AN UNDERGRADUATE THESIS

AN ANALYSIS OF STANCE MARKERS ON STUDENTS'

UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT OF IAIN

METRO

By:

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TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT

STATE ISLAMIC INSTITUTE OF METRO
1441 H / 2020 M

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METRO

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

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STATE ISLAMIC INSTITUTE OF METRO
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AN ANALYSIS OF STANCE MARKERS ON STUDENTS' UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT OF IAIN METRO
ABSTRACT

By:
LANJAR SARI

The objectives of this research are to investigate the most dominant types of stance markers in undergraduate thesis of English department students and to analyze the common errors in the use of stance markers in undegraduate thesis of English department students at IAIN Metro. This research is expected to be beneficial in informing the useful of stance markers because the concept of stance markers is very important in studying the writing skill.

This research was a qualitative research. The type of research was a case study. Meanwhile, the qualitative design used in this study was a descriptive study. The data were taken from the primary sources that were the tenth undegraduate thesis of English department students of IAIN Metro in the Academic Year of 2017 and 2010, particularly in the part of the background of study.

The result of this research proves that the most dominant types of use stance markers in undegraduate thesis of English department students IAIN Metro is epistemic stance markers including 14 uses, while the uses of attitude including 2 uses and style stance marker is rarely found. There are 11 appropriate uses of stance markers because of the appropriate position and academic context use. There are 5 inappropriate uses of stance markers because the inappropriate context use and the inappropriate position.

Keyword: *Writing, Stance Markers, Epistemic Stance Marker,Attitude Stance Marker, Style Stance Marker, Undergraduate Thesis, Islamic Higher Education*

ANALISIS PENGGUNAAN STANCE MARKERS PADA SKRIPSI DI JURUSAN BAHASA INGGRIS IAIN METRO

ABSTRAK

DARI:
LANJAR SARI

Tujuan dari penelitian ini adalah untuk meneliti jenis stance marker yang sering digunakan dalam skripsi mahasiswa jurusan Bahasa Inggris dan untuk menganalisis kesalahan umum dalam penggunaan stance markers dalam skripsi mahasiswa jurusan bahasa Inggris di IAIN Metro. Penelitian ini diharapkan bermanfaat dalam memunculkan penggunaan stance markers. Karena konsep stance markers 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 lima belas skripsi dari mahasiswa jurusan Bahasa Inggris IAIN Metro di Tahun Akademik 2017 dan 2010, terutama di bagian latar belakang masalah.

Hasil penelitian ini membuktikan bahwa jenis yang paling dominan dari penggunaan stance markers dalam skripsi mahasiswa jurusan Bahasa Inggris di IAIN Metro di tahun akademik 2017 dan 2010 adalah ada 14 penggunaan *epistemic stance markers*, sedangkan penggunaan *attitude stance markers* ada 2 dan *style stance markers* jarang ditemukan. Ada 11 penggunaan stance markers yang tepat karena posisi dan penggunaan konteks akademik yang tepat. Ada 5 penggunaan stance markers yang tidak tepat karena penggunaan konteks yang tidak tepat dan posisi yang tidak tepat.

Kata kunci: *Penulisan , Stance Markers, Epistemic Stance Marker,Attitude Stance Marker, Style Stance Marker, Skripsi, Perguruan Tinggi Islam*

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NOTA DINAS

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Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikum Wr. Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Name   : Lanjar Sari
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Jurusan   : Tadris Bahasa Inggris (TBI)
Judul Skripsi : AN ANALYSIS OF STANCE MARKERS ON STUDENTS' UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT OF IAIN METRO
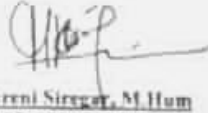
Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

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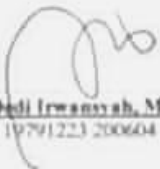
APPROVAL PAGE

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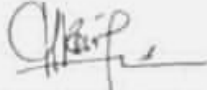
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NOTIFICATION LETTER

Number   :
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                 of Lanjar Sari

                        To :
                        The Honorable of the Dean of Faculty of
                        Tarbiyah and Teacher Training
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Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be
discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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RATIFICATION PAGE
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An Undergraduate thesis entitled: AN ANALYSIS OF STANCE MARKERS ON STUDENTS' UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT OF IAIN METRO , written by Lanjar Sari, student number 1601070103, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Monday, 20th July at 08.00-10.00 am.

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STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name   : Lanjar Sari

Student Number: 1601070103

Department   : English Education Department

Faculty   : Tarbiyah and Teacher Training

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

Metro, July 10th 2020
The Researcher

Lanjar Sari
NPM: 1601070103

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ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama   : Lanjar Sari

NPM   : 1601070103

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, 10 Juli 2020
Penulis

Lanjar Sari
NPM: 1601070103

MOTTO

وَمَنْ جَاهَدَ فَإِنَّمَا يُجَاهِدُ لِنَفْسِهِ إِنَّ اللَّهَ لَغَنِيٌّ عَنِ الْعَالَمِينَ

"Never give up till it's over if you fall and stumble down. Truly, Allah always beside you and always listen the stance people who have a problem. Allah is the lord of the world". (Q.S. Al-Ankabut: 6)

DEDICATION PAGE

This Piece of work is dedicated to:

1. *My beloved parents (Mr. Jumino and Mrs.Printis) for giving their endless love and protection since I was born and breathed for the first time in this world, thank you so much for everything.*

2. *All my beloved friends*

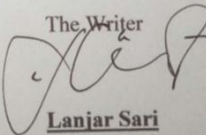3. *My beloved Almamater State Islamic Institute of Metro.*

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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 humankind from the darkness into brightness era.

This undergraduate thesis entitled "AN ANALYSIS OF STANCE MARKERS ON STUDENTS' UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT OF IAIN METRO".

The first of all, the deepest would be addressed to my beloved parents Mr. Jumino and Mrs.Printis for understanding and supporting me to finish the undergraduate thesis soon, and always pray for me to be a successfull person someday. Secondly, the sponsor Dr. Dedi Irwansyah, M. Hum and the co-sponsor Syahreni Siregar, M. Hum 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 10ᵗʰ 2020

The Writer

Lanjar Sari
1601070103

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CHAPTER I

INTRODUCTION

A. Background of Study

English is one of the languages in the world. Nowadays English has became international language that is used by most of the countries. English is used by many people not only for communication. It is not only for communication but also for keeping up with the development of technology and science. Moreover, English mastery can be one of the foundations of one's success in the field of economy, social, culture, education, law, and politics. English mastery can support the success of one's life to compete at the international level because English is an international language. It means that when someone is able to master English so he can master the language of the world. In the side of working, English mastery is also very crucial because most of the requirements in looking for the job are the high ability of English. In Indonesia, English becomes the first foreign language which is taught in formal and informal, the primary goal of learning English is to develop oral and written communication competence in the four language skills namely listening, speaking, reading and writing.

In fact, writing is one of the languages skill which is important to be learned. By writing the text in English, people can develop their ideas critically and can share information with others. Therefore, the students should be taught well in English writing. There are some reasons of why teaching writing is important. Writing can help the people to memorize and to practice the grammatical structures, to correct punctuations, and vocabulary

learning. The process of writing can express their ideas, feeling, and experiences freely through what they write.

Unfortunately, writing is not an easy language skill to master. There are many problems in writing which comes from the inside of writers and outside of them. The writing problems in writing which comes from the inside of writer are having low motivation to write, being unconfident to practice writing and having lack of vocabularies and grammatical mastery. In addition, some of people tend to be afraid to write because they do not have ideas to write and they have difficulties in organizing their ideas. Furthermore, the writing problems which comes from the outside of writer are incondusive environment which rarely supports the writer to write and practice writing in English and limited learning media to be used to support writing.

In this case, the researcher conducted pre survey in IAIN Metro on November 21th, 2019. The researcher did the pre survey by 10 samples from undergraduate thesis written by students of English department at IAIN Metro. The pre survey aimed at investigating the most dominant type and the common errors in the use of stance marker. It is illustrated briefly in the following table:

Table.1
The Data Pre-Survey from Dominant Type of Stance Markers and
the Common Errors in the Use Stance Markers Investigated in Students
Undergraduated Thesis of English Department at IAIN Metro

No	Data name	The use of stance marker	Type of stance marker	Appropriate of use stance marker	Inappropriate of use stance marker
1	OH	According to	Epistemic Stance Marker	✓	
2	VO	Actually	Epistemic Stance Marker		✓
		Actually	Epistemic Stance Marker		✓
		In fact	Epistemic Stance Marker	✓	
3	AQS	Hopefully	Attitude Stance Marker	✓	
4	HU	Actually	Epistemic Stance Marker		✓
		According to	Epistemic Stance Marker	✓	
5	AW	In fact	Epistemic Stance Marker	✓	
		In fact	Epistemic Stance Marker	✓	
		Actually	Epistemic Stance Marker		✓
6	JS	According to	Epistemic Stance Marker	✓	
		In fact	Epistemic Stance Marker	✓	
7	NED	Actually	Attitude Stance Marker		✓
8	SM	In fact	Epistemic Stance Marker	✓	
9	RA	Unfortunately	Attitude Stance Marker		✓
10.	UK	According to	Epistemic Stance Marker	✓	

In line with the data of pre-survey provided on the table above, stance marker is often used on students undergraduate thesis of English department of IAIN Metro. In addition, the type that students often used is epistemic stance marker and the rarely used is style stance marker and attitude stance marker. The result of pre-survey above was categorized into two kinds of criteria such as appropriate and unappropriate of used stance marker.

Based on the table above, the researcher found that most of students English department at IAIN Metro often used stance marker in thesis writing. *According to this table*, the appropriate use of stance marker much more than the use of the inappropriate stance marker. The inappropriate use of stance marker on students undergraduate thesis of English department of IAIN Metro is one of the phenomena that can be focused to improve and analyzed so that in the future can arise efforts to produce quality of academic writing. In order to overcome the problem above it was important to observe the use of stance marker in writing.

According to Biber et al, stance is to communicating propositional content, speaker and writers commonly express personal feelings, attitudes, value judgments, or assessments.[1] It means that stance marker is the way they serve to indicate how a speaker or writer feels about the message they are trying to convey rather than the content of the message itself. In addition, understanding of stance marker contributes significantly to poor quality of writing, stance marker also has some important role in writing, stance marker

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[1] Douglas Biber et al., *Longman Grammar of Spoken and Written English*, (London: Pearson Education Limited, 1999), 966.

can give the influence to the quality of writing product. By applying stance marker in the text, the resulted sentences are concise and scientific. In addition, the writers can also convey the feeling and language to express their attitude that actually it can be understood in implied meaning by the writer and the reader.

Briefly, based on the problems found above, the researcher investigated the phenomenon of understanding and use of stance marker in writing. In this case, the researcher conducted qualitative research to analyze the understanding and use of stance marker in writing. Therefore, the researcher conducted of a research entitled : "An Analysis of Stance Markers on Students Undergraduate Thesis of English Department at IAIN Metro".

B. Research Question

1. What are the most dominant types of stance markers found in students undergraduate thesis of English department at IAIN Metro?

2. What are the common errors in the use of stance markers found in students undergraduate thesis of English department at IAIN Metro?

C. Objective and Benefits of the Study

1. Objective of the study

a. To investigate the most dominant type of stance markers that found in students undergraduate thesis of English department at IAIN Metro.

b. To analysis the common errors in the use stance markers found in students undergraduate thesis of English department at IAIN Metro.

2. Benefits of The Study

a. For the students

This research is expected to give the benefits for the students who learn English especially the students of English department at IAIN Metro. Because this research revealed the phenomenon of the use of stance marker in written thesis, the form of type stance marker and the difficulties in using the stance marker in undergradute-thesis. After knowing the phenomenon of stance markers in the students' undergradute-thesis, it is expected to realize and make efforts to improve the quality of their writing.

b. For the English Teacher

Hopefully, this research is expected to provide benefits to English teacher by providing access to information about the phenomenon of use stance marker in writing. After knowing the real condition related to the quality of the student writing that is influenced by the stance marker, English teacher can arrange effective way to help the students in improving the quality of students writing.

c. For the other researcher

This research is expected to provide the benefit for the other researchers who investigate the same topic of research that is about the use or stance marker in writing. In addition, the next researcher obtains the real evidence of problems related to the use of stance marker in writing, but this research is one of the strong foundations

for the other researchers that develop the topic of this research into other forms of research.

D. Prior Research

To support and prove the originality of this research, the researcher used some relevant previous studies. There are three previous studies that discuss about stance markers.

The first is taken from Kafesii in his journal 2018.[2] In this research Kafesii used 45 research articles, published in Social Behavior and Personality between 1993 and 2007. The analysis of the data use qualitative and quantitative research to know the similarities and differences of this research. The objective of this research is to find out stance in research articles how non-native Turks and Spaniards and native English speaker academic writers American expressed their stance in the research article and published in international journal. Based analysis of the data indicate that the use of stance devices in the conclusion section of the research article by writers from three different cultural and language backgrounds, that of American, Spanish, and Turkish writers and the groups used stance devices to consolidate important points the most, followed by making suggestions and expressing limitations and both native and non-native English speaking academic writers are well aware of the conventions of their global and local discourse communities.

The second research is taken from Kitjaroonchai on September 3, 2019. In this research, Kitjaroonchai conducted this research in some school with students differed in their study major. The analysis of the data use

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[2] Hüseyin Kafesii, "*Stance In Academic Writing*".European Journal of Education Studies.vol.4 no.2, 2018.

qualitative research, the researcher use 12 papers composed by students from six different nations in Asia, namely, Cambodia, China, Indonesia, Malaysia, Thailand and Vietnam. Based analysis of the data that stance marker of the most commonly used were hedges, self-mention, and reader mention. This research is to know the use of stance and engagement in improvised and timed argumentative essays among 12 Asian first-year university students studying English as a foreign language at an international university in Thailand. This analysis shows that students with different mother and cultural background use interactional markers in argumentative essays with similar topics.

The third prior research is taken from Uccelli et al, in his jounal 2012. In this research, Uccelli conducted this research in Harvard school, The sample included a slightly larger proportion of females than males and most students came from families with low socio-economic status, data analysis use the original essays were handwritten by students. The objective of this research is to find out socio-cultural and individual differences in early language development and in academic literacy, with background in linguistics she explores how different language skills at the lexical, grammatical, and discourse levels interact with each other to either promote advances in language expression and comprehension.

Based on the prior researches above, it is known that all of prior researches have the similarity with the research that conducted by the researcher. The similarity is known in the use of stance marker. The difference between this research and other research in the different samples of research used. However, the first prior research use articles samples. Then the second

prior research use papers composed by students from six different nationalities for the samples. Nonetheless, in the third prior researches is use the students for the sample. In this case, this research focussed on documents undergraduated thesis of English Department at IAIN Metro.

CHAPTER II

REVIEW OF LITERATURE

A. The Concept of Undergraduate Thesis

1. The Definition of Undergraduate Thesis

According to Chandrasekhar in his journal, said that a thesis is an obligatory offering placed at the desk of the examiner by a candidate who wishes to get a degree.[3] It means that thesis is a document submitted in support of candidature based own ideas and research that the researcher do as part for an academic degree.

Moreover, David el al., stated that thesis is an extended argument. To pass, a thesis must demonstrate logical, structured, and defensible reasoning based on credible and verifiable evidence presented in such a way that it makes an original contribution to knowledge, as judged by experts in the field.[4] It means that a good thesis have to exhibit logical, established, and trustworthy correctness based on data presented. Moreover, thesis is used to refer to the document that a student creates to earn a degree at the Honours, Masters, or doctoral level.[5] It is inferred that thesis is a document submitted in support of candidature based own ideas and research that the researcher do as part for an academic degree. Writing in undergraduate thesis is the last step of students studies in college. It requires clear writing and thinking in order to deliver a well presented undergraduate thesis to examiners and the readers, the knowledge obtained by students during studying at college is

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[3] R (Chandra) Chandrasekhar, *How To Write a Thesis: a Working Guide*, (Australia: Centre For Intelligent Information Processing System (CIIPS) The University of Western Australia, 2008) ,p.1

[4] David Evans et al., *How to Write a Better Thesis Third Edition,* (London: Springer International Publishing, 2014), 1.

[5] *Ibid.,* 3.

tested by this undergraduate thesis. Writing undergraduate thesis is such a tough work to do actually, most students do not fully understand what an undergraduate thesis means nor do the students understand its importance.

In addition, undergraduate thesis should have sufficient information to convince the readers that it has important idea, a good relevant literature and major issue, the quality of undergraduate thesis depends not only on quality of proposed project but also on the quality of writing a good undergraduate thesis may run the risk of rejection simply because it is poorly written.

2. **The Structure of Undergraduate Thesis**

In writing undergraduate thesis, should pay attention to the guidelines for writing undergraduate thesis. The guidelines for writing undergraduate thesis that is undertaken in colleges basically refers to one of the general standarts.it is just that there are some insignificant technical differences. In addition, by observing and understanding the structure of the undergraduate thesis, students are expected to make writing into good quality writing products. According to Chandrasekhar in his journal said that one of them is the structure of undergraduate thesis namely:

a. Title page: gives the title of the thesis in full, the candidate's names and degrees, a statement of presentation in the form.

b. Summary or abstract of approximately 300 words. (It should not exceed 700 words.) the abstract or summary should summarize the appropriate headings, aims, scope and conclusion of the thesis.

c. Table of Contents

d. Acknowledgements

e. Main Text, the thesis proper consists of the main text, numbered 5 above. If we zoomed in on the main text, we should see something like this:

1) Chapter 1:Introduction

2) Chapter 2:Review of the Literature

3) Chapter 3: Materials and Methods

4) Chapters 4 to n: Experimental Chapters

5) Chapter $(n + 1)$: General Discussion or Conclusions.

f. Bibliography or References

g. Appendices.[6]

Based on the statement above, it can be conclude that te structure is all important. It is the foundation of thesis, in making a thesis the researcher should pay attention to structure in making a thesis, by understanding and applying it to the writing is expected so that the research can be a good research writing and trustworthy.

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[6] R (Chandra) Chandrasekhar, *How To Write a Thesip.*2.

B. The Concept of Writing

1. The Definition of Writing

Writing is one of language skill and productive skill that was learned by students in Junior High School, senior high school, and University. In addition, writing is a method of human to conduct intercommunication by means of conventional visible marks or symbols. It is also used to deliver or to communicate nonverbal message, idea, expression, feeling or thought. In other words, writing can be used as a tool which is extremely needed for expressing some amazing ideas or feelings in written form. As a result, the communication among people can still run well enough even though they are not meeting each other directly.

According to Mark, writing is the art of making an utterance perfectly natural through the perfectly unnatural process of making every word and phrase again and again, cutting here and adding there, until it is just so.[7] It is inferred that writers move to in accordance with their individual goals of the moment although more time is spent on planning or thinking at the start, and on editing and reviewing at the end naturally. Hence, writing is a skill that needs a good relationship among some aspects in order to make an excellent writing text as writers want to.

Moreover, Hacker stated that writing is a process of figuring out what the writers think, not a matter of recording already developed thoughts.[8] It means that writing is process to inform a meaning from individuals think to

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[7] Mark Tredinnick, *The Little Red Writing Book*, (Australia: University of New South Wales Press Ltd, 2006), 18.

[8] Diana Hacker and Nancy Sommers, *A Writer's Reference Seventh Edition*, (New York: Bedford/St. Martin's, 2011), 3.

reader, its can be view from a topic that their written and the beautiful written need the knowledge and process which get from reading, training writing and also practice of writing itself and it has basic skill which develop writing.

As one of four basic skills of languages, writing is very important because it constitutes the clarification of someone through feeling. It means that process of writing needs specific skill to be successful in writing such content, organization, grammar, vocabulary, and mechanic. Through this skill, the writer can explore their own thinking, various feeling, and also the concept by using word. In writing indeed, the writer can express their ideas, thoughts, and fact in well-formed structure. Based on the statement above, it is inferred that in writing a person can arrange letters, words, sentences, and paragraph by using the knowledge of structure systematically in written forms and hopes the reader can understand the meaning.

2. **The Process of Writing**

Writing is not easy, more than picking up a pen and putting the words on paper. Hence, writing is a recursive process, which means students revise throughout the process, when the learners want to write must know steps writing process.

Moreover, in writing there is a process that the writer should do to make good quality writing product. According to Harmer the writing strategy and process of writing were categorized identically. It has four main elements:

a. Planning

Before starting to write, the writers decides what they are going to write. In this case, the writers should think about three main issues. The first is they have to consider the purpose of their writing, including the type of the text, the language that they was use and the information that they was choose to construct their writing. Secondly, the writer has to think of the readers who read their writing. For example, it is formal or informal writing. Thirdly, the writershave to consider the content structure of their writing. It is about how to sequence the facts, ideas, or arguments which they have decided to include.[9]

b. Drafting

The first version of piece of writing as draft. This first go at a text is ofte done on the assumption that it is amended later. In addition, as the writing proceeds into editing, a number of drafts may be produced on the way to the final version.[10] It is inferred that drafting should be arranged after planning. In other words, the writers start to write their ideas based on their planning before. It was be the first version of writing that produced by the writer.

c. Editing (reflecting and revising)

Once writers have produced a draft they then, usually read through what they have written to see where it works and where it doesn't. Perhaps the order of the information not clear. Perhaps the way something is written is ambiguous or confusing. In addition,

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[9]Jeremy Harmer, *How to Teach Writing*. (England: Pearson Education Limited, 2004),4
[10] *Ibid.,5*

reflecting and revising are often helped by other readers (or editors) who comment and make suggestion.[11] It means that, the writers need to correct the draft which they have produced. The content of the text may be equivocated or confused so that it hard to understand by the readers. Consequently, the writer has to make an editing that whised for changed in correct writing. In other words, the writer revises his writing to make appropriate revisions.

d. Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process.[12] It is inferred that after editing their draft, the writers make the changes what they consider to be necessary, they produce their final version. It considerably different from both the original plan and the first draft, because it have changed in the editing process.

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[11] *Ibid.*
[12] *Ibid.*

Based on the statement above, it is inferred that writing process involves planning, drafting, editing (reflecting and revising), and final version. Planning is a very essential step in writing process. It is relevant with the asserting the purpose of writing, the audience, and the content structure of writing. Furthermore, while writing is the process of drafting. It is the real implementation of planning that needs the real action of writing such as developing the main idea. In addition, the editing is the revising process such as look about the ideas, scratch out the irrelevant information, find out the grammatical errors, and change the text order or make some additions. Final version is changed in the editing process. It becomes the final version that was be read by the audience.

C. The Concept of Stance Marker

1. The Definition of Stance Marker

According to Biber et al., stance is to communicating propositional content, speaker and writers commonly express personal feelings, attitudes, value judgments, or assessments.13 It is inferred that stance is indicate how a speaker feels about the message they are trying to convey the content of the message itself. Stance markers can be defined as a form of pragmatic marker because stance do not indicate a propositional meaning but rather have a pragmatic function to indicate the the writers stance or attitude vis-a-vis the message. As a category of pragmatic marker, stance markers share some core similarities with discourse markers.[14]

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[13] Douglas Biber et al., *Longman Grammar of spoken.,*966.
[14] Carter, R., & Mc Carthy, M. *Cambridge grammar of English: A comprehensive guide*. (Cambridge: Cambridge University Press,2006).84

In addition, Hyland stated that stance is essentially about what the writer has to say: how he or she takes an attitude to the truth or value of what is presented.[15] It means that stance marker is a feeling conveyed to the author into a written form and is used as a personal judgment. Moreover, stance is encoded linguistically through a variety of later-acquired forms and functions used to express the characteristically assertive yet epistemically cautious attitude most typical of expository writing.[16] It is inferred that the author wants to convey feelings or what the author felt into a writing. It is hoped that the reader can understand what is conveyed to the author into the writing so that it is easily understood by the reader.

2. **The Importance of Stance Marker**

Based on the experts that have explained about the definition of stance marker. Stance marker can give the influence to the quality of writing product. By applying stance marker in the text, the resulted sentences are concise and scientific. Therefore, the theory of stance marker was implemented in the process of teaching writing on students at IAIN Metro. Writers can offer a credible representation of themselves and their work by showing solidarity with readers and also by evaluating their material and acknowledging alternative views in appropriate and accepted ways.[17] It is recognized that written text apart from concerning people, places, and activities in the world, acknowledges, constructs, and negotiates social

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[15]Ken Hyland and Carmen Sancho Guinda, *Stance and Voice in Written Academic Genres,*(Unites States : Palgrave Macmillan, 2012), 148.

[16] Uccelli, P., C.L. Dobbs, and J. Scott. "*Mastering Academic Language., 9.*

[17] Leila Bahrami et al," Authorial Stance in Academic Writing: *Issues and Implications for Research in English Language Teaching"*, International Journal of English Language & Translation Studies,vol.06 (2).2018.p.2.

relations; in consequence, writing is viewed as a social engagement, that is, by creating social interactions, effective texts can be produced. In academic writing, such interactions are accomplished through the systems of stance and engagement. The writers offer interpretations of their data and persuade readers of their claims using a variety of stance resources. The linguistic resources of stance include words or phrases which are used by academic writers to adopt a position and engage with readers.

Hyland state that, their importance lies in the role they play in negotiating meanings and agreement with interlocutors and the impression of a writer they make on those readers.[18] Moreover, throughout discussions of stance the term evaluation is often used in explaining the meanings of stance markers, as they offer the writers and speaker's evaluation of a proposition or entity.[19] It means that stance can help the writers to evaluation their writer, the use of stance marker plays important role in composing written in academic writing.

3. **The Types of Stance Marker**

According to Biber et al., there are three types of stance markers based on semantic criteria including: epistemic stance markers, attitude stance markers, and style stance markers.[20] These adverbs express meanings associated with the speaker or writer's attitude, or stance, towards what she or he is saying. Here are the following types:

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[18] Ken Hyland and Carmen Sancho Guinda, *Stance and Voice in Written.,*9.

[19] *Ibid.,*18.

[20] Douglas Biber et al., *Longman Grammar of spoken.,*972.

a. Epistemic Stance Marker

Epistemic stance markers are used to present speaker comments on the status of information in a proposition. They can mark certainty or doubt, actuality, precision, or limitation or they can indicate the source of knowledge or the perspective from which the information is given.[21]It is inferred that epistemic stance marker is convey the writers assumption or assessment and indicate how certain the speaker or writer or where the information comes from.In addition, epistemic stance markers, it is possible to distinguish among several sub class including:

1) Doubt and certainty

Doubt and certainty adverbs show the speaker's certainty or doubt about the proposition in the clause. They include both absolute judgments of certainty and indication of belief in various levels of probability.[22] In addition, certainty can be seen as a variety of epistemic modality expressed through epistemic comments. Furthermore, common epistemic stance markers as doubt and certainty include of: *probably, perhaps, may be, most likely, very likely, quite likely, I guess, I think..*[23]

For example:

   (a) *There are **maybe** some other solutions to this problem*
   (b) *The teacher **probably** knows how to teach his students eficiently.*

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[21] *Ibid.*

[22] *Ibid.,*854

[23] Grace Q Zhang, *Elastic Language How and Why we Stretch our Words*, (United Kingdom:Cambridge University Press, 2015),34.

2) Actuality and reality

Actuality and reality comment on the status of the proposition as real life fact,[24] include of *in fact, really, actually, in actual fact, for a fact, truly.*[25] For example:

   a) **In fact,** *there are three high school students from indonesia who invented a total cure for cancer*
   b) *There are* **actually** *many appoach and strategies that used in reading*

3) Source of knowledge

Adverbial source of knowledge show the source of the information reported in the associated proposition.[26]It is inferred that source of knowledge used to make comments on the source of knowledge or the type of evidence authors have for the information presented. These adverbial include of: *evidently, apparently, reportedly, reputedly, according to her, as he notes.*[27] For example:

> **According to Ramelan** *stated,writing is representation or symbol of language.*

4) Limitation

Epistemic stance adverbs can mark the limitation of the proposition. Stance adverbs commonly used to mark limitation include of : *generally, largely, mainly, typically.* For example:

> **Generally** *a ne broom sweeps clean*

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[24] *Ibid.*

[25] Grace Q Zhang, *Elastic Language.,*34

[26] *Ibid.,*855

[27] Grace Q Zhang, *Elastic Language.,*34

5) Viewpoint or perspective

Epistemic stance markers can mark the view point or perspective from the proposition is true. Stance adverbs commonly used to mark viewpoint or perspective include of: *in our view, from our perspective, in my opinion.* For example:

(a) **In our view** *it would be a backward step.*
(b) **From our perspective,** *movement succes is paradoxical.*[28]

6) Imprecision

Epistemic stance markers can mark are used to show the proposition being conveyed is somehow imprecise. Stance adverbs commonly used to mark imprecision or hedge include of: *kind of, sort of, roughly,so to speak.* For example:

*It kept **sort of** pouring out of his pocket, my brother said.* [29]

b. Attitude Stance Marker

Stance markers in the second major semantic category report personal attitudes or feelings.[30] It means that attitude stance marker is enable writers to convey personal attitude or feelings in the proposition content. Attitudinal stance adverbs convey speakers' personal attitudes or feelings towards the proposition for example likes and dislikes, evaluations of events and personal experiences, value judgment ,or assessment of expectations. Attitude stance markers include of: *unfortunately, surprisingly, curiously, sensibly, hopefully.* For example:

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[28] *Ibid.*
[29] *Ibid.,*856
[30] *Ibid.,*974

1) ***Fortunately,*** *during my first view months here,I kept a journal.*
2) ***Hopefully*** *this problem will be solved when the group is thoroughly revised. [31]*

c. Style Stance Marker

Style tance marker is presenting speaker or writer comments on the communication itself.[32]In addition, stance adverbials are the primary grammatical device, although some complement clause constructions also present this stance. It inferred that enable writers to express their comments on the communication itself or to describe the manner of writing. Style stance markers include of: *sincerely, honestly, quite frankly, simply,briefly, literally,more simply put.* For example:

1) ***Quite frankly****, he looked terrible.*
2) ***More simply put,*** *a feedback system has inputs affected by its outputs.*

Based on the statement above, it can be conclude that stance marker has three types there are epistemic, attitude and style stance marker each type of stance marker has different functions and definitions. Firstly, epistemic stance marker is convey the writers assumption or assessment and is used to express from perspective information is given. Secondly, attitude stance marker is enable writers to convey personal attitude or feelings. Lastly, style stance marker is writers to express their comments on the communication itself.

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[31] *Ibid.*
[32] *Ibid.,*975

4. Placement of Stance Markers

Stance Markers can be placed in the initial, medial, and final position.[33] The explanation of each position is explained as follows:

a. Stance Markers in Initial Position

The higher percentages of initial stance adverbials in fiction, news, and academic prose over conversation correspond to the use of prepositional phrase and certain style and attitude stance which are rare in conversation. For example, many of the use according+NP occur initially both in news and other written registers. For example:

> *According to experts of mosse behavior,it is not unusual for moose to stand still by the side of the road before they suddenly enter the carriageway.*

Other stance expression, such as in fact, in short, in brief and even in a word commonly occur in the written registers in initial position, for example:

> *In fact, carpetworld has a range of quality wool mixture twist carpets.*

Finally, many of attitude adverbials in news and academic content are placed in initial position. For example:

> 1) *Wisely, the leinster council decided to make the game all ticket*
> 2) *Ironically, however the sociologist are correct on one important point*

Stance adverbs are placed in initial position as adjuncts , their scope extend to the whole clause. Their meaning express the speaker's attitude to the content of the clause or comment on its truth value as in:

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[33] *Ibid.,*872

*1) **Hopefully,** the new plan will lead to some improvements.* [34]
*2) **Unfortunately** some recorded samples were lost*

b. Stance Markers in Medial Position

Biber et al., notes that every semantic category of stance adverbs can be placed in medial position. Adverbs conveying certainty, likelihood, actuality, limitation are often placed immediately before and after the operator. In this position, the adverbs emphasize their relationship to the state or action described by the verb. For example:

*1) For some months Wallace had **actually** practiced law.*
*2) The primary lesion is **generally** treated with pituitary surgery.*

Attitude and style adverbs also occur in medial position, often immediately the following subject. For example:

*At the time my mother **fortunately** never thought of selling her books.*

c. Stance Markers in Final Position

Moreover, other types of adverbs like degree, manner, stance adverbs sometimes are not used at the end of the sentence as in the following example:

*Most of the others didn't, **I guess** .* [35]

5. The Common Errors in the Use of Stance Markers

The problems in presenting an effective authorial stance have frequently resulted in poor evaluation of a writers text and research potential. For instance, while the writer can confidently identify stance words that occur in contexts (such as complement clauses) where the stance

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[34] Sawsan Kareem Al-Saaidi, *A Semantic Study of Stance Adverbs with Reference to the Language of Emotion in Katherine Mansfield's short fiction Bliss*, (University of Al-Qadissiya, vol.13 no 3, 2010),33
[35] *Ibid.,* 872

expressed is grammatically related to a proposition, it is more difficult to identify stance words that are not as overtly expressed grammatically.[36]

According to Bahremi problems in presenting an effective authorial stance have frequently resulted in poor evaluation of a writers text and research potential. For instance, studies have revealed that in soft disciplines, novice writers often fail to keep a fine balance between being humble (acknowledging others perspectives) and authoritative (expressing his/her own interpretations and points of view directly) and this has led to failure in publication in many cases.[37] It means that the writer stance in academic writing is still a poorly understood field and more in-depth investigations need to be conducted in this regard.

Based on the statement above, It is hard to apply the concept of stance marker in the text.In other words, writer stance in academic writing is still a poorly understood because of the inappropriate use of context use, the ommition of comma, the inappropriate position and the writer can't distinguish the use of some type of stance marker so that affects the writing quality.

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[36] Ken Hyland and Carmen Sancho Guinda, *Stance and Voice in Written.,*30.
[37] Leila Bahrami et al," Authorial Stance in Academic Writing: *Issues*.,2.

CHAPTER III

RESEARCH METHODOLOGY

A. The Types and Characteristic of Research

In this case, the researcher considered the phenomena of stance marker on students undergraduate thesis to be explored. The researcher decided to use qualitative research to investigate the most dominant type of stance markers and to analyze the common errors in the use of stance markers investigated in students undergraduate thesis of English department at IAIN Metro.

According to Creswell, qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.[38] It can be said that qualitative research Qualitative research method is a kind of research method that has aimed to explore or dig up certain fenomena or issue. Furthermore, Kalof said that qualitative research makes use of words and sometimes images rather than numbers.[39] It is inferred that qualitative research is research that explores a phenomenon by describing it with non-numeric language in the context and can help the researcher to get information of the data so that researchers can describe the details of the data.

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

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[38] John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches Fourth Editin,* (USA: Sage Publications Inc, 2014), 2.

[39] Linda Kalof et al., *Essential of Social Research*, (London: Open University Press, 2008), 35.

collect current information, to identify problem, to make comparison or evaluation and to learn from other experience to establish decision.

Moreover, the type of this study is a case study in which the researcher explores in depth a program, an event, an activity or a process, case study the intensive study of the phenomenon but it gives a subjective information rather than objective. In addition, the characteristic in this research focuses on the descriptive qualitative research. The researcher took a survey with the aimed to investigate the most dominant type and to analysis the common errors in the use of stance markers investigated in students undergraduate thesis of English department at IAIN Metro.

The researcher took the data from the students academic writing of the undergraduated thesis that it can be used to describe phenomena and summarize. 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. Description refers to the process of defining, classifying, or categorizing phenomena of interest. Descriptive qualitative research is useful because it can provide important information regarding the average member of a group. Specifically, by gathering data on a large enough group of people, a researcher can describe the average member, or the average performance of a member, of the particular group being studied.40 It means that descriptive research refers to the type of research question, design, and data analysis that is applied to a given topic. In this research, the researcher used

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40 Geoffrey Marczyk et al., *Essentials of Research Design and Methodology*, (United States: John Wiley & Sons, Inc. 2005), 16-17.

qualitative research to investigate and analyze the stance marker from undergraduate thesis at IAIN Metro.

B. Data Source

In this research, the researcher used two kinds of data sources. The data sources are primary and secondary data.

1. Primary sources

According to Kalof, if the resaercher collect her own data by naking first-hand observation, the type of data is primary.[41] It means that primary data is directly conducted by the researcher. In this case, the writer takes primary data from ten undergraduate thesis written by the students of English department at IAIN Metro that consist of five undergraduate thesis in the academic year of 2010 and of five undergraduate thesis in the academic year of 2017.

In selecting the data, the researcher uses purposive sampling technique. According to Robert, in qualitative research the samples are likely to be chosen in a deliberate manner known as purposive sampling.[42] The goal or purpose for selecting the specific study units is to have those that yield the most relevant and plentiful data, given your topic of study. It is inferred that purposive sampling is one of the non-random sampling techniques in which researchers determine sampling by assigning special characteristics that are appropriate to the research purpose so that it is expected to answer the research problem.

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[41] Linda Kalof et.al., *Essential of Social.,*39.
[42] Robert K. Yin, *Qualitative Research from Start to Finish*, (New York: The Guilford Press, 2011),88.

2. Secondary sources

According to Bruce, secondary sources involve the oral or written testimony of people not immediately present at the time of a given event. They are documents written or objects created by others that relate to a specific research question or area of research interest.[43] it means that from the secondary source is taken from books as the library sources which are related to the theory, data profile college at IAIN Metro, and documentation result, the books both in printed form and in electronic book, and the academic articles written in that are related to the research.

C. Data Collection Technique

According to Kalof, qualitative research typically follows an inductive process. In other words, induction implies that the researcher first collects data and proceeds to develop theory from the data (so data generates theory).[44] It means that the data collection taken from process analyzing data become theory or interpretations. In addition, collection of data is very esseential in any educational research to provide a solid foundation for it. It is something like 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 an investigation. Data are very essential for a scientific research.[45] In another words, the data are needed to substantiate the various arguments in research findings.

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[43] Bruce L. Berg, *Qualitative Research Methods for The Social Science Fourth Edition*, (United States: Library of Congress Cataloging in Publication Data, 2001), 214.

[44] Linda Kalof et.al., *Essential of Social.,* 85.

[45] Yogesh Kumar Singh, *Fundamental of Research Methodology and statistics*, (New Delhi: New Age International (P) Ltd, 2006), 212.

In addition, Creswell said that qualitative researchers collect data themselves through examining documents, observing behavior, or interviewing participants. They may use a protocol an instrument for collecting data but the researchers are the ones who actually gather the information. They do not tend to use or rely on questionnaires or instruments developed by other researchers.[46] 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.

Furthermore, qualitative researchers typically gather multiple forms of data, such as interviews, observations, documents, and audiovisual information rather than rely on a single data source.[47] The researcher in this research uses document to collect the data. The researcher takes documents from the result of the use of stance marker in students'undergraduate thesis writing. In the process of collecting the data, the researcher collects the results of writing students to analyze and to investigated the using of stance marker in students undergraduated thesis of English department at IAIN Metro in academic year 2017. In this data collecting technique, the researcher used two kinds of technique taken from data collection process above. They are observation and documentation. Those technique as explained as follows:

1. Observation

    Observation is another versatile approach to data collection. This approach relies on the direct observation of the construct of interest,

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[46]John W. Creswell, *Research Design: Qualitative*.,p.234

[47]*Ibid.*

which is often some type of behavior.[48] It is inferred that observation is a useful method for collecting data. The process of finding or obtaining such information must be objectively, real and accountable. In this research, the researcher observed the data from undergraduate thesis written by the students of English department at IAIN Metro.

2. Documentation

During the process of reserach, the qualitative investigator may collect document, in the documentation, the researcher took the data from the students academic writing of the undergraduated thesis in "CHAPTER I" specified in the part of background of study. The researcher examines 10 samples from undergraduate thesis of English department in order to investigate the most dominant type of stance markers and to analize the common errors in the use stance markers investigated in students undergraduate thesis of English department at IAIN Metro in the academic year of 2017 and 2010.

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).

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[48] Geoffrey Marczyk et.al., *Essentials of Research Design*.,119.

The researcher must 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 applied content analysis technique, content analysis is potentially one of the most important research techniques in the social sciences. According to Krippendorff, content analysis is a research technique for making replicable and valid inferences from texts or other meaningful matter to the contexts of their use.[49] It is inferred that content analysis is a research method for studying documents and communication artifacts, which might be texts of various formats, pictures, audio or video.

Content analysis views data as representations not of physical events but of texts, images, and expressions that are created to be seen, read, interpreted, and acted on for their meanings, and must therefore be analyzed with such uses in mind. As a technique, content analysis involves specialized procedures. It is learnable and divorceable from the personal authority of the researcher. As a research technique, content analysis provides new insights, increases a researchers understanding of particular phenomena, or informs practical actions. Content analysis is a scientific tool. [50] The researcher applied Krippendorff model to analyze the data. The componets of this analysis model are pictured by this figure.

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[49] Klaus KrippendorffP, *Content Analysis an Introduction to its Methodology Second Edition.(*California: Sage Publications, Inc,2004),18.
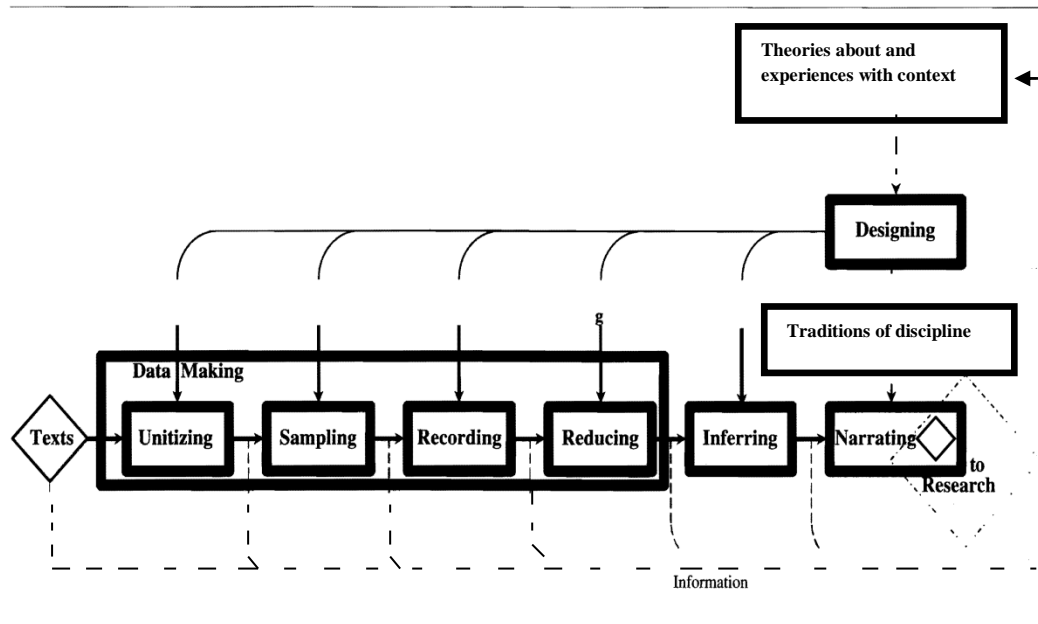[50] *Ibid.*

Figure 3.1 components of content analysis.[51]

Data analysis by Krippendorff model conducts the following steps:

1. Unitizing is the step when the researcher gather all data which are used to complete the research. The researcher collected the data by visited in the library at IAIN Metro and by looking for 10 undergraduate thesis that consist of five undergraduate thesis in the academic year of 2010 and of five undergraduate thesis in the academic year of 2017, to know the phenomena of using stance marker and to analyze the common errors in the use of stance marker.

2. Sampling, during the process of reserach, the qualitative investigator may collect document. In the documentation, the researcher took the data from the students academic writing of the undergraduated thesis in "CHAPTER I" specified in the part of background of study. The

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[51] *Ibid.,*86

researcher examine 10 samples from undergraduate thesis of English department at IAIN Metro.

3. In recording or coding, the researcher usually uses graphics, figures, charts or table. The display should be able to describe the content entire the data. In this case, the researcher displayed the research data by using the table

4. In reducing data, the researcher reduces the data had gotten by summarizing and choosing specific things. In this case, the researcher specified the data that related to use of stance marker in students udergraduate thesis by refering to the research question.

5. Abductively inferring, this stage tries to analyze the data further, namely by looking for the data meaning of existing units. The analysed of data is outlined descriptively, then concluded and displayed in writing

6. Narrating is the last step as an attempt to answer research questions. The researcher also provides the important information to be understood and able to make decisions based on the results of existing research.

Therefore, it is concluded that the analysis of data has some functions in analyzing research data that include in to make the meaningful raw data, to test null hypothesis, to get the significant results, to describe inferences or to make generalization, and to calculate parameters. After getting the resuls, the researcher concludes them clearly by answering the research question.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Research Setting

IAIN Metro is an Islamic Institute that is one of favorite universities in Metro, the only city in Lampung province well-known for Education City vision. In addition, IAIN Metro has vision and missions. Its vision is becoming an Innovative Islamic College of Education in socioecotechno-preneurship synergy based on Islamic values and Indonesian. Furthermore, to accomplish the vision it composes some missions, namely: to generate innovative, humanistic, and autonomous scholars with excellent Islamic knowledge; to develop Islamic values in the implementation of education, research, and community service; and to implement an excellent university managerial area.

Moreover, there has been a significant development in IAIN Metro since 2013 where some constructions of buildings have started, especially in campus two. Buildings and rooms in both campus one and two of IAIN Metro are named after the names of prominent Muslim scholars. Supporting facilities have been constructed as well in order to support both students and university staff's activities including of mosque, sport centre, teaching laboratories, mini-bank, free hotspot area and many others.

IAIN Metro is located in Metro city at Jl. Ki Hajar Dewantara No.15A Iringmulyo in which the city's educational area is established. Metro city is full of educational institutions with different levels and, therefore, highly suitable to academic activities.

**B. The Most Dominant Types of Stance Markers Found in Students'
Undergraduate Thesis of English Department of IAIN Metro.**

The researcher collected the data by visiting the library at IAIN Metro and
by looking for 10 undergraduate thesis that consist of five undergraduate thesis
in the academic year of 2010 and of five undergraduate thesis in the academic
year of 2017 in "Chapter I" particularly in the part of background of study. In
addition, during the process of reserach the researcher specify the data that
related to use of stance marker in students udergraduate thesis by refering to the
research question in order to investigate the most dominant type of stance
markers found in student's undergraduate thesis of English department of IAIN
Metro. The most dominant types of stance markers found in students
undergraduate thesis of English department of IAIN Metro is explained in the
following sentences:

1. **The First Data**

    It was analyzed that in the first data there are no attitude and style
    stance marker. In addition, there was an epistemic stance marker that is
    according to. The sentence that contains *according to* epistemic stance
    markers is:

    > **According to Sylvan Barnet,** *writing is a way of getting and
    > developing ideas.*

2. **The Second Data**

    It was analyzed that in the second data there were no attitude and
    style stance marker. In addition, there were two epistemic stance
    markers, that were two *actually* and one *in fact* . The sentence that
    contains *actually* and *in fact* epistemic stance markers are:

a) ***Actually,*** *there are four skills in English that must be mastered by students namely listening, speaking, reading and writing.*

b) ***Actually,*** *the teacher uses the different technique for the different subject.*

c) ***In fact,*** *there are several kinds of technique in teaching writing.*

3. The Third Data

It was analyzed that in the third data there were no epistemic stance markers and style stance marker. In addition, there was attitude stance markers, that is *hopefully*. The sentence that contains *hopefully* attitude stance markers is:

Hopefully, *this media is expected can help the students more understand and interest in writing a descriptive text.*

4. The Fourth Data

It was analyzed in the fourth data there were two epistemic stance markers, that were *actually* and *according to.* The sentence that contains *actually and according to* epistemic stance marker are:

a) ***Actually*** *writing is a tool for students to express their ideas through the paper, book, and file until blog that is provided in internet facility.*

b) ***According to the Zhang,*** *state that a weblogs or blog is a web-based space for writing where all the writing and editing of information is managed through a web browser and is immediately and publicly available on the internet.*

5. The Fifth Data

It was analyzed that in the fifth data there were epistemic stance markers, that were two *in fact* and one *actually.* The sentence that contains *in fact* and *actually* epistemic stance marker are:

a) ***In fact***, *there are some kinds of reading strategy*

b) ***In fact,*** *some students with reading comprehension interpret word by word which inefficient in reading comprehension.*

c) ***Actually,*** *there are many approach and strategies that used in reading to get more what they have read because sometimes the*

student's can read the text but they do not know what they have read

6. The Sixth Data

It was analyzed that in the sixth data there was epistemic stance marker. That were *according to* and *in fact.* The sentences that contain *according to* and *in fact* epistemic stance marker are:

a) **According to Donn Byrne,** *there are some materials which can be use in classroom listening.*
b) **In fact,** *there are some students of SMAN 1 seputih surabaya values that their motivation still low, so listening ability include low too.*

7. The Seventh Data

It was analyzed that in the seventh data there was attitude stance marker. The sentence that contains *actually* stance marker is:

Actually, *we can see that English still one of the difficult subjects at junior high school up to university.*

8. The Eighth Data

It was analyzed that in the eighth data there was epistemic stance marker. The sentence that contains *in fact* epistemic stance marker is:

In fact, *the students boredom is very dangerous since it will cause the students motivation become lower and the students will get difficulty to receive the material.*

9. The Ninth Data

It was analyzed that in the ninth data there was attitude stance marker. The sentence that contains *unfortunately* attitude stance marker is:

Unfortunately, *vocabulary is neglected in some English language courses.*

10. The Tenth Data

It was analyzed that in the ninth data there was epistemic stance marker. The sentence that contains *according to* epistemic stance marker is:

> ***According to Diane Larsen,*** *method in language teaching divided many methods.*

The most dominant type of stance markers found in students undergraduate thesis of English department at IAIN Metro is illustrated in the following table:

Table 4.1

**The Most Dominant Types of Stance Markers Found in Students
Undergraduate Thesis of English Department of IAIN Metro**

No	Data	Epistemic stance marker		Attitude stance markers		Style stance markers	
		Names of stance markers	Total	Names of stance markers	Total	Names of stance markers	Total
1.	OH	According to	1	–	–	–	–
2.	VO	Actually	2	–	–	–	–
		In fact	1				
3.	AQS	–	–	Hopefully	1	–	–
4.	HU	Actually	1	–	–	–	–
		According to	1	–	–	–	–
5.	AW	In fact	2	–	–	–	–
		Actually	1	–	–	–	–
6.	JS	According to	1	–	–	–	–
		In fact	1				
7.	NED	Actually	1	–	–	–	–
8.	SM	In fact	1	–	–	–	–
9.	RA	–	–	Unfortunately	1	–	–
10.	UK	Acording to	1	–	–	–	–
	TOTAL		14		2		0

Based on the information of the table above, the most dominant type of stance marker analyzed in undergraduate thesis of English Department at IAIN Metro is epistemic stance markers. In this study, in the undergraduate thesis English Department students at IAIN Metro in academic year of 2017 and 2010 the researcher found 14 uses of epistemic stance markers found in 10 thesis, including of *5 in fact, 5 actually, and 4 according to.* Furthermore , the researcher found 2 use of attitude stance marker, including: *1 hopefully and 1 unfortunately.* In addition, it was not found that there was the use of style stance marker. Based on the information of table above, the most dominant type of stance markers in undergraduate thesis of English Department at IAIN Metro in the acaemic year of 2017 and 2010 is epistemic stance marker.

C. **The Common Errors in the Use of Stance Markers Found in Students Undergraduate Thesis of English Department at IAIN Metro.**

The researcher collected the data by visiting the library at IAIN Metro and by looking for 10 undergraduate thesis that consist of five undergraduate thesis in the academic year of 2010 and of five undergraduate thesis in the academic year of 2017 in "Chapter I" specified in the part of background of study. Moreover, the researcher specified the data that related to the use of stance marker by refering to the research question in order to analyze the common errors in the use of stance markers found in student's undergraduate thesis of English department. The explanation of the common errors in the use of stance markers in students' undergraduate thesis of English Department of IAIN Metro is provided as follow:

1. **The First Data**

   In the first data, the researcher found an appropriate stance marker that is *according to,* In addition, *according to* was used with sources that range from spesifically named people and publication to sources identified only by their location that is illustrated in the following example:[52]

   > *According to Mr.K, it all started with an argument with a customer over a faulty toy in easter egg last year.*

   It is explained by him that the use of *according to* in the need of referring the name of people and the position of *according to* in the initial position. Furthermore, it was analyzed in the first data that there is one sentences that contain stance markers *according to* is:

   > *According to Sylvan Barnet, writing is a way of getting and developing ideas.*

   The use of *according to* in that sentence is appropriate because the use of *according to* in the sentence refers to the nameof people and the position of *according to* in initial position, *according to* that has been used appropriately to convey the meaning of writer. Therefore, it is concluded that the use of *according to* in the first data is appropriate.

2. **The Second Data**

   a) The appropriate use of stance markers in the second data.

   The researcher found two inappropriate stance markers include of *actually. Actually* is a stance marker that also comments on the

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[52] *Ibid.,*871

status of the proposition as real life fact.[53] Stance marker *actually* is often placed in medial position to emphasizes its relationship to the state or action described by verb or sometimes. that is illustrated in the following example: [54]

> *Not all the evidence by any means concern with the view that woman were **actually** superior to men in some respects*

In the academic context the use of *actually* in medial position. Furthermore, it was analyzed in the second data that there was the sentence that contains stance marker *actually* are:

(1) ***Actually,** there are four skills in English that must be mastered by students namely listening, speaking, reading and writing.*
(2) ***Actually,** the teacher uses the different technique for the different subject.*

The use of *actually* in the above sentence is inappropriate because the position is not in the medial position but in the initial position. Furthermore, the appropriate form of the data above is:

(1) *There are **actually** four skills in English that must be mastered by students namely listening, speaking, reading and writing.*
(2) *The teacher **actually** uses the different technique for the different subject.*
The above sentence is appropriate, because the stance marker *actually* is placed in medial position.

b) The appropriate of use stance markers

In addition, it was also analyzed that there was one appropriate stance markers include of *in fact. In fact* is a stance marker that commonly occurs in the written registers in initial

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[53] *Ibid.*
[54] *Ibid.,*872

position to introduce a condentation or rainforcement the important of statement.[55] The use of in fact stated by Biber et, al in the form of following example:[56]

> *In fact,* carpetworld has a range of quality wool mixture twist carpets.

It is explained by him that the use of in fact is also in initial position. Furthermore, it was analyzed in the second data that there was the sentence that contains stance markers *in fact* is:

> ***In fact,*** *there are several kinds of technique in teaching writing.*

The use of *in fact* in that sentence is appropriate because the sentence *in fact* in initial position and the use of stance marker *in fact* that has been used appropriately to convey the meaning of writer. Therefore, it is concluded that the use of *in fact* in the second data is appropriate.

3. The Third Data

It was analyzed that the third data the researcher found the appropriate use of stance marker that is *hopefully. Hopefully* is sometimes used as an attitude stance adverbial.[57] *hopefully* is used in more formal registers of news and academic context, as well as in conversation and fiction. that is illustrated in the following example:[58]

> ***Hopefully*** *this problem will be solved when the group is throughly revised.*

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[55] Douglas Biber et al., *Longman Grammar of spoken.*,874.
[56] *Ibid.*
[57] *Ibid.*,856
[58] *Ibid.*,857

In the need of academic context, the use of *hopefully* is initial position. Furthermore, it was analyzed in the second data that there was the sentence that contains stance markers *hopefully* is:

> **Hopefully**, *this media is expected can help the students more understand and interest in writing a descriptive text.*

It was analyzed that the use of *hopefully* is in initial position. Therefore, the use of *hopefully* in the third data is appropriate.

4. The Fourth Data

a) The inappropriate use of stance marker

In the fourth data, the reseacher found an inappropriate stance markers includeing of *actually*. It was analyzed in the fourth data that there was the sentence that contains stance markers *actually* is:

> **Actually,***writing is a tool for students to express their ideas through the paper, book, and file until blog that is provided in internet facility.*
> The use of *actually* in the above sentence is inappropriate

because the position is not in the medial position but in the initial position, so the use of *actually* in the fourth data is inappropriate.

The appropriate form the above data is:

> *Writing is* **actually** *a tool for students to express their ideas through the paper, book, and file until blog that is provided in internet facility.*
> The above sentence is appropriate because the position of

actually is in the medial position.

b) The appropriate use of stance marker

In the fourth data, the reseacher found one appropriate stance markers include of *according to*. It was analyzed in the fourth data

that there was the sentence that contains stance markers *according to* is:

> ***According to the Zhang,*** *state that a weblogs or blog is a web-based space for writing where all the writing and editing of information is managed through a web browser and is immediately and publicly available on the internet.*

The use of *according to* in that sentence is appropriate because the use of *according to* in the sentence refers to the name of people and the position of *according to* is in initial position, *according to* that has been used appropriately to convey the meaning of writer. Therefore, it is concluded that the use of *according to* in the fourth data is appropriate.

5. The Fifth Data

a) The inappropriate use of stance marker

In the fifth data, the reseacher found an inappropriate stance markers include of *actually.* It was analyzed in the fifth data that there was the sentence that contains stance markers *actually* is:

> ***Actually,*** *there are many approach and strategies that used in reading to get more what they have read because sometimes the student's can read the text but they do not know what they have read.*

The use of *actually* in the above sentence is inappropriate because the position is not in the medial position but in the initial position, so the use of *actually* in the fourth data is inappropriate. The appropriate form the above data is:

> *There are* ***actually*** *many approach and strategies that used in reading to get more what they have read because sometimes the student's can read the text but they do not know what they have read.*

The above sentence is appropriate because the position of *actually* is in the medial position.

b) The appropriate use of stance marker

In the fifth data, the reseacher found two appropriate stance markers include of *in fact.* It was analyzed in the fifth data that there were the sentences that contains stance markers *in fact* were:

> *(1) **In fact,** there are some kinds of reading strategy*
> *(2) **In fact,** some students with reading comprehension interpret word by word which inefficient in reading comprehension.*

The use of *in fact* in that sentence is appropriate because the position of in fact in initial position, stance marker *in fact* that has been used appropriately to convey the meaning of writer. Therefore, it is concluded that the use of *in fact* in the fifth data is appropriate.

6. The Sixth Data

In the sixth data, the reseacher found two appropriate stance markers include of *according to* and *in fact.* It was analyzed in the sixth data that there was the sentence that contains stance marker *according to* is:

> ***According to Donn Byrne**, there are some materials which can be use in classroom listening.*

The use of *according to* in that sentence is appropriate because the use of *according to* in the sentence refers to the name of people and the position of *according to* in initial position, *according to* that has

been used appropriately to convey the meaning of writer. Therefore, it is concluded that the use of *according to* in the sixth data is appropriate.

Furthermore, It was analyzed in the sixth data that there was the sentence that contains stance marker *in fact*:

> **In fact,** *there are some students of SMAN 1 seputih surabaya values that their motivation still low, so listening ability include low too.*

The use of *in fact* in that sentence is appropriate because the position of in fact in initial position, stance marker *in fact* that has been used appropriately to convey the meaning of writer. Therefore, it is concluded that the use of *in fact* in the sixth data is appropriate.

7. The Seventh Data

In the seventh data, the reseacher found an inappropriate stance markers include of *actually.* It was analyzed in the seventh data that there was the sentence that contains stance marker *actually* are:

> **Actually,** *we can see that English still one of the difficult subjects at junior high school up to university.*

The use of *actually* in the above sentence is inappropriate because the position is not in the medial position but in the initial position, so the use of *actually* in the seventh data is inappropriate. The appropriate form the above data is:

> *We* **actually** *can see that English still one of the difficult subjects at junior high school up to university.*

The above sentence is appropriate because the position of *actually* is in the medial position.

8. The Eight Data

It was analyzed in the eighth data that there was the sentence that contains stance markers *in fact*:

> **In fact,** *the students boredom is very dangerous since it will cause the students motivation become lower and the students will get difficulty to receive the material.*

The use of *in fact* in that sentence is appropriate because the position of in fact in initial position, stance marker *in fact* that has been used appropriately to convey the meaning of writer. Therefore, it is concluded that the use of *in fact* in the eighth

9. The Ninth Data

It was analyzed that the eighth data the researcher found the inappropriate use of stance marker that is *unfortunately. unfortunately* is sometimes used as an attitude stance adverbial.[59] that is illustrated in the following example: [60]

> **Unfortunately** *some recorded samples were lost*

In the sentence in the academic context the use of *unfortunately* is in initial position. Furthermore, it was analyzed in the ninth data that there was the sentence that contains stance markers *unfortunately* is:

> **Unfortunately,** *vocabulary is neglected in some English language courses.*

---

[59] *Ibid.,*856
[60] *Ibid.,*861

The use of *unfortunately* in the above sentence is appropriate because the position in the initial position, so the use of *unfortunately* in the ninth data is appropriate.

10. The Tenth Data

In the tenth data, the reseacher found one appropriate stance markers include of *according to.* It was analyzed in the tenth data that there was the sentence that contains stance markers *in according to* is:

> **According to Diane Larsen,** *method in language teaching divided many methods.*

The use of *according to* in that sentence is appropriate because the use of *according to* in the sentence refers to the nameof people and the position of *according to* in initial position, *according to* that has been used appropriately to convey the meaning of writer. Therefore, it is concluded that the use of *according to* in the tenth data is appropriate.

The common errors in the use of stance markers found in students undergraduate thesis of English department are categorized in to the appropriate and the inappropriae stance markers stated ilustration of the common errors in the use of stance markers is provided in the following table:

Table 4.2

The Common Errors in the Use of Stance Markers Found in Students Undergraduate Thesis of English Department at IAIN Metro

No	Data	Names of stance markers	The appropriate of use stance markers	The inappropriate of use stance markers
1.	OH	According to	✓	–
2.	VO	Actually	–	✓
		Actually	–	✓
		In fact	✓	–
3.	AQS	Hopefully	✓	–
4.	HU	Actually	–	✓
		According to	✓	–
5.	AW	In fact	✓	–
		In fact	✓	–
		Actually	–	✓
6.	JS	According to	✓	–
		In fact	✓	–
7.	NED	Actually	–	✓
8.	SM	In fact	✓	–
9.	RA	Unfortunately	✓	–
10.	UK	According to	✓	–
	TOTAL		11	5

The use of the stance markers in the students' undergraduate thesis are categorized in to the appropriate and the inappropriate use. The appropriate use of stance markers in the students' undergradute thesis are 5 *in fact, 4 according to,1 hopefully* and *1 unfortunately.* All of the stance markers above are appropriate because of the appropriate position, and academic context use. In addition, the inappropriate use of stance markers in the students undergradute thesis are *5 actually* because of the inappropriate academic context use and the innapropriate position. Based on all the explanation above, it was investigated that there are 5 errors used of stance markers in the students undergraduate thesis because of the inappropriate use of context use and the inappropriate position.

CHAPTER V

CONCLUSION AND SUGGESTION

A. **Conclusion**

Based on the analysis result of stance markers in undergraduate thesis of English Department of IAIN Metro in the academic year of 2017 and 2010, the researcher would like to describe the conclusion of this research. The conclusion is related with the research results that cover the most dominant type of stance markers and the common errors in the use of stance markers found in students' undergraduate thesis of English department at IAIN Metro.

Furthermore, the most dominant type of stance markers found in students' undergraduate thesis of the English Department of IAIN Metro in the academic year of 2017 and 2010 is epistemic stance markers. The researcher found 14 uses of epistemic stance markers found in 5 thesis in academic year 2017 and five thesis in academic year 2010 including of 5 *in fact, 5 actually, and 4 according to.* Moreover, the second research result is about the common errors of stance markers used in students' undergraduate thesis of the English Department of IAIN Metro in the academic year of 2017 and 2010. It was investigated that there are 5 error used of stance markers in the students' undergraduate thesis including of *5 actually* because of the inappropriate context use and the inappropriate position. The result shows the use of stance marker on students undergraduate thesis of English department of IAIN Metro is not varied because of English students not familiar and understanding about the theory of the stance marker.

B. Suggestion

Based on the conclusion above, the researcher had provided some suggestion that include of:

1. For the students

    This research is expected to give the benefits for the students who learn English especially the students of English department at IAIN Metro. Because this research revealed the phenomenon of the use of stance marker in written thesis, the form of type stance marker and the difficulties in using the stance marker in undergradute-thesis. After knowing the phenomenon of stance markers in the students' undergradute thesis, it is expected to realize and make efforts to improve the quality of their writing.

2. For the English Teacher

    Hopefully, this research is expected to provide benefits to English teacher by providing access to information about the phenomenon of use stance marker in writing. After knowing the real condition related to the quality of the student writing that is influenced by the stance marker, English teacher can arrange effective way to help the students in improving the quality of students writing.

3. For the other researcher

    This research is expected to provide the benefit for the other researchers who investigate the same topic of research that is about the use or stance marker in writing. In addition, the next researcher obtain the real evidence of problems related to the use of stance marker in

writing, but this research is one of the strong foundations for the other researchers that develop the topic of this research into other forms of research.

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APPENDICES

Nomor   : B-1510/In.28.1/J/TL.00/05/2019
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	:	**LANJAR SARI**
NPM	:	1601070103
Semester	:	6 (Enam)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	AN ANALYSIS OF STANCE MARKERS ON STUDENTS UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT AT IAIN METRO

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 Mei 2019
Ketua Jurusan
Tadris Bahasa Inggris

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

Bimbingan proposal

Lanjar 24 <lanjar249@gmail.com>
kepada dedi.irwansyah ▾

Jum, 3 Apr 09.57

W revisi lanjar sari.do...

Dedi Irwansyah <dedi.irwansyah@metrouniv.ac.id>
kepada saya ▾

Jum, 3 Apr 19.21

Oke, silakan kirim bab 2 dan bab 3

On Fri, Apr 3, 2020, 09:57 Lanjar 24 <lanjar249@gmail.com> wrote:

Bimbingan proposal

Lanjar 24

Sab, 4 Apr 18.29

Dedi Irwansyah <dedi.irwansyah@metrouniv.ac.id>
kepada saya ▾

Sen, 6 Apr 09.54

Salam,
Silakan diperbaiki sesuai catatan

Pada tanggal Sab, 4 Apr 2020 pukul 18.29 Lanjar 24 <lanjar249@gmail.com> menulis:

--

--

Dr. Dedi Irwansyah
Head of Research and Publication Department of State Islamic Institute of Metro
Jln. Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur 34111, Lampung, Indonesia

Bimbingan proposal Kotak Masuk x

Lanjar 24 Sel, 7 Apr 21.15 ☆

Dedi Irwansyah <dedi.irwansyah@metrouniv.ac.id> Rab, 8 Apr 08.01 ☆ ↩ ⋮
kepada saya ▾

Salam,
Silakan direvisi bab 3.
Selanjutnya kirimkan semua naskah proposal: (1) cover, (2) daftar isi, (3) bab 1, (4) bab 2, (5) bab 3, (6) daftar referensi.
Naskah dijadikan satu file.
Beri nama file: Proposal_Lengkap_Nama Mhs

Terima kasih,
Harap dikerjakan secepatnya agar segera seminar.

Pada tanggal Sel, 7 Apr 2020 pukul 21.15 Lanjar 24 <lanjar249@gmail.com> menulis:

--

Bimbingan proposal Kotak Masuk x

Lanjar 24 Kam, 9 Apr 18.14 ☆

Dedi Irwansyah <dedi.irwansyah@metrouniv.ac.id> Sen, 13 Apr 08.40 ⭐ ↩ ⋮
kepada saya ▾

Bismillahirrohmanirrohim,
Pada hari ini, Senin 13 April 2020, proposal penelitian a.n. Lanajr Sari (1601070103) disetujui untuk dilanjutkan ke tahap
berikutnya: seminar proposal. Pernyataan ini dibuat untuk keperluan proses administrari pengurusan seminar proposal.
Dosen pembimbing,
Dr. Dedi Irwansyah

Pada tanggal Kam, 9 Apr 2020 pukul 18.14 Lanjar 24 <lanjar249@gmail.com> menulis:

NOTA DINAS

Nomor   :
Lampiran   : 1 (Satu) Berkas
Perihal   : Permohonan Seminar Proposal

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

Assalamu'alaikum Wr.Wb

     Setelah kami mengadakan pemeriksaan dan bimbingan seperlunya, maka proposal penelitian yang telah disusun oleh :

Nama   : **LANJAR SARI**
NPM   : 1601070103
Jurusan   : Tadris Bahasa Inggris (TBI)
Fakultas   : Tarbiyah dan Ilmu Keguruan
Yang berjudul : AN ANALYSIS OF STANCE MARKERS ON STUDENTS UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT AT IAIN METRO

     Sudah kami setujui dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk diseminarkan sebagai syarat untuk menyusun skripsi.
     Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

Wassalamu'alaikum Wr.Wb

Metro, 17 April 2020

Dosen Pembimbing I   Dosen Pembimbing II

Dr. Dedi Irwansyah, M. Hum   **Syahreni siregar, M.Hum**
NIP. 19791223 200604 1 001   NIP. 19760814 200912 2 004

PERSETUJUAN

Judul	:	AN ANALYSIS OF STANCE MARKERS ON STUDENTS UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT AT IAIN METRO
Nama	:	LANJAR SARI
NPM	:	1601070103
Jurusan	:	Tadris Bahasa Inggris (TBI)
Fakultas	:	Tarbiyah dan Ilmu Keguruan

DISETUJUI

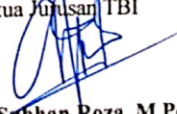Untuk diseminarkan dalam sidang seminar proposal Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro.

Dosen Pembimbing I

Metro, 17 April 2020
Dosen Pembimbing II

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Mengetahui,
Ketua Jurusan TBI

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RATIFICATION PAGE

The Research Proposal entitled AN ANALYSIS OF STANCE MARKERS WRITING ON STUDENTS' UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT OF IAIN METRO. Written by: Lanjar Sari, Student Number 1601070103, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Monday April 27th 2020 at 09.00 – 10.30 a.m.

BOARD OF EXAMINERS

Chair person	: Dr. Dedi Irwansyah. M.Hum	(............................) 04/05/2020
Examiner I	: Dr. Mahrus As'ad, M.Ag	(............................)
Examiner II	: Syahreni Siregar, M.Hum.	(............................)
Secretary	: Yeasy Agustina, M.Pd.	(............................)

Head of English Education Department

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 0141

Nomor	: B-1061/In.28.1/J/TL.00/5/2020	Metro, 15 Mei 2020
Lampiran	: -	
Perihal	: BIMBINGAN SKRIPSI	

Kepada Yth.,
1. Dr. Dedi Irwansyah, M.Hum (Pembimbing I)
2. Syahreni Siregar, M.Hum (Pembimbing II)
Di-
    Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	Lanjar Sari
NPM	:	1601070103
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS OF STANCE MARKERS ON STUDENTS' UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT OF IAIN METRO

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
   a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing II.
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing I.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK Pembimbing Skripsi ditetapkan oleh Fakultas
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi yang ditetapkan oleh IAIN Metro
4. Banyaknya halaman skripsi antara 60 s.d 120 halaman dengan ketentuan sebagai berikut:
   a. Pendahuluan ± 1/6 bagian
   b. Isi ± 2/3 bagian
   c. Penutup ± 1/6 bagian

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih

Wassalamu'alaikum Wr. Wb

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP 197506102008011014

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

S U R A T   T U G A S
Nomor: B-1139/In.28/D.1/TL.01/06/2020

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

Nama	:	**LANJAR SARI**
NPM	:	1601070103
Semester	:	8 (Delapan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di PERPUSTAKAAN IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STANCE MARKERS ON STUDENTS` UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT OF IAIN METRO".

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

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

Dikeluarkan di : Metro
Pada Tanggal : 05 Juni 2020

Mengetahui,
Pejabat Setempat

Drs. Mokhtarudi Sudin, M.Pd.
NIP. 19580831 198103 1 001

Wakil Dekan Akademik dan
Kelembagaan,
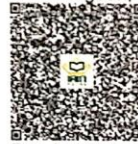
Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

SURAT KETERANGAN IZIN RISET
Nomor : P.12/In.28/U.1/OT. 1/06/2020

Berdasarkan Surat Tugas Nomor : B-1139/In.28/D.1/TL.01/06/2020 tanggal 05 Juni 2020 tentang Permohonan izin riset penelitian di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

Nama	: Lanjar Sari
NPM	: 1601070103
Semester	: 8 (Delapan)
Jurusan	: Tadris Bahasa Inggris

Untuk mengadakan riset penelitian yang berjudul : "AN ANALYSIS OF STANCE MARKERS ON STUDENTS UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT OF IAIN METRO." di Perpustakaan IAIN Metro.

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

Metro, 15 Juni 2020
Kepala Perpustakaan,

Drs. Mokhtaridi Sudin, M.Pd
NIP. 195808311981031001

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

Nama : Lanjar Sari

NPM : 1601070103

Jurusan : TBI

Semester : VIII/ 2020

No	Hari / Tanggal	Pembimbing I	Pembimbing II	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
1	Wednesday 20/05/2020		✓	Acc Research instrument	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

Syahreni Siregar,M.Hum
NIP. 19760814200912 2 004

Bimbingan APD Kotak Masuk ×

Lanjar 24 <lanjar249@gmail.com>   Sab, 30 Mei 10.02
kepada dedi.irwansyah ▾

W bimbingan APD fix ...

Dedi Irwansyah   Sel, 2 Jun 05.50 (13 hari yang lalu)
kepada saya ▾

Salam,

Lanjar, saya sudah baca APDnya. Tampaknya sudah disesuaikan dengan masukan yang terakhir saya sampaikan di ujian proposal.

Dari saya, APDnya sudah oke.

Silakan konsultasi ke pembimbing 2 sebelum memulai riset.

On Sat, May 30, 2020, 10:02 Lanjar 24 <lanjar249@gmail.com> wrote:

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

Nama : Lanjar Sari
NPM : 1601070103

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	16/06/2020		✓	Revise Abstrack	
	23/06/2020		✓	Revise the academic Year	
	30/06/2020		✓	Acc and continue to the first sponsor	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing II

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

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

Nama : Lanjar Sari
NPM : 1601070103

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
	0?/07/2020	✓		Chapter IV-V Should provide answers of problem formulation Stated in Chapter one.	
	08/07/2020	✓		Abstract should be revised accordingly. ACC for Munaqosyah	

Mengetahui
Ketua Jurusan TBI,

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

Dosen Pembimbing I

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223200604 1 001

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-617/In.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	: LANJAR SARI
NPM	: 1601070103
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1601070103.

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 02 Juli 2020
Kepala Perpustakaan,

Drs. Mokhtaridi Sudin, M.Pd
NIP. 195808311 98103301001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Lanjar Sari

NPM : 160107010 3

Fakultas : Tarbiyah dan Ilmu keguruan

Angkatan : 2016

Telah menyerahkan buku berjudul : Linguistic code-switching

Metro,

Ketua Jurusan TBI

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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Lanjar Sari

NPM : 160107010 3
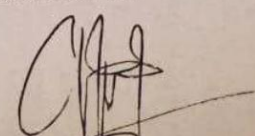
Fakultas : Tarbiyah dan Ilmu keguruan

Angkatan : 2016

Telah menyerahkan buku berjudul : Linguistic code-switching

Metro,

Ketua Jurusan TBI

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

DOCUMENTATION RESEARCH

1. The researcher collected data undergraduate thesis of English Department at IAIN Metro

2. The researcher analyzed the use of stance markers in undergraduate thesis of English department of IAIN Metro

AN UNDERGRADUATE THESIS

IMPROVING THE STUDENTS DESCRIPTIVE WRITING ABILITY BY USING CUE CARD PICTURES AT THE TENTH GRADERS OF SMA MUHAMMADIYAH PEKALONGAN

By :
AINI QOLBI SAPUTRI
STUDENT NUMBER: 1175417

Tarbiyah and Teaching Training Faculty
English Education Department

THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1439 H/2017 M

CHAPTER I
INTRODUCTION

A. Background of Study

English has four basic skills. They are listening, speaking, reading, and writing. Writing is one of four basic skills. It is very important in teaching and learning English. Writing is one of all forms of written language use, which require different treatment when compared with the activity of the use of language in spoken form. Writing is one of the language skills that should be taught besides the other skills. Writing is considered as a productive skill it aims at assisting students in expressing their idea written.

The process of writing integrates visual, motor and conceptual abilities. Therefore, the students must have extensive knowledge if they want to write something. Based on the curriculum of Senior High School which recommended by the government, there are some texts which have to be mastered by the students. One of the texts is descriptive text.

Descriptive text is a text which purpose is to describe and reveal a particular person, place or thing. The written of descriptive paragraph be able to make the readers can understand what the text mean.

In learning descriptive text, students may have difficulties in learning it. Students may be confused to write the topic which has been given by the teacher. They are confused to write their idea about the topic they have.

Based on the result of pre survey at the tenth graders of SMA Muhammadiyah Pekalongan May 09, 2016 takes one class, the researcher get

data about the English score. The researcher used test to get the data of descriptive writing ability. The data can show as follows:

Table 1
The Data of the Students' Descriptive Writing Ability

No	Category	Frequency	Percentage (%)
1	≥72	5	19,05%
2	≤72	18	80,95%
Total		**23**	**100%**

Source: *The result of Students' Descriptive Writing Ability at The tenth Grades of SMA Muhammadiyah Pekalongan*

Based on the pre survey result above, the researcher assumed that the students' descriptive writing ability at the tenth graders of SMA Muhammadiyah Pekalongan still low. From the 23 students, there are 18 students (80,95%) who get score <72. There are 5 students (19,05%) who get score ≥72.

The other cases in English learning process at the tenth graders of SMA Muhammadiyah Pekalongan as :

1. The students have low motivation in learning English.

2. The students are not interested in learning writing.

3. The students can not arranged the structure and grammar well.

4. The students are lack of vocabulary.

5. The students have difficulties in starting to write a descriptive text.

Based on the problem above, the researcher wants to improve the students' descriptive writing ability by using cue cards picture. Cue cards is one of teaching media that can be used by teacher in learning english. It gives visual aid to students in learning writing descriptive text.

The researcher hopes by using cue card as media, the students can be easier to write what should write in descriptive text. Hopefully, this media is expected can help the students more understand and interest in writing a descriptive text.

AN UNDERGRADUATE THESIS

THE USE OF THREE STEP INTERVIEW STRATEGY TO INCREASE THE DESCRIPTIVE WRITING SKILLS AMONG THE SECOND GRADERS OF SMP N 5 METRO
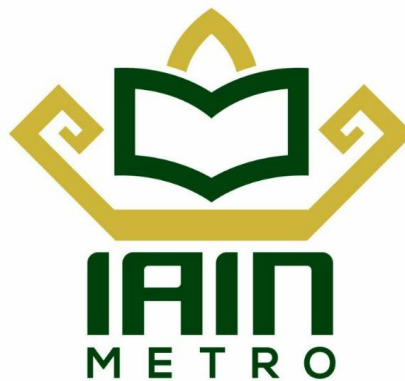
By

OKTA HERFIANI

STUDENT NUMBER: 13108017

FACULTY OF TARBIYAH AND TEACHER TRAINING

ENGLISH EDUCATION PROGRAM

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1439 H / 2017 M

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a set of rules that plays the very important role in human's life, such as in thinking, communicating ideas, and negotiating with the others. Language is a means of communication and information.

English as international language that almost used by all countries as the first, the second, or the foreign language. In Indonesia, English is the first international language that must be learned by students from the the junior high school up to the university.

Writing is one of the four language skills that has an important role in language point of view in written to the others in the communities. According to Sylvan Barnet, "writing is a way of getting and developing ideas." The students not only need to learn the theory of writing but also they have to know how to control and develop idea in their writing. Beside that, the students' motivation is the important aspect in writing process. Writing is also one of skills that is difficult enough to learn. In learning writing skill, many students often find problems. The problems are the students still feel strange and face some difficulties in writing process.

Furthermore, Robert J.Gamston explains Three step interview is a cooperative structure that helps participants personalize learning and listening to and appreciate the ideas and thinking of others. Three step interview is a

cooperative structure in which members of a team interview one another on a particular topic.The purpose of teaching three step interview is process generating opportunities for the students in order to make them more active in learning in the class or in their environment to get the ideas to analysis purpose new informationto write an English text.

The researcher used three step interview strategy in this research. The resesarcher believed that three step interview strategy can motivate and measure the students' ability in writing skill.

The students' test result of report writing skill at the second graders of SMP N 5 Metro;

Table 1
The Students' Test Result of Writing Skill

No	Score	Category	Frequency	Percentage
1	>70	Passed	9	30 %
2	<70	Failed	20	70 %
Total			29	100%

Source: The Students' Test Result of Writing Skill that was taken on Pre survey at December 6, 2016

Based on the data of pra-survey on December 6, 2016 at the second graders of SMP N 5 Metro, there was 29 students in the graders, 9 students (30%) got passed and 20 students (70%) failed. It means that, the students failed to pass the minimum mastery creteria (MMC) of English Subject that was 70.

Based on the problem above , the researcher found the students' writing skill was still low. Here researcher only focus on increasing the students' writing skill and solved the problem about students' difficulties to write an English text or paragraph. Three step interview is one of the strategy in learning language. It could help the students to increase their skill in writing through interviewing another students based on the topic. In this research, the researcher tried to find the effective solution to increase the students' writing skill through three step interview strategy at the second graders students of SMP N 5 Metro.

Based on situation above the researcher conducted a research entitled: "THE USE OF THREE STEP INTERVIEW STRATEGY TO INCREASE THE DESCRIPTIVE WRITING SKILLS AMONG THE SECOND GRADERS OF SMP N 5 METRO"

AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING NOMINAL GROUP TECHNIQUE ON THE STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT AT THE EIGHTH GRADERS OF SMPN 8 METRO

By:

VIVIA OKTANTIA

STUDENT. ID. 13108727

Tarbiyah and Teacher Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIESOF METRO

1439 H/2017 M

CHAPTER I

INTRODUCTION

A. Background of The Study

English is an international language and Indonesian department of national education has declared English been the first foreign language in Indonesia, so that it has been thought as a compulsory subject from elementary school up to university or college. Actually, there are four skills in English that must be mastered by students namely listening, speaking, reading and writing. Writing is one of productive skill in english. The purpose of teaching and learning English are developing the student's skill in listening, speaking, reading, and writing. Those skills should be mastered by the students who learn English. But learning is one difficult because it is only used when they study in the class, and seldom use it in daily life. These conditions occur in own country because people always use their mother tongue and Indonesian in their daily life.

In writing, the students can share information and ideas in the written text. The writing skill become very important in the education field, because the students need to be excercised and trained in order to have a good writing ability. There are some problems to improve writing performance. One of them is the students are difficult to start writing. They are very hard to find ideas what they are going to write, when the teacher provides some topic or title to be written they need long time to think. Usually, the students do not have an inspiration that they want to write, so that the students just silent and

confuse to do the exercise. The teacher should find out technique that can attract the student's interest and can help them understand the writing. We need some teaching that can motivate and increase the student's ability, especially in writing performance. If the students interest in what they do, they will enjoy their learning process and more understand about the materials are given.

Technique is defined as the way or specific activities of teacher in teaching and learning process. Technique is the important component in teaching and learning process to improve the instructional process. Actually, the teacher uses the different technique for the different subject. In fact, there are several kinds of technique in teaching writing.

Based on the explanation above, writing in English may be handled in different ways for different purpose. English writing process has many factors that should be recognized, such as vocabulary, attitude of learning and one of the most important factors is technique. Therefore nominal group technique is one of the techniques that can use in teaching writing. It is clear that the students should have technique of writing, without technique they will not be able to make a good writing.

The research had conducted in SMPN 8 Metro, especially at eighth grade about 30 students. The result data of pre-survey on April 10, 2017, the English teacher has decided 74 as the competencess standard minimum requirement.

Table 1
The result of test writing skilltest
at the Eighth Graders of SMPN 8 Metro
in the Academic Year of 2017/2018

No	Score	Frequency	Percentage	Category
1	75-100	7	23.33%	Good
2	61-74	13	43.33%	Fair
3	≤60	10	33.34%	Poor
		30	100%	-

Based on the pre-survey result above, the researcher assumed that the students that got a good score is 7 students or 23.33%, the students that got a fair score is 13 students or 43.33% and the students that got a poor score is about 10 students or 33,34%. From the epalaniton above the researcher assumed that the students score is low in writing skill. Some of the students get low in test writing. Its mean that they are not complete yet in learning English. From the data of observation, the researcher got there are major problems in the English learning process. The problem is caused by students' difficulty in developing ideas and they have low motivation in writing. It can be assumed that the main case is causes student's skill in writing is how to start of the writing activity.

Refering to the case above, the researcher interested to apply the nominal group technique in writing test. Nominal Group Technique is a technique to improve the students writing skill, the ways more easy that can interest the students to write and to start their writing in a group.

In this research, the researcher will investigate whether applying Nominal Group Technique give the positive effect in student's writing skillin

AN UNDERGRADUATE THESIS
AN ANALYSIS OF GENERIC STRUCTURE OF STUDENTS WRITING
DESCRIPTIVE TEXT ON THE STUDENTS BLOG AMONG THE
STUDENTS OF ENGLISH DEPARTMENT OF THE STATE INSTITUTE
FOR ISLAMIC STUDIES OF METRO
By
HAFIDATUL ULFA

NPM. 1291987

TARBIYAH FACULTY
ENGLISH DEPARTMENT

THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

CHAPTER I
INTRODUCTION

A. Background of the Study

Language is an instrument of communication. There is a big diversity of language according ethnical tribes in the world. To produce best communication between speakers and listeners, people should understand the meaning of sentence when they are making conversation. In other word, language is essential for human life intern of every day interaction. Language is also a system of communication in writing or speech that is used by people in particular country or areas. Meanwhile we use language to express inner thoughts and emotions, make sense of complex and abstract thought, to learn to communicate with others, to fulfill our wants and needs, as well as to establish rules and maintain our culture. English is known as an international language, which is used and learned by all people in the world. English has an important part in education to the target of curriculum used now to support quality education in this country, although important but average many studentsstill find it difficult to learn English material they are consider English as the style language. In Indonesia, English is a foreign language that is taught in the school. English is also one of obligatory subjects that must be followed by students in the school. English as a foreign language in teaching process is not easy for the student in Indonesia. It is very different when they learn Indonesia language, because in English language

structure, pronunciations, and vocabulary different from Indonesia language.

In English learning process writing is one important skill besides speaking, reading and listening skill. However, in the reality, when asked to write a text the students often face many difficulties. In writing, vocabulary and grammar become an important basic in learning foreign language one of component in English learning. Vocabulary and grammar are one of needed elements to make good structure in writing. Writing becomes interesting activity when the teacher knows how to teach it. One of important point is that the teacher can be an inspiration about their writing and becomes good supporter in writing learning process. Actually writing is a tool for students to express their ideas through the paper, book, and file until blog that is provided in internet facility. Sanggam Siahaan said that writing is the written productive language skill.1 It is an skill to convey information to a reader or a group of readers. It is realized by writer's ability to apply the rules of the language she or he is writing to transfer the information she or he has in her or his mind to her or his readers. It means that writing is someone who write information or giving inforamation to the other people or readers.

On the other hand, thereare many kind of writing that sould be masterd especially in descriptive text. Descriptive tex is a text that describe particular place, thing or person. The use of present tense and adjective clause in writing descriptive text is needed when the students

strat to write the text. Because present tense and adjective clause are one of the genereric structure that should be understant by the students.

The usefull of technologies which can be an interactive media in teaching and learning process is internet. The use of internet for reseaching and gathering information is enriching in many language taeching and learning situations, and most of the sites in English are more accessible that ever before. These kinds of resources are intended to help lannguage teachers to be able to use themas various kinds of media in farious language teaching contexts. Futhermore internet is no longer only a place to look for information, it is rapidly a place to expand, communicate, build network, publish, play and collaborate. Clearly, the influence of technology in education manifested in the shift toward adopting the forms of course delivery which conceptualizes learners as knowledge creators, rather than as passive recipient. One of the kinds of web that always students opened is blog Moreover, Blog is basically a journal that is available on the web. The activity of updating a blog is "blogging" and someone who keeps a blog is "blogger". According to the Zhang, state that a weblogs or blog is a web-based space for writing where all the writing and editing of information is managed through a web browser and is immediately and publicly available on the internet.2blogs can add value to a lesson, it is also can be effectively integrated into the "broader profesional context" which includes an understanding of learner needs, the educational setting, available resources, syllabus, and teching learning

goal. It means that blog is one of the technology that can be used for every

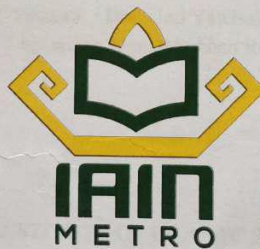people, they can write and also publish in the internet.

AN UNDERGRADUATE THESIS

INCREASING READING COMPREHENSION SKILL THROUGH CONCEPT-ORIENTED READING INSTRUCTION (CORI) APPROACH AT THE EIGHT GRADERS OF MTs. MA'ARIF 02 KOTAGAJAH CENTRAL LAMPUNG

By :

ARIFIN WIDIANTO
STUDENT.ID : 1291377

Tarbiyah Faculty
English Education Program

STATE ISLAMIC INSTITUTE OF METRO
1438 H/2017 M

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a primary communication tool through which learners explore and come to understand ideas. It means that a language is an instrument that can be used by people to present the ideas, something in the mind, show the feeling, and communicate with other people. In this globalization era, English is widely used in economic, politic, science, and technology. Because of those reasons, the government of Indonesia chooses English as the first foreign language that is taught to the students from junior high school until university, and at elementary school it is taught as a local content choice.

In the recent years the Competency-based Curriculum has developed in School Level-based Curriculum in Indonesia. In the curriculum, the students that have graduated from Junior High School (SMP) are expected to master the four skills of language. Therefore, English in Junior High School is aimed at developing the four skills in order that the students can communicate in English language on the certain literary.

There are some skills that should be learnt and practiced namely listening, speaking, reading, and writing. Some students cannot master each skill. Among those for basic skill, reading is the most important language skill to be developed and give a particular stress in the classroom, because reading helps

In fact, there are some kinds of reading strategy. However, they do not choose and use one of the effective strategies in reading. In fact, some students with reading comprehension interpret word by word which inefficient in reading comprehension.

To know the students' ability in reading, the writer held the data of pre survey on January 14th, 2016 at the eighth grade students of MTs. MA'ARIF 02 Kotagajah in the Academic Year of 2016/2017. And there is the result which shows on the precentage as follows:

Table 1
The Pre-Survey Data of Reading Comprehension
Of the Eighth Grade Students of MTs. MA'ARIF 02 Kota Gajah

No	Score	Interpretation	Frequency	Percentage
1	90-100	Excelent	0	0%
2	75-89	Good	4	10,52%
3	60-74	Fair	9	23,68%
4	0-59	Poor	25	65,78%
	Total		38	100%

Based on the data above, many students failed in reading test. Its means that they do not have good readings' comprehension of the text. Many students say that they do not have many vocabularies to get understanding and they have low motivation in learning process, they have difficulties to identify main idea and specific information, they have difficulties to retell the text to the others, they havent read a text effectively. So that the teacher have to get many strategies in learning process.

Actually, there are many approach and strategies that used in reading to get more what they have read because, sometime the students can read the text

AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING GRAMMAR TRANSLATION METHOD TOWARD STUDENTS' READING SKILL OF THE EIGHTH GRADE STUDENTS AT MTS ROUDLOTUL ULUM MA'ARIF 13 SEPUTIH SURABAYA LAMPUNG TENGAH

BY :

UMI KHOLASHOH
Student Number : 0537487

Tarbiyah Department
English Education Program

STATE ISLAMIC COLLEGE (STAIN) OF JURAI SIWO METRO
1431 H / 2010

CHAPTER I

INTRODUCTION

A. The Background of the Study

Approach, method, and technique are three terms which are often overlapped in language teaching. Method is the plan of language teaching which is consistent with the theories and techniques carry out a method. Method is procedure and techniques are implementation.[1] Method is very important in language teaching, because method is a way to apply in teaching learning process of convey to the material.

According to Diane Larsen, method in language teaching divided many methods. The writer chooses only one of methods is Grammar Translation Method. Grammar Translation method is a traditional technique of foreign language teaching based on explicit instruction in the grammatical analysis of the target language and translation of sentences from the native language and vice versa.[2] In addition, Diane Larsen Freeman explains that the grammar translation method was is for the purpose of helping students read and appreciate foreign language.[3] The researcher takes two techniques. The technique is reading comprehension question and antonym/synonyms.

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[1] Bambang Setiyadi, *Teaching English as Foreign Language*, (Graha Ilmu, Yogyakarta, 2006), p. 3

[2] http.www.portal site.com.id, *Definition Grammar Translation Method*, (Oct 06, 2009)

[3] Diane Larsen Freeman, *Techniques and Principles in Language Teaching*, (England : Oxford University Press, 1986), p. 4

AN UNDERGRADUATE THESIS

A COMPARATIVE STUDY
BETWEEN GROUP AND INDIVIDUAL WORK TECHNIQUES
OF THE STUDENTS' SIMPLE PAST TENSE MASTERY
AT THE TENTH GRADE OF SMA N 2 SEKAMPUNG

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Mastering English language has become an essential requirement in facing the tight competition in this boundless word. No one can avoid meeting this requirement. Those who can not meet this requirement are doubt to be able to survive in the competition.

English as a foreign language in Indonesia is very important to be mastered by all of the people who want to be the winners in putting English as a compulsory subject which is taught from elementary school to university level. This policy has been taken by our government as one of the efforts to prepare the students since the early age in the tight competition. However, this effort will be useless if it is not supported by the teacher. The teacher should teach the students to be able to communicate with other people through both spoken and written English.

The aim of teaching English in Indonesia is that the students are able to use English in understanding written and spoken English language in order to achieve the aim of English curriculum, the teacher has to concern with four skills and three components. The 4 skills are listening, speaking, reading, and writing, while the three components are vocabulary, grammar and pronunciation. The teacher

teaching English is not only for adjusting the material with the situation but also for avoiding the students' boredom.

In fact, the students' boredom is very dangerous since it will cause the students' motivation become lower and the students will get difficulty to receive the material. Anna said that "Motivation affects how hard students are willing to work on a task, how much they will persevere when they are challenged, and how much satisfaction they feel when they accomplish a learning task".[3] So, the teacher needs some techniques in teaching learning process to motivate the students in mastering simple past tense. H Douglas Brown explains that "Every technique in our language classroom can be subjected to an intrinsic motivation to determine the extent to which they adhere to this powerful principle" .[4]

In this research the researcher uses two techniques. One of the techniques is group work and the other technique is individual work. Therefore the researcher conducted this research by having a comparative study between two techniques that can be used in motivating the students in mastering English, especially in simple past tense.

B. The Identification of The Problem

Based on the issuer described in the background above, the researcher formulates the problem as follow:

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[3] Anna Uhl Chamot, *The Learning Strategies*,Longman,h.176
[4] H. Douglas Brown, *Op. Cit*, p.109

UNDERGRADUATE THESIS

A CORRELATIVE STUDY BETWEEN MOTIVATION AND LISTENING COMPREHENSION ABILITY AMONG THE ELEVENTH GRADE STUDENTS OF SMA N 1 SEPUTIH SURABAYA LAMPUNG TENGAH

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CHAPTER I

INTRODUCTION

A. Background of The Study

English is one of the compulsory lessons in formal education including elementary school, junior high school, and senior high school up to higher education. However, only some students who will be successful in the language learning process. It is because they do not have good language skills so that it is difficult for them to master the language.

The four language skills that must be mastered by all language learners are listening, speaking, reading, and writing. Listening is one of the important skills which are taught in schools to increase other language skill. Neville found that they performed very consistently in cloze test of reading and listening comprehension. At ages 8, 11, and 13 their scores were highly correlated: good listeners were usually good readers and poor listeners were generally poor reader[1]. Besides, Anne Anderson states that effective speaking depend on successful listening for second language.[2] Base on quotations above, it can be inferred that listening has an important role to increase other skills.

The importance of listening in language learning can hardly be overestimated. Through reception, we internalize linguistic information

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[1] Neville in Anne Anderson and Tony Lynch, *Listening: A Scheme for Teacher Education*, Oxford University Press, Hongkong. 1988. p.18

[2] *Ibid*, p. 16

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without which we could not produce language. In classrooms, students always do more listening than speaking. [3]

One of the purposes in mastering listening skill is to improve the communication skill. Language learners usually train their listening skills in order to be able to communicate in oral communication. They usually use the tape recorders or language laboratories to train their skills [4].

Listening is more difficult than other skills, because it is the activity of hearing pay attention and needs strategy or technique specific in learning process. Besides, listening is not only hearing the sound by tape recorder or equipment of language laboratory but listening is the process of hearing, understanding, evaluating and responding to the message. Therefore, in order to success in listening learners need high concentration in the process of hearing, understanding, evaluating, and responding to message. In doing that, we must often hear the second language by training continuously.

According to Donn Byrne, There are some materials which can be use in classroom listening. The first, Stories, anecdotes, jokes, talks, commentaries (i.e. with one speaker only). The second, Conversations, discussions, plays (i.e. with more than one speaker). The third, songs (both traditional and pop). The fourth, videos and films. [5]

Motivation is an important factor that affects a language learning process. It can affect the students to achieve high achieve high achievements. Some studies indicate that motivation plays important parts in language learning.

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[3] H. Douglas Brown, *Teaching by Principles. An Interactive Approach to Language Pedagogy*, Wesley Logman, Inc, San Francisco State University, 2001. p. 247

[4] G. Capp , *Basic Oral Comunication Cliffs*, Prentice Hall inc, New Jersey, 1981. p. 61

[5] D. Byrne, *Teaching Oral English. Longman Handbooks for Language Teachers*, Longman, New York, 1986. p. 16

Language learning is affected by personal and general factors. In personal factors, a highly idiosyncratic features of individual's approach to second language learning. The general factors are variables that characterize of all learners. Then, the general factors can be furthers divided into those that are not modifiable such as attitude. Further, the general factor consists of age, attitude, cognitive style, motivation and personality"[6].

The present study tries to look at the matter from a different point of view. Among the factors, which influence the teaching and learning process is motivation. Brown states that a leaner will be successful with the proper motivation. Such claims are of course not erroneous for countless studies and experiments as human leaning have shown that motivation is a key to learning.[7] Therefore, the student have a good motivation, they will have a good achievement in learning of language especially in listening comprehension ability. It can be assumed that there is a significant correlation between motivation and listening comprehension ability.

In fact, there are some students of SMA N 1 Seputih Surabaya value that their motivation still low, so listening ability include low too.

Table 1.
Data of Pre-Survey at SMA N 1 Seputih Surabaya Lampung
Tengah in the Academic Year of 2009/2010

No	Name	Motivation Category	Scores of Listening Test
1	ALF	Fair	50
2	DE	Fair	50
3	EK	Low	30
4	EV	Low	42
5	LN	Low	48
6	GGH	Low	50
7	NK	Low	40
8	PJ	Low	40

[6] R. Ellis, *Understanding Second Language Acquisition.*, Oxford University Press, London, 1985. p. 1520.
[7] H. Douglas Brown, *Principle of Language Learning or Teaching* , Prentice Hall inc, New Jersey, 1980, p. 1520

AN UNDERGRADUATE THESIS

**INCREASING THE STUDENTS' ENGLISH VOCABULARY MASTERY
THROUGH DIRECT METHOD AT THE ELEMENTARY SCHOOL
IN THE ACADEMIC YEAR 2009/2010
(Classroom Action Research)**

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CHAPTER I

INTRODUCTION

A. Background Of The Study

English is important for Indonesian in order to face the development of the world. It has also been a compulsory subject to Indonesian learners from Elementary School up to university. English is also taught to Elementary School students as a local content. This statement is supported by Kasihani who states that "English lesson can be taught formally in Elementary School as a lesson of local content".[1] In information and globalization era, government realizes that English is very important and human resource should be able to communicate in English. The student should have four language skills such as; listening, speaking, reading and writing. There are also language components; vocabulary, spelling and structure.

One of the objectives of teaching English in Elementary school is the students should master a number of vocabularies to support the language skills which are being learned. Paul Davies states that "Vocabulary is often more important than grammar."[2] It is frustrating for intermediate learners when they cannot communicate effectively because they do not know many of the words

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[1] Kasihani K.E Suyanto, *English for Young Learners*. Bumi Aksara: 2007, P.1.
[2] Paul Davies and Erick Pearse, *Success in English Teaching*, Oxford University Press, 2000, p.59.

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they need. Unfortunately, vocabulary is neglected in some English language courses. This is a pity because working with words can be enjoyable and satisfying for learners. Having a sufficient amount of vocabularies, the learners can use them in sentences. With several sentences the learners can improve their language skills. So learning a language can't be separated from learning vocabulary. It might be impossible to learn a language without vocabulary. Finocchiaro adds that "Vocabulary should always be taught in normal speech utterances"[3]

The quality of one's language depends upon the quality and quantity of his or her knowledge of vocabulary. If the learner has a lot of vocabularies he or she will be more successful in learning language. The students are hoped to master 500 words after finishing their study at Elementary School. This statement is supported by Kasihani who states that "English vocabulary should be learned by students Elementary School is 500 words".[4] If they master a large amount of vocabulary, they will be successful in learning English.

Realizing the demand that the students are hoped to master many vocabularies after finishing their study at Elementary school, the writer should help the students to overcome the problem or to minimize the problem. Dealing with this case the writer is interested in finding out an effective way in teaching English, especially in developing students' vocabulary through Direct Method.

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[3] Mary Finocchiaro, *English as a Second Language From Theory To Practice*, Regents Publishing Company,Inc, 1974,p.73.
[4] Kasihani K.E Suyanto, *Op Cit.* p. 43

AN UNDERGRADUATE THESIS

THE INFLUENCE BETWEEN STUDENTS' VOCABULARY PERFORMANCE ON THEIR READING ABILITY AT SMK 2 GANESA SEKAMPUNG

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CHAPTER I
INTRODUCTION

A. Background of the Study

The function and the role of language is an important element in communication, so that English become familiar as the international language and also uses in formal education. Almost all the countries in this world use and learn English as the main language in communication. Now, people learn English when they start to attend to pre-elementary school.

In Indonesian English is taught at school from elementary school, junior high school and senior high school to university as a foreign language. So English become important in today's era as a means of transferring science, technology, art, culture, and also to maintain good relationship with others countries.

The purpose of teaching English as foreign language is to enable the students' to use the language in communication in oral and writing, speaking, listening, reading and are include in English teaching and learning. While the components of language or subject matters of language are a stock of words and expressions and the rules that govern the syntax of its patterns, that is vocabulary and grammar.

Teaching English is to facilities the students' with the ability of communication to absorb language with speakers of the language both in written and spoken from through that language activities. Vocabulary performance with

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good medium and techniques can help the students' have good speaking, reading, and writing ability. The students' that have enough vocabulary can't understand the meaning of words so that a text and to read easily, but the students' should know the structure, pronunciation, and vocabulary. Vocabulary is one of the language components especially in English. Learning vocabulary is an important role in building other aspect that the learners only memorize an amount of words but also their meaning and how they are implemented and use language. However, some students' who want to read well have the low vocabulary mastery. We know that read can improve new vocabulary and knowledge in understanding text.

Actually, we can see that English still one of the difficult subjects at Junior High School up to university. In SMK 2 Ganesa Sekampung, the writer that found most of the eleventh graders of SMK 2 Ganesa Sekampung have difficulties in learning English. Because it is used only when they are in the class and they are not supported by their surrounding to use English. It makes some students often are feel hard to vocabulary performance activity, because they do not only have the poor vocabulary performance but also they have the poor reading ability. The other problem that appears in enlarging is that the teacher rarely uses it in explaining the lessons.

Vocabulary is very important in learning language, because without vocabulary, it is impossible to learn language. And vocabulary performance may help learning skill activity run well and serve students' learning skill when it is

The Instrument Blueprint

Observation Sheet

The most dominant types of stance markers found in students undergraduate thesis of English department

of IAIN Metro

No	Data	Stance Markers		Remarks	Sentence Examples	Sources
		Types	Stance Markers			
1.	OH (2017)	a.Epistemic stance markers	According to	✔	According to Sylvan Barnet, writing is a way of getting and developing ideas.	Zhang (2015) Biber (1999)
2.	VO (2017)		Actually	✔	Actually, there are four skills in English that must be mastered by students namely listening, speaking, reading and writing. Actually, the teacher uses the different technique for the different subject.	

			In fact	✔	In fact, there are several kinds of technique in teaching writing.	
3.	HU(2017)		Actually	✔	Actually writing is a tool for students to express their ideas through the paper, book, and file until blog that is provided in internet facility.	
			According to	✔	According to the Zhang, state that a weblogs or blog is a web-based space for writing where all the writing and editing of information is managed through a web browser and is immediately and publicly available on the internet	
4.	AW(2017)		In Fact	✔	In fact, there are some kinds of reading strategy In fact, some students with	

					reading comprehension interpret word by word which inefficient in reading comprehension.	
			Actually	✔	Actually, there are many approach and strategies that used in reading to get more what they have read because sometimes the student's can read the text but they do not know what they have read	
5.	JS(2010)		According to	✔	According to Donn Byrne, there are some materials which can be use in classroom listening.	
			In fact	✔	In fact, there are some students of SMAN 1 seputih surabaya values that their motivation still low, so listening ability include low too.	

6.	NED(2010)		Actually	✔	Actually, we can see that english still one of the difficult subjects at junior high school up to university.
7.	SM(2010)		In fact	✔	In fact, the students boredom is very dangerous since it will cause the students motivation become lower and the students will get difficulty to receive the material.
8.	UK(2010)		According to	✔	According to diane larsen, method in language teaching divided many methods.
9.	AQS(2017)	b.attitude stance markers	Hopefully	✔	Hopefully, this media is expected can help the students more understand and interest in writing

					a descriptive text.	
10.	RA(2010)		Unfortunately	✔	Unfortunately, vocabulary is neglected in some English language courses.	

The Instrument Blueprint

Observation Sheet

the Common Errors in the Use of Stance Markers Found in Students Undergraduate Thesis of English Department

of IAIN Metro

No	Data	Stance markers	Sentences Example	Appropriate/ Inappropriate	Appropriate Sentences	Sources
1.	OH (2017)	Epistemic stance marker	According to Sylvan Barnet, writing is a way of getting and developing ideas.	**Apprropriate**		Zhang (2015) Biber (1999)
2.	VO (2017)	Epistemic stance marker	Actually, there are four skills in English that must be mastered by students namely listening, speaking, reading and writing.	**Inapprropriate**	There are *actually* four skills in English that must be mastered by students namely listening, speaking, reading and writing.	
			Actually, the teacher uses the different technique for	**Inapprropriate**	The teacher *actually* uses the different technique for	

			the different subject.		the different subject.	
			In fact, there are several kinds of technique in teaching writing.	**Apprropriate**		
3.	AQS(2017)	Attitude stance marker	Hopefully, this media is expected can help the students more understand and interest in writing a descriptive text.	**Appropriate**		
4.	HU(2017)	Epistemic stance marker	Actually writing is a tool for students to express their ideas through the paper, book, and file until blog that is provided in internet	**Inappropriate**	Writing is *actually* a tool for students to express their ideas through the paper, book, and file until blog that is provided in internet facility.	

			facility.			
			According to the Zhang, state that a weblogs or blog is a web-based space for writing where all the writing and editing of information is managed through a web browser and is immediately and publicly available on the internet	**Appropriate**		
5.	AW(20 17)	Epistemic stance marker	In fact, there are some kinds of reading strategy	**Appropriate**		
			In fact, some students with reading comprehensi on interpret word by	**Appropriate**		

			word which inefficient in reading comprehension.			
			Actually, there are many approach and strategies that used in reading to get more what they have read because sometimes the student's can read the text but they do not know what they have read	**Inappropriate**	There are *actually* many approach and strategies that used in reading to get more what they have read because sometimes the student's can read the text but they do not know what they have read.	
6.	JS(2010)	Epistemic stance marker	According to Donn Byrne, there are some materials which can be use in classroom listening.	**Appropriate**		

			In fact, there are some students of SMAN 1 seputih surabaya values that their motivation still low, so listening ability include low too.	**Appropriate**	
7.	NED(2010)	Epistemic stance marker	Actually, we can see that english still one of the difficult subjects at junior high school up to university.	**Inappropriate**	We *actually* can see that English still one of the difficult subjects at junior high school up to university.
8.	SM(2010)	Epistemic stance marker	In fact, the students boredom is very dangerous since it will cause the students motivation become lower and the students will get difficulty to receive the	**Appropriate**	

			material.		
9.	RA(2010)	Attitude stance marker	Unfortunately, vocabulary is neglected in some English language courses.	**Appropriate**	
10.	UK(2010)	Epistemic stance marker	According to diane larsen, method in language teaching divided many methods.	**Appropriate**	

CURRICULUM VITAE

The name of a researcher is Lanjar Sari. She was born in Gunung Sugih on June 24th, 1998. She is the first child of happy couple Mr. Jumino and Mrs. Printis. She has graduated from Elementary school (SD N 1 Gunung Sari) on 2010. And then she continued her study in Junior High School (SMPN 1 Gunung Sugih) and graduated on 2013. After graduated from Junior High School, she continued to Senior high school (SMAN 1 Gunung Sugih) and graduated on 2016. And on 2016 she continued her study as a student of S-1 English Education Department of State Institute for Islamic Studies Metro (IAIN Metro).