Data	Additive Discourse Marker	Sentences
1.	SM	True	
		False	
2.	FA	True	
		False	
3.	SR	True	
		False	
4.	FM	True	
		False	
5.	UP	True	
		False	
6.	KK	True	
		False	
7.	VM	True	
		False	

8.	LF	True
		False
9.	KN	True
		False
10.	YP	True
		False

APPENDIX
Discourse Markers: “ADSERVATIVE”

No.	Data	Adservative Discourse Marker	Sentences	
1.	SM	but	True	1. Therefore, people have to not only pay attention to the sound, <i>but</i> also the situational context and the gesture.
			False	-
2.	FA		True	-
			False	-
3.	SR		True	-
			False	-
4.	FM		True	1. English language teaching is an effective effort that has aim not only to transfer theoretical English knowledge, <i>but</i> also to habituate language students to be able to used English language in the daily life, both written and oral.
			False	-
5.	UP		True	1. English language teaching is a meaning full attempt that has purpose not only to transfer the knowledge of English, <i>but</i> also to familiarize language learners to be able to communicate using English in daily life both written and oral
			False	-
6.	KK		True	1. English Language Teaching (ELT) is an effective effort that has purpose not only to transfer the English knowledge <i>but</i> also to habituate the language learners to be able to communicate using English in daily life both written and oral
			False	-
7.	VM		True	1. Reading is an important activity in many languages class, not only as a source of information and a pleasurable activity, <i>but</i> also as a means of consolidating and extending one’s knowledge of the language

				2. <i>But</i> in fact most of students still get difficulty in getting the information from the texts. Besides that, finding the details, finding the main ideas, and making inferences from the text are some other obstacles faced by them
			False	2. Therefore, people have to not only pay attention to the sound, <i>but</i> also the situational context and the gesture.
8.	LF		True	-
			False	-
9.	KN		True	1. Reading comprehension is not only reading a loud, <i>but</i> the reader should comprehend the text. In spite of that, there are some kind strategies in reading
			False	-
10.	YP		True	1. In this case speaking is not only interpreted as a means of communication, <i>but</i> by talking we can produce information and share ideas with others 2. This school not mean English as Target Learning (TL), <i>but</i> English as the way from teacher to teach their students'
			False	

No.	Data	Adservative Discourse Marker	Sentences	
1.	SM	yet	True	-
			False	-
2.	FA		True	-
			False	-
3.	SR		True	-
			False	-
4.	FM		True	-
			False	-
5.	UP		True	-
			False	-

6.	KK		True	-
			False	-
7.	VM		True	-
			False	-
8.	LF		True	-
			False	-
9.	KN		True	-
			False	-
10.	YP		True	-
			False	-

No.	Data	Adservative Discourse Marker	Sentences	
1.	SM	However,	True	1. <i>However</i> , writing is not an easy thing to master English learners.
			False	-
2.	FA		True	1. <i>However</i> , listening is not a language skill that is easily mastered. There are many problems got by students in the listening process in English.
			False	-
3.	SR		True	1. <i>However</i> , writing is not an easy language skill. There are many problems in writing the English text. 2. <i>However</i> , some stative verbs can be used in a continuous tense in certain situations, as when describing a temporary state that has begun and will end.
			False	-
4.	FM		True	-
			False	-
5.	UP		True	1. <i>However</i> , writing is not an easy thing to master English learners
			False	-
6.	KK	True	1. <i>However</i> , writing is not an easy thing for English learners to master.	

			False	-
7.	VM		True	1. <i>However</i> , reading is not an easy language to be mastered in a short period of time.
			False	-
8.	LF		True	1. <i>However</i> , there are some difficulties that always appear while they read a text such as the lack of vocabulary, the difficulty to understand the meaning of the text given by the teacher, the students do not have good motivation to read
			False	-
9.	KN		True	1. <i>However</i> , sometime the teacher is not choosing and use on of the effective strategy in reading 2. <i>However</i> , reading is not an easy thing to master, there are various problems experienced by the reader in the process of reading an English text.
			False	-
10.	YP		True	-
			False	-

No.	Data	Adservative Discourse Marker	Sentences	
1.	SM	Instead	True	-
			False	-
2.	FA		True	-
			False	-
3.	SR		True	--
			False	-
4.	FM		True	-
			False	-
5.	UP		True	-
			False	-
6.	KK	True	-	
		False	-	

7.	VM		True	-
			False	-
8.	LF		True	-
			False	-
9.	KN		True	-
			False	-
10.	YP		True	-
			False	-

No.	Data	Adservative Discourse Marker	Sentences	
1.	SM	On the other hand	True	-
			False	-
2.	FA		True	-
			False	-
3.	SR		True	-
			False	-
4.	FM		True	-
			False	-
5.	UP		True	-
			False	-
6.	KK		True	-
			False	-
7.	VM		True	-
			False	-
8.	LF		True	-
			False	-
9.	KN		True	-

			False	-
10.	YP		True	-
			False	-

No.	Data	Adservative Discourse Marker	Sentences	
1.	SM	Nevertheless	True	-
			False	-
2.	FA		True	-
			False	-
3.	SR		True	-
			False	-
4.	FM		True	-
			False	-
5.	UP		True	-
			False	-
6.	KK		True	-
			False	-
7.	VM		True	-
			False	-
8.	LF		True	-
			False	-
9.	KN		True	-
			False	-
10.	YP		True	-
			False	-

No.	Data	Adservative Discourse Marker	Sentences	
1.	SM	At any rate	True	-
			False	-
2.	FA		True	-
			False	-
3.	SR		True	-
			False	-
4.	FM		True	-
			False	-
5.	UP		True	-
			False	-
6.	KK		True	-
			False	-
7.	VM		True	-
			False	-
8.	LF		True	-
			False	-
9.	KN		True	-
			False	-
10.	YP		True	-
			False	-
No.	Data	Adservative Discourse Marker	Sentences	
1.	SM	As a matter of fact,	True	-
			False	-
2.	FA		True	-
			False	-

3.	SR		True	-
			False	-
4.	FM		True	-
			False	-
5.	UP		True	-
			False	-
6.	KK		True	-
			False	-
7.	VM		True	-
			False	-
8.	LF		True	-
			False	-
9.	KN		True	-
			False	-
10.	YP		True	-
			False	-

APPENDIX
Discourse Markers: “CAUSAL”

No.	Data	Causal Discourse Marker	Sentences		
1.	SM	So	True	<ol style="list-style-type: none"> 1. The ability to read well will provide input to the author in the form of vocabulary input and grammar, <i>so</i> that the quality of the writing will be better. The proper use of punctuation and writing mechanic will produce quality writing that has quality coherence and cohesive 2. Psychology aspects also contribute to efforts to improve writing skills, <i>so</i> writers must have high motivation, interest, self-esteem and self confidence 3. The low reading ability in English causes writers to have various comprehensive inputs, <i>so</i> that they have limited knowledge. 4. Teaching writing strategies that are less precise with the aim will cause the writing learning process to be ineffective and boring <i>so</i> that students become less motivated in writing 	
			False	-	
2.	FA		<ol style="list-style-type: none"> 1. By making subtitle film, students’ concentration in following words can be enhanced and also can develop students’ word recognition skill because listening to the original dialogues, <i>so</i> the purpose of subtitling is to make it easier for us to understand conversations, or plot, or words that are being read by the narrator 		
			False	-	
3.	SR		<ol style="list-style-type: none"> 1. Students will be good at writing when applying the writing mechanism appropriately <i>so</i> that appropriate sentences can be formed 2. Problems in punctuation and mechanic become the big problems in punctuation <i>so</i> the writing result is not neat and difficult to be understood 		
			False	-	
4.	FM		<ol style="list-style-type: none"> 1. In addition, the benefits of pronunciation in the learning system are very important to be absorbed in every teaching of English both with teaching methods and advanced media, <i>so</i> that language 		

			teaching is very applicable and its use can also be naturally absorbed when using the language, <i>so</i> that students' confidence is increased
		False	-
5.	UP	True	<ol style="list-style-type: none"> 1. The ability to read well provides input to the author in the form of vocabulary input and grammar, <i>so</i> that the quality of the writing is better 2. Psychology aspects also contribute to efforts to improve writing skills, <i>so</i> writers must have high motivation, interest, self-esteem and self-confidence. 3. The low reading ability in English causes writers to have various comprehensive inputs <i>so</i> that they have limited knowledge. 4. Sketches provide a means to store design ideas, <i>so</i> that they can be revisited at a later point in time
		False	-
6.	KK	True	<ol style="list-style-type: none"> 1. By using language, people can express their feelings and deliver the message <i>so</i> they can cooperate and understand each other. 2. Moreover, Brain writing 6-3-5 Technique has great benefits in allowing the participants some quiet time to think about ideas, <i>so</i> the quality of ideas is better. 3. Brain writing 6-3-5 technique reduces the chances of ideas being blocked, as nobody speaks, and <i>so</i> nobody listens.
		False	-
7.	VM	True	1. The strategy of teaching reading that is not right with the aim will cause the reading learning process to be ineffective and boring <i>so</i> that students become less motivated in reading.
		False	-
8.	LF	True	1. So, the use of this strategy is supposed to be able to make the learners comprehend reading passages better
		False	-
9.	KN	True	1. When the student read the text, they must know topic of the text, main idea, particular information and <i>so</i> on.
		False	-
10.	YP	True	1. They have <i>so</i> many vocabulary collections enough.

				<p>2. <i>So that</i>, their superiority lies in the pronunciation, vocabulary and fluency which is inversely proportional to accuracy, this phenomenon becomes an interesting issue to be explored by the researcher</p> <p>3. For the example myself sub-theme, students are expected be able to pronounce the part of body, in one word such as <i>feet, hands, hair</i>, and <i>so on</i>.</p> <p>4. The next level of two words, students are expected be able to say phrases such as two cars, nine ships, black bicycles, big ship and <i>so on</i>.</p>
			False	-

No.	Data	Causal Discourse Marker	Sentences	
1.	SM	consequently	True	-
			False	-
2.	FA		True	-
			False	-
3.	SR		True	-
			False	-
4.	FM		True	-
			False	-
5.	UP		True	-
			False	-
6.	KK		True	-
			False	-
7.	VM		True	-
			False	-
8.	LF		True	-
			False	-
9.	KN		True	-

			False	-
10.	YP		True	-
			False	-

No.	Data	Additive Discourse Marker	Sentences	
1.	SM	for this reason,	True	-
			False	-
2.	FA		True	-
			False	-
3.	SR		True	-
			False	-
4.	FM		True	-
			False	-
5.	UP		True	-
			False	-
6.	KK		True	-
			False	-
7.	VM		True	-
			False	-
8.	LF		True	-
			False	-
9.	KN		True	-
			False	-
10.	YP		True	-
			False	-

No.	Data	Causal Discourse Marker	Sentences	
1.	SM	then	True	1. According to David Nunan, dependent variable is a written cloze test, <i>then</i> the default definition of 'listening comprehensions' is 'the ability to complete written cloze passage'
			False	-
2.	FA		True	1. The Pre-Survey results with the above abilities are categorized into 2 criteria, based on the above minimum provisions, <i>then</i> the English language lessons for class MTs Miftahut Tholibin with the results of the pre-survey categorization are illustrated in the following table
			False	-
3.	SR		True	1. <i>Then</i> beside that students will also realize their difficulties in stative verb mastery in their writing skill. After realizing their difficulties in stative verb mastery, it is hoped that the students will react to improve their limitation in stative verb mastery.
			False	-
4.	FM		True	1. If one is said to have "correct pronunciation", <i>then</i> it refers to both within a specific dialect." 2. It is used to teach participants students about ways to use the organs of speech 'to say a word or sentence (pronunciation), <i>then</i> the video media will be more appropriate used
			False	-
5.	UP		True	1. In this technique, the students are <i>then</i> asked to sketch a proposed solution within a determined period of time. 2. Sketch ideas and solutions to the problem and <i>then</i> provide for sketches of others repeatedly while getting inspired by them.
			False	-
6.	KK		True	-
			False	-
			True	-
7.	VM		True	-
			False	-
8.	LF		True	-
		False	-	

9.	KN		True	1. This strategy helps students understand that a text might present a main idea and details, a cause and <i>then</i> its effects, and or different views of a topic
			False	-
10.	YP		True	-
			False	-

No.	Data	Causal Discourse Marker	Sentences	
1.	SM	therefore	True	<ol style="list-style-type: none"> 1. <i>Therefore</i>, nowadays many people, particularly students, ought to master English. Mastering English is an important value for the students to have. 2. <i>. Therefore</i>, it is important for people to learn it. 3. <i>Therefore</i>, it is concluded that the writing skill of students among the eleventh grade of MA Ma`arif NU 5 Sekampung is insufficient. 4. <i>Therefore</i>, the great efforts to increase students in eleventh grade of MA Ma`arif NU 5 Sekampung will be carried out by implementing a classroom action research using the hamburger strategy 5. <i>Therefore</i>, the researcher will conduct a study entitled "The Use of Hamburger Strategy in Improving Writing Skill Among
			False	-
2.	FA		True	<ol style="list-style-type: none"> 1. <i>Therefore</i>, people have to not only pay attention to the sound but also the situational context and the gesture. 2. <i>Therefore</i>, the writer extracted a study entitled: An Analysis Of Film Subtitle In Listening Testing At The Ninth Graders Of MTs Miftahut Tholibin Sukadana East Lampung.
			False	-
3.	SR	True	<ol style="list-style-type: none"> 1. <i>Therefore</i>, English should be taught into teaching and learning activities 2. <i>Therefore</i>, writing is included an ability. 3. <i>Therefore</i>, it is concluded that the writing skills of the tenth graders students are not satisfactory 	

			4. <i>Therefore</i> , the writer constructs an undergraduate entitled An Error Analysis of Stative Verb in Student Writing Skill at MAN 1 Metro in The Academy Years of 2019/2020
		False	-
4.	FM	True	<ol style="list-style-type: none"> 1. <i>Therefore</i>, it can be concluded that student pronunciation skills are not satisfactory (insufficient /unsatisfied). 2. <i>Therefore</i>, the researcher constructs a research proposal entitled: Improving Students'' Pronunciation Skill by Using Dave Second Video at the Eleventh Graders of MA Roudlotul Ulum Seputih Surabaya Seputih Surabaya in The Academic Year 2019.
		False	-
5.	UP	True	<ol style="list-style-type: none"> 1. <i>Therefore</i>, in Indonesia, English language teaching plays a very important role in formal and non-formal institutions. 2. <i>Therefore</i>, the great efforts to increase students in seventh grade SMP Muhammadiyah 3 Metro is carried out by implementing a classroom action research using the brain sketching technique 3. <i>Therefore</i>, the researcher conducted a study entitled "Improving Writing Ability in Descriptive Text by Using Brain-Sketching Technique among the Seventh Graders at SMP Muhammadiyah 3 Metro
		False	-
6.	KK	True	-
		False	-
7.	VM	True	<ol style="list-style-type: none"> 1. <i>Therefore</i>, reading is an important language that all people need to have in order to be successful in accessing information 2. <i>Therefore</i>, people can feel that how important to read English in this communication era <i>Therefore</i>, the researcher conduct a study entitled: "Improving Reading Comprehension of the Eight Graders of SMP TMI Roudhlatul Qur'an Metro in the Academic Year 2019/2020"
		False	-

8.	LF		True	<ol style="list-style-type: none"> 1. Growth in reading power means, <i>therefore</i>, continuous enriching and enlarging of the reading vocabulary and increasing clarity of discrimination in appreciation of word values”, Davis described comprehension as comprised of two skills: word knowledge, or vocabulary, and reasoning.⁴⁰ 2. <i>Therefore</i>, to face this common problem there must be some ways and solutions to improve the students’ reading comprehension achievement through the available teaching method, in this case the researcher used SMART (Self-Monitoring Approach to Reading and Thinking) strategy.
			False	-
9.	KN		True	<ol style="list-style-type: none"> 1. <i>Therefore</i>, the teacher should be able to choose the suitable strategy way to teach students 2. <i>Therefore</i>, it can be concluding that the reading comprehension of class tenth MA Wali Songo is not satisfied 3. In addition, they also have difficulty in solving and determining the main ideas and ideas that support a reading, <i>therefore</i> students who have difficulties to understand the text in English well and students have insufficient reading comprehension. 4. <i>Therefore</i>, the researcher will conduct a study entitled: The Effect of Using Text Structure Strategy On Students’ Reading Comprehension at MA Wali Songo in Academic Year of 2019/2020.
			False	-
10.	YP		True	-
			False	-

No.	Data	Causal Discourse Marker	Sentences	
1.	SM	with this in mind	True	-
			False	-
2.	FA		True	-
			False	-

⁴⁰Elfrieda H. Hiebert, Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, New Jersey: Lawrence Erlbaum Associates, Publishers, 2005, p. 1

3.	SR		True	-
			False	-
4.	FM		True	-
			False	-
5.	UP		True	-
			False	-
6.	KK		True	-
			False	-
7.	VM		True	-
			False	-
8.	LF		True	-
			False	-
9.	KN		True	-
			False	-
10.	YP		True	-
			False	-

No.	Data	Causal Discourse Marker	Sentences	
1.	SM	for	True	<ol style="list-style-type: none"> 1. Mastering English is an important value <i>for</i> the students to have. 2. It is an international language in the world. Therefore, it is important <i>for</i> people to learn it 3. The sentences or the paragraphs are the result of someone's ideas and thought, their feeling and sometimes their opinion that they want to convey <i>for</i> the readers 4. It can be a message or medium <i>for</i> communication to other people. The truth is that writing is a process of discovery that involves a series of steps. 5. Mastery of high English vocabulary will make it easier <i>for</i> writers to disclose information through writing by using the right word diction

			<ol style="list-style-type: none"> 6. The limited English vocabulary owned by the author will make it difficult <i>for</i> them to reveal the message that will be written. 7. Monotonous media <i>for</i> learning writing will create a saturating and difficult writing learning process. 8. <i>As for</i> the pre survey results illustrated in the following table 9. One strategy that is suitable <i>for</i> improving writing skills is “hamburger strategy 10. <i>For</i> example, without the meat, the paragraph would be the equivalent of a cheese sandwich and would not fill you up as much. Without the buns or the condiments, the paragraph would be too plain and would not excite the reader.
		False	-
2.	FA	True	<ol style="list-style-type: none"> 1. This has led to an increasing demand <i>for</i> English language learning at Indonesia from year to year 2. In addition, listening problems are caused by the weak contribution of non-linguistic aspects such as poor listening motivation, lack of support <i>for</i> the environment, and limited teaching media. 3. The Pre-Survey results with the above abilities are categorized into 2 criteria, based on the above minimum provisions, then the English language lessons <i>for</i> class MTs Miftahut Tholibin with the results of the pre-survey categorization are illustrated in the following table. 4. By making subtitle film, students’ concentration in following words can be enhanced and also can develop students’ word recognition skill because listening to the original dialogues, so the purpose of subtitling is to make it easier <i>for</i> us to understand conversations, or plot, or words that are being read by the narrator.
		False	
3.	SR	True	<ol style="list-style-type: none"> 1. The length of time used <i>for</i> writing will vary among the writers. Even, some writers take more time to think only about what to write before making the initial draft. 2. In addition, as stated by Tarigan in the article entitled The Definition of Writing According to Some Experts, writing as productive skills <i>for</i> writing an indirect communication and the nature of the character is very different from that expressed by speaking directly, therefore writing is included an ability.

				<p>3. Choosing and using the right media <i>for</i> students will increase the enthusiasm and interest of students in writing.</p> <p>4. Progressive aspect is the collective term <i>for</i> verbs (past, present, or future) in a progressive tense. In addition, progressive aspect refers to a verb phrase made with a form of be plus-ing that indicates an action or condition continuing in the present, past, or future.</p>
		False	-	
4.	FM	True		<p>1. Video is suitable <i>for</i> training pronunciation because besides displaying recordings or moving images also provide sound. The combination of sound and image will attract attention child</p> <p>2. Strengths it is displaying color images colorful and interesting writing, as well as nature interactive because accompanied by the sound of the pronunciation correct and gives students time lags <i>for</i> mimic</p> <p>3. Furthermore, the researcher had conducted a pre-survey to detect pronunciation problems <i>for</i> the eleventh graders at the MA Roudlotul Ulum Seputih Surabaya.</p> <p>4. The pre-survey had been done on 03 September 2019, as <i>for</i> the pre-survey results illustrated in the following table.</p> <p>5. In addition, in the process of speaking students experience difficulties in developing ideas <i>for</i> conversation</p> <p>6. One of the media or teaching methods that can be used in pronunciation teaching is an English video. Video is a technology <i>for</i> capturing, recording, processing, transmitting and rearranging moving images</p> <p>7. Video has a very important role in the process of teaching pronunciation, with proper implementation of video in pronunciation teaching, it is expected to affect the quality of student pronunciation (the benefits of using video media in the learning process that is very helpful <i>for</i> teaching staff in achieving learning effectiveness especially on subjects the majority of practice, Maximizing the achievement of learning goals in a short time, can stimulate the interest in learning students to be more independent, reasoning power.</p> <p>8. <i>For</i> example, the video download platform that can be used by the teacher as a medium for students in the process of learning English pronunciation.</p>

		False	-
5.	UP	True	<ol style="list-style-type: none"> 1. It can be a message or medium <i>for</i> communication to other people. 2. Mastery of high English vocabulary makes easier <i>for</i> writers to disclose information through writing by using the right word diction 3. Monotonous media <i>for</i> learning writing creates a saturating and difficult writing learning process 4. One technique that is suitable <i>for</i> improving writing skills is “brain-sketching technique”. 5. The direction of brain sketching technique is to stimulate visual solutions in isolation and also facilitates systematic exchange of ideas <i>for</i> creative problem solving. 6. Sketch ideas and solutions to the problem and then provide <i>for</i> sketches of others repeatedly while getting inspired by them.
		False	-
6.	KK	True	<ol style="list-style-type: none"> 1. One of the efforts to increase writing skills carried out by applying the right technique which is one of the techniques suitable <i>for</i> improving mastery of writing is the Brain writing 6-3-5 Technique 2. Brain writing 6-3-5 Technique is a teaching technique that guides six participants in a group to think up three ideas every five minutes <i>for</i> six cycles. 3. However, writing is not an easy thing <i>for</i> English learners to master. There are many problems got by the author in the process of writing in English 4. It is expected that Brain writing 6-3-5 Technique is very effective <i>for</i> increase writing ability in the seventh graders of SMP Muhammadiyah 3 Metro because the researcher will conduct a study entitled “Increase Writing Ability by Using Brain writing 6-3-5 Technique among the Seventh Graders of SMP Muhaamdiyah 3 Metro in the academic year 2019/2020.”
		False	-
7.	VM	True	<ol style="list-style-type: none"> 1. The problems in reading are also caused by various non-linguistic aspects which include the lack of suitable strategies <i>for</i> teaching reading, less interesting learning media used in reading, lack of support from the environment, weak motivation and interest in reading 2. The reading problem of the eighth graders at SMP TMI Roudlotul Qur’an Metro is caused by the limited vocabulary of English they have, poor grammar mastery, difficulties in determining the main

				<p>ideas and supporting ideas <i>for</i> reading, difficulties in determining the context of the situation to be read.</p> <ol style="list-style-type: none"> 3. One effort to read reading is to apply the right techniques. One adhesive technique that is suitable <i>for</i> improving reading comprehension 4. Learning cell technique is an activity learning technique <i>for</i> training students to generate thought provoking questions enhances learning 5. This technique provides an opportunity <i>for</i> students to think analytically, to make them material into their own words, and to begin to use the language of discipline
			False	-
8.	LF		True	<ol style="list-style-type: none"> 1. In the reading and writing programmed, language-focused learning occurs in intensive reading, when learners consult dictionaries in reading and writing, when they get language-focused feedback on their writing, when they deliberately learn new vocabulary <i>for</i> receptive or productive use, when they practice spelling, when they concentrate on learning to write or form written letters of the alphabet, and when they study grammar and discourse features.⁴¹ 2. Harmer states that reading is useful <i>for</i> other purposes too: any exposure to English (provided students understand it more or less) is a good thing <i>for</i> language students.⁴²
			False	-
9.	KN		True	<ol style="list-style-type: none"> 1. English in Indonesia is known as a <i>foreign</i> language. It means that English is a language compulsory learning subject where must be taught <i>for</i> the student in the school from elementary until university level 2. Reading is way to success <i>for</i> anyone who want to be an educated person. Reading comprehension is not only reading a loud but the reader should comprehend the text. 3. Teaching strategy is one of important elements <i>for</i> the teacher in order to get success in learning process.
			False	-

⁴¹I.S.P. Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p. 1-2

⁴²Jeremy Harmer, *How to Teach English*(Harlow: Longman, 1998), p. 68

10.	YP		True	<ol style="list-style-type: none"> 1. Speaking is one of important aspect in English. Speaking skills especially <i>for</i> children in Indonesia who are <i>foreign</i> language learners need special techniques and medias to facilitate the process of language acquisition. 2. Assessment in English speaking <i>for</i> children who 6-7 years old are active and passive. 3. Pronunciation is the study of procedures or techniques <i>for</i> reciting vocabulary 4. Based on the researcher Pra-Survey in the school, the children deserved the researcher's criteria <i>for</i> analysis 5. From the above explanation it can be concluded that the accuracy <i>for</i> the assessment of children has not been able to arrange sentences based on grammar. 6. <i>For</i> the example myself sub-theme, students are expected be able to pronounce the part of body, in one word such as <i>feet, hands, hair</i>, and so on.
			False	

No.	Data	Causal Discourse Marker	Sentences	
1.	SM		True	<ol style="list-style-type: none"> 1. In addition, writing is one of the important skills in teaching English <i>because</i> it is one of the capabilities in teaching English 2. Writing habits greatly affect the quality of reading comprehension skills <i>because</i> the more often someone writes the better the quality of the results.
			False	-
2.	FA	because	True	<ol style="list-style-type: none"> 1. Moreover, other listening problems are caused by the students' low ability to apply the concept of understanding native speaker sounds <i>because</i> of the similarity of sounds that students hear 2. By making subtitle film, students' concentration in following words can be enhanced and also can develop students' word recognition skill <i>because</i> listening to the original dialogues, so the purpose of subtitling is to make it easier for us to understand conversations, or plot, or words that are being read by the narrator.

			3. This might happen <i>because</i> usually the translation text is made and added to the video or film using the mother tongue (everyday language) that they use in a particular country or region.
		False	-
3.	SR	True	<ol style="list-style-type: none"> 1. Furthermore, writing is influenced by some aspects <i>because</i> writing is not a language skill that can stand alone 2. The linguistic aspect such as having limited vocabulary in writing. Poor vocabulary mastery will hinder the writing process <i>because</i> the language learners will be confused to express ideas that will be written if they have limited vocabulary 3. The beginning writers also have problems in generating idea <i>because</i> of losing the idea in the middle process of writing 4. In addition, most of the stative verbs are not able to be used in the progressive aspect <i>because</i> the function of stative verb is to describe a state of affairs without performance of an action; when a state is described, there is not any involvement of physical activities
		False	-
4.	FM	True	<ol style="list-style-type: none"> 1. Video is suitable for training pronunciation <i>because</i> besides displaying recordings or moving images also provide sound 2. Flash videos are often used for learning pronunciation has the advantage of video another, mainly <i>because</i> the goal is to teach pronunciation. 3. Strength sit is displaying color images colorful and interesting writing, as well as nature interactive <i>because</i> accompanied by the sound of the pronunciation correct and gives students time lags for mimic.
		False	-
5.	UP	True	<ol style="list-style-type: none"> 1. In addition, writing is one of the important skills in teaching English <i>because</i> it is one of the capabilities in teaching English 2. Writing habits greatly affect the quality of reading comprehension skills <i>because</i> the more often someone writes the better the quality of the results. 3. The Brain-Sketching is a teaching technique that helps the teacher to make interactive and fun teaching processes <i>because</i> it can stimulate the student's creativity and their imagination

			4. Writing is essential features of learning a language <i>because</i> it provides a very good means of foxing the vocabulary, spelling, and sentence pattern
		False	-
6.	KK	True	<ol style="list-style-type: none"> 1. Language is very important <i>because</i> language is a medium of communication among human beings. As social beings, people need to interact to each other to fulfill our necessities of life. 2. It is expected that Brain writing 6-3-5 Technique is very effective for increase writing ability in the seventh graders of SMP Muhammadiyah 3 Metro <i>because</i> the researcher conduct a study entitled “Increase Writing Ability by Using Brain writing 6-3-5 Technique among the Seventh Graders of SMP Muhaamdiyah 3 Metro in the academic year 2019/2020”.
		False	-
7.	VM	True	-
		False	-
8.	LF	True	-
		False	-
9.	KN	True	-
		False	-
10.	YP	True	<ol style="list-style-type: none"> 1. Pronunciation is one of important aspect in speaking skills, <i>because</i> if it is wrong in pronunciation it can be wrong in interpretation. children near native pronunciation, they also have abundant vocabulary mastery 2. Descriptive qualitative research is useful <i>because</i> it can provide important information regarding the average member of a group.⁴³
		False	-

⁴³GeoffreyMarczyket. al., *Essentials of Research Design and Methodology* (USA: John Wiley & Sons, Inc. 2005), 16.

No.	Data	Causal Discourse Marker	Sentences		
1.	SM	it follows	True		
			False		
2.	FA			True	
				False	
3.	SR			True	
				False	
4.	FM			True	
				False	
5.	UP			True	
				False	
6.	KK			True	
				False	
7.	VM			True	
				False	
8.	LF			True	
				False	
9.	KN			True	
				False	
10.	YP			True	
				False	

No.	Data	Causal Discourse Marker	Sentences		
1.	SM	to this end	True		
			False		
2.	FA			True	
				False	
3.	SR			True	
				False	
4.	FM			True	
				False	
5.	UP			True	
				False	
6.	KK			True	
				False	
7.	VM			True	
				False	
8.	LF			True	
				False	
9.	KN			True	
				False	
10.	YP			True	
				False	

No.	Data	Causal Discourse Marker	Sentences		
1.	SM	under the circumstances	True		
			False		
2.	FA			True	
				False	
3.	SR			True	
				False	
4.	FM			True	
				False	
5.	UP			True	
				False	
6.	KK			True	
				False	
7.	VM			True	
				False	
8.	LF			True	
				False	
9.	KN			True	
				False	
10.	YP			True	
				False	

APPENDIX
Discourse Markers: “TEMPORAL”

No.	Data	Temporal Discourse Marker	Sentences	
1.	SM	Then	True	2. According to David Nunan, dependent variable is a written cloze test, <i>then</i> the default definition of 'listening comprehensions' is 'the ability to complete written cloze passage'
			False	-
2.	FA		True	2. The Pre-Survey results with the above abilities are categorized into 2 criteria, based on the above minimum provisions, <i>then</i> the English language lessons for class MTs Miftahut Tholibin with the results of the pre-survey categorization are illustrated in the following table
			False	-
3.	SR		True	2. <i>Then</i> beside that students will also realize their difficulties in stative verb mastery in their writing skill. After realizing their difficulties in stative verb mastery, it is hoped that the students will react to improve their limitation in stative verb mastery.
			False	-
4.	FM		True	3. If one is said to have "correct pronunciation", <i>then</i> it refers to both within a specific dialect.” 4. It is used to teach participants students about ways to use the organs of speech 'to say a word or sentence (pronunciation), <i>then</i> the video media will be more appropriate used
			False	-
5.	UP		True	3. In this technique, the students are <i>then</i> asked to sketch a proposed solution within a determined period of time. 4. Sketch ideas and solutions to the problem and <i>then</i> provide for sketches of others repeatedly while getting inspired by them.

			False	-
6.	KK		True	-
			False	-
7.	VM		True	-
			False	-
8.	LF		True	-
			False	-
9.	KN		True	2. This strategy helps students understand that a text might present a main idea and details, a cause and <i>then</i> its effects, and or different views of a topic
			False	-
10.	YP		True	-
			False	-

No.	Data	Temporal Discourse Marker	Sentences	
1.	SM	After that	True	-
			False	-
2.	FA		True	-
			False	-

3.	SR		True	-
			False	-
4.	FM		True	-
			False	-
5.	UP		True	-
			False	-
6.	KK		True	-
			False	-
7.	VM		True	-
			False	-
8.	LF		True	-
			False	-
9.	KN		True	-
			False	-
10.	YP		True	-
			False	-

No.	Data	Temporal Discourse Marker	Sentences	
1.	SM	an hour later	True	-
			False	-
2.	FA		True	-
			False	-
3.	SR		True	-
			False	-
4.	FM		True	-
			False	-
5.	UP		True	-
			False	-
6.	KK		True	-
			False	-
7.	VM		True	-
			False	-
8.	LF		True	-
			False	-
9.	KN		True	-

			False	-
10.	YP		True	-
			False	-

No.	Data	Temporal Discourse Marker	Sentences	
1.	SM	finally	True	-
			False	-
2.	FA		True	-
			False	-
3.	SR		True	-
			False	-
4.	FM		True	-
			False	-
5.	UP		True	-
			False	-
6.	KK		True	-
			False	-
7.	VM		True	-

			False	-
8.	LF		True	-
			False	-
9.	KN		True	-
			False	-
10.	YP		True	-
			False	-

No.	Data	Temporal Discourse Marker	Sentences	
1.	SM	At last	True	-
			False	-
2.	FA		True	-
			False	-
3.	SR		True	-
			False	-
4.	FM		True	-
			False	-
5.	UP		True	-

			False	-
6.	KK		True	-
			False	-
7.	VM		True	-
			False	-
8.	LF		True	-
			False	-
9.	KN		True	-
			False	-
10.	YP		True	-
			False	-

No.	Data	Temporal Discourse Marker	Sentences	
1.	SM	next	True	-
			False	-
2.	FA		True	-
			False	-
3.	SR		True	-

			False	-
4.	FM		True	-
			False	-
5.	UP		True	-
			False	-
6.	KK		True	-
			False	-
7.	VM		True	-
			False	-
8.	LF		True	-
			False	-
9.	KN		True	-
			False	-
10.	YP		True	1. The <i>next</i> level of two words, students are expected be able to say phrases such as two cars, nine ships, black bicycles, big ship and so on.
			False	-

No.	Data	Temporal Discourse Marker	Sentences	
1.	SM	Just then	True	-

			False	-
2.	FA		True	-
			False	-
3.	SR		True	-
			False	-
4.	FM		True	-
			False	-
5.	UP		True	-
			False	-
6.	KK		True	-
			False	-
7.	VM		True	-
			False	-
8.	LF		True	-
			False	-
9.	KN		True	-
			False	-
10.	YP		True	-
			False	-

No.	Data	Temporal Discourse Marker	Sentences	
1.	SM	Before that	True	-
			False	-
2.	FA		True	-
			False	-
3.	SR		True	-
			False	-
4.	FM		True	-
			False	-
5.	UP		True	-
			False	-
6.	KK		True	-
			False	-
7.	VM		True	-
			False	-
8.	LF		True	-
			False	-
9.	KN		True	-

			False	-
10.	YP		True	-
			False	-

No.	Data	Temporal Discourse Marker	Sentences	
1.	SM	In the end	True	-
			False	-
2.	FA		True	-
			False	-
3.	SR		True	-
			False	-
4.	FM		True	-
			False	-
5.	UP		True	-
			False	-
6.	KK		True	-
			False	-
7.	VM		True	-

			False	-
8.	LF		True	-
			False	-
9.	KN		True	-
			False	-
10.	YP		True	-
			False	-

No.	Data	Temporal Discourse Marker	Sentences	
1.	SM	A first	True	-
			False	-
2.	FA		True	-
			False	-
3.	SR		True	-
			False	-
4.	FM		True	-
			False	-
5.	UP		True	-

			False	-
6.	KK		True	-
			False	-
7.	VM		True	-
			False	-
8.	LF		True	-
			False	-
9.	KN		True	-
			False	-
10.	YP		True	-
			False	-

No.	Data	Temporal Discourse Marker	Sentences	
1.	SM	At once	True	-
			False	-
2.	FA		True	-
			False	-
3.	SR		True	-

			False	-
4.	FM		True	-
			False	-
5.	UP		True	-
			False	-
6.	KK		True	-
			False	-
7.	VM		True	-
			False	-
8.	LF		True	-
			False	-
9.	KN		True	-
			False	-
10.	YP		True	-
			False	-

No.	Data	Temporal Discourse Marker	Sentences	
1.	SM	Next time	True	-

			False	-
2.	FA		True	-
			False	-
3.	SR		True	-
			False	-
4.	FM		True	-
			False	-
5.	UP		True	-
			False	-
6.	KK		True	-
			False	-
7.	VM		True	-
			False	-
8.	LF		True	-
			False	-
9.	KN		True	-
			False	-
10.	YP		True	-
			False	-

No.	Data	Temporal Discourse Marker	Sentences	
1.	SM	Until then	True	-
			False	-
2.	FA		True	-
			False	-
3.	SR		True	-
			False	-
4.	FM		True	-
			False	-
5.	UP		True	-
			False	-
6.	KK		True	-
			False	-
7.	VM		True	-
			False	-
8.	LF		True	-
			False	-
9.	KN		True	-

			False	-
10.	YP		True	-
			False	-

No.	Data	Temporal Discourse Marker	Sentences	
1.	SM	Up to now	True	-
			False	-
2.	FA		True	-
			False	-
3.	SR		True	-
			False	-
4.	FM		True	-
			False	-
5.	UP		True	-
			False	-
6.	KK		True	-
			False	-
7.	VM		True	-

			False	-
8.	LF		True	-
			False	-
9.	KN		True	-
			False	-
10.	YP		True	-
			False	-

No.	Data	Temporal Discourse Marker	Sentences	
1.	SM	From now on	True	-
			False	-
2.	FA		True	-
			False	-
3.	SR		True	-
			False	-
4.	FM		True	-
			False	-
5.	UP		True	-

			False	-
6.	KK		True	-
			False	-
7.	VM		True	-
			False	-
8.	LF		True	-
			False	-
9.	KN		True	-
			False	-
10.	YP		True	-
			False	-

DOCUMENTATION RESEARCH

.The researcher collected data undergraduate thesis of English Department at IAIN Metro in the Aademic Year 2019/2020.





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Semester/TA : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu 31/7-19		✓	Revise ch. I	
2.	Rabu 7/8-19		✓	Acc ch. I continue to ch. II.	
	Rabu 11/9-19		✓	Revise the way of Quatation.	
	Senin 30/9-19		✓	Revise all technique of writing.	

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		I	II		
	Senin 28/10-19		✓	Ace ch. I Continue to ch. II	
	Senin 4/11-19		✓	Reuse typing	
	Senin 19/11-19		✓	Ace ch. III	

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		I	II		
	SEMINAR 19/11/2019			Acce Hseminerlu	

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Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Selasa 16/6-2020		✓	Revise ch. IV.	
	Selasa 23/6 2020		✓	Elaborate more your result of research!	
	Rabu 1/7 2020		✓	Acc ch. IV. continue to 1 st Advisor.	

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No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Senin 5/2020 5			APD & Amun : Aee Ds operasiku	

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Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	21/4 ²⁰²⁰ /4		✓	Revisi LPD	
2.	Rabu 29/4-2020		✓	Revisi Instrument Data collection.	
	Selasa 5/5-2020		✓	Acc LPD.	

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Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Selasa 13 / 7 2020			M. Saiful A. D. M. M. S. S.	

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Nomor : B-1249/In.28.1/J/TL.00/05/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA MA MAARIF NU 5 SEKAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.


Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **HELMI SAKTI LESTARI**
NPM : 1501070255
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : AN ANALYSIS DISCOURSE MARKERS IN WRITING
ARGUMENTATIVE TEXT AT THE ELEVENTH GRADERS OF MA
MAARIF NU 5 SEKAMPUNG IN THE ACADEMIC YEAR 2018/2019

untuk melakukan *pra-survey* di MA MAARIF NU 5 SEKAMPUNG.

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

Wassalamu'alaikum Wr. Wb.

Metro, 08 Mei 2019
Ketua Jurusan
Pendidikan Bahasa Inggris

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



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

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

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

Nomor : B-0268/In.28.1/J/TL.00/01/2020
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA PERPUSTAKAAN IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

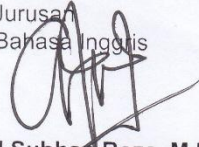
Nama : **HELMI SAKTI LESTARI**
NPM : 1501070255
Semester : 10 (Sepuluh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : AN ANALYSIS DISCOURSE MARKERS USE IN STUDENT UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT IAIN METRO IN ACADEMIC YEAR OF 2019/2020

untuk melakukan *pra-survey* di PERPUSTAKAAN IAIN METRO.

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

Wassalamu'alaikum Wr. Wb.

Metro, 20 Januari 2020
Ketua Jurusan
Tadris Bahasa Inggris


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



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

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

APPROVAL PAGE

Title : AN ANALYSIS DISCOURSE MARKERS IN WRITING
ARGUMENTATIVE TEXT AT THE ELEVENTH GRADERS OF
MA MA'ARIF NU 5 SEKAMPUNG THE ACADEMIC YEAR
2018/2019

Name : HELMI SAKTI LESTARI

Students Number : 1501070255

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the Proposal (seminar) in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

Sponsor

Metro, November 2019

Co-sponsor

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

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

The Head of English Education Department

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



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix : -
Matter : **In order to hold the seminar of HELMI SAKTI LESTARI**

To:
The Honorable the Head of Tarbiyah Department
of State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

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

Name : HELMI SAKTI LESTARI
Students Number : 1501070255
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
Title : AN ANALYSIS DISCOURSE MARKERS IN WRITING
ARGUMENTATIVE TEXT AT THE ELEVENTH GRADERS OF MA
MA'ARIF NU 5 SEKAMPUNG THE ACADEMIC YEAR 2018/2019

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

Wassalmu'alaikum Wr. Wb

Sponsor

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

Metro, November 2019

Co-sponsor

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



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

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

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

NOTA DINAS

Nomor :
Lampiran :
Perihal : **Mohon diseminarkan Proposal
HELMY SAKTI LESTARI**

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

Assalamualaikum Wr. Wb.

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

Name : HELMY SAKTI LESTARI

Students Number : 1501070255

Judul Skripsi : AN ANALYSIS DISCOURSE MARKERS IN WRITING
ARGUMENTATIVE TEXT AT THE ELEVENTH GRADERS OF MA
MA'ARIF NU 5 SEKAMPUNG THE ACADEMIC YEAR 2018/2019

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

Pembimbing 1

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

Metro, November 2019

Pembimbing II

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



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

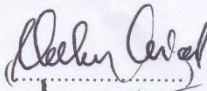
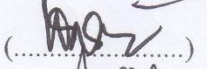
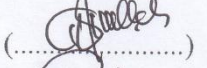
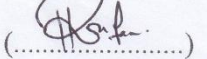
RATIFICATION PAGE

No. —

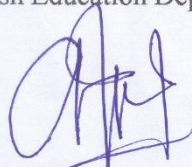
A Research Proposal entitled: AN ANALYSIS DISCOURSE MARKERS USE IN STUDENT UNGRADUATE THESIS OF ENGLISH DEPARMENT IAIN METRO IN ACADEMIC YEAR OF 2019/2020 ,written by Helmi Sakti Lestari, student number 1501070255, English Education Department, had been examined (Seminar) in Tarbiyah and Teacher's Training Faculty on Tuesday, 17th Desember 2019 at 09.00-10.00 am.

BOARD OF EXAMINERS:

Chairperson : Dr. Mahrus As'ad, M.Ag
Examiner I : Dr. Widhiya Ninsiana, M.Hum
Examiner II : Trisna Dinillah Harya, M.Pd
Secretary : Rika Dartiara, M. Pd


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Head of English Education Department



Ahmad Subhan Roza, M.Pd
NIP. 17505102008011004



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

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

**SURAT KETERANGAN IZIN RISET
Nomor : P.04/In.28/U.1/OT. 1/02/2020**

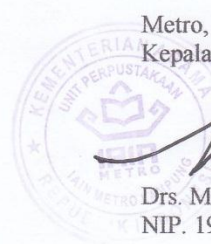
Berdasarkan Surat Nomor : B-0268/In.28.1/J/TL.00/01/2020 tanggal 20 Januari 2020 tentang Permohonan izin Pra-Survey di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

Nama : HELMI SAKTI LESTARI
NPM : 1501070255
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris

Untuk mengadakan Pra-Survey penelitian yang berjudul : "AN ANALYSIS DISCOURSE MARKERS USE IN STUDENT UNDERGRADUATE THESIS OF ENGLISH DEPARTEMENT IAIN METRO IN ACADEMIC YEAR OF 2019/2020" di Perpustakaan IAIN Metro.

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

Metro, 27 Februari 2020
Kepala Perpustakaan



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



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBİYAH 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: iaain@metrouniv.ac.id

Nomor : B-631 /In.28.1/J/PP.00.9/1/2020
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

04 Maret 2020

Kepada Yth:

1. Dr. Mahrus As'ad, M.Ag (Pembimbing I)
 2. Trisna Dinillah Harya, M.Pd (Pembimbing II)
- Dosen Pembimbing Skripsi
Di –
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : Helmi Sakti Lestari
NPM : 1501070255
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : An Analysis Discourse Markers Use In Student Undergraduate Thesis
Of English Departement IAIN Metro In Academic Year Of 2019/2020

Dengan ketentuan sebagai berikut:

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

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

Wassalamu'alaikum Wr. Wb.



Ketua Jurusan TBI,

A. Subhan Roza, M.Pd

NIP. 19750610 2008011034

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Helmi Sakti Lestari

NPM : 1501070255

Fakultas : TBI

Angkatan : 2015

Telah menyerahkan buku berjudul :

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Helmi Sakti Lestari

NPM : 1501070255

Fakultas : TBI

Angkatan : 2015

Telah menyerahkan buku berjudul :

Metro,

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014



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

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
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-662/ln.28/S/U.1/OT.01/07/2020**

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

Nama : Helmi Sakti Iestari
NPM : 1501070255
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ TBI

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070255.

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, 10 Juli 2020
Kepala Perpustakaan



[Handwritten Signature]
Drs. Mokhtardi Sudin, M.Pd
NIP. 1958083119810301001

CURRICULUM VITAE



Helmi Sakti Lestari was born in Sekampung on September, 2st1996. She is the last of four children. She is the only daughter of four children. She is from moslem family of Mr. Bambang Edi Basukiand Mrs. Misriyanti. She was graduated from Elementary School of 1 Sukoharjo, Sekampung, Lampung Timur on 2008. Then, She continued her study in Junior High School 1 Sekampung, Lampung Timur on 2011. After that she studied at Senior High School 2 Sekampung, Lampung Timur, and graduated on 2014. Then, State Institute for Islamic Studies (IAIN) of Metro was her choice to accomplish her studied at S1 English Study Program of Tarbiyah Department at 1441 H/2020 M.