

**AN UNDERGRADUATE THESIS**

**AN ANALYSIS OF INDONESIAN WORD ORDER INTERFERENCE  
IN EXPOSITION TEXT WRITING OF THE ELEVENTH GRADERS  
AT SMA NEGERI 1 SEPUTIH RAMAN CENTRAL LAMPUNG**

**By:**

**ASTUTI**

**Student Number: 1601070069**



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

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1442 H / 2020 M**

**AN UNDERGRADUATE THESIS**

**AN ANALYSIS OF INDONESIAN WORD ORDER INTERFERENCE  
IN EXPOSITION TEXT WRITING OF THE ELEVENTH GRADERS  
AT SMA NEGERI 1 SEPUTIH RAMAN CENTRAL LAMPUNG**

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

By:

ASTUTI

Student Number: 1601070069

Tarbiyah and Teachers Training Faculty  
English Education Department

Sponsor : Ahmad Subhan Roza, M.Pd.  
Co-Sponsor : Eka Yuniasih, M.Pd.

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1442 H / 2020 M**



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

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id); E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**APPROVAL PAGE**

Title : AN ANALYSIS OF INDONESIAN WORD ORDER  
INTERFERENCE IN EXPOSITION TEXT WRITING AMONG  
THE ELEVENTH GRADERS OF SMA NEGERI 1 SEPUTIH  
RAMAN CENTRAL LAMPUNG

Name : Astuti

Students Number : 1601070069

Department : English Education

Faculty : Tarbiyah and Teacher Training

**APPROVED BY:**

To be examined in *munaqosah* in Tarbiyah Faculty and Teachers Training of State  
Institute of Islamic Studies (IAIN) of Metro.

Sponsor

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

Metro, 8 December 2020

Co-Sponsor,

**Eka Yuniasih, M.Pd**  
NIDN. 0210078702



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

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**NOTIFICATION LETTER**

Number :  
Appendix : -  
Matter : **In order to hold the munaqosah of Astuti**

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

*Assalamu'alaikum, Wr. Wb*

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

Name : Astuti  
Students Number : 1601070069  
Faculty : Tarbiyah and Teacher Training Faculty  
Department : English Education  
Title : AN ANALYSIS OF INDONESIAN WORD ORDER  
INTERFERENCE IN EXPOSITION TEXT WRITING AMONG  
THE ELEVENTH GRADERS OF SMA NEGERI 1 SEPUTIH  
RAMAN CENTRAL LAMPUNG

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

*Wassalmu'alaikum Wr. Wb*

Sponsor,

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

Metro, 8 December 2020

Co-Sponsor,

**Eka Yuniasih, M.Pd**  
NIDN. 0210078702

The Head of English Education Department

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



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

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id); E-mail: [lainmetro@metrouniv.ac.id](mailto:lainmetro@metrouniv.ac.id)

**NOTA DINAS**

Nomor :  
Lampiran : -  
Perihal : **Pengajuan Munasabah**

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

*Assalamualaikum Wr. Wb.*

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

Nama : Astuti  
NPM : 1601070069  
Jurusan : Tadris Bahasa Inggris (TBI)  
Fakultas : Tarbiyah dan Ilmu Keguruan (FTIK)  
Judul Skripsi : AN ANALYSIS OF INDONESIAN WORD ORDER  
INTERFERENCE IN EXPOSITION TEXT WRITING AMONG  
THE ELEVENTH GRADERS OF SMA NEGERI 1 SEPUTIH  
RAMAN CENTRAL LAMPUNG

Sudah kami setuju dan dapat dimunafasahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

*Wassalmu'alaikum Wr. Wb*

Pembimbing I

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

Metro, 8 Desember 2020

Pembimbing II

**Eka Yuniasih, M.Pd**  
NIDN. 0210078702

The Head of English Education Department

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



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

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**RATIFICATION PAGE**

No: B-3509/11-28-1/D.../Pf-00-2/12-1/2020

The Undergraduate Thesis entitled AN ANALYSIS OF INDONESIAN WORD ORDER INTERFERENCE IN EXPOSITION TEXT WRITING OF THE ELEVENTH GRADERS AT SMA NEGERI 1 SEPUTIH RAMAN CENTRAL LAMPUNG, written by: ASTUTI, Student Number 1601070069, English Education Department, had been examined (Munaqosah) in Tarbiyah and Teacher Training Faculty on Tuesday, December 22<sup>th</sup> 2020 at 08.00–10.00 a.m.

**BOARD OF EXAMINERS**

Chair person : Ahmad Subhan Roza, M.Pd  
Examiner I : Dr. Umi Yawisah, M.Hum  
Examiner II : Eka Yuniasih, M.Pd  
Secretary : Rika Dartiara, M.Pd



The Dean of Tarbiyah and Teacher Training Faculty



**Dr. Akla, M.Pd**  
NIP: 19691008 200003 2 005

**AN ANALYSIS OF INDONESIAN WORD ORDER INTERFERENCE  
IN EXPOSITION TEXT WRITING OF THE ELEVENTH GRADERS  
AT SMA NEGERI 1 SEPUTIH RAMAN CENTRAL LAMPUNG**

**ABSTRACT**

**By:  
ASTUTI**

The purposes of this research were to know Indonesian word order interference in exposition text writing and to find the solution to overcome Indonesian word order interference in exposition text writing of the eleventh graders at SMA N 1 Seputih Raman Central Lampung. Therefore, it is expected that this research is beneficial in informing the phenomena of Indonesian word order interference in studying the writing skill.

The method of this research was qualitative research in the form of a case study carried out at SMA Negeri 1 Seputih Raman Central Lampung. The primary source of this research is the eleventh graders students' at SMA Negeri 1 Seputih Raman Central Lampung that consists of 10 students. The researcher used observation, documentation and interview in collecting the data.

The results of this research proved that the Indonesian word order interference in exposition text writing is SVC (subject + verb + complement) 50%, SVO (subject + verb + object) 37,5%, and SVA (subject + verb + adverb) 12,5%. The most dominant type of word order is SVC. Furthermore, another research result is about the solution to overcome Indonesian word order interference in exposition text writing including of establishing a system with exercises, encouraging the students to do the exercises with verbs and tenses, encouraging the students to do the exercises where nouns change their meaning according to number and gender, and encouraging the students to do the exercises with nouns having only singular form in the foreign language to which correspond plural nouns in the mother tongue and vice versa.

**Key word:** *Interference, Word Order, Writing*

**ANALISIS INTERFERENSI SUSUNAN KATA BAHASA INDONESIA  
TERHADAP TULISAN TEKS EXPOSISI SISWA KELAS SEBELAS  
SMA NEGERI 1 SEPUTIH RAMAN LAMPUNG TENGAH**

**ABSTRAK**

**Oleh:  
ASTUTI**

Tujuan penelitian ini adalah untuk mengetahui interferensi susunan kata bahasa Indonesia dalam menulis text eksposisi dan menemukan solusinya dalam mengatasi interferensi susunan kata bahasa Indonesia dalam menulis teks eksposisi pada siswa kelas sebelas SMA N 1 Seputih Raman Lampung Tengah. Oleh karena itu, penelitian ini diharapkan bermanfaat dalam menginformasikan fenomena interferensi susunan kata bahasa Indonesia dalam mempelajari keterampilan menulis.

Metode penelitian ini adalah penelitian kualitatif dalam bentuk studi kasus yang dilaksanakan di SMA Negeri 1 Seputih Raman Lampung Tengah. Sumber utama penelitian ini adalah siswa kelas XI SMA Negeri 1 Seputih Raman Lampung Tengah yang berjumlah 10 siswa. Peneliti menggunakan observasi, dokumentasi, dan wawancara dalam mengumpulkan data.

Hasil penelitian ini membuktikan bahwa interferensi susunan kata bahasa Indonesia dalam penulisan teks eksposisi adalah SVC (subject + verb + complement) 50%, SVO (subject + verb + object) 37,5%, dan SVA (subject + verb + adverb) 12,5%. Jenis susunan kata yang paling dominan adalah SVC. Selanjutnya, hasil penelitian lainnya adalah tentang solusi untuk mengatasi interferensi susunan kata bahasa Indonesia dalam penulisan teks eksposisi termasuk membangun sistem dengan latihan, mendorong siswa untuk mengerjakan latihan dengan kata kerja dan tenses, mendorong siswa untuk mengerjakan soal latihan dimana kata benda berubah maknanya sesuai dengan jumlah dan gender, dan mendorong siswa untuk melakukan latihan dengan kata benda yang hanya memiliki bentuk tunggal dalam bahasa asing yang sesuai dengan kata benda jamak dalam bahasa ibu dan sebaliknya.

**Kata kunci:** *Interferensi, Susunan Kata, Menulis*





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

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

---

**STATEMENT OF RESEARCH ORIGINALITY**

The undersigned:

Name : Astuti  
Student Number : 1601070069  
Department : English Education Department  
Faculty : Tarbiyah and Teacher Training Faculty

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

Metro, 22 December 2020  
The researcher



**Astuti**  
St.ID 1601070069



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

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

---

**ORISINALITAS PENELITIAN**

Yang bertanda tangan di bawah ini:

Nama : Astuti  
NPM : 1601070069  
Jurusan : Tadris Bahasa Inggris (TBI)  
Fakultas : Tarbiyah dan Ilmu Keguruan (FTIK)

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

Metro, 22 Desember 2020  
Yang membuat pernyataan



**Astuti**  
St.ID 1601070069

## MOTTO

وَكُلُّ صَغِيرٍ وَكَبِيرٍ مُّسْتَطَرٌّ ﴿٥٣﴾

*“And every small and great (thing) is inscribed.” (Q.S. Al-Qamar: 53)*

## **DEDICATION PAGE**

I highly dedicate this undergraduate thesis to:

1. The first is dedicated of Almighty Allah Subhanahu Wa Ta'alla, thanks God all about the precious gifts that have been given to me.
2. My beloved parents (Mr. Warsito and Mrs. Suwarni) who have sincerely done everything for their children. Who always pray and support with endless love. Thank you so much for everything. I love you so much.
3. My beloved brothers, sister, nephew, and niece. Thanks for your support, love, help, and motivation.
4. My Sponsor (Mr. Ahmad Subhan Roza, M.Pd.) and co-sponsor (Mrs.Eka Yuniasih, M.Pd.), who have guided me patiently to complete this undergraduate thesis. Thank you for guiding.
5. All my beloved friends.
6. My beloved Almamater State Institute for Islamic Studies of Metro.
7. The big family at SMA N 1 Seputih Raman, thanks for help.

## ACKNOWLEDGEMENT

Praise to Allah the Almighty and the most merciful who has given his blessings and guidance so that the writer can complete an undergraduate thesis entitled “An Analysis of Indonesian Word Order Interference in Exposition Text Writing of the Eleventh Graders at SMA Negeri 1 Seputih Raman Central Lampung”.

Considering the limitations of knowledge, got and writing ability of the writer, this undergraduate thesis is inseparable from deficiencies and is not perfect, but the writer hope that this undergraduate thesis can be useful for writer in particular and for all those who wish to use it.

The writer would like to express gratitude to the sponsor, Ahmad Subhan Roza, M.Pd. and the co-sponsor Eka Yuniasih, M.Pd. who have sincerely guide the writer to accomplish this undergraduate thesis in time.

Thanks to various parties who have helped the process of preparing this undergraduate thesis, who have provided assistance, advice and encouragement, which the writer cannot mention one by one. May the deeds of worship and encouragement and prayer given to the writer sincerely get the Grace of Allah Subhanahu Wa Ta’alla, Aamiin.

Metro, 22 December 2020  
The researcher,

**Astuti**  
1601070069

## TABLE OF CONTENTS

<b>COVER .....</b>	<b>i</b>
<b>TITLE PAGE .....</b>	<b>ii</b>
<b>APPROVAL PAGE .....</b>	<b>iii</b>
<b>NOTIFICATION LATTER .....</b>	<b>iv</b>
<b>NOTA DINAS .....</b>	<b>v</b>
<b>RATIFICATION PAGE.....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>ABSTRAK .....</b>	<b>viii</b>
<b>STATEMENT OF RESEARCH ORIGINALITY .....</b>	<b>ix</b>
<b>ORISINALITAS PENELITIAN .....</b>	<b>x</b>
<b>MOTTO .....</b>	<b>xi</b>
<b>DEDICATION PAGE .....</b>	<b>xii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>xiii</b>
<b>TABLE OF CONTENTS .....</b>	<b>xiv</b>
 <b>CHAPTER I INTRODUCTION .....</b>	 <b>1</b>
A. Background of the Study .....	1
B. Research Questions .....	6
C. Objective and Benefit of the Study .....	6
D. Prior Research .....	8
 <b>CHAPTER II REVIEW OF LITERATURE .....</b>	 <b>14</b>
A. Concept of Writing Skill .....	14
1. Nature of Writing .....	14
2. Aspect of Writing .....	15
3. Measurement of Writing .....	16
4. The Process of Writing .....	18
B. Concept of Exposition Text .....	20

1. Definition of Exposition Text .....	20
2. Generic Structure Analytical Exposition Text .....	22
3. The Example of Analytical Exposition Text .....	23
C. Concept of Interference .....	23
1. Definition of Interference .....	23
2. Types of Interference .....	25
3. The Particular Indonesian Word Order Interference in Writing .....	27
4. Solution to Minimize Problems in Writing Caused by Indonesian Word Order Interference .....	31
D. Indonesian Grammatical Interference in Writing .....	32
<b>CHAPTER III RESEARCH METHOD .....</b>	<b>34</b>
A. The Types and Characteristics of Research .....	34
B. Data Resources .....	34
C. Data Collection Technique .....	35
D. Data Analysis Technique .....	38
<b>CHAPTER IV RESULT AND DISCUSSION .....</b>	<b>42</b>
A. Description of Research Setting .....	42
1. Profile at SMA Negeri 1 Seputih Raman .....	42
2. Description of the Research Result .....	48
B. Discussion .....	61
1. The Indonesian word order interference in exposition text writing of the eleventh graders at SMA N 1 Seputih Raman Central Lampung .....	63
2. The solution to overcome Indonesian word order interference in exposition text writing .....	65

<b>CHAPTER V CONCLUSION AND SUGGETION .....</b>	<b>65</b>
A. Conclusion .....	65
B. Suggestions .....	66
<b>BIBLIOGRAPHIES</b>	
<b>APPENDICES</b>	
<b>CURRICULUM VITAE</b>	



## **LIST OF TABLES**

1.	Table 1.1 The Data of Pre-Survey Result .....	3
2.	Table 1.2 The Categorization of Pre-Survey Result Writing Skill .....	4
3.	Table 2.1 The Measurement Rubric of Writing Score .....	16
4.	Table 4.1 The Condition of Teachers and Official Employers .....	43
5.	Table 4.2 The Total of Classroom .....	46
6.	Table 4.3 The Percentage of Indonesian Word Order Interference .....	63

## LIST OF FIGURES

1. Figure 3.1 Components of Data Analysis: Interactive Model .....	39
2. Figure 4.1 The Students Quantity at SMA Negeri 1 Seputih Raman in the Academic Year of 2020/2021 .....	45
3. Figure 4.2 The Location Sketch at SMA Negeri 1 Seputih Raman in the Academic Year of 2020/2021 .....	47
4. Figure 4.3 The Percentage of Indonesian Word Order Interference .....	63

## **LIST OF APPENDICES**

1. Appendix 1. The Blue Print of Observation Sheet
2. Appendix 2. The Blue Print of Interview Sheet
3. Appendix 3. Documentation of Research
4. Appendix Silabus Pembelajaran
5. Appendix Observation Sheet
6. Appendix Interview Sheet
7. Izin Pra-Survey
8. Balasan Izin Pra-Survey
9. Kartu Konsultasi Bimbingan Proposal
10. Nota Dinas Permohonan Seminar Proposal
11. Notification Letter Seminar Proposal
12. Persetujuan Seminar Proposal
13. Ratification Page Seminar Proposal
14. Bimbingan Skripsi
15. Izin Research
16. Surat Tugas
17. Balasan Izin Research
18. Surat Keterangan Bebas Jurusan
19. Surat Keterangan Bebas Pustaka
20. Kartu Konsultasi Bimbingan APD
21. Kartu Konsultasi Bimbingan Skripsi
22. Surat Keterangan Uji Turnitin

## **CHAPTER I**

### **INTRODUCTION**

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

English is an international language that has an important role in various aspects of human life. English is a language used as a medium of communication and as the first international language used to interact with other people throughout the world. English mastery provides significant benefits in the communication process both through writing and oral. The benefit of English mastery is to be able to socialize with the wider community. In Indonesia, English is a foreign language, so teaching English plays an important role in both formal and informal institutions. Teaching English includes four language skills including of listening, speaking, reading, and writing.

Moreover, as one of the English language skills, writing is one of the important language skills used not only in the school or at work, but also in social life or personal life. Writing is an activity of exploring thoughts and feelings about a subject, choosing the things to be written, determining how to write them so the reader can understand them easily and clearly. Writing is also called the term composing, a whole series of activities for someone to express ideas and convey them through written language to the reading community to be understood. Therefore, writing can be said as a person's activities in expressing ideas through writing.

In addition, mastery of writing skill has tremendous benefits. By writing, people are trained to arrange our thoughts and arguments in a coherent, systematic and logical manner. In addition, writing activities can be a means to be able to find something, in the sense that it can raise ideas and information that is in our subconscious. Even by writing people can practice the ability to organize and also clarify various concepts or ideas that we have.

However, writing skill is not easy to master in a short time. There are many problems got by students in the process of writing an English text. These writing problems are caused by the low contribution of linguistic and non linguistic aspects. Various writing problems caused by the low support of linguistic aspects include limited English vocabulary, low grammar mastery, inability to develop writing ideas into good writing, and inability to apply the concept of writing mechanism. While the forms of writing problems caused by the low contribution of non-linguistic aspects include inaccurate selection of instructional materials, incompatibility of teaching techniques, low environmental support, low motivation to write, and lack of interest in writing in English.

In line with writing problems, the researcher had also conducted a pre survey to find out the writing problems of students SMA N 1 Seputih Raman Central Lampung of the Eleventh Graders in writing. Pre survey was conducted on April 23, 2020 in SMA N 1 Seputih Raman Central Lampung. The pre survey results are illustrated in the following table:

**Table 1.1**  
**Data of Pre-Survey Result**  
**Writing Skill of the Eleventh Graders**  
**at SMA N 1 Seputih Raman**

No	Student's Name	Grade	Criteria
1.	AVS	50	Incomplete
2.	DDS	65	Incomplete
3.	IKADS	65	Incomplete
4.	IPAWD	50	Incomplete
5.	MS	60	Incomplete
6.	NGAPRR	80	Complete
7.	NKAD	65	Incomplete
8.	NKLU	75	Complete
9.	NKS	60	Incomplete
10.	NMRA	75	Complete
11.	NMWW	70	Incomplete
12.	NNMA	50	Incomplete
13.	NNMD	75	Complete
14.	NWD	50	Incomplete
15.	SY	50	Incomplete

(Source: The Students' Grade of Writing Skill Got from the English Teacher at  
SMA N 1 Seputih Raman Central Lampung)

The result of pre-survey that contain writing problems for eleventh grade students at SMA N 1 Seputih Raman Central Lampung are categorized into two criteria, complete and incomplete based on Minimum Mastery Criteria (75) English subjects in the school. The results of the pre-survey data categorization are shown in the following table:

**Table 1.2**

**The Categorization of Pre-Survey Result  
Writing Skill of the Eleventh Graders  
at SMA N 1 Seputih Raman Central Lampung**

No	Grade	Frequency	Percentage	Criteria
1.	$\geq 75$	4 students	27 %	Complete
2.	$< 75$	11 students	73 %	Incomplete
Total of the students (n) = 15 students				

Based on pre-survey data, it is known that the percentage of students whose writing ability is more than MMC is 27%. While the percentage of students whose writing ability is less than MMC is 73%. It means that the percentage of students who achieve MMC is smaller than the percentage of students who are less than MMC. Therefore it can be concluded that the second semester students of SMA N. 1 Seputih Raman Central Lampung have limited writing skills.

In line with the writing problems above, it is proven that students of the eleventh graders at SMA N 1 Seputih Raman Central Lampung have difficulty in writing English text due to the limited English vocabulary they have. In addition, the inability to master grammar is also an obstacle that affects the quality of students writing. Student's problem in writing is also caused by student inability to apply the concept of writing mechanism. Students also got difficulty in developing written ideas. Students' writing problems are also caused by low writing motivation and low writing habits.

Related to this issue, it is very important that there are efforts to examine the language components associated with writing. One of the influential

language components in writing quality is sociolinguistics. One of the sociolinguistic content that influences writing is interference. The term interference is influence of a language on another language in bilingual speech. Interference phenomenon is a result of familiarity with more than one language which is a deviation from the norms of one language that occurs in bilingual speech. The habit of pronunciations a language in another language that causes errors in grammar, vocabulary, and pronunciation is called interference.

In addition, grammatical interference is a negative structure transfer from L1 to L2. One of the cases is Indonesian interferes English which causes errors in grammar. Grammatical interference analysis helps teachers to be more aware and know of the students' learning process, because it can be considered as a means to improve the students' accuracy, especially in writing.

Based on all the description above, the efforts to examine grammatical interference in writing are very important to do. In this case, the researcher conducted qualitative research to analyze the use of word order interference in writing. Therefore, the researcher constructs an undergraduate thesis entitled: "An Analysis of Indonesian Word Order Interference in Exposition Text Writing of the Eleventh Graders at SMA Negeri 1 Seputih Raman Central Lampung."



## **B. Research Questions**

The writer had formulated two research questions, as follows:

1. How is the Indonesian word order interference in exposition text writing of the eleventh graders at SMA N 1 Seputih Raman Central Lampung?
2. How to overcome Indonesian word order interference in exposition text writing of the eleventh graders at SMA N 1 Seputih Raman Central Lampung?

## **C. Objective and Benefits of the Study**

1. Objective of the study
  - a. To know Indonesian word order interference in exposition text writing of the eleventh graders at SMA N 1 Seputih Raman Central Lampung.
  - b. To find the solution to overcome Indonesian word order interference in exposition text writing of the eleventh graders at SMA N 1 Seputih Raman Central Lampung.
2. Benefits of the study

This research is expected to provide benefits for researchers, students, teachers and subsequent researchers.

- a. For the students

This research is expected to be beneficial for students, especially in providing meaningful information in the factors of students' writing difficulties caused by Indonesian word order interference, and the solution to overcome the students' difficulties

caused by Indonesian word order interference. After learning about interference problems in writing, students are expected to realize and make various efforts to improve the quality of their writing. Therefore, this research is very useful for students as an effort to diagnose their problems in writing an English text.

b. For the teacher

This research is expected to provide benefits to teachers in the form of information about the use of interference in students writing. This study provides a clear picture and proof of the evidence of the phenomenon of inaccuracy in the use of interference in student writing. By knowing this, the teacher can emphasize teaching interference in the learning process of writing.

c. For the other researchers

This research is expected to be useful for the other researchers who conduct research on the same topic, namely interference analysis in writing. This research provides clear information to the next researcher regarding the interference analysis procedure in writing related to the research objectives, research procedures and how to retrieve data. Therefore, this study can be a reference for the other researchers.

#### D. Prior Research

This research was conducted based on the consideration some prior researchers. The first prior research had been conducted by Yandres Answo Djedelbert Lao entitled of “First Language Interferences into English Writing Skill of the Twelfth Grade Students of SMA Negeri 1 Kupang in Academic Year 2017/2018”.<sup>1</sup> The purposes of the first prior research are figuring aspects of first language (L1) interferences and the affecting factors of L1 interference into English writing skill. The research method used in that research is qualitative. Subject of that research is students of SMA Negeri 1 Kupang. Result of the prior research is that there are phonology, morphology, syntax and semantics at the level of L1 disorders found in students’ English writing. In addition, the teaching and learning process of students in the classroom, mental processes, students’ L1, and the low frequency of English use are the causes of L1 disorders.

This research has similarities and differences with the first prior research. The similarity of both research lies in the similarity of the variables examined, namely interference research in writing. Another similarity lies in the research method equation which is the same as using qualitative research. While the difference of both research lies in the difference in research subjects. This research examined the use of interference in writing of the eleventh graders at SMA N 1 Seputih Raman Central Lampung. While the

---

<sup>1</sup> Yandres Answo Djedelbert Lao, “First Language Interferences Into English Writing Skill of the XII<sup>th</sup> Grade Students Of Sma Negeri 1 Kupang In Academic Year 2017/2018,” *Djedelbert: International Journal of Research – Granthaalayah* 5, no.12 (2017): 33.

first prior research examined the use of interference in writing skill of the twelfth grade students' of SMA Negeri 1 Kupang in academic year 2017/2018.

In addition, the second prior research had been conducted by Maya Irmalia entitled of "Indonesian Interference in Students' Writing".<sup>2</sup> The purpose of the second prior research are to investigate the most common Indonesian grammatical interference found in English writing tasks done by students from 3 senior high schools in Sigli; and the factors that caused these senior high school students in Sigli to have Indonesian grammatical interference. The research method used in that research is qualitative. Subjects of that research are 86 first graders and three English teachers from three senior high schools; 29 students from SMAN Unggul Sigli, 27 students from SMAN 1 Sigli, and 30 students from MAN 1 Sigli plus 1 English teacher from each school. The result of previous research is the first to use documents that showed the wrong form of the verb, that is, about 54% of students made the wrong subject-verb agreements. Furthermore, based on questionnaires and interviews, it shows that the lack of students in training to improve their English skills causes interference errors. In addition, there is a lack of a supportive environment in helping the English learning process that should be provided by the teacher.

This research also has similarities and differences with the second prior research. The similarity of both research lies in the similarity of the variables

---

<sup>2</sup> Maya Irmalia, "Indonesian Interference n Students' Writing," *Maya Irmalia: English Education Journal (EEJ)* 7, no.4 (2016): 496.

examined, namely interference research in writing. Another similarity lies in the research method which is the same as using qualitative research. While the difference of both research lies in the differences in research subjects. This research examined the use of interference in writing the eleventh graders at SMA N 1 Seputih Raman Central Lampung. Whereas the second prior research examines the use of interference in students' writing to 86 first graders and three English teachers from three senior high schools in Sigli.

The third prior research has been conducted by Yosefina H. Jem, Ignasius Semana, Stanislaus Guna, Hieronimus C. and Darong entitled of Mother Tongue's Interference in Manggaraian Students' English Writing of Senior High Schools Students in Langke Rembong Subdistrict.<sup>3</sup> The purpose of the third prior research are to see the common interferences of mother tongue in students' English writing, determine the factors cause those interferences and describe the quality of students' writing. The research method used in the second prior research is qualitative. Subject of the third prior research are students' of Senior High Schools in Langke Rembong Subdistrict. The result of the third prior research shows that the common interference occurs in phrase (VP) and tenses (present tense). Those interferences happen because the contribution of students' environment, narrative situation, cultural ties and lack of English knowledge. Furthermore, those factors of interferences give impact to the quality of students' writing which is unacceptable.

---

<sup>3</sup> Yosefina H Jem et al., "Mother Tongue's Interference in Manggaraian Students' English Writing of Senior High Schools Students in Langke Rembong Subdistrict," *Jem: Journal Pendidikan dan Kebudayaan Missio* 10, no.1 (2018): 70.

This research has similarities and differences with the third prior research. The similarity of both research lies in the similarity of the variables examined, namely interference research in writing. Another similarity lies in the research method equation which is the same as using qualitative research. While the difference of both research lies in the difference in research subjects. This research examined the use of interference in writing the eleventh graders of SMA N. 1 Seputih Raman Central Lampung. While the third prior research examined the use of interference in Manggaraian students' English writing of Senior High Schools students in Langke Rembong Subdistrict.

Moreover, the fourth prior research has been conducted by M. Ali Ghufon entitled of "Interference in Learning English: Grammatical Errors in English Essay Writing of Seventh Graders of Mts Darul Ulum, Sukosewu, Bojonegoro, East Java".<sup>4</sup> The purpose of the fourth prior research are to present an analysis of interference effect, a factor that plays an important role in inhibiting the acquisition of English of seventh grade students of MTs Darul Ulum, Sukosewu, Bojonegoro, East Java. The research method used in that research is qualitative. Subject of that research is all students in 7A class of Mts Darul Ulum, Sukosewu, Bojonegoro, East Java. Result of the fourth prior research shows that the use of articles, copula "be", and subject-verb agreement was error that often occurred causes of students' difficulties in using good and correct English grammar.

---

<sup>4</sup> M. Ali Ghufon, "Interference in Learning English: Grammatical Errors in English Essay Writing of Seventh Graders of Mts Darul Ulum, Sukosewu, Bojonegoro, East Java," *English Teaching Journal : A Journal of English Literature, Language and Education* 3, no.2 (2015): 1.

This research has similarities and differences with the fourth prior research. The similarity of both research lies in the similarity of the variables examined, namely interference research in writing. Another similarity lies in the research method equation which is the same as using qualitative research. While the difference of both research lies in the difference in research subjects. This research examined the use of interference in the students writing the eleventh graders at SMA N 1 Seputih Raman Central Lampung. While the fourth prior research examined the use of interference in English essay writing of seventh graders of Mts Darul Ulum, Sukosewu, Bojonegoro, East Java.

In addition, the fifth prior research has been conducted by R. Agus Budiharto entitled of “Native Language Interference on Target Language Writings of Indonesian EFL Students: an Exploratory Case Study”.<sup>5</sup> The purposes of the fifth prior research are to explore the influence of mother tongue and to investigate the most prominent and common grammatical errors that often occur in the students' English writing to determine whether their mother tongue affects the students when writing English. This research used two research methods including of quantitative and qualitative. Subjects of that research are UNIRA students. Results of the fifth prior research are that there were many mistakes of UNIRA students caused by Indonesian language interference. The students depend on their mother tongue in expressing their thoughts. In the ranking process, it was stated that the

---

<sup>5</sup> R. Agus Budiharto, “Native Language Interference on Target Language Writings of Indonesian EFL Students: An Exploratory Case Study,” *University of Madura, Indonesia Indonesian EFL Journal* 5, no.1 (2019): 107.

students had different errors in their essays and the most serious or recurring was in their grammar and lexico-semantic.

This research also has similarities and differences with the fifth prior research. The similarity of both research lies in the similarity of the variables examined, namely interference research in writing. While the difference of both research lies in the differences in research subjects, and method. This research examined the use of interference in writing the eleventh graders at SMA N 1 Seputih Raman Central Lampung. Whereas the fifth prior research examined the use of interference on target language writing of Indonesian EFL students from UNIRA. Another differentiation lies in the research method uses qualitative research, but in the fifth prior research, researchers mixed it with quantitative methods.

Based on the information from prior research above, the researcher focuses on one of the previous research using qualitative research method namely, the first prior research conducted by Yandres Answo Djedelbert Lao. That is because the research not only uses qualitative research but also examines students' writing documents at the SMA level so that the research can be a reference for researchers to conduct subsequent research.



## CHAPTER II

### REVIEW OF LITERATURE

#### A. Concept of Writing Skill

##### 1. Nature of Writing

In English learning there are four skills that must be mastered by students. Those are listening, speaking, writing, and reading. Writing is one of language skills and productive skill. All of skills are important to learn about English directly. Students are able to express their idea and feeling by English writing.

The definitions of writing are variously stated by some experts. According to Nazario, et al writing is an activity that is not only related to the process of thinking but also the process of expressing ideas in a concrete form.<sup>6</sup> It means that through writing we can learn new ideas and share them with one another.

Furthermore, Javed, et al stated that, writing is an English language skill that is not easy for foreign language learners.<sup>7</sup> In writing activities, the writer can transfer information to others by expressing ideas and thoughts into visual language in the form of symbols or images. Writing is also an activity to create a note or information on a media.

---

<sup>6</sup> Luis A. Nazario, Deborah D. Borchers, and William F. Lewis, *Bridges to Better Writing*, Ed. 1 (Boston, MA: Wadsworth Cengage Learning, 2010), 5.

<sup>7</sup> Muhammad Javed, Wu Xiao Juan, and Saima Nazli, "A Study of Students' Assessment in Writing Skills of the English Language," *Javed: International Journal of Instruction* 6, no.2 (2013): 130.

Moreover, Langan argues that writing is a language skill that can be drilled through an ongoing process.<sup>8</sup> It means that writing is the thinking result of each individual who needs skills to compile an article, because basically all skills can be learned if you have the maximum will to develop them.

Based on statement above, it can be concluded that writing is one language skills used to express, process, and productive skill by using the knowledge of structure systematically in written forms and hopes the reader understand what people mean. Writing is a productive language skill that is very important. Therefore, it is very essential for the language to language learners to be active in the process of writing continuously.

## 2. Aspect of Writing

Mastropieri and Scruggs in Westwood provide some useful suggestions on aspects of written work that should be appraised. These aspects include:<sup>9</sup>

- a. The mechanics in writing include of spelling, punctuation, capitalization, neatness of writing, hand tidiness, and writing format.
- b. Grammar in writing is an aspect related to subject-verb agreement, tense, pronouns, and others.

---

<sup>8</sup> John Langan, *Exploring Writing: Sentences and Paragraphs*, Ed. 2 (New York: McGraw-Hill, 2010), 10.

<sup>9</sup> Peter S Westwood, *Learning and Learning Difficulties: A Handbook for Teachers* (Camberwell, Vic.: ACER Press, 2014), 109.

- c. Organization is an aspect of writing related to the order of contents writing in the form of paragraph.
- d. Content in writing relates to the content of writing which is expected to be accurate, detailed and accordance with the purpose of writing.
- e. Sophistication in writing is an aspect of writing related to vocabulary, sentence length, sentence completeness, variations, and readers' interest in writing.

### 3. Measurement of Writing

One of the aspects measurements of writing skill in evaluation is scoring rubrics. Jacobs, et al in Ghanbari, et al, mention that there are some criteria of each writing score to evaluate the result of writing test: content (13-30), organization (7-20), vocabulary (7-20), language use (5-25), mechanics (2-5).

**Table 2.1**

**The Measurement Rubric of Writing Score**

Score	Level	Criteria
Content	30-27	<b>Excellent to very good:</b> knowledgeable, substantive, through development of thesis, and relevant to assigned topic.
	26-22	<b>Good to average:</b> some knowledge able of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	21-17	<b>Fair to poor:</b> limited knowledge of subject, little substance, and inadequate development of topic.
	16-13	<b>Very poor:</b> does not show knowledge of subject, non-substantive, non pertinent, and or not enough to evaluate.

Organization	20-18	<b>Excellent to very good:</b> fluent expression, ideas clearly stated/supported, succinct, well-organized but main ideas stand out, limited support, logical sequencing, and cohesive.
	17-14	<b>Good to average:</b> somewhat copy, loosely organized, and logical but incomplete sequencing.
	13-10	<b>Fair to poor:</b> non-fluent; ideas confused or disconnected; lacks logical sequencing and development
	9-7	<b>Very poor:</b> does not communicate; no organization; or not enough to evaluate
Vocabulary	20-18	<b>Excellent to very good:</b> sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register
	17-14	<b>Good to average:</b> adequate range; occasional errors of word/idiom form, choice, usage; but meaning not obscured
	13-10	<b>Fair to poor:</b> limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured
	9-7	<b>Very poor:</b> essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate
Language Use	25-22	<b>Excellent to very good:</b> effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	<b>Good to average:</b> effective but simple constructions; minor problems in complex constructions; several errors agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	<b>Fair to poor:</b> major problems in simple constructions; major problems in complex constructions; frequent errors agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured
	10-5	<b>Very poor:</b> virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate

Mechanics	5	<b>Excellent to very good:</b> demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	<b>Good to average:</b> occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	<b>Fair to poor:</b> frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	<b>Very poor:</b> no mastery of conventions, deminated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or no enough to evaluate. <sup>10</sup>

(Source: Ghanbari, et al. *Rating Scales Revisited: EFL Writing Assessment Context of Iran under Scrutiny*)

In conclusion, there are some criteria of writing skill to measure the students' abilities and each criterion has a writing score and level. It can help to assess students' writing abilities.

#### 4. The Process of Writing

Writing is one of the four basic skills in English which in implementing needs several strategies. Jeremy explains that writing process is a series of activities conducted by writers in compiling a written text which includes four elements, including:<sup>11</sup>

<sup>10</sup> Batoul Ghanbari, Hossein Barati, and Ahmad Moinzadeh, "Rating Scales Revisited: EFL Writing Assessment Context of Iran under Scrutiny," *Hossein Barati: Language Testing in Asia* 2, no. 1 (2012): 94.

<sup>11</sup> Jeremy Harmer, *How to Teach Writing*, Repr (Harlow: Longman, Pearson Education, 2011), 12.

a. Planning

Planning is the writing phase that is conducted the first time that must be done by considering the purpose of writing, the audiences who will read the writing, and the structure of the content of the writing. By considering these three things in the planning process, the writing result will answer the objectives of the writing, adjust to audience conditions, and have good quality writing.

b. Drafting

Drafting is a writing process that is conducted after planning which requires the writer to arrange words in the form of text on a piece of writing based on basic concepts.

c. Editing

Editing is a stage in writing process where the writer makes intensive corrections and improvements from what has been written previously. The editing process focuses not only on the content but also on the vocabulary and grammar accuracy used by the author in the writing process.

d. Final Version

Final version is the final stage in the writing process, the results of which the audience must readily read.<sup>12</sup>

Writing can be considered as a process or an outcome. Through the process, the writer can apply the stages that usually occur in the writing

---

<sup>12</sup> *Ibid.*, 4-5.

process. In the writing process usually lies in what is thought, done, and experienced by the writer when doing the writing process. Many people fail to write because they do not complete the process.

## **B. The Concept of Exposition Text**

### **1. Definition of Exposition Text**

According to Gordon, exposition text is a type of text that provides a specific and complete explanation of a writing topic supported by the main ideas and supporting ideas in the writing.<sup>13</sup> Exposition text is a series of sentences that aim to explain one idea from one point of view to the reader.

In addition, Lester stated that exposition writing is a process of explaining a new topic direction to provide comparisons of several topics.<sup>14</sup> Exposition writing is an argument about opinion that is used to convince other people or readers accompanied by analysis and explanation.

The term exposition is that part of the plot which gives us the background information about the characters, contains issues on certain topics to convince readers, accompanied by analysis and explanation. Exposition expresses what to think and build logically.

---

<sup>13</sup> Christine J Gordon, "Modeling an Expository Text Structure Strategy in Think Alouds," *Reading Horizons: A Journal Literacy and Language Arts* 31, no.2, (2012): 150.

<sup>14</sup> Mark Lester and Glencoe/McGraw-Hill, *Glencoe Writer's Choice: Grammar and Composition* (New York, NY: Glencoe/McGraw-Hill, 2015), 220.

Text exposition consists of two types, namely hortatory exposition and analytical exposition text. There are differences between hortatory and analytical exposition text. Hortatory exposition has a generic text structure, namely thesis, argument, and recommendation. In other hand, the analytical exposition text has a generic structure in different to hortatory exposition. The generic structure of analytical exposition is a thesis, argument, reiteration or conclusion. In short, between hortatory and analytical are almost similar, the differences are in the last paragraph. In hortatory exposition, the last paragraph contains recommendations for students, while analytical exposition contains reiteration.

Hortatory exposition text is to argue a case for or against a particular position or point of view and it proposes a suggestion at the end of the argumentation.<sup>15</sup> Hortatory exposition text is a type of text exposition which aims to give influence to the readers so that this text provides strong arguments to support the main topic of writing.

Meanwhile, analytical exposition proposes or suggests a certain topic which may only be pro or contra, not both.<sup>16</sup> Analytical exposition text is a text that has the aim of convincing readers regarding the topic that is described as an important issue that must be presented.

---

<sup>15</sup> Joko Priyana and Mumpuni, *English for Senior High School Students XI Science and Social Study Programme* (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008), 132.

<sup>16</sup> *Ibid.*, 58.



Analytical exposition is a type of text that has three sections, namely the author's point of view, series of arguments, and a conclusion.<sup>17</sup> It has aims to inform the readers about the urgent topic. In this case the researcher wants to limit the exposition text based on the syllabus in this odd semester, namely in the form of analytical exposition text.

## **2. Generic Structure Analytical Exposition Text**

Analytical exposition text covers three generic structures, as follow:<sup>18</sup>

### **a. Thesis**

Thesis is the first generic structure of analytical exposition text that introduces the writing topic that sentences the writers' point of view in order to inform the basic outline of writing.

### **b. Argument**

Argument is the second part of analytical exposition text that explains the writers' argument about the writing topic that include of elaboration, development, and supporting point of view.

### **c. Reiteration**

Reiteration is the third part of analytical exposition text that restate the writers' point of view and summarize the whole content of the text.

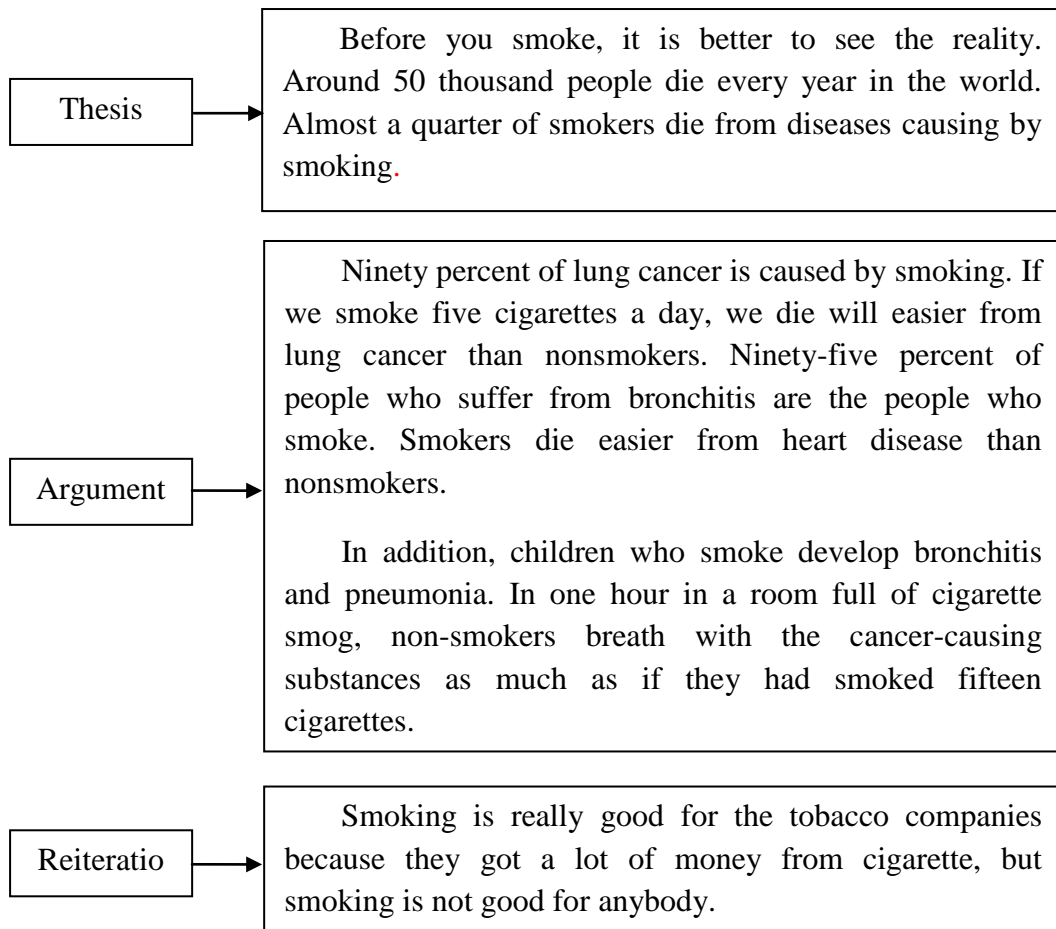
---

<sup>17</sup> Mark Anderson and Kathy Anderson, *Text Types in English 3* (South Yarra, Vic.: Macmillan, 2013), 22.

<sup>18</sup> Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar: An Introductory Workbook*, (Camberay: Antipodean Educational Enterprises, 2005), 197.

### 3. The Example of Analytical Exposition Text

The example of analytical exposition text is as follow:<sup>19</sup>



### C. Concept of Interference

#### 1. Definition of Interference

Interference is a phenomenon that occurs in the communication process when there is interference from one language system to another which is used at the same time. Lekova states that interference is a negative involvement from the mother tongue to the foreign language, so

<sup>19</sup> Joko Priyana and Mumpuni, *English for Senior High School Students XI Science and Social Study Programme* (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008)

that it gives a negative effect on the structures and elements of the foreign language.<sup>20</sup> Interference can occur in written or spoken activities in the form of deviating changes to the linguistic rules of a language. When negative transfer is more dominant, it affects the structure and element of the second language. Mother tongue dominates and influences the second language which leads to disorder causes the second language not to be mastered to the level of the first language.

In the other hand, interference occurs when one language affects other languages negatively. According to Harding-Esch et al, interference can occur at any level of language structure or function.<sup>21</sup> Interference is one indication of language dominance. In those cases where the bilingual is not absolutely balanced, one language is said to be dominant.

Moreover, Nayak, et al stated that interference often occurs in two languages in the form of the influence of one language on other languages in a conversation.<sup>22</sup> Interference of a language occurs in the form of a negative influence on changes in grammar principles caused by environmental, social and personality influences including age, life span in a city, educational background, and social networking.

---

<sup>20</sup> B Lekova, "Language Interference and Methods of its Overcoming in Foreign Language Teaching," *Bulgaria: Trakia Journal of Sciences* 8, no.3 (2010): 320.

<sup>21</sup> Edith Esch and Philip Riley, *Bilingual Family: A Handbook for Parents* (Cambridge; New York: Cambridge University Press, 2013), 35.

<sup>22</sup> Deepa Nayak. et al, "Phonological, Grammatical and Lexical Interference in Adult Multilingual Speakers," *Avanthi Paplikar: Language in India* 9, no.6 (2009): 12.

Therefore, it can be concluded from some definitions above that interference is the negative pressure from one language to another which causes inappropriate changes in linguistics.

## 2. Types of Interference

Interference can happen in all language levels. Language interference can be classified into several types. Those are phonological, morphological, and grammatical interference. Lekova mentions that interference includes of phonetic, lexical, and grammatical.<sup>23</sup> Interference in L2 usually occurs because of the influence from L1. Mother tongue differences cause the learner misunderstanding in hearing, pronunciation, and word order in delivering the second language. Types of interference according to Lekova are as follows:

### a. Phonetic interference

Phonetic interference is a form of interference from one language to another in the form of phonetic influence from a mother tongue to a foreign language where the phonetic of the foreign language is predominantly influenced by the mother tongue. An example of that, the word “whether” in English pronounced /ˈweðə/, but Indonesian wrote the word with “wheather” because of mispronunciation and hearing errors.

---

<sup>23</sup> Lekova, “Language Interference and Methods of its Overcoming in Foreign Language Teaching,” *Bulgaria: Trakia Journal of Sciences* 8, no.3 (2010): 321–322.

b. Lexical interference

Lexical interference is a form of interference from one language to another in the form of a vocabulary arrangement that interferes negatively to another language. Lexical interference occurs when narrowing or using the wrong word. For example, “Becoming a teacher needs extra patient” instead of “Become a teacher need extra patient”.

c. Grammatical interference

Grammatical interference is a form of interference from one language to another in the form of a negative change in terms of the structure of the language. Grammatical interference occurs when the language structure changes. For example, it should be “four cats” instead of that “four cat”. This type of interference phenomenon sometimes makes a negative impact on the occurrence in English word.

Based on the explanation above, interference arises when a bilingual identifies a second language with one in the L1. In the teaching process grammatical interference often occurs, especially in the forms of phonetic, lexical, and grammatical because the pronunciation and writing symbols are completely different. It means that differences in the systems of the two languages one of which interferes with the other will cause misunderstandings.

### 3. The Particular Indonesian Word Order Interference in Writing

According to Swan, one of the problems in writing caused by Indonesian interference is word order. Word order in English has similarities with Indonesian, especially in the verb subject object.<sup>24</sup> In other hand, according to Eastwood word order is very important in the English system because it will clarify the position of the subject and object in a sentence.<sup>25</sup> As known, in compiling a good and correct sentence the following sequence is needed: Subject, Predicate (verb) and Object, then add the adverb of place and time if any.

Subject    Verb    Object

Rina        loved    Doni. (She loved him.)

Doni        loved    Rina. (He loved her.)

The subject-verb order is fixed and can be changed it only if there is a specific reason.

Moreover, Agleo states that word order is a grammar marker in most languages including English. For the example, “the girl picked the flower” and “the flower picked the girl” are sharply different in meaning.<sup>26</sup> Word Order is the arrangement or sequence of words in composing a sentence. In the Indonesian language rules, we know SPOK,

---

<sup>24</sup> Michael Swan and Bernard Smith, eds., *Learner English: A Teacher's Guide to Interference and Other Problems*, Ed. 2 (Cambridge; New York: Cambridge University Press, 2011), 283.

<sup>25</sup> John Eastwood, *Oxford Guide to English Grammar* (Oxford: Oxford Univ. Press, 2015), 5.

<sup>26</sup> John Algeo and Thomas Pyles, *The Origins and Development of the English Language*, Ed. 6 (Boston, MA: Wadsworth Cengage Learning, 2010), 4.

so it is a word order in English. With word order can distinguish one sentence from another in the arrangement or order of grammar.

In addition, there are seven elements enter into word orders structure, as follow:

a. SV (subject + (intransitive) verb)

Word order of the subject verb occurs in intransitive sentences, namely sentences that do not need an object.<sup>27</sup>

- 1) I (s) understand (v)
- 2) No cure (s) exists (v)
- 3) They (s) are lying (v)
- 4) The protestors (s) were demonstrating (v)

b. SVA (subject + verb + adverbial (complement))

Adverbials (A) convey various of information about the situation depicted in the basic structure. However, some elements convey the same information as adverbials are obligatory, because the main verb is not complete without them. Such obligatory element is adverbial complement (aC).<sup>28</sup>

- 1) The protestors were demonstrating *outside the white house* (A).
- 2) The protestors were *outside the white house* (aC).

In (1) the sentence is complete without the adverbial, but in (2) the sentence is not complete without the adverbial complement.

---

<sup>27</sup> Sidney Greenbaum and Gerald Nelson, *An Introduction to English Grammar*, Ed. 2 (London: Longman, 2002), 28.

<sup>28</sup> *Ibid.*, 29.

c. SVC (subject + (linking) verb + (subject) complement)

If a verb requires a subject complement (sC) to complete the sentence, the verb is a linking verb. The subject complement (underlined in the examples that follow) typically identify or characterize the person or thing denoted by the subject.<sup>29</sup>

- 1) Kevin is my father's name.
- 2) Your house must be the one next to mine.
- 3) The receptionist seemed very tired.
- 4) You should be more careful.

d. SVO (subject + (transitive) verb + (direct) object)

If a main verb requires a direct object to complete the sentence, it is a transitive verb. The term 'transitive' comes from the notion that a person (represented by the subject of the sentence) performs an action that affects some person or thing: there is a 'transition' of the action from the one to the other. Indeed, the direct object (dO) typically refers to a person or thing directly affected by the action described in the sentence.<sup>30</sup>

- 1) Helen received *my email* (dO).
- 2) They ate *all the strawberries* (dO).
- 3) I dusted *the bookshelves in my bedroom* (dO).
- 4) Anthony stroked *his beard* (dO).

---

<sup>29</sup> *Ibid.*, 27–28.

<sup>30</sup> *Ibid.*, 26.



- e. SVOO (subject + (transitive) verb + (indirect) object + (direct) object)

Some transitive verbs can have two objects: an indirect object followed by a direct object. The indirect object (iO) refers to a person indirectly affected by the action described in the sentence. The person generally receives something or benefits from something.<sup>31</sup>

1) Ruth gave *my son* (iO) *a birthday present* (dO).

2) I can show *you* (iO) *my diploma* (dO).

- f. SVOA (subject + (transitive) verb + (direct) object + adverbial (complement))

The direct object may be followed by an adverbial complement (aC)

1) You should *put* (V) *the chicken* (dO) *in the microwave* (aC).

2) I *keep* (V) *my car* (dO) *outside the house* (aC).

- g. SVOC (subject + (transitive) verb + (direct) object + (object) complement)

This SVOC structure parallels the SVC structure, but in the first structure the complement is related to the direct object and in the second it is related to the object complement.<sup>32</sup>

1) His jokes made *the audience* (dO) *uneasy* (oC).

2) I declared *the meeting* (dO) *open* (oC).

---

<sup>31</sup> *Ibid.*, 30.

<sup>32</sup> *Ibid.*, 32.

#### 4. Solution to Minimize Problems in Writing Caused by Indonesian Word Order Interference

In learning a foreign language, there are surely many difficulties. It cannot be denied that the influence of mother tongue is one of the factors causing of interference a second language acquisition. However, there are several ways to minimize of interference. As mentioned by Lekova below:

- a. Establishing a system with exercises for overcoming Indonesian word order interference mistakes;
- b. Encouraging the students to do the exercises with verbs and tenses;
- c. Encouraging the students to do the exercises where nouns change their meaning according to number and gender;
- d. Encouraging the students to do the exercises with nouns having only singular form in the foreign language to which correspond plural nouns in the mother tongue and vice versa.<sup>33</sup>

In order to avoid demonstrated difficulties in learning the second language, it is more expedient to create an environment of pure bilingualism in which the reciprocal distortion of languages is reduced. However, it does not suggest that a foreign language should be taught in the mother tongue.

---

<sup>33</sup> Lekova, "Language Interference and Methods of its Overcoming in Foreign Language Teaching," *Bulgaria: Trakia Journal of Sciences* 8, no.3 (2010): 324.

#### **D. Indonesian Grammatical Interference in Writing**

Language interference is one of the latest trends in the teaching of foreign languages.<sup>34</sup> There are three types of interference that are, phonetic interference, lexical interference, and grammatical interference. Grammatical interference is a kind of interference that concerns of changes in the structural elements in the foreign language.<sup>35</sup> It means that grammatical interference is a language disorder caused by influence of the grammatical mother tongue on the target of foreign language. An example is the effect of Indonesian grammar on English writing which affects the accuracy of the English language.

Indonesian grammatical interference influences negatively the quality of writing. Writing a foreign language is affected by someone mother tongue grammatical structure. The language learners do not consider the differences between the system of their mother tongue and the foreign language.<sup>36</sup> There are many forms of Indonesian grammatical interference such as word order, number, countability, gender, personal pronouns, relative pronouns, reflexive pronouns, topicalisation structures, it and there, articles/determiners, verb, time, tense and aspect, non-finite forms, modal auxiliary verbs, active and passive, question forms and question tags, negatives, complex sentence, prepositions, adjectives and adverbs.

---

<sup>34</sup> *Ibid.*, 320.

<sup>35</sup> *Ibid.*, 322.

<sup>36</sup> Bader S Dweik and Zainab A Othman, "Lexical and Grammatical Interference in the Translation of Written Texts From Arabic into English," *Bader Dweik: Academic Research International* 8, no.3 (2017): 68.

In this case the researcher would like to know Indonesian word order interference in exposition text writing of the eleventh graders at SMA N 1 Seputih Raman Central Lampung, and to find the solution to overcome Indonesian word order interference in exposition text writing of the eleventh graders at SMA N 1 Seputih Raman Central Lampung.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. The Types and Characteristics of Research**

According to Yin's, qualitative research is a research procedure that allows the researcher to carry out and in analyses of a wide variety of subject, including their favourites, in both plain and everyday words.<sup>37</sup> In this case, the researcher considers the phenomenon of Indonesian word order interference in the students' writing to be explored. The researcher decides to use qualitative research to know Indonesian word order interference in exposition text writing of the eleventh graders at SMA N 1 Seputih Raman Central Lampung and to find out how to overcome Indonesian word order interference in exposition text writing of the eleventh graders at SMA N 1 Seputih Raman Central Lampung.

#### **B. Data Resources**

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

##### **1. Primary source**

According to Gibson, et al the term primary source of data is usually used in reference to data produced by either a researcher, a research

---

<sup>37</sup> Robert K. Yin, *Qualitative Research from Start to Finish* (New York: Guilford Press, 2011), 6.

subject or someone specific to the research questions.<sup>38</sup> The primary sources of this research are the students' written document got from students' at SMA N 1 Seputih Raman Central Lampung. The total numbers of the students are 10 students.

## 2. Secondary source

Gibson, et al mention that, secondary source of data refers specifically to remarks or statements made on certain data by the other researcher, writers or analysts.<sup>39</sup> The secondary source in this research is from interview, documentation, the books both in the printed form and in electronic book, journals, e-books and articles that are related to the research in the topic of Indonesian word order interference in students' writing.

## C. Data Collection Technique

Creswell said that collection of qualitative data consists of large cycles of information collecting specifically affecting individuals and of capturing comprehensive personal views of individuals.<sup>40</sup> In the process of collecting the data, the researcher collects the results of students' writing to analyze and to identify of Indonesian word order interference in students writing. In this research the researcher used three techniques to collect the data, there are observation, documentation and interview.

---

<sup>38</sup> William Gibson and Andrew Brown, *Working with Qualitative Data* (1 Oliver's Yard, 55 City Road, London England EC1Y 1SP United Kingdom: SAGE Publications, Ltd, 2009), 66.

<sup>39</sup> *Ibid.*, 66.

<sup>40</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Ed. 4 (Boston: Pearson, 2012), 210.

## 1. Observation

According to Creswell, observation is a method of collecting open-ended, first-hand knowledge by observing people and locations at a research site.<sup>41</sup> Therefore, in this research, the researcher observed the students' written document. The process of observation was done by referring to the research questions. In the process of observation in a research, the researcher observed the students' assignment on writing analytical exposition text which is focused on Indonesian word order in the writing. In the process of observation, the researcher tried to answer research questions to resolve the research objectives.

In this case, the researcher came to SMA Negeri 1 Seputih Raman to meet the teacher with the aim of asking for permission to conduct research related to interference in students' English writing of the eleventh graders. After obtaining permission from the teacher, the researcher would ask for the opportunity from the teacher to get a students' writing document in the form of students' essay about an English text that is being studied at the time. As for the form of data retrieval was done online or not depends on the conditions at the time of the research later. After obtaining the students' written documents, the researcher analyzed the students' writing based on research questions to answer and achieve the research objectives.

---

<sup>41</sup> *Ibid.*, 213.

## 2. Documentation

Qualitative research can use written documents and other artifacts to get an understanding of a phenomenon being analyzed.<sup>42</sup> In this research, the researcher took the document of students' English writing in the form of English text that was analyzed to explore Indonesian grammatical interference.

In addition, documentation was used as an effort to obtain data related to the data completeness at SMA Negeri 1 Seputih Raman Central Lampung to obtain data on vision, mission, history of school establishment, school organizational structure, number of students and teachers at the school and school location.

## 3. Interview

Interview happens when researchers ask a general, open-ended question to one or more participants and record their responses.<sup>43</sup> In addition, Nigel Fielding's in Gibson and Brown state that interview mode is the format in which it's conducted such as face to face, telephone, online chat-room, email, etc., and the type is the form of organization include structured, semi-structured, unstructured.<sup>44</sup>

In this research, the researcher conducted interviews to collect data related to the second research questions in the other words, the interview

---

<sup>42</sup> Donald Ary et al., *Introduction to Research in Education*, Ed. 8 (Belmont, CA: Wadsworth, 2010), 442.

<sup>43</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Ed. 4 (Boston: Pearson, 2012), 217.

<sup>44</sup> William Gibson and Andrew Brown, *Working with Qualitative Data* (1 Oliver's Yard, 55 City Road, London England EC1Y 1SP United Kingdom: SAGE Publications, Ltd, 2009), 56.



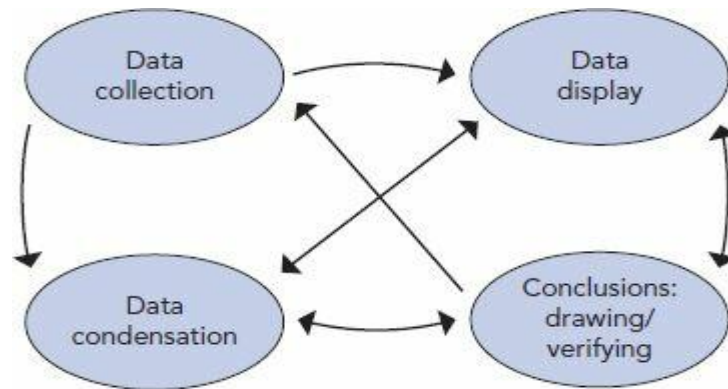
was done to get the data about how to overcome Indonesian word order interference in exposition text writing of the eleventh graders at SMA N 1 Seputih Raman Central Lampung. In this case the researcher interviewed the teacher to find the solution to overcome Indonesian word order interference in exposition text writing of the eleventh graders at SMA N 1 Seputih Raman Central Lampung.

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

The result of analyzing the data is a conclusion of all research. Data analysis means the learning of the tabulated content in order to specify the facts or meanings of the character. In this research, the researcher analyzed the data in the form of English writing by the eleventh graders at SMA Negeri 1 Seputih Raman Central Lampung it started with the process of collecting data. After that, the researcher compiled and categorized by coding the students' writing document points based on research questions. Furthermore, the following explanation is a more detailed explanation of the data analysis conducted by researcher.

The researcher applied Miles and Huberman model to analyze the data.<sup>45</sup>

The components of this analyzing model are shown in this figure.



**Figure 3.1 Components of Data Analysis: Interactive Model**

Data analysis by Miles and Huberman model conducts the following steps:<sup>46</sup>

1. Data Collection

Data collection is a method of collects information to find solutions to research questions, test theories and analyze findings. In collecting the data, the researcher collects the data based on the aims and the objectives of the research. The process of the data collection depends on the deep of aims that are determined by the researcher. The way to collect the data is variety that is conducted by using data collection instrument.

In this research, researchers collected the data. The researcher came to the research location, namely SMA Negeri 1 Seputih Raman Central Lampung to collect data in the form of students' writing English

<sup>45</sup> Matthew B. Miles, A. M. Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, Ed. 3 (Thousand Oaks, California: SAGE Publications, Inc, 2014), 33.

<sup>46</sup> *Ibid.*, 31–33.

assignment on exposition text that was in accordance with the syllabus in this odd semester.

## 2. Data Condensation

Condensation of data relates to the procedure of choosing, concentrating, simplifying, abstracting and/or converting data that occurs in the full content of written field reports, interview transcripts, documents, and other empiric information. In this case, the researcher specified the data related to the Indonesian grammatical interference in students' English writing document by referring to the research questions.

In this research, in the process of specifying the data, the researcher did the coding process adjusting the theory of the English linguist with research questions. It is expected that from this condensation process researcher can obtain accurate and specific data, so they can answer research questions.

## 3. Data Display

The display is an organized, compressed assembly of information that allows conclusion drawing and action. In this research, after getting the specific data in the form of each answer from research questions, which are related to students' difficulties caused of Indonesian interference in English writing, causes and solutions. The researcher displays data in the form of tables and graphs to make the researcher to explain clearly about the results of research. It also can make the reader

to focus more on the answers of research results related to Indonesian grammatical interference in writing.

#### 4. Drawing and Verifying Conclusions

The final step is conclusion drawing and verification. Final conclusions may not be drawn before the data collection is finished, based on the scale of the field noted corpus, the coding, storage and retrieval methods being used by researcher sophistication, and any required timeframes to be met. After collecting data to be examined, the researcher interprets the data and makes a clear conclusion by answering the research questions.

In this case, the researcher concluded and reported the results of research in the form of Indonesian grammatical interference in students' English writing in the form of a research report later, namely in the form of an undergraduate thesis entitled "An Analysis of Indonesian Word Order Interference in Exposition Text Writing of the Eleventh Graders at SMA N 1 Seputih Raman Central Lampung."

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

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

##### **1. Profile at SMA Negeri 1 Seputih Raman**

###### **a. The Historical Background at SMA Negeri 1 Seputih Raman**

SMA Negeri 1 Seputih Raman is the only public high school in the sub-district of Seputih Raman, regency Central Lampung, Lampung. This school is located in the village of Rama Murti 1, Seputih Raman district. Established since 2001 or rather, it has been around for 19 years. In its history, SMA Negeri 1 Seputih Raman has experienced 5 changes of school principals including:

- 1) Drs. H. Wibowo, M.Pd. (2001-2008)
- 2) Drs. H. Suwoko, M.Pd. (2008-2009)
- 3) Drs. H. Maksum Yusuf (2009-2012)
- 4) Drs. Stepanus Warsito, M.Pd. (2012-2017)
- 5) Drs. Nyoman Suarmo, M.M. (2017-now)

###### **b. The Condition of the Teachers and Official Employees at SMA Negeri 1 Seputih Raman**

The numbers of the teacher and official employers in SMA Negeri 1 Seputih Raman in the academic year of 2020/2021 can be seen on the table below:

**Table 4.1**

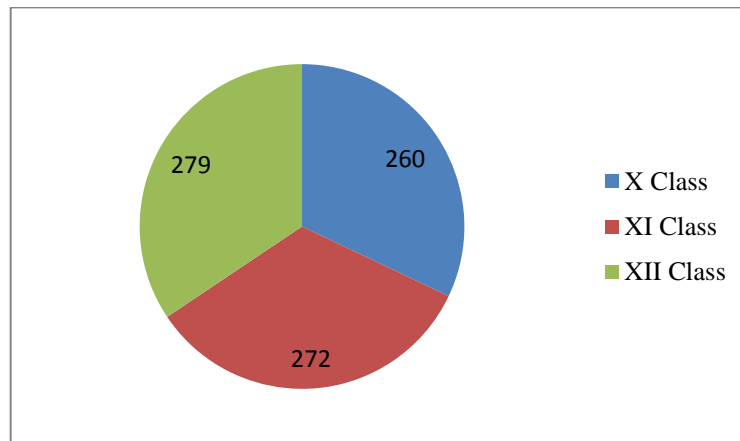
**The Condition of Teachers and Official Employers in  
SMA Negeri 1 Seputih Raman in the Academic Year  
of 2020/2021**

<b>No</b>	<b>Name</b>
1	Drs. Nyoman Suarmo, M.M.
2	I Wayan Dunia, S.Pd.
3	Drs. I Nengah Sudarma
4	Suwardi, S.Pd., M.Pd.
5	Yuliana Setyowati, S.Pd.,M.M.
6	Umi Zumroh, S.Pd.,M.Pd.
7	Drs. Edi Susanto
8	Drs. Syamsuri
9	Sehnyoadi, S.Pd.
10	Dwi Andariyani, S.Pd.
11	I Made Sunarjaya, S.Pd.
12	Drs. Katno
13	Drs. Supardi
14	Dedy Kurniawan, S.Pd.
15	Efriyani, S.Pd.
16	Oriza Kurnia Widarti, S.E.
17	Asfar, S.Ag.,M.Pd.I
18	Ni Ketut Sunarmi, S.Ag.
19	Dra. Sri Susilowati
20	Drs. Budi Rahmanto
21	Drs. I Gusti Nyoman Alit Purwa
22	Sri Rahayu Agustina, S.Pd.
23	Endang Martilawati, S.Pd.
24	Heriani, S.Sos
25	Eli Nurhidayati, S.Pd.
26	Suprapti, S.Pd.
27	Susiani, S.Pd.
28	Atet Wiyana, S.Pd.
29	Fahrudin, S.Pd.
30	Rohmaneli, S.Pd.
31	Sukur, S.Pd.
32	Mochamad Muzayin, S.Ag.
33	I Wayan Sujaya, S.Pd.

34	Ning Suropati, S.Pd.
35	Ni Wayan Sri Kartini, S.Sn.
36	Ni Nyoman Marianti, S.Pd.
37	Yuli Setiowati, S.Pd
38	Wiwik Fitri Handayani, S.Pd.
39	Dwi Amiyati, S.Pd.
40	Diah Arini, S.Pd.
41	M. Reza Pahlevi, S.Pd.,M.S.Ak
42	Ni Made Lismawati, S.Sos.
43	Dewiasti, S.Sos.
44	Ana Kristinaningsih, S.Pd.
45	Dedi Setyawan, S.Sn.
46	Pipit Patria Ningsih, S.Ag.
47	Yunita Ariyanti, S.Pd.
48	Charisma Ganda Mega Sari, S.Si.,M.Pd.
49	Mahfud Sidiq, S.Pd.
50	Kuswanto, S.Pd
51	Tumino, S.Pd.
52	I Nyoman Widastra, S.Ag.
53	Kunto Guritno, S.Sn.
54	Dani Eka Setyawan, S.Pd.
55	Subardi, S.Pd.
56	Hariyati,S.Pd.,M.M
57	I Ketut Sujana
58	Sutarji
59	Ni Wayan Supanti
60	Jayus

c. Students Quantity at SMA Negeri 1 Seputih Raman

The students quantity at SMA Negeri 1 Seputih Raman in the academic year of 2020/2021 is that can be seen on the figure below:



(Source: The Data of Students Quantity Got from the English Teacher at SMA N 1 Seputih Raman Central Lampung)

**Figure 4.1 The Students Quantity at SMA Negeri 1 Seputih Raman in the Academic Year of 2020/2021**

d. The Condition of Infrastructure Facilities at SMA Negeri 1 Seputih Raman

Overall, the facilities and infrastructure in SMA Negeri 1 Seputih Raman are very adequate, it can be seen from the list of supporting infrastructure for the learning process below:

Electrical power : 6,000 volt

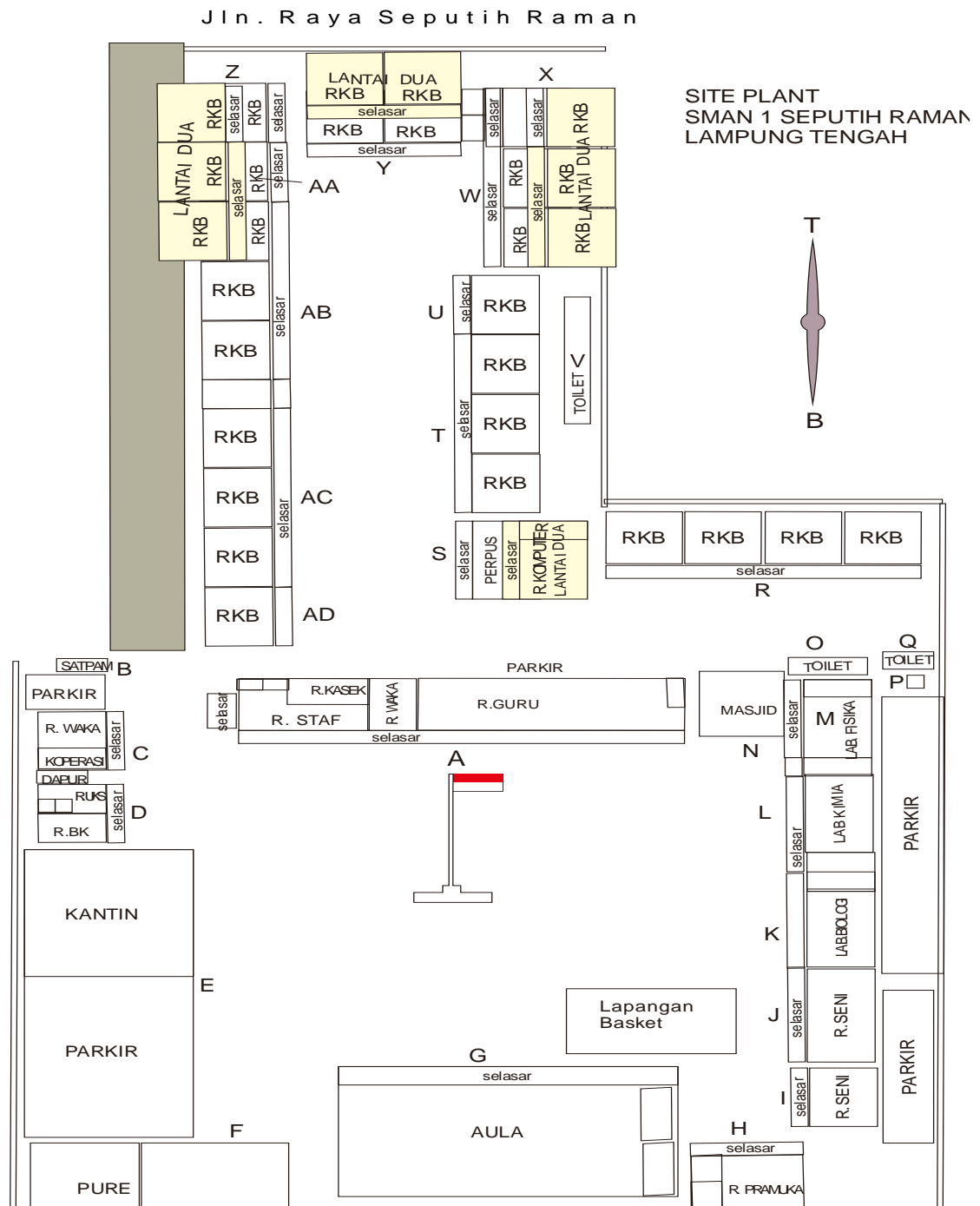
Surface area : 15,000 M<sup>2</sup>



**Table 4.2****The Total of Classroom at SMA Negeri 1 Seputih Raman**

<b>No</b>	<b>Classroom</b>
1.	X 1 (Theory Class/ Classroom)
2.	X 2 (Theory Class/ Classroom)
3.	X 3 (Theory Class/ Classroom)
4.	X 4 (Theory Class/ Classroom)
5.	X 5 (Theory Class/ Classroom)
6.	X 6 (Theory Class/ Classroom)
7.	X 7 (Theory Class/ Classroom)
8.	X 8 (Theory Class/ Classroom)
9.	X 9 (Theory Class/ Classroom)
10.	XI A1 (Theory Class/ Classroom)
11.	XI A2 (Theory Class/ Classroom)
12.	XI A3 (Theory Class/ Classroom)
13.	XI A4 (Theory Class/ Classroom)
14.	XI A5 (Theory Class/ Classroom)
15.	XI A6 (Theory Class/ Classroom)
16.	XI S1 (Theory Class/ Classroom)
17.	XI S2 (Theory Class/ Classroom)
18.	XI S3 (Theory Class/ Classroom)
19.	XI S4 (Theory Class/ Classroom)
20.	XII A1 (Theory Class/ Classroom)
21.	XII A2 (Theory Class/ Classroom)
22.	XII A3 (Theory Class/ Classroom)
23.	XII A4 (Theory Class/ Classroom)
24.	XII A5 (Theory Class/ Classroom)
25.	XII S1 (Theory Class/ Classroom)
26.	XII S2 (Theory Class/ Classroom)
27.	XII S3 (Theory Class/ Classroom)
28.	XII S4 (Theory Class/ Classroom)
29.	XII S5 (Theory Class/ Classroom)

e. Location Sketch at SMA Negeri 1 Seputih Raman



(Source: The observation of location sketch Got from the English Teacher at SMA N 1 Seputih Raman Central Lampung)

**Figure 4.2 The Location Sketch at SMA Negeri 1 Seputih Raman in the Academic Year of 2020/2021**

## 2. Description of the Research Result

The researcher conducted a qualitative research to answer two research questions. The results of research that answer the research question are as follows:

### a. The Indonesian word order interference in exposition text writing of the eleventh graders at SMA N 1 Seputih Raman Central Lampung

To analyze the Indonesian word order interference in exposition text writing, the researcher used the document of students' writing exposition text assignment. The results of the students' writing assignment including the following:

#### 1) The first data ANS

The Indonesian word order interferences analyzed in the first data were pointed out as follow:

#### a) SVC (subject + verb + complement)

In the first data, it was found that the student's English sentence containing SVC word order was interfered with Indonesian, as follow:

*In a team must be in high solidarity for all people and have a leadership spirit*

In the sentence above, there is interference because the student wrote *must be* directly without any pseudo subject. In this case, the sentence should be given of pseudo subject *there*. There is no need for an *in* preposition because after

that it needs to be followed directly in the form of a noun.

Therefore, the form of correction is

*In a team, there must be the high solidarity for all people and a leadership spirit.*

b) SVO (subject + verb + object)

It was found that the student's English sentence containing the SVO word order was interfered with Indonesian, as follow:

*Skills not only outside can we use our skills in the classroom example: making wall hangings flower vases from used goods and others.*

In that sentence, interference occurs because *not only ... but also* is an elliptical construction that must be presented in the sentence above simultaneously or in pairs. Besides that the Indonesian interference in English contained in the sentence above is indicated by the absence of a main verb in the sentence, so it is necessary to play the verb *are* as the main verb so that the sentence is not error. Therefore, the form of correction is:

*Skills are not only outside, but also inside that can be used by us in the classroom, for example: making wall hangings, flower vases from used goods and others.*

2) The second data BBM

The Indonesian word order interferences analyzed in the second data were pointed out as follow:

a) SVC (subject + verb + complement)

In the second data, it was found that the student's English sentence containing SVC word order was interfered with Indonesian, as follow:

*It's mean that you will learn to be responsible and get more experience.*

In the sentence above, there was interference due to parallelism in writing *it means* which was wrong. The way to write the present tense in the English pattern when the subject was *it* must be followed by *s*, while in Indonesian writing whatever the subject was there was no regulation on adding a suffix to the verb, other than that is to be more parallel, the sentence is given by *will* before *get* to strengthen its parallelism, therefore the form of correction is:

*It means that you will learn to be responsible and will get more experience.*

b) SVO (subject + verb + object)

It was found that the student's English sentence in the text containing the SVO word order was interfered with Indonesian, as follow:

*It's like respecting the elders, for example greeting when meeting in the strat or in the organizations.*

The sentence is subject to Indonesian interference because the meaning of the sentence after being translated is very visible to the influence of Indonesian. The sentence

means *it's like respecting the elders*, it should show that meaning does not use *it's like* because it causes the subject and verb of the arrangement becomes error. It is better to use *the example is*. Therefore, the form of correction is:

*The example is respecting the elders by greeting when meeting at the street or at the organization.*

### 3) The third data DK

The Indonesian word order interferences analyzed in the third data were pointed out as follow:

#### a) SVC (subject + verb + complement)

In the third data, it was found that the student's English sentences in the text exposition, especially the sentences containing the SVC word order was interfered with Indonesian, as follow:

*It's means that you will learn to be responsible and get more experience.*

In the sentence above, there is interference because the writing of *it's means* is wrong that has the present tense pattern. In the present tense there is no need for *to be* which follows *it*. In addition, more parallel sentences are given *will* before *get* to strengthen the parallelism. Therefore, the form of correction is:

*It means that you will learn to be responsible and get more experience.*

#### b) SVO (subject + verb + object)

It was found that the student's English sentence containing the SVO word order was interfered with Indonesian, as follow:

*It's like respecting the elders, for example greeting when meeting on the street or in the organisation.*

The sentence is subject to Indonesian interference because the meaning of the sentence after being translated is very visible to the influence of Indonesian. The sentence means *it's like respecting the elders*, it should show that meaning does not use *it's like* because it causes the subject and verb of the arrangement becomes error. It is better to use *the example is*. Therefore, the form of correction is:

*The example is respecting the elders by greeting when meeting at the street or at the organization.*

#### 4) The fourth data IPAJ

The Indonesian word order interferences analyzed in the fourth data were pointed out as follow:

##### a) SVC (subject + verb + complement)

In the fourth data, it was found that the student's English sentences containing SVC word order were interfered with Indonesian, as follow:

(1) *Of diligent study in the might it will be useful for the future.*

In the sentence above, there is interference due to the unclear writing of the subject and there is a repetition of the subject that is not clear. In order to prevent interference in English, the subject must be clear and the subject can be a gerund, so that when the subject is *diligent study in the night*, *study* is better subject to add *ing* so that it turns into a gerund. Therefore, the form of correction is:

*Studying diligently in the night will be useful for the future.*

- (2) *Yes, because the break it need to keep the body stay healthy.*

The sentence above is interfered with Indonesian because in the process of writing the passive sentence *because the break it need* does not give a passive effect correctly. When the sentence is passive, there should be *to be* followed by verb of past participle. Therefore, the form of correction is:

*Yes, because the break is needed to keep the body stay healthy.*

##### 5) The fifth data IPAWD

The Indonesian word order interferences analyzed in the fifth data was pointed out as follow:

- a) SVA (subject + verb + adverbial)



In the fifth data, it was found that the student's English sentence containing SVA word order was interfered with Indonesian, as follow:

*Study more diligently in class.*

In that sentence, Indonesian interference into English occurs because to state *study more diligently in class* there is no subject in the sentence. The sentence should be completed by the subject *the student*. Therefore, the form of correction is:

*The student should study more diligently in class.*

#### 6) The sixth data IDI

The Indonesian word order interferences analyzed in the sixth data was pointed out as follow:

##### a) SVO (subject + verb + object)

It was found that the student's English sentence containing the SVO word order was interfered with Indonesian, as follow:

*In conclusion if the student follow the organization, the student can help the student learned a lot of things and know her talents.*

In the sentence there is interference because of the double subject in the sentence without being accompanied by a conjunction. The sentence can briefly be stated with the same meaning in the following sentence:

*In conclusion, if he student follow the organization, the student can learn a lot of things, and know their talents.*

7) The seventh data MS

The Indonesian word order interferences analyzed in the seventh data was pointed out as follow:

a) SVO (subject + verb + object)

It was found that the student's English sentence containing the SVO word order was interfered with Indonesian, as follow:

*As the student are able to apply classroom experience in organizations and life skills that help become more effective in classroom.*

In that sentence there is interference due to the useful conjunction, so that the sentence is not parallel. There should be no use of *s* which causes the subject of the sentence to be unclear, therefore the form of correction is:

*The students are able to apply classroom experiences in organization and life skills that help to be more effective in the classroom.*

8) The eighth data NNMA

The Indonesian word order interferences analyzed in the eighth data were pointed out as follow:

a) SVC (subject + verb + complement)

In the eighth data, it was found that the student's English sentences containing SVC word order were interfered with Indonesian, as follow:

- (1) *Yes, becouse the break it needs to keep the body stay healthy.*

The sentence above is interfered with Indonesian because in the process of writing the passive sentence *because the break it need* does not give a passive effect correctly. When the sentence is passive, there should be *to be* followed by verb of past participle. Therefore, the form of correction is

*Yes, because the break is needed to keep the body stay healthy.*

- (2) *Of diligent study in the might it will be useful for the future*

In the sentence above, there is interference due to the unclear writing of the subject and there is a repetition of the subject that is not clear. In order to prevent interference in English, the subject must be clear and the subject can be a gerund, so that when the subject is *diligent study in the night*, *study* is better subject to add *ing* so that it turns into a gerund. Therefore, the form of correction is:

*Studying diligently in the night will be useful for the future.*

#### 9) The ninth data NWD

The Indonesian word order interference analyzed in the ninth data was pointed out as follow:

a) SVA (subject + verb + adverbial)

In the ninth data, it was found that the student's English sentence containing SVA word order was interfered with Indonesian, as follow:

*You to can use in everyday life.*

In that sentence, Indonesian interference occur when the student writes *you to can use* because the correct English pattern is subject + verb. Therefore, the correction is as follows:

*You can also use it in your daily life.*

10) The tenth data WA

The Indonesian word order interferences analyzed in the tenth data were pointed out as follow:

a) SVC (subject + verb + complement)

In the eighth data, it was found that the student's English sentence containing SVC word order was interfered with Indonesian, as follow:

*It's means that you will learn to be responsible and get more experience.*

In the sentence above, there is interference because the writing of *it's means* is wrong that has the present tense pattern. In the present tense there is no need for *to be* which follows *it*. In addition, more parallel sentences are given

*will* before *get* to strengthen the parallelism. Therefore, the form of correction is:

*It means that you will learn to be responsible and will get more experience.*

b) SVO (subject + verb + object)

It was found that the student's English sentence containing the SVO word order was interfered with Indonesian, as follow:

*It's like respecting the elders for example greeting when meeting in the street or in the organizations.*

The sentence is subject to Indonesian interference because the meaning of the sentence after being translated is very visible to the influence of Indonesian. The sentence means *it's like respecting the elders*, it should show that meaning does not use *it's like* because it causes the subject and verb of the arrangement becomes error. It is better to use *the example is*. Therefore, the form of correction is:

*The example is respecting the elders by greeting when meeting at the street or at the organization.*

**b. The Solution to Overcome Indonesian Word Order Interference in Exposition Text Writing of the Eleventh Graders at SMA N 1 Seputih Raman Central Lampung.**

To analyze the solution to overcome Indonesian word order interference in exposition text writing, the researcher used interview

with English teacher. The result of interview including the following:

- 1) Establishing a system with exercises for overcoming Indonesian word order interference mistakes.

Based on the results of interviews with the English teacher, it was found that students got difficulties in writing exposition text in the form of a lack of vocabulary and ideas because they were interrelated. In addition, the teacher also explained that there was Indonesian word order interference in the student's exposition writing because students often looked for opportunities to use Google translate.

Based on the results of interview, the teacher explained how to overcome Indonesian word order interference in exposition text writing by looking at the language feature from the analytical. For the word order, the students are reminded again, especially for the development of sentences in the subject, in the object, students must know the position of the subject, what the object is, what the type of word is clause or the word order itself.

Besides, the teacher explains that establishing a system with exercise for overcoming Indonesian word order interference mistake is very important so that there must be lots of practice done by the students. Moreover, the teacher adds a form of

exercises for overcoming Indonesian word order interference mistakes by translating from Indonesian to English and vice versa, and by continuing to jumble words.

- 2) Encouraging the students to do the exercises with verbs and tenses.

Based on the results of the interview, the English teacher explained that it was important to stimulate the students to do the exercises with verbs and tenses in order to minimize Indonesian word order interference in exposition text writing. That is because before writing students were asked to observe a text then first look for the object predicate subject, especially the word order, then if the predicate leads to the tense form. In addition, the teacher added the way to provide the exercises with verbs and tenses is intended to minimize Indonesian word order interference in exposition text writing by giving questions.

- 3) Encouraging the students to do the exercises where nouns change their meaning according to number and gender.

The result of interview with the teacher who asked students to do the exercises where nouns change their meaning according to number and gender to minimize Indonesian word order interference in exposition text writing by looking back at the thoroughness of students and teacher, and by being careful or not in monitoring them, sometimes often wrong.

Furthermore, with exercises where nouns change their meaning according to number and gender to minimize Indonesian word order interference in exposition text writing by inviting children to write, and by telling stories from Indonesian to English with translation.

- 4) Encouraging the students to do the exercises with nouns having only singular form in the foreign language to which correspond plural nouns in the mother tongue and vice versa.

Based on the results of interviews with the English teacher, it is necessary to encourage the students to do the exercises with nouns having only singular form in the foreign language to which correspond plural nouns in the mother tongue and vice versa, namely by writing exercises. In addition, the form of exercises with nouns having only singular form in the foreign language to which correspond plural nouns in the mother tongue and vice versa, with a sentence for practice.

## **B. Discussion**

The discussion of the research result is presented in the following explanation:

1. The Indonesian word order interference in exposition text writing of the eleventh graders at SMA N 1 Seputih Raman Central Lampung



An analysis of Indonesian word order interference in exposition text writing was conducted by asking the students' writing assignment given by the English teacher. It was adopted from the theory taken from Greenbaum about some Indonesian word order interference did by the students in exposition text writing including of SV (subject + verb), SVA (subject + verb + adverbial), SVC (subject + verb + complement), SVO (subject + verb + object), SVOO (subject + verb + object + object), SVOA (subject + verb + direct + adverbial), and SVOC (subject + verb + object + complement)

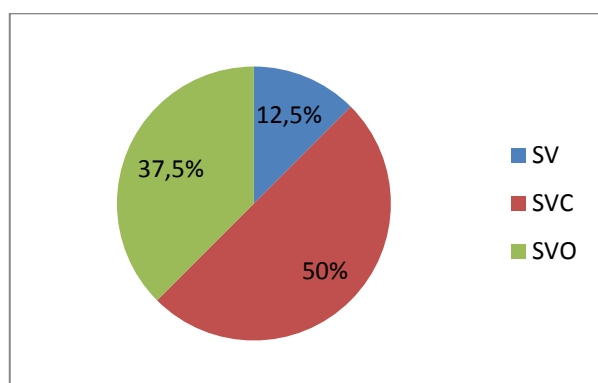
Based on the observations result each percentage of word order interference of Indonesian including of 50% of SVC, 37,5% of SVO, and 12,5%.SVA. It is known that the Indonesian word order interference in exposition text writing students English appears in the sentences containing the word order SVC, SVO, and SVA. Meanwhile, word orders that were not interfered with Indonesian are SV, SVOO, SVOA, and SVOC. The most dominant type of word order getting interference from Indonesian is SVC because 50% of that type was interfered with Indonesian. Meanwhile, the type of word order that gets the least interference from the Indonesian is SVA because 12,5% of that type gets interference.

It can be concluded that the results of word order interference analysis was explained in the table and diagram as following:

**Table 4.3**

**The Percentage of Indonesian Word Order  
Interference in Students Writing Exposition Text**

No.	Word Order	Frequency	Percentage
1.	SV	-	-
2.	SVA	2	12,5 %
3.	SVC	8	50 %
4.	SVO	6	37,5 %
5.	SVOO	-	-
6.	SVOA	-	-
7.	SVOC	-	-
<b>Total</b>		16	100%



**Figure 4.3 The Percentage of Indonesian Word Order Interference in  
Students Writing Exposition Text**

2. The solution to overcome Indonesian word order interference in exposition text writing

According to Lekova, there are some solutions to overcome Indonesian word order interference in exposition text writing:

- a. Establishing a system with exercises for overcoming Indonesian word order interference mistakes;

- b. Encouraging the students to do the exercises with verbs and tenses;
- c. Encouraging the students to do the exercises where nouns change their meaning according to number and gender;
- d. Encouraging the students to do the exercises with nouns having only singular form in the foreign language to which correspond plural nouns in the mother tongue and vice versa.

Based on the result of interview the researcher analyzed that the teacher stated all of the solution. It means that the teacher agree with all of the solution purposed by Lekova.

In conclusion, the solutions to overcome Indonesian word order interference in exposition text writing are establishing a system with exercises, encouraging the students to do the exercises with verbs and tenses, encouraging the students to do the exercises where nouns change their meaning according to number and gender, and encouraging the students to do the exercises with nouns having only singular form in the foreign language to which correspond plural nouns in the mother tongue and vice versa.

## **CHAPTER V**

### **CONCLUSION AND SUGGETION**

#### **A. Conclusion**

Based on the analysis result of Indonesian word order interference in exposition text writing of the eleventh graders at SMA N 1 Seputih Raman Central Lampung, the researcher would like to describe the conclusion of this research. The conclusion is related with the research results that cover the Indonesian word order interference in exposition text writing of the eleventh graders at SMA N 1 Seputih Raman Central Lampung and the solution to overcome Indonesian word order interference in exposition text writing of the eleventh graders at SMA N 1 Seputih Raman Central Lampung. The results of the analysis can be seen as follows:

1. It is known that the Indonesian word order interference in exposition text writing is SVC 50%, SVO 37,5%, and SVA 12,5%. Meanwhile, word orders that were not interfered with Indonesian are SV, SVOO, SVOA, and SVOC. The most dominant type of word order interfered with Indonesian is SVC because 50% of that type was interfered with Indonesian. Meanwhile, the least type of word order interfered with Indonesian is SVA because 12,5% of that type gets interference.
2. The solutions to overcome Indonesian word order interference in exposition text writing are establishing a system with exercises, encouraging the students to do the exercises with verbs and tenses,

encouraging the students to do the exercises where nouns change their meaning according to number and gender, and encouraging the students to do the exercises with nouns having only singular form in the foreign language to which correspond plural nouns in the mother tongue and vice versa.

## **B. Suggestions**

Based on the conclusion above, some suggestions are intended for the students, the teacher, and the other researchers:

### **1. For the Students**

The researcher hopes that the students will understand about the type of word order interference. It is suggested that the students to practice more in English writing, to produce correct compositions based on good English. In addition, it is recommended that the students to increase their English vocabulary to master English as well as possible.

### **2. For the Teacher**

It is recommended that the teacher to use the appropriate method when teaching word order grammar in writing. The teacher should not only explain the structure of the target language being studied, but also use the mistakes made by the students as a medium for learning interference in word orders while comparing the structure of the target language with the structure of the native language. This will minimize the possibility of the students will be affected by their native language

disorder. The use of an appropriate method can also prevent students from getting bored so that they have higher motivation and awareness to learn.

3. For the Headmaster

It is suggested that the headmaster to provide the complete learning media that support the students in learning English such as complete English dictionary, and English literature. In addition, it is recommended that the headmaster motivate the students to habituate using English both through writing and speaking.

## BIBLIOGRAPHIES

- Algeo, John, and Thomas Pyles. *The Origins and Development of the English Language*. 6th ed. Boston, MA: Wadsworth Cengage Learning, 2010.
- Anderson, Mark, and Kathy Anderson. *Text Types in English 3*. South Yarra, Vic.: Macmillan, 2013.
- Ary, Donald, Lucy Cheser Jacobs, Asghar Razavieh, and Donald Ary. *Introduction to Research in Education*. 8th ed. Belmont, CA: Wadsworth, 2010.
- Budiharto, R. Agus. "Native Language Interference on Target Language Writings of Indonesian EFL Students: An Exploratory Case Study". University of Madura, Indonesia: Indonesian EFL Journal 5, no. 1 (2019): 107-116.
- Creswell, John W. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. 4th ed. Boston: Pearson, 2012.
- Dweik, Bader S, and Zainab A Othman. "Lexical and Grammatical Interference in the Translation of Written Texts from Arabic into English". Bader Dweik: Academic Research International 8, no.3 (2017): 68-70.
- Eastwood, John. *Oxford Guide to English Grammar*. Oxford: Oxford Univ. Press, 2015.
- Esch, Edith, and Philip Riley. *Bilingual Family: A Handbook for Parents*. Cambridge; New York: Cambridge University Press, 2013.
- Gerot, Linda, and Peter Wignell. *Making Sense of Functional Grammar: An Introductory Workbook*. Cammeray: Antipodean Educational Enterprises, 2005.
- Ghanbari, Batoul, Hossein Barati, and Ahmad Moinzadeh. "Rating Scales Revisited: EFL Writing Assessment Context of Iran under Scrutiny". Hossein Barati: Language Testing in Asia 2, no. 1 (2012): 83-100.
- Ghufron, M. Ali. "Interference in Learning English: Grammatical Errors in English Essay Writing among Seventh Graders of Mts Darul Ulum, Sukosewu, Bojonegoro, East Java." English Teaching Journal : A Journal of English Literature, Language and Education 3, no. 2 (2015): 1-12.
- Gibson, William, and Andrew Brown. *Working with Qualitative Data*. 1 Oliver's Yard, 55 City Road, London England EC1Y 1SP United Kingdom: SAGE Publications, Ltd, 2009.

- Gordon, Christine J. "Modeling an Expository Text Structure Strategy in Think Alouds". *Reading Horizons: A Journal Literacy and Language Arts* 31, no.2, (2012): 148-167.
- Greenbaum, Sidney, and Gerald Nelson. *An Introduction to English Grammar*. 2. ed. London: Longman, 2002.
- Harmer, Jeremy. *How to Teach Writing*. Harlow: Longman, Pearson Education, 2011.
- Irmalia, Maya. "Indonesian Interference In Students' Writing". *Maya Irmalia: English Education Journal (EEJ)* 7, No. 4. (2016): 496-508.
- Javed, Muhammad, Wu Xiao Juan, and Saima Nazli. "A Study of Students' Assessment in Writing Skills of the English Language". *Javed: International Journal of Instruction* 6, no. 2 (2013): 129-144.
- Jem, Yosefina H, Ignasius Semana, Stanislaus Guna, and Hieronimus C Darong. "Mother Tongue's Interference in Manggaraian Students' English Writing of Senior High Schools Students in Langke Rembong Subdistrict." ". *Jem: Jurnal Pendidikan dan Kebudayaan Missio* 10, no. 1 (2018): 70-78.
- Langan, John. *Exploring Writing: Sentences and Paragraphs*. 2nd ed. New York: McGraw-Hill, 2010.
- Lao, Yandres Answo Djedelbert. "First Language Interferences into English Writing Skill of the Xiith Grade Students of SMA Negeri 1 Kupang In Academic Year 2017/2018". *Djedelbert: International Journal of Research – Granthaalayah* 5, no.12 (2017): 33-44.
- Lekova, B. "Language Interference and Methods of its Overcoming in Foreign Language Teaching". *Bulgaria: Trakia Journal of Sciences* 8, no.3, (2010): 320-324.
- Lester, Mark, and Glencoe/McGraw-Hill. *Glencoe Writer's Choice: Grammar and Composition*. New York, NY: Glencoe/McGraw-Hill, 2015.
- Miles, Matthew B., A. M. Huberman, and Johnny Saldaña. *Qualitative Data Analysis: A Methods Sourcebook*. Third edition. Thousand Oaks, California: SAGE Publications, Inc, 2014.
- Nayak, Deepa. "Phonological, Grammatical and Lexical Interference in Adult Multilingual Speakers". *Avanthi Paplikar: Language in India* 9, no.6 (2009): 11-22.



Nazario, Luis A., Deborah D. Borchers, and William F. Lewis. *Bridges to Better Writing*. 1st ed. Boston, MA: Wadsworth Cengage Learning, 2010.

Priyana, Joko. *English for Senior High School Students XI Science and Social Study Programme*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008.

Swan, Michael, and Bernard Smith, eds. *Learner English: A Teacher's Guide to Interference and Other Problems*. 2nd ed. Cambridge Handbooks for Language Teachers. Cambridge ; New York: Cambridge University Press, 2011.

Westwood, Peter S. *Learning and Learning Difficulties: A Handbook for Teachers*. Camberwell, Vic.: ACER Press, 2014.

Yin, Robert K. *Qualitative Research from Start to Finish*. New York: Guilford Press, 2011.

# APPENDICES

## 1. The Blue Print of Observation Sheet

No.	Aspect	Sub-Aspect	Reference
1.	The use of Indonesian word order interference in exposition text writing	SV (Subject + Intransitive Verb)	Greenbaum, Sidney, & Gerald Nelson, <i>An Introduction to English Grammar</i> , Ed. 2. London: Pearson Education Limited, 2002. 26-32.
		SVA (Subject + Verb + Adverbial Complement)	
		SVC (Subject + Linking Verb + Subject Complement)	
		SVO (Subject + Transitive Verb + Direct Object)	
		SVOO (Subject + Transitive Verb + Indirect Object + Direct Object)	
		SVOA (Subject + Transitive Verb + Direct Object + Adverbial Complement)	
		SVOC (Subject + Transitive Verb + Direct Object + Object Complement)	

## 2. Blue Print of Interview Sheet

The solution to overcome Indonesian word order interference in exposition text writing

No.	Sub-Aspect	Reference
1.	Establishing a system with exercises for overcoming Indonesian word order interference mistakes.	Lekova, B. "Language Interference and Methods of its Overcoming in Foreign Language Teaching". Bulgaria: Trakia Journal of Sciences 8, no.3, (2010): 324.
2.	Encouraging the students to do the exercises with verbs and tenses.	
3.	Encouraging the students to do the exercises where nouns change their meaning according to number and gender.	
4.	Encouraging the students to do the exercises with nouns having only singular form in the foreign language to which correspond plural nouns in the mother tongue and vice versa.	

### 3. The Documentation of Research

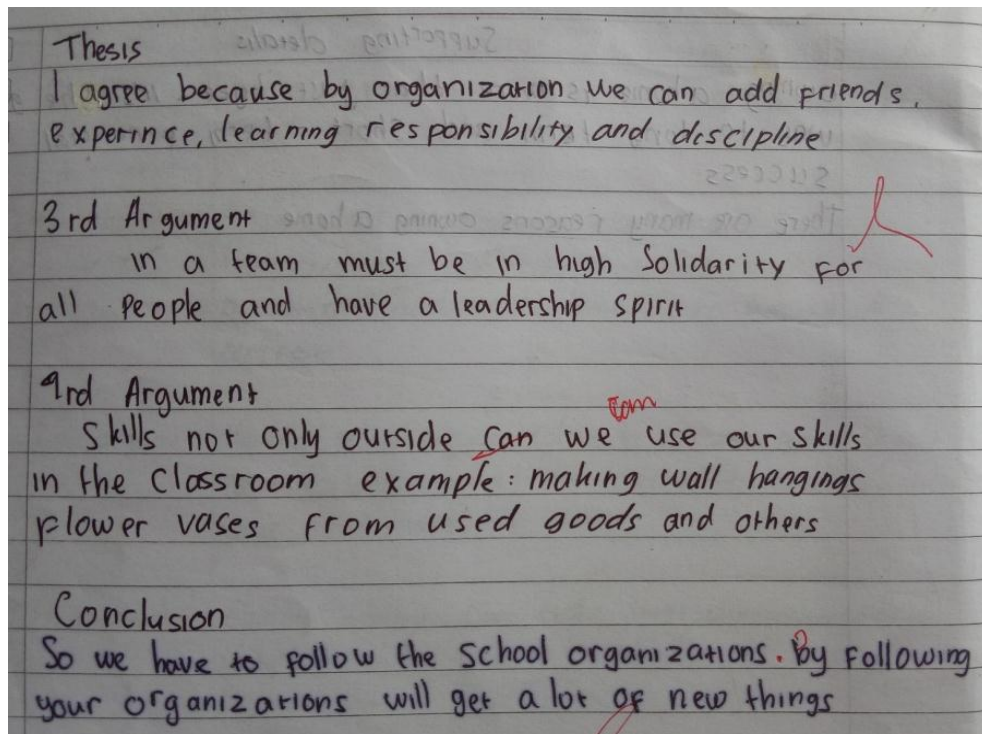
The researcher asked for the students' writing assignment document



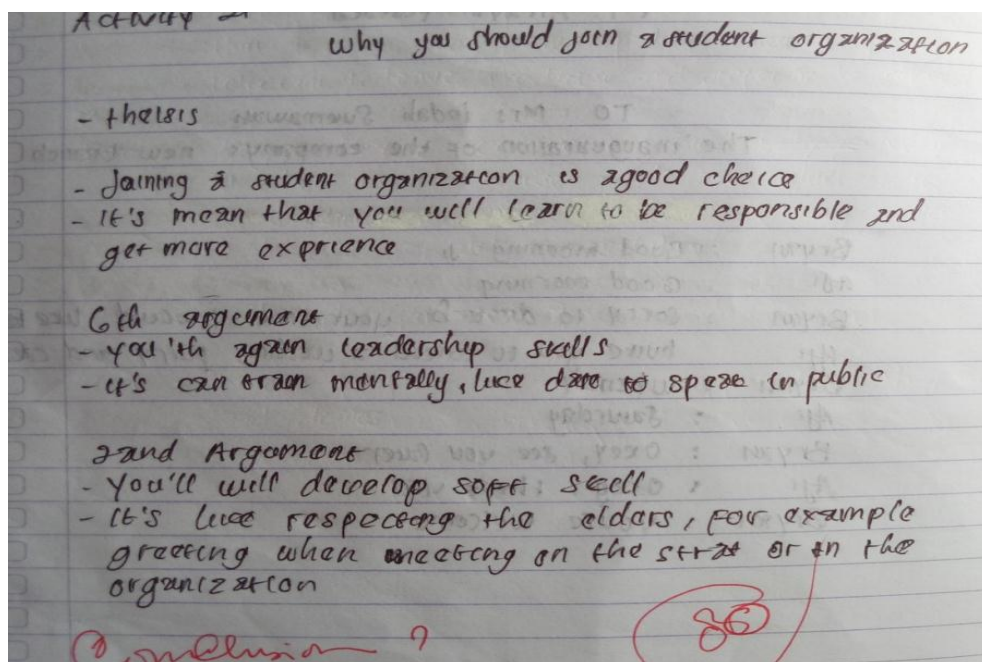
The researcher interview the teacher



The data of the students English writing assignment

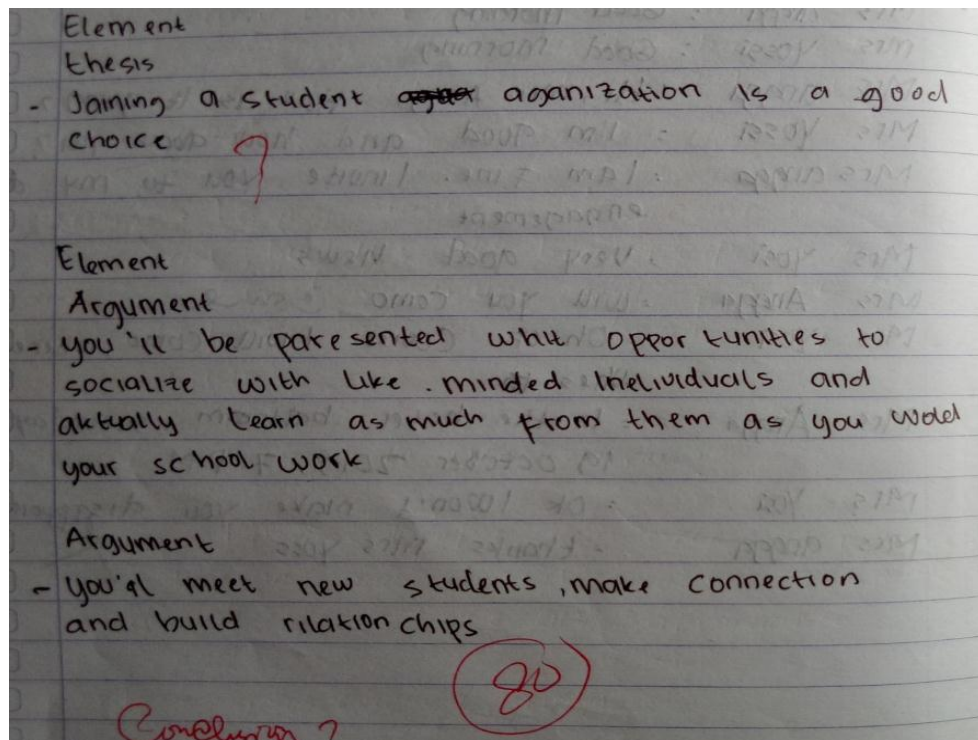


Alfi Nur Syarifah

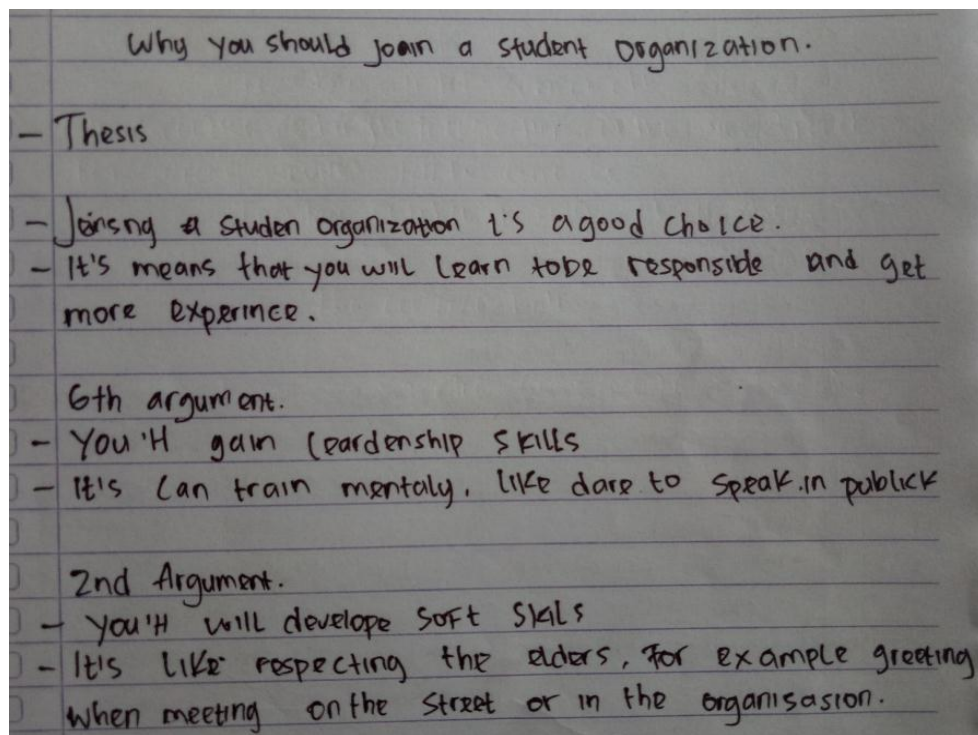


Bryan Bagus Maulana

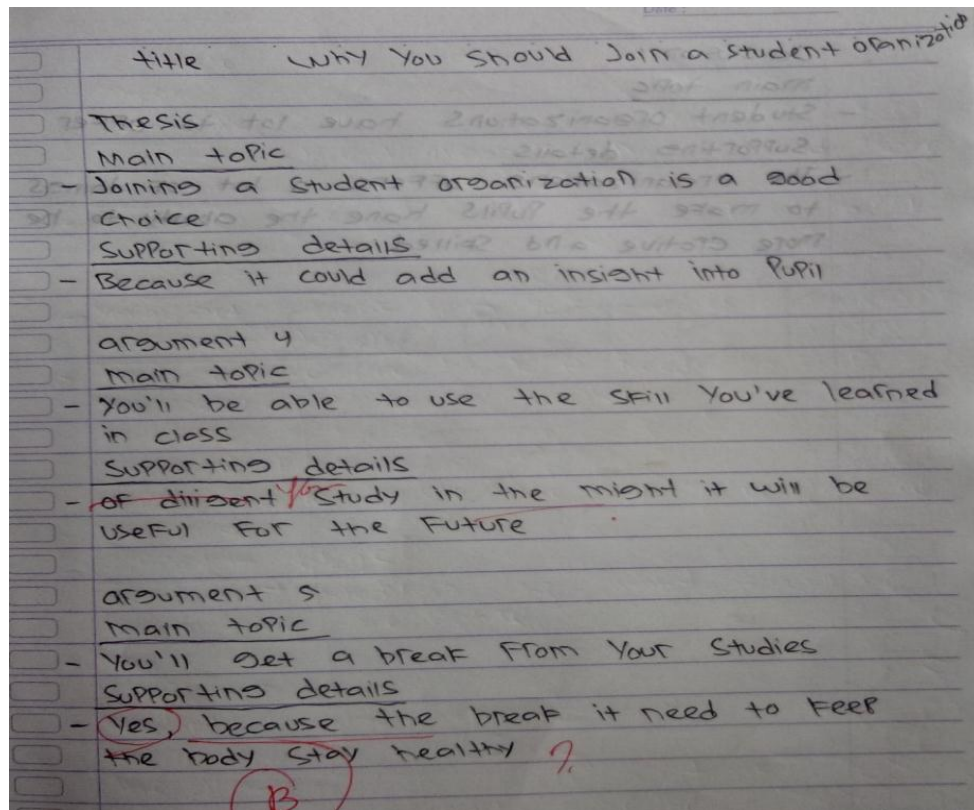




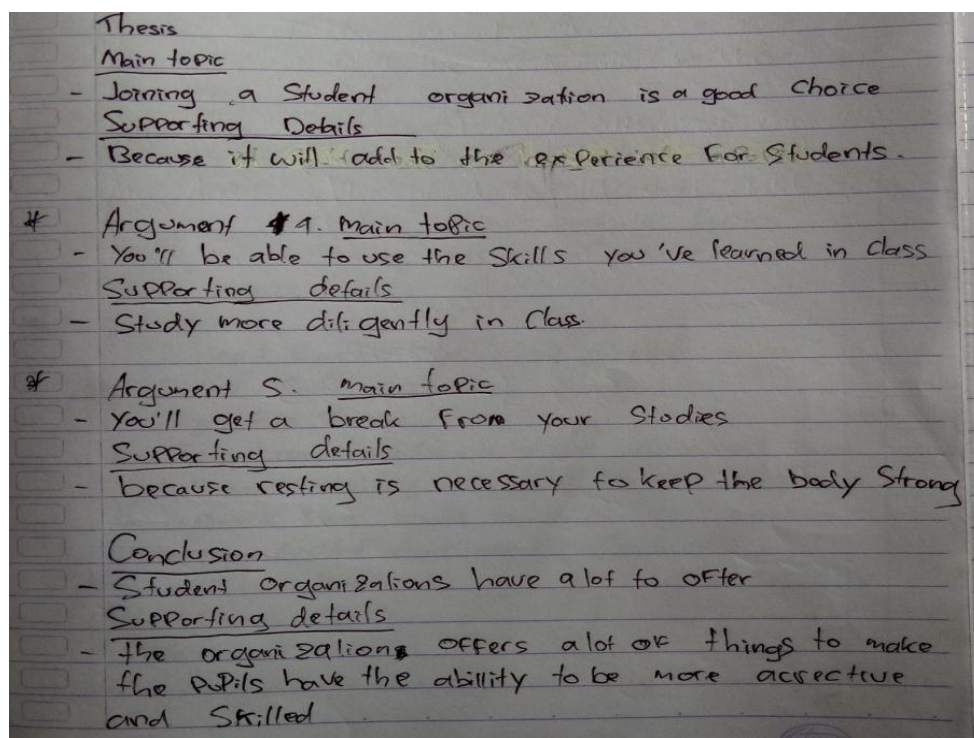
Cindy Sepya Nur Mala Sari



Dwi Kristianto

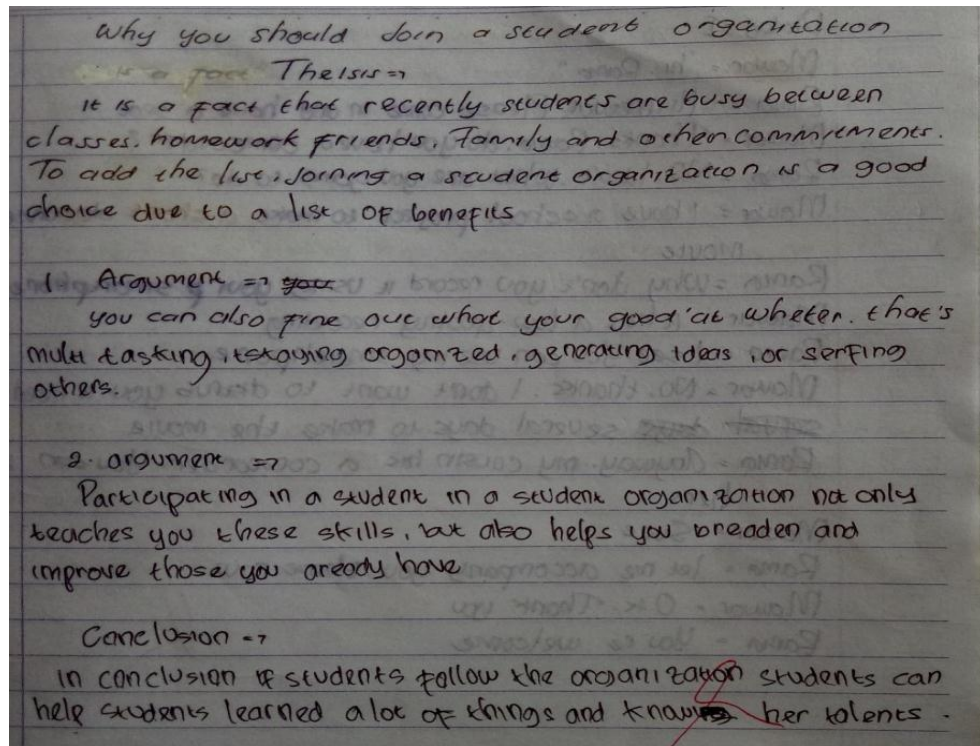


I Putu Aris Julianto

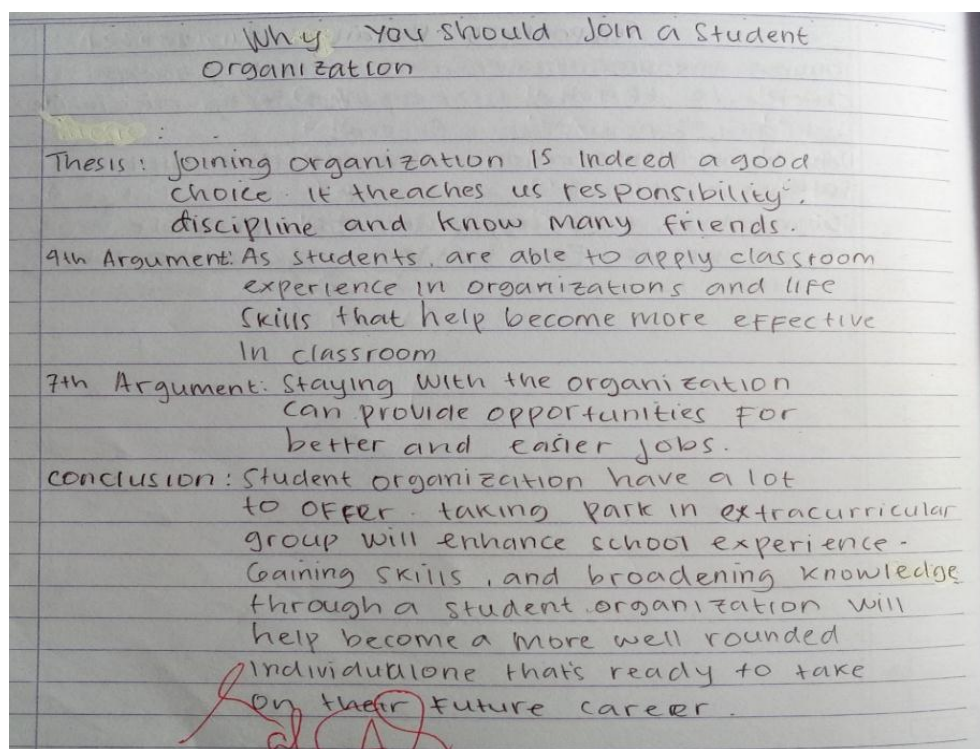




### I Putu Artha Wira Diana



### Indah DI



### Maratus Solekhah



tugas .

Thesis  
 joining a student organization is a good choice because students can develop their personality, talents and abilities.

1st Argument  
 You'll learn more about yourself, your goals, and your strengths. because students can spend time and energy for positive activities.

3rd Argument  
 you will learn how to work with a team. Students will meet new friends and in some cases they should try to work with the team.

Conclusion  
 Student organizations have a lot to offer everything you learn in student organizations is used not only for the present but also for the future.

Ni Komang Rosiana

	Why you should join a student organization
<u>Thesis</u>	joining a student organization is a good choice
<u>supporting details</u>	joining a organization is the best choice for teaching students to have a sense of responsibility and have high values of solidarity
<u>1st Argument</u>	You'll learn more about yourself, your goals, and your strengths
<u>supporting details</u>	when students follow the organization at school students can achieve the goals or goals they want and can cheat students abilities
<u>2nd Argument</u>	you will develop soft skills
<u>supporting details</u>	when students join the organization at school they can look for abilities and know their abilities
<u>Conclusion</u>	Student organizations have a lot to offer
<u>supporting details</u>	Students can choose a variety of organizations according to ability

## Ni Made Widhi Widana

Thesis  
Joining a student organization is a good choice.

- yes, because it can add insight, establish solidarity and be responsible

Argument 1  
you'll get a break from your studies

- yes, because the break it needs to keep the body stay healthy

Argument  
you'll be able to use the skills you've learned in class

- supporting details of diligent study in the night it will be useful for the future

Conclusion  
main topic

- Student organizations have a lot to offer
- supporting details
- the organizations offers a lot of things to make the pupils have

the ability to be more creative and skilled

10/22/2022

SDU

## Ni Nengah Meida Ayu

Why You Should Join a Student Organization.

- Thesis  
Joining a student organization is a good choice. Because students can hone and develop their talents in joining extracurricular activities.
- 1st Argument.  
You will learn how to work with a team, and you can also get new friends.
- 3rd Argument.  
You'll be able to use the skills you've learned in class. you to can use in everyday life.
- Conclusion.  
Student Organizations have a lot to offer and in organizations a lot can be learned and can be developed anywhere.



## Ni Wayan Devitryani

Thesis  
Joining a Student organization is a good choice

- It is a fact that recently students are busy between classes homework, friends, family, and other commitments
- To add the list, joining a student organization is a good choice due to a list of benefits

1st Argument  
You'll learn more about yourself, your goals, and your strengths

- this self-awareness will be beneficial in your future career
- You can learn from how other students handle certain situations and test your current knowledge

2nd Argument  
You will develop soft skills

- Soft skills allow us to effectively interact with others, like communication, attitude, and work ethic
- Participating in a student organization not only teaches you these skills, but also helps you broaden and improve those you already have

3rd Argument  
You will learn how to work with a team

- knowing how to work well with a team is an essential skill for any career

Conclusion  
Student organization have a lot to offer  
Your participation will enhance your school experience

## Rizal Bahri

Why You Should Join a Student Organization

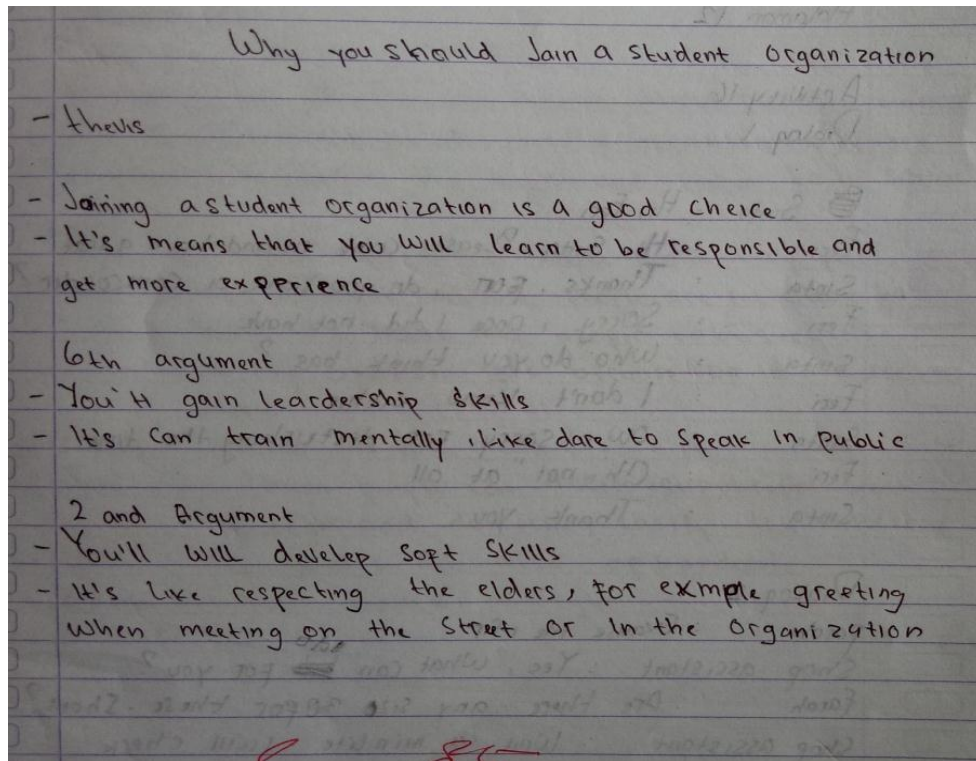
Thesis  
Joining an organization can develop talents, hobbies, practice responsibilities, learn to solve problems, open up insights and experiences.

1st Argument  
Working with work teams and responsibilities can be shared and can channel the talents and abilities of each.

2nd Argument  
These leadership skills demonstrate the ability to think, analyze a problem, decide and solve a problem, be creative in a variety of ideas, be brave, assertive and create effective collaboration.

Conclusion  
To summarize, working with work teams and responsibilities can be shared and can channel the talents and abilities of each. These leadership skills demonstrate the ability to think, analyze a problem, decide and solve a problem, be creative in a variety of ideas.

Shella Yusiana



Windi Apriliana

## SILABUS PEMBELAJARAN

**Mata Pelajaran : Bahasa Inggris**

**Satuan Pendidikan : SMA N. I SEPUTIH RAMAN**

**Kelas : XI (Sebelas)**

**Kompetensi Inti :**

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks	<ul style="list-style-type: none"> <li>• Fungsi Sosial</li> <li>Menjaga hubungan interpersonal dengan guru,</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak, membaca, dan menirukan, guru membacakan beberapa teks</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>should</i>, <i>can</i>)</p>	<p>teman, dan orang lain.</p> <ul style="list-style-type: none"> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan yang menunjukkan saran dan tawaran, dengan modal <i>should</i> dan <i>can</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a</i>, <i>the</i>, <i>this</i>, <i>those</i>, <i>my</i>, <i>their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> </ul>	<p>pendek berisihan dan tawaran dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>- Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang</li> <li>- Diberikan beberapa situasi, membuat beberapa saran dan tawaran yang sesuai secara tertulis kemudian dibacakan ke kelas</li> </ul>
<p>4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• Topik Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Melakukan pengamatan di lingkungan sekolah dan sekitarnya untuk membuat serangkaian saran dan tawaran untuk memperbaikinya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan menyatakan pendapat <i>I think</i>, <i>I suppose</i>, <i>in my opinion</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan pendapat dan pikiran</li> <li>- Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran dan menyebutkan pernyataan yang dimaksud</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
dengan konteks penggunaannya. (Perhatikan unsur kebahasaan I think, I suppose, in my opinion)	<ul style="list-style-type: none"> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul>	<ul style="list-style-type: none"> <li>- Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda</li> <li>- Diberikan beberapa situasi peserta didik menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas</li> </ul>
4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> <li>• Topik Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Melakukan pengamatan di lingkungan daerahnya dan sekitarnya kemudian menyatakan pendapat dan pikirannya terkait dengan upaya menjaga, memelihara dan memperbaikinya</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>
3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjaga hubungan interpersonal dalam konteks resmi</li> <li>• Struktur Teks Dapat mencakup:               <ul style="list-style-type: none"> <li>- Sapaan</li> <li>- Isi</li> <li>- Penutup</li> </ul> </li> <li>• Unsur Kebahasaan               <ul style="list-style-type: none"> <li>- Ungkapan dan istilah yang digunakan dalam undangan resmi</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda</li> <li>- Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar</li> <li>- Mencermati beberapa undangan resmi lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang digunakan</li> </ul>
4.3 Teks undangan resmi 4.3.1 Menangkap makna secara kontekstual terkait fungsi	<ul style="list-style-type: none"> <li>• Topik</li> </ul>	<ul style="list-style-type: none"> <li>- Diberikan beberapa undangan resmi yang tidak lengkap, dan kemudian melengkapinya dengan kata</li> </ul>



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja</p> <p>4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>Acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</p> <ul style="list-style-type: none"> <li>• Multimedia Layout yang membuat tampilan teks lebih menarik.</li> </ul>	<p>dan ungkapan yang sesuai</p> <ul style="list-style-type: none"> <li>- Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat undangan resminya</li> <li>- Menempelkan undangan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis</li> <li>• Struktur Teks Dapat mencakup             <ul style="list-style-type: none"> <li>- Pendapat/pandangan</li> <li>- Argumentasi secara analitis</li> <li>- Kesimpulan</li> </ul> </li> <li>• Unsur Kebahasaan             <ul style="list-style-type: none"> <li>- Ungkapan seperti <i>I believe, I think</i></li> <li>- Adverbial <i>first, second, third ...</i></li> <li>- Kata sambung <i>Therefore, consequently, based on the arguments</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Membaca dua teks eksposisi analitis tentang isu-isu aktual yang berbeda.</li> <li>- Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis satu teks lainnya</li> <li>- Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks eksposisi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga teks eksposisi analitis yang koheren, seperti</li> </ul>
<p>4.4 Teks eksposisi analitis</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur</p>		



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual</p> <p>4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI</li> </ul>	<p>aslinya</p> <ul style="list-style-type: none"> <li>- Membacakan teks-teks eksposisi tsb dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar</li> <li>- Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya.</li> <li>- Menempelkan teks tsb di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan passive voice)</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Mendeskripsikan, memaparkan secara obyektif</li> <li>• Struktur Teks               <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan               <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam passive voice</li> <li>- Preposisi</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Benda, binatang, tumbuh-tumbuhan, yang terkait dengan mata pelajaran lain yang menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Membaca dan mencermati beberapa deskripsi tentang produk seni budaya dari beberapa negara dengan banyak menggunakan kalimat pasif</li> <li>- Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar</li> <li>- Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar</li> <li>- Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>4.5. Menyusun teks interaksi</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>		
<p>3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjalin kedekatan hubungan antar pribadi</li> <li>• Struktur Teks Dapat mencakup               <ul style="list-style-type: none"> <li>- Tempat dan tanggal</li> <li>- Penerima</li> <li>- Sapaan</li> <li>- Isi surat</li> <li>- Penutup</li> </ul> </li> <li>• Unsur Kebahasaan               <ul style="list-style-type: none"> <li>- Ungkapan keakraban yang lazim digunakan dalam surat pribadi</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Pengalaman, informasi, hal lain yang terkait dengan sekolah, rumah, dan masyarakat yang dapat</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membacakan beberapa contoh surat pribadi dengan ucapan, dan tekanan kata yang benar.</li> <li>- Membaca dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar</li> <li>- Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis dua surat pribadi lainnya</li> <li>- Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga surat pribadi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga surat pribadi yang</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>4.6 Teks surat pribadi</p> <p>4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya</p> <p>4.6.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>menumbuhkan perilaku yang termuat di KI</p>	<p>koheren, seperti aslinya</p> <ul style="list-style-type: none"> <li>- Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>
<p>3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjelaskan, memberikan alasan, mensyukuri, dsb.</li> <li>• Struktur Teks               <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan</li> </ul>	<ul style="list-style-type: none"> <li>- Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataansebab akibat</li> <li>- Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>because of ...</i>, <i>due to ...</i>, <i>thanks to ...</i>)</p>	<ul style="list-style-type: none"> <li>- Kata yang menyatakan hubungan sebab akibat: <i>because of ...</i>, <i>due to ...</i>, <i>thanks to ...</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a</i>, <i>the</i>, <i>this</i>, <i>those</i>, <i>my</i>, <i>their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul>	<p>sebab akibat dan menyebutkan pernyataan yang dimaksud</p> <ul style="list-style-type: none"> <li>- Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda</li> <li>- Diberikan beberapa situasi peserta didik menulis teks pendek yang melibatkan pemuatan sebab akibat dan kemudian dibacakan ke kelas</li> </ul>
<p>4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• Topik Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menumbuhkan perilaku yang termuat di KI.</li> </ul>	<ul style="list-style-type: none"> <li>- Melakukan pengamatan di lingkungan daerahnya dan sekitarnya kemudian membuat beberapa pandangan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>
<p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>explanation</i> lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena</li> <li>• Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> <li>- fenomena</li> <li>- identitas gejala</li> <li>- rangkaian penjelasan</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Adverbia <i>first</i>, <i>then</i>, <i>following</i>, <i>finally</i></li> <li>- Hubungan sebab-akibat (<i>if – then</i>, <i>so</i>, <i>as a consequence</i>, <i>since</i>, <i>due to</i>, <i>because of</i>, <i>thanks to</i>)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Membaca beberapa teks <i>information report</i> terkait mata pelajaran lain di Kelas IX</li> <li>- Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks <i>report</i> dan mengamati cara penggunaannya, seperti yang dicontohkan</li> <li>- Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda</li> <li>- Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam pendek dan sederhana.</li> </ul>
<p>4.8 Menangkap makna</p>	<ul style="list-style-type: none"> <li>- Kalimat pasif, dalam tenses</li> </ul>	

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</p>	<p>yang <i>present</i></p> <ul style="list-style-type: none"> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI</li> </ul>	<ul style="list-style-type: none"> <li>- Menempelkan teks masing-masing di dinding kelas untuk dibaca temannya</li> <li>- Mempresentasikan teksnya kepada teman-teman yang datang membaca</li> <li>- Melakukan langkah yang sama dengan topik fenomena sosial</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif</li> <li>• Unsur kebahasaan               <ul style="list-style-type: none"> <li>- Kosakata dan tata bahasa dalam lirik lagu</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Membahas hal-hal yang terkait dengan tema lagu yang liriknya akan segera dibaca</li> <li>- Membaca dan mencermati isi lirik lagu terkait dengan pembahasan sebelumnya</li> </ul>
<p>4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<ul style="list-style-type: none"> <li>• Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak, dan menirukan guru membaca lirik lagu secara bermakna</li> <li>- Menyebutkan bagian-bagian yang terkait dengan pesan-pesan tertentu</li> <li>- Membahas pemilihan kata tertentu terkait dengan tema lagu</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>

### Observation Sheet

#### The Indonesian Word Order Interference in Exposition Text Writing of the Eleventh Graders at SMA N 1 Seputih Raman Central Lampung

No.	Data	Word Order	Sentences Found in the Students' Writing	Appropriate	Inappropriate	The Correction
1	AN	SV				
		SVA	I agree because by organization we can add friends experince, learning responsibility and discipline	-	√	I agree because by organization we can add friends, experience, learning responsibility and discipline
		SVC	In a team must be in high solidarity for all people and have a leadership spirit	-	√	In a team, there must be the high solidarity for all people and a leadership spirit
		SVO	1. Skills not only outside can we use our skills in the classroom example: making wall hangings flower vases from used goods and others	-	√	1. Skills are not only outside, but also inside that can be used by us in the classroom, for example: making wall hangings, flower vases from used goods and others.
			2. So we have to follow the school organizations, by follou your organizations will get a lot of new things	-	√	2. So we have to follow the school organization. By following the organization,

						you will get a lot of new things.
		SVOO				
		SVOA				
		SVOC				
2	BB	SV				
		SVA				
		SVC	1. Joining a student organization is a good choice	-	√	1. Joining a student organization is a good choice
			2. It's mean that you will learn to be responsible and get more experience	-	√	2. It means that you will learn to be responsible and will get more experience.
		SVO	1. You'll will develop soft skill	-	√	1. You will develop soft skill
			2. It's like respecting the elders, for example greeting when meeting in the strat or in the organizations	-	√	2. The example is respecting the elders by greeting when meeting at the street or at the organization.
			3. It's can train mentally, like dare to speak in public	-	√	3. It can train mentality such as dare to speak in public.
		SVOO				
		SVOA				
		SVOC				
3	DK	SV				
		SVA				

		SVC	1. Joining a student organization is a good choice	-	√	1. Joining a student organization is a good choice
			2. It's means that you will learn to be responsible and get more experience	-	√	2. It means that you will learn to be responsible and will get more experience.
		SVO	1. You'll gain leadership skills	-	√	1. You will gain leadership skills
			2. It's can train mentality, like dare to speak in public	-	√	2. It can train mentality such as dare to speak in public.
			3. You'll will develop soft skills	--	√	3. You will develop soft skill
			4. It's like respecting the elders, for example greeting when meeting on the street or in the organisation	-	√	4. The example is respecting the elders by greeting when meeting at the street or at the organization.
		SVOO				
		SVOA				
		SVOC				
4	IP	SV				
		SVA				
		SVC	1. Joining a student organization is a good choice	√	-	1. Joining a student organization is a good choice.
			2. Of diligent study in the night it will be useful for the future	-	√	2. Studying diligently in the night will be useful for the future
			3. Yes, because the break it need to keep the body stay	-	√	3. Yes, because the break is needed to keep



			healthy			the body stay healthy
		SVO	1. Because it could add an insight into pupil	√	-	1. Because it could add an insight into students.
			2. You'll be able to use the skill you've learned in class	√	-	2. You will be able to use the skill you have learned in class
			3. Student organizations have lot to offer	-	√	3. Organization has a lot of benefits for the students.
			4. The organizations offers a lot of things to make the pupils have the ability to be more crative and skilled	-	√	4. Organization offers a lot of things to make students have the ability to be more creative and skilled
			5. You'll get a break from your studies	-	√	5. You will get a break from your study.
		SVOO				
		SVOA				
5	IP	SV				
		SVA	Study more diligently in class	-	√	The students should study more diligently in class
		SVC	1. Joining a student organization is a good choice	-	√	1. Joining a student organization is a good choice
			2. Resting is necessary to keep the body strong	-	√	2. Taking a rest is necessary to keep the body strong
		SVO	1. It will add to the experience for students.	-	√	1. It will add the experience for students.
			2. You'll be able to use the skills you've learned in class	√	-	2. You will be able to use the skills you have learned in class

			3. You'll get a break from your studies	-	√	3. You will get a break from your study.
			4. Student organizations have a lot to offer	-	√	4. Organization has a lot of benefits for the students.
			5. The organization offers a lot of things to make the pupils have the ability to be more creative and skilled	-	√	5. Organization offers a lot of things to make students have the ability to be more creative and skilled
		SVOO				
		SVOA				
		SVOC				
6	ID	SV				
		SVA				
		SVC	1. It is a fact	√	-	1. It is a fact
			2. Students are busy between classes, homework friends, family and other commitments.	-	√	2. Students are busy in classes, homework, friends, family and other commitments.
			3. Joining a student organization is a good choice due to a list of benefits	√	-	3. Joining a student organization is a good choice due to a list of benefits.
			4. That's multi tasking, staying organized, generating ideas, or serving others.	-	√	4. Those are multi tasking, staying organized, generating ideas, or serving others.
		SVO	1. You can also find out what your good at when,	-	√	1. You can also find out what your skills are.

			2. In conclusion if students follow the organization, students can help students learned a lot of things and know her talents	-	√	2. In conclusion, if students follow the organization, students can learn a lot of things, and know their talents
		SVOO	Participating in a student in a student organization not only teaches you these skills, but also helps you broaden and improve those you already have	-	√	Participating in students' organization not only teaches you these skills, but also helps you broaden and improves those you already have.
		SVOA				
7		SV				
		SVA				
		SVC	Joining a student organization is a good choice it teaches us responsibility, discipline and know many friends.	-	√	Joining a student organization is a good choice because it teaches us responsibility, discipline and knowing lot of friends.
	MS	SVO	1. As students are able to apply classroom experience in organizations and life skills that help become more effective in classroom	-	√	1. Students are able to apply classroom experiences in organization and life skills that help to be more effective in the classroom
			2. Staying with the organization can provide opportunities for better and easier jobs.	√	-	2. Staying with the organization can provide opportunities for better and easier jobs.

8			3. Student organization have a lot to offer	-	√	3. Organization has a lot of benefits for the students.
		SVOO				
		SVOA				
		SVOC				
	NM	SV				
		SVA				
		SVC	1. Joining a student organization is a good choice	√	-	1. Joining a student organization is a good choice.
			2. Joining a organization is the best choice for teaching students to have a sense of responsibility and have high values of solidarity	-	√	2. Joining an organization is the best choice to teach students to have a sense of responsibility and have high values of solidarity
		SVO	1. You'll learn more about your self, your goals and your strengths	-	√	1. You will learn more about yourself, your goals, and your strengths.
			2. When students follow the organization at school students can achieve the goals or goals they want and can cheat students abilities	-	√	2. When students join an organization at school, students can achieve the goals they want and improve students' abilities
			3. You will develop soft skills	√	-	3. You will develop soft skills
			4. Student organizations have a lot to offer	-	√	4. Organization has a lot of benefits for the

						students
			5. Students can choose a variety of organizations according to ability	-	√	5. Students can choose various organizations according to their abilities
		SVOO				
		SVOA				
		SVOC				
9		SV				
	NW	SVA	You to can use in everyday life	-	√	You can also use it in your daily life
		SVC	Joining a student organization is a good choice.	√	-	Joining a a student organization is a good choice
		SVO	1. Because student can hone and develop their telents in joining extracurricular activities.	-	√	1. Because students can hone and develop their talents in participating extracurricular activities.
			2. You will learn how to work with a team	√	-	2. You will learn how to work with a team
			3. You can also get new friends	-	√	3. You can also make new friends
			4. You'll be able to use the skills you've learned in class	√	-	4. You will be able to use the skills you have learned in class
			5. Student organization have lot to offer	-	√	5. Organization has a lot of benefits for the students.
		SVOO				
		SVOA				
		SVOC				

10	WA	SV				
		SVA				
		SVC	1. Joining a student organization is a good choice	-	√	1. Joining a student organization is a good choice
			2. It's means that you will learn to be responsible and get more experience	-	√	2. It means that you will learn to be responsible and will get more experience.
		SVO	1. You'h gain leardership skills	-	√	1. You will gain leadership skills
			2. It's can train mentally like dare to speak I public	-	√	2. It can train mentality such as dare to speak in public.
			3. You'll will develop soft skills	√	-	3. You will develop soft skills
			4. It's like respecting the elders for example greeting when meeting in the street or in the organizations	-	√	4. The example is respecting the elders by greeting when meeting at the street or at the organization.
		SVOO				
		SVOA				
		SVOC				

## **Interview Sheet**

### **The Solution to Overcome Indonesian Word Order Interference in Exposition Text Writing**

The questions intended to the English teacher to investigate the solutions to overcome Indonesian word order interference in exposition text writing.

1. What are the students' difficulties in writing exposition text?

Answer: lack of vocabulary and ideas because they were interrelated.

2. Is there any Indonesian word order interference in the student's exposition writing?

Answer: yes, because students often looked for opportunities to use Google translate.

3. How to overcome Indonesian word order interference in exposition text writing?

Answer: looking at the language feature from the analytical. For the word order, the students are reminded again, especially for the development of sentences in the subject, in the object, students must know the position of the subject, what the object is, what the type of word is clause or the word order itself.

4. Is it important to establish a system with exercise for overcoming Indonesian word order interference mistake?

Answer: there must be lots of practice done by the students.

5. What are the forms of exercises for overcoming Indonesian word order interference mistakes?

Answer: by translating from Indonesian to English and vice versa, and by continuing to jumble words.

6. Is it important to stimulate the students to do the exercises with verbs and tenses in order to minimize Indonesian word order interference in exposition text writing?

Answer: yes, before writing students were asked to observe a text then first look for the object predicate subject, especially the word order, then if the predicate leads to the tense form.

7. What kinds of the exercises with verbs and tenses in order to minimize Indonesian word order interference in exposition text writing?

Answer: giving questions.

8. Does the teacher need to ask the students to do the exercises where nouns change their meaning according to number and gender to minimize Indonesian word order interference in exposition text writing?

Answer: looking back at the thoroughness of students and teacher, and by being careful or not in monitoring them, sometimes often wrong.

9. What are types of the exercises where nouns change their meaning according to number and gender to minimize Indonesian word order interference in exposition text writing?

Answer: inviting children to write, and by telling stories from Indonesian to English with translation.



10. Is it urgent to encourage the students to do the exercises with nouns having only singular form in the foreign language to which correspond plural nouns in the mother tongue and vice versa?

Answer: yes, with writing exercises.

11. What are the forms of exercises with nouns having only singular form in the foreign language to which correspond plural nouns in the mother tongue and vice versa?

Answer: with a sentence for practice.



**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

Nomor : B-4704/In.28.1/J/TL.00/12/2019  
Lampiran : -  
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
KEPALA SMA N 1 SEPUTIH RAMAN  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : **ASTUTI**  
NPM : 1601070069  
Semester : 7 (Tujuh)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : AN ANALYSIS OF INDONESIA LANGUAGE INTERFERENCE IN  
STUDENTS WRITING AMONG THE ELEVENTH GRADERS OF  
SMA N 1 SEPUTIH RAMAN

untuk melakukan *pra-survey* di SMA N 1 SEPUTIH RAMAN.

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, 27 Desember 2019  
Ketua Jurusan  
Tadris Bahasa Inggris  
  
**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610 200801 1 014



**PEMERINTAH PROVINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
CABANG DINAS PENDIDIKAN WILAYAH VI  
SMA NEGERI 1 SEPUTIH RAMAN**



*Jalan Raya Seputih Raman Kabupaten Lampung Tengah 34155 Email sman1seputihraman@yahoo.co.id*

Nomor : 421.3/002/V.01/SMA /2020

Lampiran : -

Perihal : Balasan Izin Pra-Survey

Yth.

Dekan Institut Agama Islam Negeri Metro

Di Tempat

Dengan hormat,

Menindaklanjuti surat Nomor B-4704/In.28.1/J/TL.00/12/2019 tanggal 27 Desember 2019 perihal izin penelitian, bahwa saya selaku Kepala SMA Negeri 1 Seputih Raman Kabupaten Lampung Tengah memberikan izin untuk melakukan penelitian kepada mahasiswa :

No	NAMA MAHASISWA	NPM	PRODI
1	ASTUTI	1601070069	PENDIDIKAN BAHASA INGGRIS

Demikian surat balasan ini, atas perhatian saya ucapkan terima kasih.

Seputih Raman, 08 Desember 2020

Kepala SMAN 1 Seputih Raman

Kabupaten Lampung Tengah



**Drs. NYOMAN SUARMO, MM**

NIP. 19680412 199103 1 014



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

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

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

Nama : Astuti  
 NPM : 1601070069

Jurusan : TBI  
 Semester :

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	28/2020 07			Revise Chapter II and III - cover - Acknowledgement - Add observation	
(2)				✓	
(3)				Am Subhan	

Mengetahui  
 Ketua Jurusan TBI

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

Dosen Pembimbing I

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



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

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

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

Nama : Astuti  
 NPM : 1601070096

Jurusan : TBI  
 Semester :

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Jum'at/12-6 2020  Rabu/16-6 2020  Senin 22/2020 6.			- Review Chapter I. - Setting, Vocabulary Grammar. - Prior research.  - Chapter I OK.  - Review Chapter II. - Paraphrase.  - Review all. - Continue to Chapter III.  - Learn more about Research methodology. - Review all.	

Mengetahui,  
 Ketua Jurusan TBI

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

Dosen Pembimbing II

Eka Yuniasih, M.Pd.  
 NIDN. 0210078702



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

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

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

Nama : Astuti  
NPM : 1601070096

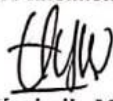
Jurusan : TBI  
Semester :

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Kelasa 7/2020 07			Revisi Chapter III. Revisi References 10. year. Bibliography.	
	Selasa 14/2020 07.			- Complete, Cover, Table of Content etc.	
	Selasa 21/2020 07			Proposal OK. See for sum.	

Mengetahui,  
Ketua Jurusan/TBI

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

Dosen Pembimbing II

  
**Eka Yuniasih, M.Pd.**  
NIDN. 0210078702





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

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

Telpon (0725) 41507, Faksimili (0725) 47296, Website: [www.tarbiyah.metroain.ac.id](http://www.tarbiyah.metroain.ac.id), e-mail: [tarbiyah.iaim@metroain.ac.id](mailto:tarbiyah.iaim@metroain.ac.id)

**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 : ASTUTI  
NPM : 1601070069  
Jurusan : Tadris Bahasa Inggris (TBI)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Yang berjudul : AN ANALYSIS OF INDONESIA LANGUAGE  
INTERFERENCE IN STUDENTS WRITING AMONG  
THE ELEVENTH GRADERS OF SMA NEGERI 1  
SEPUTIH RAMAN

Sudah kami setuju 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*

Dosen Pembimbing I

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

Metro, 29 Juli 2020  
Dosen Pembimbing II

**Eka Yuniasih, M.Pd.**  
NIDN. 0210078702

Mengetahui,  
Ketua Jurusan TBI

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



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

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

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

**NOTIFICATION LETTER**

Number :  
Appendix : 1 (one) Bundle  
Matter : In order to hold the seminar of Astuti

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

*Assalamu'alaikum, Wr. Wb*

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

Name : ASTUTI  
Students Number : 1601070069  
Faculty : Tarbiyah and Teacher Training Faculty  
Department : English Education Department  
Title : AN ANALYSIS OF INDONESIA LANGUAGE  
INTERFERENCE IN STUDENTS WRITING AMONG  
THE ELEVENTH GRADERS OF SMA NEGERI 1  
SEPUTIH RAMAN

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

*Wassalmu'alaikum Wr. Wb*

**Sponsor**

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

Metro, 29 Juli 2020

**Co-Sponsor**

**Eka Yuniasih, M.Pd.**  
NIDN. 0210078702

The Head of English Education Department

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





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

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

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

**PERSETUJUAN**

Judul : AN ANALYSIS OF INDONESIA LANGUAGE  
INTERFERENCE IN STUDENTS WRITING AMONG  
THE ELEVENTH GRADERS OF SMA NEGERI 1  
SEPUTIH RAMAN

Nama : ASTUTI

NPM : 1601070069

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

**Ahmad Subhan Roza, M.Pd**

NIP. 19750610 200801 1 014

Metro, 29 Juli 2020

Dosen Pembimbing II

**Eka Yuniasih, M.Pd.**

NIDN. 0210078702



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



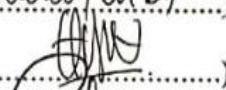
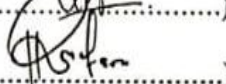
Jalan Ki. Hajar Dewantara Kampus 15A Iringmutyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id); E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**RATIFICATION PAGE**

The Research Proposal entitled AN ANALYSIS OF INDONESIAN WORD ORDER INTERFERENCE IN EXPOSITION TEXT WRITING AMONG THE ELEVENTH GRADERS OF SMA NEGERI 1 SEPUTIH RAMAN CENTRAL LAMPUNG. Written by: Astuti, Student Number 1601070069, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Friday, August 14<sup>th</sup> 2020 at 14.30–15.30 p.m.

**BOARD OF EXAMINERS**

Chairperson	: Ahmad Subhan Roza, M.Pd.	(  )
Examiner I	: Dr. Mahrus As'ad, M.Ag.	(  )
Examiner II	: Eka Yuniasi, M.Pd	(  )
Secretary	: Rika Dartiara, M.Pd.	(  )

Head of English Education Department



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



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

Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-2404/In.28.1/J/TL.00/8/2020  
Lampiran : -  
Perihal : **BIMBINGAN SKRIPSI**

Metro, 28 Agustus 2020

Kepada Yth.,

1. Ahmad Subhan Roza, M.Pd. (Pembimbing I)
2. Eka Yuniasih, M.Pd (Pembimbing II)

Di-

Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama	:	Astuti
NPM	:	1601070069
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	TBI
Judul	:	An Analysis of Indonesian Word Order Interference in Exposition Text Writing among the Eleventh Graders of SMA Negeri 1 Seputih Raman Central Lampung

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  $\pm$  1/6 bagian
  - b. Isi  $\pm$  2/3 bagian
  - c. Penutup  $\pm$  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.197506102006011014



**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.iaim@metrouniv.ac.id

Nomor : B-2616/In.28/D.1/TL.00/09/2020  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMA NEGERI 1 SEPUTIH  
RAMAN  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-2615/In.28/D.1/TL.01/09/2020, tanggal 30 September 2020 atas nama saudara:

Nama : **ASTUTI**  
NPM : 1601070069  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 1 SEPUTIH RAMAN, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF INDONESIAN WORD ORDER INTERFERENCE IN EXPOSITION TEXT WRITING AMONG THE ELEVENTH GRADERS OF SMA NEGERI 1 SEPUTIH RAMAN CENTRAL LAMPUNG".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 30 September 2020  
Wakil Dekan I,  
  
Dra. Isti Fatonah MA  
NIP. 19670531 199303 2 003





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

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

**SURAT TUGAS**

Nomor: B-2615/In.28/D.1/TL.01/09/2020

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

Nama : **ASTUTI**  
NPM : 1601070069  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA NEGERI 1 SEPUTIH RAMAN, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF INDONESIAN WORD ORDER INTERFERENCE IN EXPOSITION TEXT WRITING AMONG THE ELEVENTH GRADERS OF SMA NEGERI 1 SEPUTIH RAMAN CENTRAL LAMPUNG".
  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 : 30 September 2020

Wakil Dekan I,

Dra. Isti Fatonah MA  
NIP 19670531 199303 2 0031





PEMERINTAH PROVINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
CABANG DINAS PENDIDIKAN WILAYAH VI  
SMA NEGERI 1 SEPUTIH RAMAN



*Jalan Raya Seputih Raman Kabupaten Lampung Tengah 34155 Email sman1seputihraman@yahoo.co.id*

Nomor : 421.3/235/V.01/SMA /2020

Lampiran : -

Perihal : Balasan Izin Research

Yth.

Dekan Institut Agama Islam Negeri Metro

Di Tempat

Dengan hormat,

Menindaklanjuti surat Nomor B-2616/In.28/D/TL.00/09/2020 tanggal 30 September 2020 perihal izin Research, bahwa saya selaku Kepala SMA Negeri 1 Seputih Raman Kabupaten Lampung Tengah memberikan izin untuk melakukan Research kepada mahasiswa :

No	NAMA MAHASISWA	NPM	PRODI
1	ASTUTI	1601070069	PENDIDIKAN BAHASA INGGRIS

Demikian surat balasan ini, atas perhatian saya ucapkan terima kasih.

Seputih Raman, 09 Oktober 2020  
Kepala SMAN 1 Seputih Raman  
Kabupaten Lampung Tengah



**Drs. N. MAN SUARMO, MM**

NIP. 660412 199103 1 014

### SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris menerangkan bahwa:

Nama : Astuli  
 NPM : 1601070069  
 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Angkatan : 2016

Telah menyerahkan buku berjudul : Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research.

Metro,

Ketua Jurusan TBI

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

### SURAT KETERANGAN


Ketua Jurusan Tadris Bahasa Inggris menerangkan bahwa:

Nama : Astuli  
 NPM : 1601070069  
 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Angkatan : 2016

Telah menyerahkan buku berjudul : Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research.

Metro,

Ketua Jurusan TBI

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



**IAIN**  
M E T R O

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

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41507; Faks (0725) 47296; Website: [digilib.metrouniv.ac.id](http://digilib.metrouniv.ac.id); [pustaka.iain@metrouniv.ac.id](mailto:pustaka.iain@metrouniv.ac.id)

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-771/In.28/S/U.1/OT.01/09/2020**

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

Nama : ASTUTI  
NPM : 1601070069  
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 1601070069.

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, 23 September 2020  
Kepala Perpustakaan

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



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

Nama : Astuti  
NPM : 1601070069

Jurusan : TBI  
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
				<i>ku mshunet</i>	

Mengetahui,  
Ketua Jurusan

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

Dosen Pembimbing I

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



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

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

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

Nama : Astuti  
NPM : 1601070096

Jurusan : TBI  
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Selasa 15/9/2020			Instrument. Aec	

Mengetahui,  
Ketua Jurusan TBI

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

Dosen Pembimbing II

Eka Yuniasih, M.Pd.  
NIDN. 0210078702



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

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


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

Nama : Astuti  
NPM : 1601070069


Jurusan : TBI  
Semester :

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Senin 04/11/2020	✓		Revisi Abstract	
2	Senin 07/11/2020	✓		Revisi Chapter V	
3	Selasa 08/11/2020	✓		Revisi Kesimpulan	

Mengetahui,  
Ketua Jurusan TBI

  
**Ahmad Subhan Roza, M.Pd.**  
NIP. 197506102008011014

Dosen Pembimbing I

  
**Ahmad Subhan Roza, M.Pd.**  
NIP. 197506102008011014



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

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

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

Nama : Astuti  
 NPM : 1601070096

Jurusan : TBI  
 Semester :

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Celara 17/2020 11			Revisi chapter IV	
	Celara 23/2020 11			Revisi chapter V Completion Appendix	
	Rahm 2/2020 12			Continue to let Agunor. Hm.	

Mengetahui,  
 Ketua Jurusan TBI

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

Dosen Pembimbing II

Eka Yuniasih, M.Pd.  
 NIDN. 0210078702



## **SURAT KETERANGAN**

Nomor : TBI-7.0027/PTF/12/2020

Tim Turnitin FTIK IAIN Metro menerangkan bahwa Tes Turnitin Skripsi Jurusan TBI telah selesai dilakukan pemeriksaan duplikasi dengan membandingkan artikel-artikel lain menggunakan perangkat lunak Turnitin pada tanggal 10 Desember 2020

Judul : AN ANALYSIS OF INDONESIAN WORD ORDER INTERFERENCE IN EXPOSITION TEXT WRITING AMONG THE ELEVENTH GRADERS OF SMA NEGERI 1 SEPUTIH RAMAN CENTRAL LAMPUNG

Penulis : Astuti

NPM/Jurusan : 1601070069/TBI

No. Pemeriksaan : TS.07.0033

Dengan Hasil sebagai berikut:

**Tingkat Kesamaan diseluruh artikel (Similarity Index) yaitu 19%**

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya

Wassalamualaikum, Wr.Wb

Metro, 10 Desember 2020

Hormat kami,

Tim Turnitin FTIK

- Draf yang dilampirkan dalam Ujian Skripsi yaitu skripsi yang telah diturnitin (bisa itu yang asli atau dari hasil turnitin)

Mengetahui,  
Metro, .....  
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd



## CURRICULUM VITAE



The name of writer is Astuti. She was born in Rukti Endah, May 2, 1996. She is the last of 4 children of the married couple Mr. Warsito and Mrs. Suwarni. She was enrolled her study at SD N 2 Rukti Endah on 2004-2009. She continued her study at SMP N 1 Seputih Raman on 2009-2012.

She continued her study at SMA N 1 Seputih Raman 2012 and completed in 2015. After graduating of SMA N 1 Seputih Raman, the writer continued her study at Kota Metro. In 2016, she was registered as a student of S1 English Education Department State Institute for Islamic (IAIN) Metro. Then, the writer takes study as an S1 Students of English Education Department State Institute for Islamic Studies of (IAIN) Metro.