

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF CLEFT CONSTRUCTION IN
UNDERGRADUATE THESIS OF ENGLISH EDUCATION
DEPARTMENT STUDENTS AT IAIN METRO**

By:

KERISMA WATI

Student Number: 1701070111



TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTEMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1442 H / 2021 M

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF CLEFT CONSTRUCTION IN UNDERGRADUATE
THESIS OF ENGLISH EDUCATION DEPARTMENT STUDENTS AT
IAIN METRO**

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

By:
KERISMA WATI
Student Number:1701070111

Tarbiyah and Teachers Training Faculty English
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Sponsor : Ahmad Subhan Roza, M.Pd

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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NOTIFICATION LETTER

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Assalamu'alaikum, Wr. Wb

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

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

Wassalmu'alaikum Wr. Wb

Sponsor

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AssalamualaikumWr.Wb.

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

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

Wassalmu'alaikum Wr. Wb

Pembimbing

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APPROVAL PAGE

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RATIFICATION PAGE

No: B-3030/In.28-1/D/PP.00.9/07/2021

An Undergraduate thesis entitled: AN ANALYSIS OF CLEFT CONSTRUCTION IN UNDERGRADUATE THESIS OF ENGLISH EDUCATION DEPARTMENT STUDENTS AT IAIN METRO. Written by: Kerisma Wati, Student Number 1701070111, English Education Department, had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on July 14th 2021 at 07.30 – 09.30 a.m.

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**AN ANALYSIS OF CLEFT CONSTRUCTION
IN UNDERGRADUATE THESIS OF ENGLISH EDUCATION
DEPARTMENT STUDENTS AT IAIN METRO**

ABSTRACT

**By:
KERISMA WATI**

The objectives of this research are to investigate the types of cleft construction that are frequently used in undergraduate thesis, to find out the use of cleft construction in undergraduate thesis and to analyze the students' difficulties in using Cleft Construction in writing undergraduate thesis at IAIN Metro in the Academic Year of 2016/2017. This research is expected to be beneficial in informing the use of cleft construction. It is because the concept of cleft construction is very important in studying the writing skill.

This research method is a qualitative research. The type of research is a case study. Meanwhile, the qualitative design used in this study is a descriptive study. Data was taken from the primary sources that are ten undergraduate thesis of English department students IAIN Metro in the Academic Year of 2016/2017, particularly in the part of chapter I and chapter II.

The results of this research proved that the most dominant type of cleft construction used in the students' undergraduate thesis that is it-cleft. In addition, the second research result is about the use of cleft construction in students' undergraduate-thesis is classified into appropriate and inappropriate use. The appropriate use of it-cleft type was 34 uses (94%). In addition, the appropriate use of wh-cleft type is 100%. Meanwhile, there are 2 inappropriate use of it-cleft type (6%) and the inappropriate use of wh-cleft was not found. Furthermore, the third research result is about the students' difficulties include of the potential problem with taking cleft clause material to be topical is that it may not be immediately clear how a clause can denote an entity and the difficulties in using cleft construction in the limited form of examples of applying cleft construction in sentences.

Key word: *Writing, Cleft Construction, Undergraduate Thesis*

**ANALISIS KONSTRUKSI CLEFT SKRIPSI MAHASISWA JURUSAN
PENDIDIKAN BAHASA INGGRIS DI IAIN METRO
ABSTRAK**

**Oleh:
KERISMA WATI**

Penelitian ini bertujuan untuk mengetahui jenis-jenis konstruksi cleft yang sering digunakan dalam penulisan skripsi, untuk mengetahui penggunaan konstruksi cleft pada skripsi dan menganalisis kesulitan mahasiswa dalam menggunakan konstruksi cleft dalam penulisan skripsi di IAIN Metro. pada Tahun Pelajaran 2016/2017. Penelitian ini diharapkan dapat bermanfaat dalam menginformasikan penggunaan konstruksi cleft. Karena konsep konstruksi cleft sangat penting dalam mempelajari keterampilan menulis.

Metode penelitian ini adalah penelitian kualitatif. Jenis penelitian adalah studi kasus. Sedangkan desain kualitatif yang digunakan dalam penelitian ini adalah penelitian deskriptif. Data diambil dari sumber primer yaitu sepuluh skripsi mahasiswa jurusan Bahasa Inggris IAIN Metro Tahun Ajaran 2016/2017, khususnya pada bagian bab I dan bab II.

Hasil penelitian ini membuktikan bahwa jenis konstruksi cleft yang paling dominan digunakan pada skripsi mahasiswa yaitu it-cleft. Selain itu, hasil penelitian kedua tentang penggunaan konstruksi cleft pada skripsi mahasiswa diklasifikasikan menjadi penggunaan yang tepat dan tidak tepat. Penggunaan yang tepat dari tipe cleft adalah 34 penggunaan (94%). Selain itu, penggunaan tipe wh-cleft yang tepat adalah 100%. Sedangkan penggunaan it-cleft yang tidak tepat sebanyak 2 jenis (6%) dan penggunaan wh-cleft yang tidak tepat tidak ditemukan. Selanjutnya, hasil penelitian ketiga adalah tentang kesulitan siswa termasuk masalah potensial dengan mengambil materi klausa cleft menjadi topikal adalah bahwa mungkin tidak segera jelas bagaimana klausa dapat menunjukkan suatu entitas dan kesulitan menggunakan konstruksi cleft dalam bentuk terbatas contoh penerapan konstruksi cleft dalam kalimat.

Kata kunci: *Penulisan, Konstruksi Cleft, Skripsi*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Kerisma Wati
Student Number : 1701070111
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States that this undergraduate thesis is originally the result of the writer's research, in exception of ertain parts which are excerpted from the bibliographies mentioned.

Metro, July 2021
The researcher



KERISMA WATI
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ORISINILITAS PENELITIAN

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Nama : Kerisma Wati
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Menyatakan bahwa skripsi sarjana ini merupakan hasil penelitian penulis, kecuali bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Juli 2021
Peneliti



KERISMA WATI
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MOTTO

يَا أَيُّهَا الَّذِينَ آمَنُوا إِن تَنصُرُوا اللَّهَ يَنصُرْكُمْ وَيُثَبِّتْ أَقْدَامَكُمْ

O you who have believed, if you support Allāh, He will support you and plant firmly your feet.

(QS. Muhammad Ayat 7)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

My beloved parents, Mr. Jumadi and Mrs. Musri Hidayah who always support
and do evetything for me.

My lovely brothers Wasisto Putro, Satriya Wantoro and younger brother Abdul
Hafiz who always support me.

All my beloved friend My beloved Almamater State Institut For Islamic Study Of
Metro.

ACKNOWLEDGMENT

Praise always be upon Allah the king of humankind who has created human as the best creatures among his creation and also all mankind in all over the world without any exception. Bestow and mirus always deliver to our precious prophet Muhammad s.a.w who has brought humankind from darkness into brightness era. Peace be upon him, who always being an inspiration and role mode for all people expecially for moslem.

This undergraduate thesis entitle “AN ANALYSIS OF CLEFT CONSTRUCTION IN UNDERGRADUATE THESIS OF ENGLISH EDUCATION DEPARTMENT STUDENTS AT IAIN METRO”

Furthmore, the researcher would like to express the gratitude to the sponsor Ahmad Subhan Roza, M.Pd a who have sincerely guided writer to accomplish the undergraduate thesis. Finally, the researcher realizes that undergraduate thesis is far from perfect. The researcher hopes that at least the result of this research can provide the significant contribution in the teaching learning English be it in school or college.

Metro, July 2021

The wtitier



Kerisma Wati

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CHAPTER I

INTRODUCTION

A. Background of Study

Writing is a language skill needed by someone to tell about idea, feeling, thought, emotion, attitude and experience of life. Writing is the one of the skills in English that is used to deliver messages from writers to readers. Therefore, writing is one of language skills that has an important role in human life.

In addition, by writing, a person can express thoughts and ideas to achieve the objectives. Writing is an activity of communicating messages and using written languages as a tool or medium. It is used not only in education but also in various sectors of life such as economics, career and others.

However, writing is not easy to understand. There are many problems got with the researchers to express information in writing. The problems in writing is about mastery of vocabulary and grammar. Besides that, the limitation of interesting materials or media in writing activities also influences the writing skill.

One of the phenomena contained in writing is *cleft construction*. Cleft construction is the complex sentence that has a meaning that can be expressed by a simple sentence. One of the examples is *It was in order to cheer up Julia that we phoned them*. A cleft sentence is a complex sentence that has a meaning that could be expressed by a simple sentence. Clefts

typically out a particular constituent into focus. In spoken language, this focusing is often accompanied by a special intonation. The use of *cleft construction* was found largely in the thesis of students IAIN Metro. There are two types of cleft constructions: It-Cleft and Wh-Cleft.

The function of cleft construction in writing is to focus the theme of information. In addition, writing becomes more variative, since it is not monotonous with an active sentence type. By the use of cleft construction the researchers could form a more academic sentence.

Based on the pre survey results, the researcher had conducted a pre-survey in library of IAIN Metro on April 3, 2021. In the pre survey process the researcher analyzed the use of Cleft Construction in writing. The pre survey results are illustrated in the following table:

Table 1
The Pre-survey use of Cleft Construction in writing undergraduate thesis English Education Department Students at IAIN Metro.

No.	Data	Types of Cleft Construction				
		It Cleft		Wh Cleft		Percentage
		Frequency	Percentage	Frequency	Percentage	
1.	IL	2	50%	2	50%	100%
2.	AP	1	33%	2	66%	100%
3.	DN	1	20%	4	80%	100%
4.	HU	3	23%	10	76%	100%
5.	RA	1	16%	5	83%	100%

Table 2
The Criteria of Students use Cleft Construction in Writing the Undergraduate Thesis

No.	Types of Cleft Construction	Frequency	Percentage
1.	It Cleft	8	28 %
2.	Wh Cleft	23	72 %

Based on the information in the table above, it is known that the most dominant use of the cleft construction type in the thesis is wh-cleft with a percentage of 72 %. Therefore, researcher conducted a qualitative research entitled “An Analysis of Cleft Construction in Undergraduate Thesis of English Education Department Students at IAIN Metro.”

B. Research Questions

Based on the background of the research above, the researcher identified some problems as follow:

1. What is the most dominant type of Cleft Construction in students' undergraduate thesis at IAIN Metro?
2. How is the use of Cleft Construction in students' undergraduate thesis at IAIN Metro?
3. What are the students' difficulties in using Cleft Construction in writing undergraduate thesis at IAIN Metro?

C. Objectives and Benefits of the Research

1. Objectives of the Research

This research has several objectives including:

- a. To analyze the most dominant type of Cleft Construction in students' undergraduate thesis at IAIN Metro.
- b. To find out the use of Cleft Construction in students' undergraduate thesis at IAIN Metro.
- c. To analyze the students' difficulties in using Cleft Construction in writing undergraduate thesis at IAIN Metro

2. Benefits of the Research

This research contains benefits for writers but also for students, lecturers, and other researchers.

- a. For the students

This qualitative research is expected to be useful for students by providing important information to them about the use of Cleft Construction in the thesis. Knowing the Cleft Construction concept is expected to minimize the level of error in using Cleft Construction in the thesis. Besides that through this research students are expected to apply the Cleft Construction concept correctly written so that the quality of their writing is better.

- b. For the lecturers

This research is expected to provide a positive contribution to lecturer to encourage their students to use cleft construction in writing. In

addition, this research provided information to lecturers regarding the use of cleft construction in writing so that lecturers can help students to minimize the level of errors in the use of cleft construction in writing. Therefore, it is expected that this research can help lecturers to improve the quality of students' writing.

c. For the other researchers

It is expected that this research can give the benefit other researchers by providing important information regarding the use of cleft construction in writing. In addition, this research strengthened data and evidence regarding the use of cleft construction in writing. Therefore, it can be an inspiration for other researchers and continue research on the same topic, namely cleft construction.

D. Prior Research

This research was conducted by considering several prior research. The first prior research was carried out by Pelin İrgin, who conducted a study entitled “*A Difficulty Analysis of Cleft Sentences*”.¹ The research has a purpose to define how difficult the cleft sentences for the EFL freshman students and to describe the difficulty levels of types of cleft sentences. The method used is qualitative. The study made 61 freshman students as the research sample.

This study has similarities and differences with the first prior research, the similarity lies in the similarity of research topics and research methods.

¹ Pelin İrgin, “International Online Journal of Education and Teaching (IOJET), 1(1). 70-80. [Http://iojet.org/index.php/IOJET/Article/View/10/43](http://iojet.org/index.php/IOJET/Article/View/10/43),” *Hacettepe University*, 2013, 12.

That is because both of these studies discuss the use of Cleft Construction in IAIN Metro student thesis. While the research methods used in both of these studies are qualitative. The difference between the two studies lies in the research objectives and primary research sources. That is because this study aims to examine.

Furthermore, the second prior research was carried out by Peter Siemund and Kalynda Beal. In their entitled "*Clefting in Contact Through Space and Time: An Analysis of It-Clefts In Irish English, Indian English and British English*".² The method of paragraph research used by the second prior research is qualitative. The second prior research sample described in section 4.1 were used to search and code the data, and Kevin Mccafferty native speaker informants from England, Ireland and the US were asked to interpret and give grammaticality judgments on ambiguous tokens. That research analyzes the grammatical domain of cleft sentences especially it- clefts. The research has a purpose to analyze the modernday data from the Great Britain, Ireland, and India sections of the International Corpus of English (ICE) in order to measure the amount of difference between a more or less completed language and focus the manner or attitude with which he writes his letter.

This study has similarities and differences with the second prior research, the similarity lies in the similarity of research methods and research topics. That is because both of these studies discuss the use of Cleft Construction in IAIN Metro student thesis. While the research methods used in

² Kalynda Beal, "Clefting in Contact Through Space and Time: An Analysis of It-Clefts In Irish English, Indian English and British English," *Upsala Uneversity Press*, July 29, 2015, 243–267.

both of these studies are qualitative. The difference between the two studies lies in the research objectives and primary research sources. That is because this study aims to examine.

Furthermore, the third prior research was carried out by Yang Kun and Deng Liang. In their entitled “*Clausal Integration and the Generation of IT-Cleft Construction*”.³ The research has a purpose to discuss generation of the typical IT-cleft construction (i.e. NP-highlighted IT-cleft construction) with the apparatus of Clausal Integration Hypothesis. The research method used by the third prior research is qualitative.

This study has similarities and differences with the third prior research, the similarity lies in the similarity of research methods and research topics. That is because both of these studies discuss the use of Cleft Construction in IAIN Metro student thesis. While the research methods used in both of these studies are qualitative. The difference between the two studies lies in the research objectives and primary research sources. That is because this study aims to examine.

³ Kun Yang and Deng Liang, “Clausal Integration and the Generation of IT-Cleft Construction,” *International Journal of Linguistics* 6, no. 6 (December 31, 2014): 91, <https://doi.org/10.5296/i>.

CHAPTER II

REVIEW OF LITERATURE

A. The Concept of Undergraduate Thesis

1. The Concept of Writing

a. The Definition of Writing

In learning English, people must master four basic skills such as speaking, reading, listening and writing. In this case, the researcher focuses on writing. Many definitions about writing have been proposed by expert.

According to Stephen Bailey's *Writing is one of the few academic writing books that accurately covers many of the major topics, including grammar, text style, academic conventions, and the writing process.*⁴ This is accomplished by providing simple descriptions, real-life examples, and practical practice experiences that can be completed in class or as self-study.

According to David Nunan, writing is both a physical as well as mental act. On the surface, writing is a manual process of committing symbols (letters of the alphabet, etc.) to paper or a computer screen by manipulating a pencil, pen, or keys on a

⁴ Stephen Bailey, *Academic Writing: A Handbook for International Students*, 3rd ed (London ; New York: Routledge, 2011).

keyboard.⁵ It means that writing is a mental process of delivering ideas and thinking about how to present them effectively in the form of a written text.

Based on the above description, the researcher assumes that writing allows someone to explore his or her mind (idea) through the medium of paper, which serves a specific function in conveying messages to the reader.

b. The Process of Writing

The writing process used in Nazario, writing consists of five stages:⁶

1) Prewriting

In the first step, discovering and limiting the topic. Prewriting techniques to step find the topic and focus on writing of the text. Prewriting techniques help the people discover ideas in the writing process.

2) Drafting

The researcher drafts a product related to the topic. The researcher checks the words in elaborating the topic. Besides, in the drafting phase, reading and correcting are required to improve the product of writing.

⁵ David Nunan, *Teaching English to Speakers of Other Languages: An Introduction*, 1st ed. (Routledge, 2015), 78.

⁶ Luis A. Nazario, Deborah D. Borchers, and William F. Lewis, *Bridges to Better Writing*, 1st ed. (Boston, MA: Wadsworth Cengage Learning, 2010), 9-15.

3) Revising

In this stage, if the students revise, the students review the draft to see where can make their writing clearer, more accurate, more meaningful and more informative. Each writing chapter includes a style tips to help students write more clearly and accurately and a problem–solution section.

4) Proofreading

In the proofreading stage, the students can see the text for spelling, sentence structure, and word usage. Each chapter presents grammars error as a starting point writing for proofreading.

5) Reflecting

The final stage of the writing process is reflecting. The students start by reflecting on their writing experiences in that chapter. The students created their draft in their next writing.

2. The Concept of Undergraduate Thesis

a. Definition of Undergraduate Thesis

According to Robert V. Smith, the undergraduate thesis or is generally encyclopedic in nature that contains an extensive survey of the literature, including historical background.⁷ It means that undergraduate thesis should cover an comprehensive analysis of the article, include historical culture.

⁷ Robert V. Smith et al., *Graduate Research A Guide for The Students In The Sciences* (tokyo: Elsevier, 2016), 142.

An undergraduate thesis is a detailed description of the study and defend their to guidance. Students must make with high quality research. Importantly, the is explanation for the topic and methodology, and, once accepted, is a written agreement between students and their guidance.⁸

According to Eco, a thesis is typewritten manuscript, usually 100 to 400 pages in length, and then student defends it in front of guidance.⁹

Base on the above, writer conclude that thesis is detailed description of the study and is how related between designing and conducting experiments. The students make with high quality research and defends until move on thesis.

b. Structure of Undergraduate Thesis

David states that typically, the thesis includes of the following:¹⁰

1) Introduction

Introduction is the first chapter of the paper that contain description topic or title of the research. In the first chapter describe about problem background of study, problem identification, focus of study, and the purposes of research.

⁸ Lorrie Blair, *Writing a Graduate Thesis or Dissertation* (Canada: Sense Publishers, 2016), 23.

⁹ Umberto Eco, Caterina Mongiat Farina, and Geoff Farina, *How to Write a Thesis* (Cambridge, Massachusetts: MIT Press, 2015), 1.

¹⁰ Martha Davis, *Scientific Papers and Presentations*, 2nd ed, Effective Communication Skills in Science (San Diego: Academic Press, 2005), 68-69.

2) Literature review

A detailed description about theory of the expert related to the topic or title of the research (sometimes combined with the introduction).

3) Materials and methods

Specific techniques and methodology used in the study, including materials needed and data collection and analyses.

4) Results

Result is a presentation of the data acquired from your research.

5) Discussion

Discussion is significance of the data as well as the relationship between your work and the findings of others (results and discussion may be combined). It can be said, discussions have detailed explanations of data that also discuss the relationship between your work and the findings of other parties or people.

6) Conclusions

Conclusion is a summary of the findings and their significance and perhaps suggestions for further research or

applications for the findings. It means that the conclusion is a complete record made from the result of research.¹¹

7) Bibliography

A bibliography is a list of all from source that used in the research. Bibliography should include the authors' name, the titles of the research and the dates were published.

8) Appendices

Appendices are related materials that support a point and provide additional information but are not essential for understanding the thesis itself. In other words, appendices are associated component that backing a mark and add additional data but are not element for intelligence the hypothesis itself.

9) Abstract

Abstract is required for doctoral dissertations and may be needed for the master's thesis. It means that abstract is appropriate for doctoral essay and may be essential for the administrator hypothesis.¹²

Briefly, in this research the researcher investigated the use of cleft construction in students undergraduate thesis, in the part of chapter I and chapter II.

¹¹ Brandé Flamez, A. Stephen Lenz, and Richard S. Balkin, *A Counselor's Guide to the Dissertation Process: Where to Start and How to Finish* (Alexandria, VA: American Counseling Association, 2017), 167.

¹² Flamez, Lenz, and Balkin, 7-8.

B. The Concept of Cleft Construction

1. The Definition of Cleft Construction

Fristly according to Finegan, cleft construction is transformation used in English and many other languages to mark information structure.¹³

Secondly, according to Smith, clefts are common devices in discourse to illustrate or contrast any phrase in a sentence. There are a convenient, and often the only, means of expressing emphasis. Elements of one layer, made up of propositional meanings, illocutionary powers, and knowledge structure, can be in the domain of elements of another layer, in her view of a hierarchical structure of sentence meaning.¹⁴

Thirdly, according to Kenesei, cleft construction a kind of complementary focusing device and can be used in a variety of languages. Among the linguistic forms that compete are marked word order and concentrating particles.¹⁵

From definition of cleft construction above, the researcher concludes that the cleft construction is used to connect what is already understood about new things that readers get. Clefts are a

¹³ Edward Finegan, *Language: Its Structure and Use*, 5th ed (Boston, MA: Thomson Wadsworth, 2010), 262.

¹⁴ Ferenc Kiefer, István Kenesei, and Robert M. Harnish, eds., *Perspectives on Semantics, Pragmatics, and Discourse: A Festschrift for Ferenc Kiefer*, Pragmatics & Beyond, new ser. v. 90 (Amsterdam ; Philadelphia: John Benjamins Pub. Co, 2011), xvii.

¹⁵ Kiefer, Kenesei, and Harnish, 289.

common turn of phrase to explaining or comparing any phrase in a sentence.

2. The Function of Cleft Construction

The following are the function of cleft construction: (1) clefts are used when very clear focusing devices are available (which implies different things in German and English); and (2) the presupposition semantics of clefts imply macro structural meaning, while marked word order does not.¹⁶

Clefts have long been considered of it as focusing elements, or skill structuring elements, and therefore the difference between the cleft and non-cleft versions should be focused on this layer of sentence meaning.¹⁷

The contrast between the cleft and the non-cleft version is that the cleft tells us right away that the identifying feature is in a macro formal contrastive discourse relation with any preceding context, even though non-cleft version does not. In other words, the cleft is a formal indicator of a discourse relation for its presupposition and exhaustively identifying relation.¹⁸

Based on the explanation, it is concluded that cleft construction has long been considered as focusing elements, or skill structuring elements, and therefore the difference between the cleft

¹⁶ *Ibid*, 273.

¹⁷ *Ibid*, 277.

¹⁸ *Ibid*.

and non-cleft versions should be focused on this layer of sentence meaning.

3. The Types Cleft Construction

a. It-Clefts

Firstly, according to Finegan, It-cleft construction the clefted phrase new information, while the rest of the sentence is given information. The use of *it* in the cleft construction is not as the subject pronoun. It means that the function *it* in the cleft construction is not the subject of sentence. Thus, the information question 1 below can be answered with 2, in which the answer to the question (that is, the new information) is clefted, but is can't be answered with 3 because the clefted element is not the requested new information.¹⁹ The examples below show the It Cleft.

- 1) Who did Stan see at the party?.
- 2) It was Nick that Stan saw at the party.
- 3) It was Stan who saw Nick at the party.

That the part of the sentence following *that/who* in a cleft construction presents given information is illustration by fact that it can refer to something just mentioned in the previous sentence. In the following example, the second sentence contains a cleft construction in which the elements following

¹⁹ Finegan, *Language*, 262.

that are simply repeated from the previous sentence in the discourse. Clearly, the elements following the *that* in a cleft construction represents given information.

Second according to Downing and Locke, the it-cleft brings the focus (marked by tonic stress) near the front of the first unit. There is a lesser stress, here underlined, on *need*, the last word of the unit containing given or presupposed information. Presupposed information is that which is assumed by the speaker, without being asserted. Here what is assumed is '*they need something*'. If spoken, then, the devices of intonational prominence and syntactic structure reinforce each other to single out money in these examples. Let's look first at the it-cleft. This consists of the pronoun *it* + a form of the verb *be*+ the strongly focused item + a clause starting with a relative pronoun such as *who*, *that* or *which*:²⁰

The main function of the it-cleft is to mark *contrastive focus*. The contrast is very often implicit, as in *Tuesday* (not another day), *the women*, not *the men*; but the contrast may be made explicit, as in *It's the person, not the business*.²¹

Based on the explanation above, the it-cleft construction provides new information to the clefted phrase, while the remainder of the sentence receives information from the rest of

²⁰ Angela Downing and Philip James Locke, *English Grammar: A University Course*, 2. ed (London: Routledge, 2006), 246.

²¹ *Ibid*, 250.

the sentence. The main function of the it-cleft is to mark *contrastive focus*.

b. Wh-Clefts

In wh-clefts, the clause beginning with what is old information, and the focused element is new information. Wh-clefts are used primarily in conversation for a range of specific uses.²² Wh-words in the cleft construction are not the question words that form the interrogative sentences.

Moreover, WH-cleft constructions can be of the form WH-word... is/was/will be, in which the WH-word is usually what. In WH-cleft constructions, the clefted noun phrase, clefted prepositional phrase, or clefted adverb is placed after the verb be, and the rest of the clause is placed between the two parts of the construction. Other variants of WH-cleft sentences also exist, as in these examples:²³ Example : What I like best is grape soda.²⁴

Wh-clefts consist of: 1) A clause introduced by a wh-word, usually what, with its own point of focus, typically at its end. 2) A form of the verb be 3) The specially focused element: a noun phrase, an infinitive clause, or a finite nominal clause.²⁵

²² Cennet Altiner, "Teaching of Focus Structures in English," *Journal of Education and Training Studies* 6, no. 11a (November 29, 2018): 71.

²³ Finegan, *Language*, 262.

²⁴ Amanda L. Patten, *The English It-Cleft: A Constructional Account and a Diachronic Investigation*, *Topics in English Linguistics* 79 (Berlin ; Boston: De Gruyter Mouton, 2012), 62.

²⁵ Cennet Altiner, *Teaching of Fokus Structure in English.*, 70.

Based on the explanation above, information in *wh*-clause is usually old information of information that has been previously known, while what follows is new information as the *fokus*.

4. The Use of Cleft Construction

Cleft construction consist of independent and dependent clause. The independent clause consist of subject (*It*) and verb (*to be*). Meanwhile, the dependent clause is in the form of *that* clause including of *that* followed by *subject* and *verb*.

The use of cleft construction is pointed out by the following example:

It + be + spotlighted information + *that* or *who*²⁶

<u>It</u>	<u>that</u>
S	that
.....
Independent Clause	Dependent Clause

²⁶ Martin Parrott, “*Grammar for English Language Teachers*,” United Kingdom at the University, 2010, 320.

CHAPTER III

RESEARCH METHOD

A. The Types and Characteristics of Research

In this case, the researcher considers that the use of cleft construction in students' undergraduate thesis. The researcher decides to use qualitative research to analyze the use of cleft construction in Undergraduate thesis of English Department at IAIN Metro, particularly in the part of chapter I and chapter II.

The researcher conducted a qualitative research. According to Robert K. Yin, the qualitative research is the study that is interested in the interviewees' words and ideas, not in arraying the responses numerically.²⁷

According to Creswell, a qualitative research study is needed to explore this phenomenon from the perspective of distance education students.²⁸ It can be said, that qualitative research reveals phenomenon from an educational perspective.

Qualitative research is a research that is aimed to describe, learn, and explain the phenomenon. The understanding of phenomenon can be reached by describing and exploring through narration. It means that the research procedure that result descriptive data written or spoken from the participants and the behavior that is observed. It also belongs to descriptive study that

²⁷ Robert K. Yin, *Qualitative Research from Start to Finish* (New York: Guilford Press, 2011), 32.

²⁸ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012), 16.

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

The characteristic in this research focuses on the descriptive qualitative research. The researcher took a survey that it can be used to describe phenomena and summarize. The aim of using survey for descriptive research is getting a good step of certain things. Descriptive qualitative analysis involves describing the common underlying characteristics of data. Descriptive qualitative research is useful because it can provide important information regarding the average member of a group.²⁹

Briefly, the purpose of this research is to know the cleft construction used in undergraduate thesis of English Department at IAIN Metro.

B. Data Resources

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

1. Primary sources

Primary sources are original materials on which research is based. They are testimony or direct evidence concerning a topic under consideration.

The primary sources present information in its original form, neither interpreted nor condensed nor evaluated by other writers. The primary sources of this research are ten undergraduate thesis of English

²⁹ Geoffrey R. Marczyk, David DeMatteo, and David Festinger, *Essentials of Research Design and Methodology*, Essentials of Behavioral Science Series (Hoboken, N.J: John Wiley & Sons, 2005), 16.

Department students IAIN Metro in the Academic Year of 2016/2017, particularly in the part of chapter I and chapter II.

2. Secondary source

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

C. Data Collection Technique

The data collection is taken from process analyzing data become theory or interpretations. Creswell said that “in many qualitative studies, inquiries collect multiple forms of data and spend a considerable time in the natural setting gathering information”³⁰. The data collection is the accumulation of specific evidence that was enable the researcher to properly analyse the results of all activities by his research design and procedures.

The data are needed in a research work to serve the raw material that is used in the production of data. It provides a definite direction and definite answer to a research inquiry. Whatever inquiry has to give a definite answer to an investigation. Data are very essential for a scientific research. In addition, the data are needed to substantiate the various arguments in research

³⁰ John W. Creswell, *Research Design* (California: Sage Publications, 2000), 84

findings.³¹ Qualitative researchers also have a toolbox of datagathering techniques, including participant observation, and document analysis.³² The researcher in this research used document to collect the data. The researcher took documents from the result of the use of cleft construction in undergraduate thesis of English Department students IAIN Metro.

In the process of collecting the data, the researcher collected the results of writing cleft construction students to analyze and to identify the using of writing cleft construction. In this research, the researcher used three techniques to collect the data as follow observation and documentation:

1. Documentation

Qualitative writer uses written documents or other artifacts to gain an understanding of the phenomenon under study. In this research, the researcher uses documents technique to collect the data. Documents can be a valuable source of information in qualitative research. Creswell cited that documents represent public and private documents. Public documents provide in the form of minutes from meeting, official memos and newspaper. Example of private documents is personal journal and diaries, letters and personal notes.³³ Accordingly, the secondary data needed are documented as data resource in the form of documentation.

³¹ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics* (New Delhi: New Age International, 2006), 212.

³² Donald Ary et al., *Introduction to Research in Education*, 8th ed (Belmont, CA: Wadsworth, 2010), 32.

³³ *Ibid.*, 223.

Furthermore, the researcher got the data form the document result of ten undergraduate thesis of English Department IAIN Metro, particularly in the part of chapter I and chapter II.

2. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.³⁴ As a form of data collection, observation has both advantages and disadvantages. Advantages include the opportunity to record information as it occurs in a setting, to study actual behavior, and to study individuals who get difficulty verbalizing their ideas. Some of the disadvantages of observations are that you are limited to those sites and situations where you can gain access, and in those sites, you may have difficulty developing rapport with individuals. This can occur if the individuals are unaccustomed to formal research (e.g., a nonuniversity setting). In this research, the researcher observed ten undergraduate thesis of English Department students IAIN Metro, particularly in the part of chapter I and chapter II.

The researcher investigated the newest English undergraduate-thesis in the library at IAIN Metro. The researcher analyzed the use of cleft construction in chapter I and chapter II. When the researcher discovered the use of the cleft construction in undergraduate thesis, the

³⁴ Creswell, *Educational Research*, 213.

researcher took the photo. After that, the researcher analyzed cleft construction.

3. Interview

Interview is a purposeful dialogue. The aim of interview is to gain ongoing something about the people, occurrence, activity, organization, feeling, motivation, etc. Something ongoing based on the past experience. The condition is probably occurring in the future to verify and developing the last information.³⁵

In this study the researcher used interviews as a data collection technique by interviewing IAIN Metro students who are in the process of writing undergraduate thesis, because the analysis of this study only focuses on the chapter I and chapter II. Interviews were conducted to find out the students' difficulties in using Cleft Construction in the thesis writing process.

D. Data Analysis Techniques

The important part in research study is analyzing data, because the result becomes a conclusion from all of the research. Analysis of data means studying the tabulated material in order to determine character facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of interpretation.

³⁵ Syamsudin AR, *Metode Penelitian Pendidikan Bahasa* (Bandung; Rosda, 2001), p.95

Qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the like). The researcher must organize and categorize or code the large mass of data so that they can be described and interpreted. In qualitative research, data analysis includes of two aspects, the aspects consists of text analysis and involve developing a description and themes.

To determine the sample of this research, the researcher uses purposive sampling technique. In qualitative research, the samples are likely to be chosen in a deliberate manner known as purposive sampling.³⁶ The goal or purpose for selecting the specific study units is to have those that has the most relevant and plentiful data, given your topic of study. Purposive sampling involves the deliberate selection of individuals or elements by the researcher on the basis of predefined criteria.³⁷ The researcher applied Miles and Huberman model to analyze the data.³⁸ The componets of this analysis model are pictured by this figure.

³⁶ Yin, *Qualitative Research from Start to Finish*, 88.

³⁷ Elizabeth DePoy and Laura N. Gitlin, *Introduction to Research: Understanding and Applying Multiple Strategies*, Fifth edition (St. Louis, Missouri: Elsevier, 2016), 199.

³⁸ Matthew B. Miles, A. M. Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, Third edition (Thousand Oaks, California: SAGE Publications, Inc, 2014), 12.

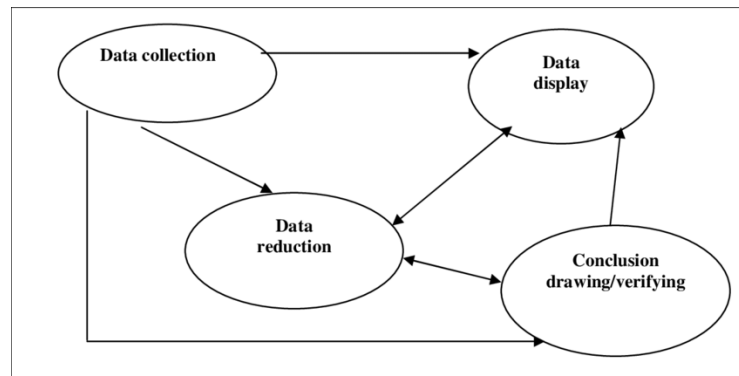


Figure I. Analysis Components of Miles and Huberman Model

Data analysis by Miles and Huberman model conducts the following steps:³⁹

1. Data Collection is the step when the researcher gathers all data which are used to complete the research.
2. In data reduction, the researcher reduces the data he had gotten by summarizing and choosing specific things.
3. To display the data, the researcher usually uses graphics, figures, or charts. The display should be able to describe the content entire the data.
4. Lastly, the researcher verifies his research by making conclusion of data findings.

Therefore, it is concluded that the analysis of data has some functions in analyze research data that include in; to make the meaning fulraw data, to get the significant results, to describe inferences or to make generalization, and to calculate parameters.

³⁹ *Ibid.*, 8.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Research Setting

1. The Historical Background of IAIN Metro

a. The Brief History of IAIN Metro

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

Then, to accomplish the vision, it composes some missions, namely: Implementing Islamic values in the implementation of education, research, and community service, building a productive and innovative academic culture in resource management through scientific studies, learning models, and research, growing socio-ecotechnopreneurship of academicians in the implementation of three pillars of university, implement a professional and cultivated institutional management system based on information technology.⁴⁰

⁴⁰ Taken from <http://metrouniv.ac.id>, accessed on June 15nd, 2021

IAIN Metro was built on April 23 to 25, 1997 based on Decree of President RI No. 11, 1997 on March 21, 1997. The establishment of IAIN couldnot be separable with the history of IAIN Raden Intan Bandar Lampung which has begun from the effort of elite and religion figures from Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was dealt to accomplish two facilities, Education faculty and Islamic Law faculty, which are were domiciled in Tanjung Karang.

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

Moreover, in 1967, the Education and Islamic Law Faculty were established in Metro City based on the request of Metro society. Furthermore, based on the handbill of Director General of Bimas waslam No. E.III/OT.00/AZ/1804/1996, the settlement of Institutional Faculties IAIN outside the central Institute should be changed to State Islamic College (STAIN). Finally, based on the Decree of President

RI No. 11, 1997, STAIN was legalized. That was the history of establishment of STAIN Jurai Siwo Metro.

The year 2010 was the year of preparation for the status of STAIN to IAIN. Currently the civitas academic STAIN Jurai Siwo Metro with various attempts to become a leading college and leading in the assessment and development of science, art and Islamic culture. The status of STAIN Jurai Siwo Metro to IAIN Jurai Siwo Metro has been proposed since 2010 and was planned to be realized in 2012 next year. Alumni deliberation also became one of the administrative requirements of STAIN status to IAIN. This has long been done during the leadership of Prof. Dr. Syaripudin, M.Ag. By inviting all the alumni of all generations in the grand reunion event on Saturday, July 28, 2010 last.

The change of status to IAIN would also encourage the formation of faculties which was a merger of two majors with 9 courses. The year 2016 was the transition year of STAIN to IAIN. This status change was contained in Presidential Regulation No.71 dated August 1, 2016, according to the Presidential Regulation, the establishment of IAIN Metro was a change of form from the State Islamic College (STAIN) Jurai Siwo Metro.

In relation to the amendment, all the assets, employees, rights and obligations of each STAIN are transferred to the IAIN's assets, 40

employees, rights and obligations respectively. Similarly, all STAIN college students become IAIN students.

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

b. Organization Structure of IAIN Metro

The Organization Structure of IAIN Metro in the academic year 2020/ 2021, as follows:

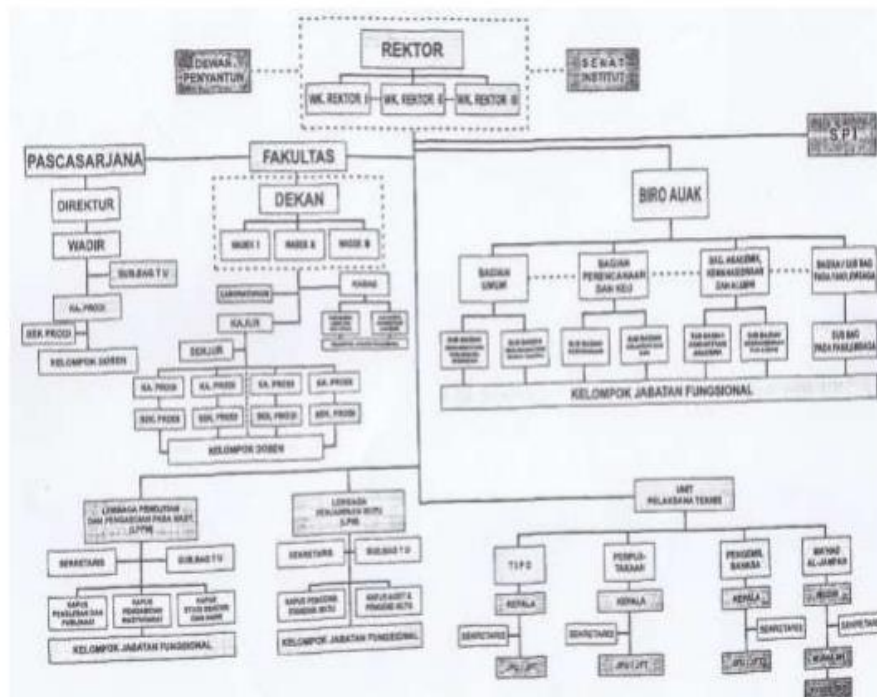


Figure 1: The Organization Structure of IAIN Metro

c. The Location Sketch of IAIN Metro

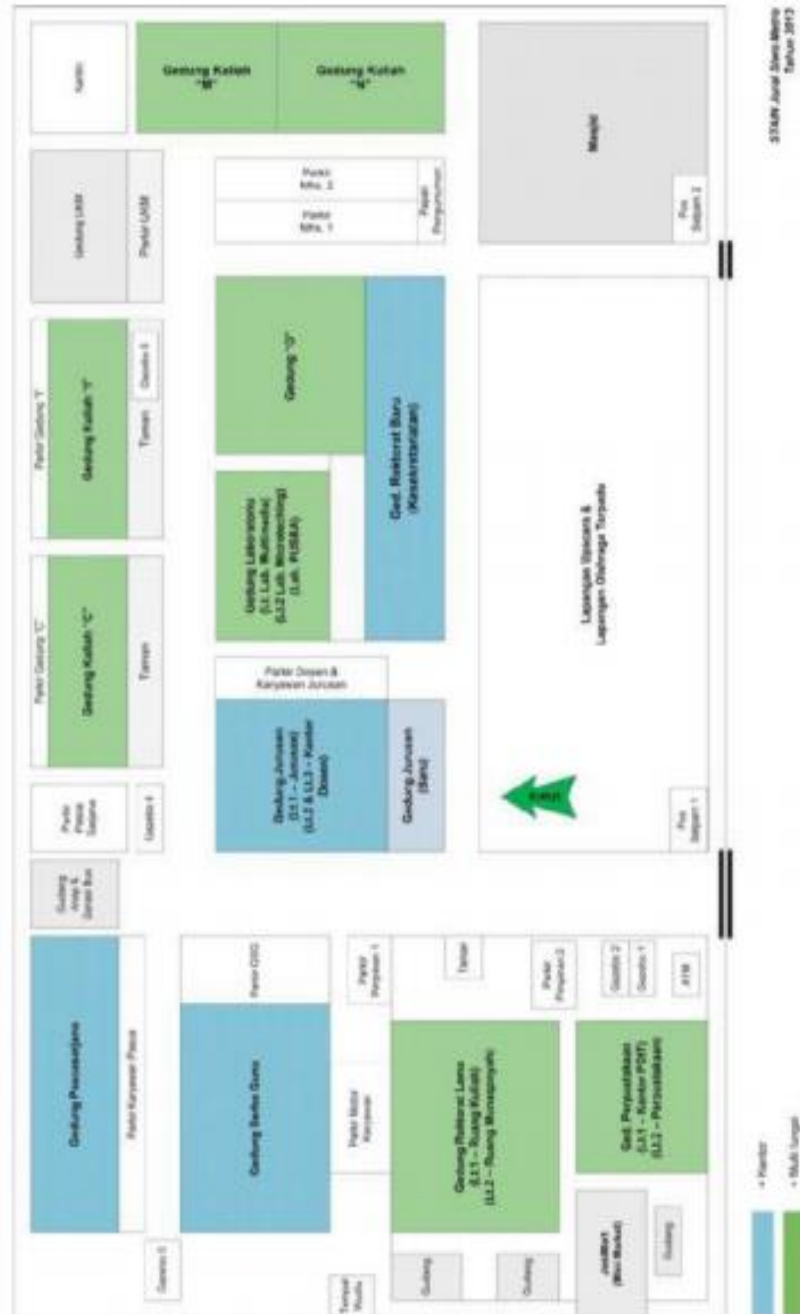


Figure 2: Location Sketch of IAIN Metro Campus 1

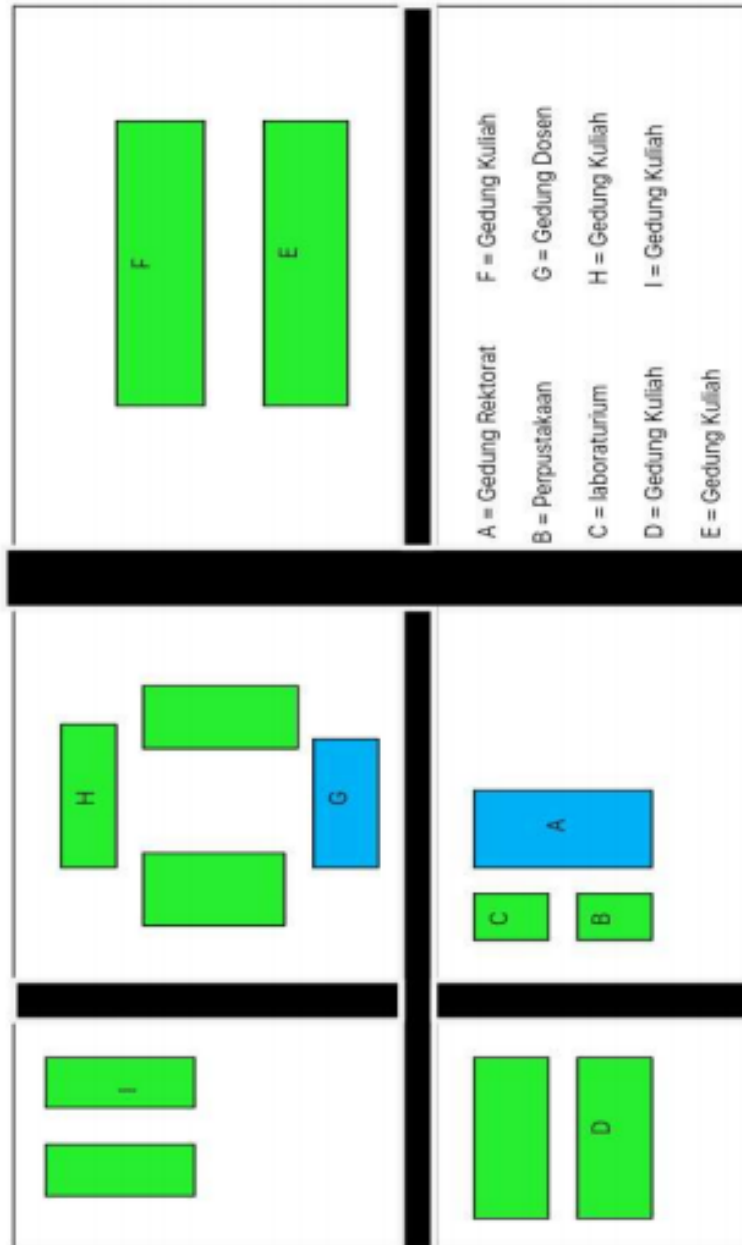


Figure 3: The Location Sketch of IAIN Metro Campus 2

d. Condition Lecturer of TBI

The condition of lectures of TBI IAIN Metro in the academic year 2020/2021 based on the educational background as follows:

Table 3
Total of lecturers educational background of TBI in IAIN Metro

No.	Educational Background	Total
1.	S1	-
2.	S2	30
3.	S3	3
TOTAL		33

Source: Documentation of IAIN Metro in academic year 2020/2021 taken from The General Bureau

2. Description of Research Results

The results of research that answer the first research question are as follows:

- a. The most dominant type of Cleft Construction in students' undergraduate thesis at IAIN Metro.

The description of each data is presented as follows:

- 1) The First Data (Ahmad Dhani P.)

It is analyzed that in the first data (Ahmad Dhani P.), there is no Wh-Cleft Construction. In addition, there are five *It-Cleft Construction*.

The sentences that contain "It-Cleft" are, as follow:

Therefore, *it can be concluded that* students of Senior High School Teladan Way Jepara have problems in their reading ability.

Based on the information from the table above, *it is known that* students have problems in reading.

Based on the results of the survey, *it is known that* some research problems include of:

It is expected that by the implementation of zizo strategy reading comprehension ability students will increase.

It is hoped that it can be one of the references for other researchers who will research reading using the zizo strategy.

2) The Second Data (Fatimatul Latifah)

It is analyzed that in the second data (Fatimatul Latifah), there is no Wh-Cleft Construction. In addition, there are three *It-Cleft Construction*.

The sentences that contain “It-Cleft” are, as follow:

Thus, in general, *it can be said that* extensive reading can use to understand long texts such as long articles, novels, books, and others.

Based on the statement above, *it can be inferred that* reading skill is the primary ability used to understand and obtain information from what they read.

Thus, *it can say that intensive* reading is a learning process by the guidance of the teacher in translating, which refers to dictionaries and grammar for advancement in reading learning.

3) The Third Data (Fina Puji Astuti)

It is analyzed that in the third data (Fina Puji Astuti), there is no Wh-Cleft Construction. In addition, there is one *It-Cleft Construction*.

The sentence that contains “It-Cleft” is

Based on the statement above, *it can be inferred that* an idiom is a collection of two or more words that serve as a unity of meaning.

4) The Fourth Data (Khusnul Mudliah)

It is analyzed that in the fourth data (Khusnul Mudliah), there is one Wh-Cleft Construction. In addition, there is one *It-Cleft Construction*.

The sentence that contains “Wh-Cleft” is

the teacher must be armed with a strong understanding and considerations that determine exactly who deserves to be appreciated and *who should be* properly sanctioned.

The sentence that contains “It-Cleft” is

It can be seen that there are 7 students or 35% who score >60 (Complete) on the speaking English test.

5) The Fifth Data (Lina Wati)

It is analyzed that in the fifth data (Lina Wati), there is no It-Cleft Construction. In addition, there is one *Wh-Cleft Construction*.

The sentence that contains “Wh-Cleft” is

Clinton in Oguzham said that speaking is the language skill which allows humans to express *what they know*, think, and feel in the shortest way.

6) The Sixth Data (Rosita Devi)

It is analyzed that in the sixth data (Rosita Devi), there is no Wh-Cleft Construction. In addition, there are three *It-Cleft Construction*.

The sentences that contain “It-Cleft” are, as follow:

You can imagine when humans live without language, *it can be ascertained that* communication will not run smoothly besides that is does not rule out communication that misunderstands one another.

It can be stated that ESP is a language learning approach designed to meet the special needs of students in a particular discipline or professions.

It can be stated that activities are activities or activeness. So everything that is done or activities that occur, both physical and non-physical, is an activity.

7) The Seventh Data (Sindi Anggun Lestari)

It is analyzed that in the seventh data (Sindi Anggun Lestari), there is no Wh-Cleft Construction. In addition, there are thirteen *It-Cleft Construction*.

The sentences that contain “It-Cleft” are, as follow:

It can be concluded that overlapping is a phenomenon that occurs when more than one person talk at the same time.

Based on the prior research above, *it is known that* all prior researches have the similarity with the research conducted by the researcher.

It can be concluded that speaking is a way in which the speaker uses the available information in order that can create a message that is easy to understand and useful to the audience.

It can be concluded that speaking is a more difficult language skill because it involves several skills and types of knowledge such as grammar, vocabulary, and pronunciation.

It can be concluded that speaking is a way in which the speaker uses the available information in order that can create a message that is easy to understand and useful to the audience.

It can be concluded that speaking is a more difficult language skill because it involves several skills and types of knowledge such as grammar, vocabulary, and pronunciation.

It can be concluded that a conversation is created between the listener and the speaker in which the listener gives responses to the speaker about something being discussed.

It can be concluded that a conversation is a meeting that involves at least two people where everyone takes turns talking to discuss something, and everyone can exchange opinions until they produce the final result in the meeting.

It can be concluded that the gap is the gap between the fluency of the series of words spoken and the imbalance of the meaning presented, so that the speaker tends to be silent or the series of words spoken contains the wrong meaning.

It can be concluded that the silence which will become a gap will turn into a pause.

It can be concluded that pause is a device that can be used to delay things that are not approved in conversation.

It can be concluded that the overlapping talk occurs before the completion of the conversation, usually occurs when change of conversation and results in a short overlap.

It can be concluded that overlapping talk is an interaction when more than one person is talking at the same time.

8) The Eighth Data (Siti Ariyanti)

It is analyzed that in the eighth data (Siti Ariyanti), there is no Wh-Cleft Construction. In addition, there are four *It-Cleft Construction*.

The sentences that contain “It-Cleft” are, as follow:

It can also be inferred that 20 students had difficulties with their reading comprehension skills.

Centered from the above table, *it is understood where learners have had reading difficulties.*

It is expected that students' reading skills will improve with the implementation of paragraph shrinking technique.

Therefore, *it can be interpreted that reading skill go through multiple or multiple processes.*

9) The Ninth Data (Riza Merlinda)

It is analyzed that in the ninth data (Riza Merlinda), there is one Wh-Cleft Construction. In addition, there are four *It-Cleft Construction*.

The sentences that contain “It-Cleft” are, as follow:

Therefore, *it can be concluded that students have problems in reading comprehension.*

It is hoped that with the implementation of the SFA Strategy students' reading comprehension skills will be improved.

Based on information from the table above, *it is known that students experience problems in reading.*

Therefore *it is hoped that this research can strengthen research that will be processed by other researchers.*

The sentence that contain “Wh-Cleft” is

the researcher concludes that reading is the act or exercise of reading aloud written to get the context or *what the researcher conveyed* and to get information and knowledge of the text.

10) The Tenth Data (Novia Milasari)

It is analyzed that in the tenth data (Novia Milasari), there is no Wh-Cleft Construction. In addition, there are three *It-Cleft Construction*.

The sentences that contain “It-Cleft” are, as follow:

In addition, *it is known that grammatical* intricacy plays an important role in the process of writing in English.

Therefore *it is expected that* writing skills will be better.

In addition, *it is known that* grammatical intricacy plays an important role in the process of writing in English.

The most frequently used Cleft Construction type in undergraduate thesis of the English Department students at IAIN Metro in the Academic Year of 2016/2017 is illustrated in the following table:

Table 4

No.	Data	It-Cleft Construction		Wh-Cleft Construction	
		F	P	F	
1.	AD	5	13%	-	-
2.	FL	3	8 %	-	-
3.	FPA	1	2%	-	-
4.	KM	1	2%	1	3 %
5.	LW	-	-	1	3%
6.	RD	3	8%	-	-
7.	SAL	13	33%	-	-
8.	SA	4	10%	-	-
9.	RM	4	10%	1	3%
10.	NM	2	5%	-	-
Total		36	91 %	3	9 %
Total of cleft construction : 39					
Note: F stands for frequency, and P stands for percentage.					

Based on the information in the table above, it was investigated that the total of cleft construction is 39. It is because there are 36 use of it-Cleft (91%), while 3 use of wh-cleft (9%). Therefore, the most dominant type of cleft construction is It-Cleft.

- b. The use of Cleft Construction in undergraduate thesis of the English Department at IAIN Metro in the Academic Year 2016/2017.

In this research, the researcher analyzed the use of Cleft Construction in undergraduate thesis of the English Department at IAIN Metro in the Academic Year 2016/2017. In the analysis based on the appropriate and inappropriate of the use of cleft construction. An explanation of the appropriate and inappropriate is described below.

- 1) The Appropriate Use of Cleft Construction in students' undergraduate thesis at IAIN Metro.

The Appropriate Use of Cleft Construction in students' undergraduate thesis at IAIN Metro are explained in each data below:

- a) Data Ahmad Dhani P.

In this first data, it was found that there were five uses of cleft construction. All of them were classified as correct, including of:

Therefore, *it can be concluded that* students of Senior High School Teladan Way Jepara have problems in their reading ability.

Based on the information from the table above, *it is known that* students have problems in reading.

Based on the results of the survey, *it is known that* some research problems include of:

It is expected that by the implementation of zizo strategy reading comprehension ability students will increase.

It is hoped that it can be one of the references for other researchers who will research reading using the zizo strategy.

b) Data Fatimatul Latifah

In this second data, it was found that there were three uses of cleft construction. All of them were classified as correct, including of:

Thus, in general, *it can be said that* extensive reading can use to understand long texts such as long articles, novels, books, and others.

Based on the statement above, *it can be inferred that reading skill* is the primary ability used to understand and obtain information from what they read.

c) Data Fina Puji Astuti

In this third data, it was found that there were one use of cleft construction that was classified as correct, including:

Based on the statement above, *it can be inferred that* an idiom is a collection of two or more words that serve as a unity of meaning.

d) Data Khusnul Mudliah

In this fourth data, it was found that there were two uses of cleft construction. All of them were classified as correct, including:

the teacher must be armed with a strong understanding and considerations that determine exactly who deserves to be appreciated and *who should be* properly sanctioned.

It can be seen that there are 7 students or 35% who score >60 (Complete) on the speaking English test.

e) Data Lina Wati

In this fifth data, it was found that there were one use of cleft construction that was classified as correct, including:

Clinton in Oguzham said that speaking is the language skill which allows humans to express *what they know*, think, and feel in the shortest way.

f) Data Rosita Devi

In this sixth data, it was found that there were three use of cleft construction. All of them were classified as correct, including:

You can imagine when humans live without language, *it can be ascertained that* communication will not run smoothly besides that is does not rule out communication that misunderstands one another.

It can be stated that ESP is a language learning approach designed to meet the special needs of students in a particular discipline or professions.

It can be stated that activities are activities or activeness. So everything that is done or activities that occur, both physical and non-physical, is an activity.

g) Data Sindi Anggun Lestari

In this seventh data, it was found that there were thirteen use of cleft construction, All of them were classified as correct, including:

It can be concluded that overlapping is a phenomenon that occurs when more than one person talk at the same time.

Based on the prior research above, *it is known that* all prior researches have the similarity with the research conducted by the researcher.

It can be concluded that speaking is a way in which the speaker uses the available information in order that can create a message that is easy to understand and useful to the audience.

It can be concluded that speaking is a more difficult language skill because it involves several skills and types of knowledge such as grammar, vocabulary, and pronunciation.

It can be concluded that speaking is a way in which the speaker uses the available information in order that can create a message that is easy to understand and useful to the audience.

It can be concluded that speaking is a more difficult language skill because it involves several skills and types of knowledge such as grammar, vocabulary, and pronunciation.

It can be concluded that a conversation is created between the listener and the speaker in which the listener gives responses to the speaker about something being discussed.

It can be concluded that a conversation is a meeting that involves at least two people where everyone takes turns talking to discuss something, and everyone can exchange opinions until they produce the final result in the meeting.

It can be concluded that the gap is the gap between the fluency of the series of words spoken and the imbalance of the meaning presented, so that the speaker tends to be silent or the series of words spoken contains the wrong meaning.

It can be concluded that the silence which will become a gap will turn into a pause.

It can be concluded that pause is a device that can be used to delay things that are not approved in conversation.

It can be concluded that the overlapping talk occurs before the completion of the conversation, usually occurs when change of conversation and results in a short overlap.

It can be concluded that overlapping talk is an interaction when more than one person is talking at the same time.

h) Data Siti Ariyanti

In this eighth data, it was found that there were four use of cleft construction. All of them were classified as correct, including:

It can also be inferred that 20 students had difficulties with their reading comprehension skills.

Centered from the above table, it is understood where learners have had reading difficulties.

It is expected that students' reading skills will improve with the implementation of paragraph shrinking technique.

Therefore, it can be interpreted that reading skill go through multiple or multiple processes.

i) Data Riza Merlinda

In this ninth data, it was found that there were five use of cleft construction. All of them were classified as correct, including:

Therefore, it can be concluded that students have problems in reading comprehension.

It is hoped that with the implementation of the SFA Strategy students' reading comprehension skills will be improved.

Based on information from the table above, it is known that students experience problems in reading.

Therefore it is hoped that this research can strengthen research that will be processed by other researchers.

the researcher concludes that reading is the act or exercise of reading aloud written to get the context or *what the researcher conveyed* and to get information and knowledge of the text.

j) Data Novia Milasari

In this tenth data, it was found that there were three use of cleft construction. All of them were classified as correct, including:

In addition, *it is known that grammatical* intricacy plays an important role in the process of writing in English.

Therefore *it is expected that* writing skills will be better.

2) The Inappropriate Use of Cleft Construction in students' undergraduate thesis at IAIN Metro.

Inappropriate use of cleft construction in the thesis was found only in two data, as follows:

a) Data Fatimatul Latifah

Thus, *it can say that intensive* reading is a learning process by the guidance of the teacher in translating, which refers to dictionaries and grammar for advancement in reading learning.

The sentence above is wrong because after *It* should be followed by *to be* in that sentence a third verb is needed after *to be* to show the passive effect. The be form of the modal can is *can be*, while the third verb form of *say* is *said*. Therefore the correct form is *be said that*.

The appropriate use of that sentence is:

Thus, *it can be said that intensive* reading is a learning process by the guidance of the teacher in translating, which refers to dictionaries and grammar for advancement in reading learning.

b) Data Siti Ariyanti

Centered from the above table, *it is understood where learners have had* reading difficulties.

The sentence above contains an incorrect cleft construction because the use of an inappropriate marker clause.

The sentence requires a clause marker *that* is not *where*.

The appropriate use of that sentence is:

Centered from the above table, *it is understood that learners have reading difficulties*.

The explanation of cleft construction used in undergraduate-thesis is described in the following table:

Table 5
The use of Cleft Construction in undergraduate thesis of the English Department at IAIN Metro in the Academic Year 2016/2017

No.	Data	It-Cleft				Wh-Cleft			
		Appropriate Use		Inappropriate Use		Appropriate Use		Inappropriate Use	
		F	P	F	P	F	P	F	P
1.	AD	5	14%	-	-	-	-	-	-
2.	FL	2	5%	1	3%	-	-	-	-
3.	FA	1	3%	-	-	1	33%	-	-
4.	KM	1	3%	-	-			-	-
5.	LW	-	-	-	-	1	33%	-	-
6.	RD	3	8%	-	-	-	-	-	-
7.	SA	13	36%	-	-	-	-	-	-
8.	SA	3	8%	1	3%	-	-	-	-
9.	RM	4	11%	-	-	1	33%	-	-
10.	NM	2	5%	-	-	-	-	-	-
TOTAL		34	94%	2	6 %	3	100%	-	-

Note: F stands for frequency, and P stands for percentage.

The information in the table above proved that the use of cleft construction in students' undergraduate-thesis is classified into appropriate and inappropriate use. The appropriate use of *it-cleft* type was 34 uses (94%). In addition, the inappropriate use of *wh-cleft* type is 100%. Meanwhile, there are 2 inappropriate use of *it-cleft* type (6%). Furthermore, the inappropriate use of *wh-cleft* was not found.

- c. The students' difficulties in using Cleft Construction in writing undergraduate thesis at IAIN Metro.

In collecting the data of the first research question, the researcher used the techniques of interview. Therefore, the instrument is interview sheet. The data results of interview sheet related with the students' difficulties in using Cleft Construction in Undergraduate Thesis of English Education Department are, as follow:

- 1) A potential problem with taking cleft clause material to be topical is that it may not be immediately clear how a clause can denote an entity.

Based on the result of interview with the students, it is investigated that in applying cleft construction to thesis writing, the difficulties in developing the topic of writing using cleft construction including of having the lack of vocabulary, summarizing several different sentences, having stuck ideas in developing topics, being difficult in choosing words and sentences, the lack of knowledge and experience that is very

important to do so that it cannot develop topics in writing, being difficult in choosing the word cleft construction to use, and having low understanding about cleft construction.

- 2) The difficulties in using cleft construction in the limited form of examples of applying cleft construction in sentences.

Based on the result of interview with the students, it is analyzed that the difficulties in using cleft construction in the limited form of examples of applying cleft construction in sentences are the difficulty in developing ideas, in word choice, in connecting sentences to be symmetrical, in having low vocabulary, in low understanding of structure and grammar. Moreover, the limitation of knowledge about cleft construction makes the students do not have many choices of words to emphasize a sentence in the thesis. Furthermore, the students are difficult in arranging the sentences by using cleft construction.

B. Discussion

1. The most dominant type of Cleft Construction in students' undergraduate thesis at IAIN Metro

According to Edward, there are two types of cleft construction that are it-cleft and wh-cleft.⁴¹ It-cleft brings the focus (marked by tonic stress) near the front of the first unit.⁴² In addition, Wh-Cleft construction is the clause beginning with what is old information, and

⁴¹ Finegan, *Language*, 262.

⁴² Downing and Locke, *English Grammar*.

the focused element is new information. In this study, it was found that there are 39 use of cleft construction that consist of 36 *it*-Cleft, and 3 *wh*-cleft. Therefore, it is concluded that the most dominant type of cleft construction used in the students' undergraduate thesis is *it-cleft*.

The information is provided in the following table:

Table 6
The most frequently type of cleft construction in undergraduate thesis of the English Department students at IAIN Metro

No.	Data	It-Cleft Construction		Wh-Cleft Construction	
		F	P	F	P
1.	AD	5	13%	-	-
2.	FL	3	8%	-	-
3.	FP	1	2%	-	-
4.	KM	1	2%	1	3%
5.	LW	-	-	1	3%
6.	RD	3	8%	-	-
7.	SA	13	33%	-	-
8.	SA	4	10%	-	-
9.	RM	4	10 %	1	3%
10.	NM	2	5 %	-	-
Total		36	91 %	3	9 %
Total of cleft construction : 39					
Note: F stands for frequency, and P stands for percentage.					

Based on the information of table above, the most frequently used cleft construction type in undergraduate thesis of the English Department at IAIN Metro in the Academic Year 2016/2017 is *It-Cleft*.

2. The use of Cleft Construction in students' undergraduate thesis at IAIN Metro.

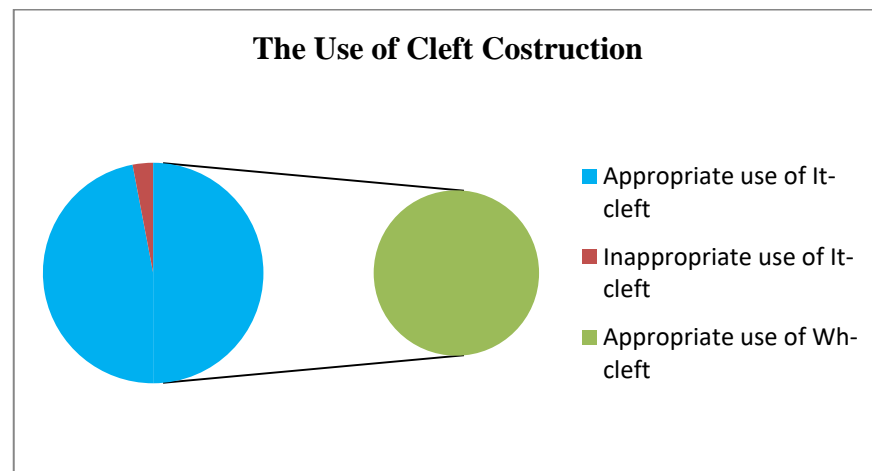
In this research, the researcher analyzed the use of Cleft Construction in undergraduate thesis of the English Department at IAIN Metro in the Academic Year 2016/2017. According to Cennet Altiner, the use of Cleft Construction are categorized to be the appropriate use and the inappropriateness of cleft construction.⁴³

The research result proved that there are the appropriate and inppropriate of the use of cleft construction that is described in the following table:

Table 7
The use of Cleft Construction in undergraduate thesis of the English Department at IAIN Metro in the Academic Year 2016/2017

No.	The Use of Cleft Construction	It-Cleft		Wh-Cleft	
		F	P	F	P
1.	Appropriate	34 use	94%	3	100%
2.	Inappropriate	2 use	6%	-	-
Total		36	100%	3	100%
Note: F stands for frequency, and P stands for percentage.					

⁴³ Altiner, "Teaching of Focus Structures in English," 69.



The use of Cleft Construction in undergraduate thesis of the English Department at IAIN Metro in the Academic Year 2016/2017

The observation result proved that the use of cleft construction in students' undergrdaute-thesis is classified into appropriate and inappropriate use. The appropriate use of it-cleft type was 34 uses (94%). In addition, the inappropriate use of wh-cleft type is 100%. Meanwhile, there are 2 inappropriate use of it-cleft type (6%). Furthermore, the inappropriate use of wh-cleft was not found.

3. The students' difficulties in using Cleft Construction in writing undergraduate thesis at IAIN Metro.

According to Nancy Hedberg, the difficulties in using Cleft Construction in writing consist of a potential problem with taking cleft clause material to be topical is that it may not be immediately clear how a clause can denote an entity; and the difficulty to find examples of clefts directly answering a Wh-question, probably because

Wh-questions are usually directly answered using a sentence fragment instead of a whole sentence.⁴⁴ The data results of interview sheet related with the students' difficulties in using Cleft Construction in Undergraduate Thesis of English Education Department are, as follow:

- a. A potential problem with taking cleft clause material to be topical is that it may not be immediately clear how a clause can denote an entity.

Based on the result of interview with the students, it is investigated that in applying cleft construction to thesis writing, the difficulties in developing the topic of writing using cleft construction including of having the lack of vocabulary, summarizing several different sentences, having stuck ideas in developing topics, being difficult in choosing words and sentences, the lack of knowledge and experience that is very important to do so that it cannot develop topics in writing, being difficult in choosing the word cleft construction to use, and having low understanding about cleft construction.

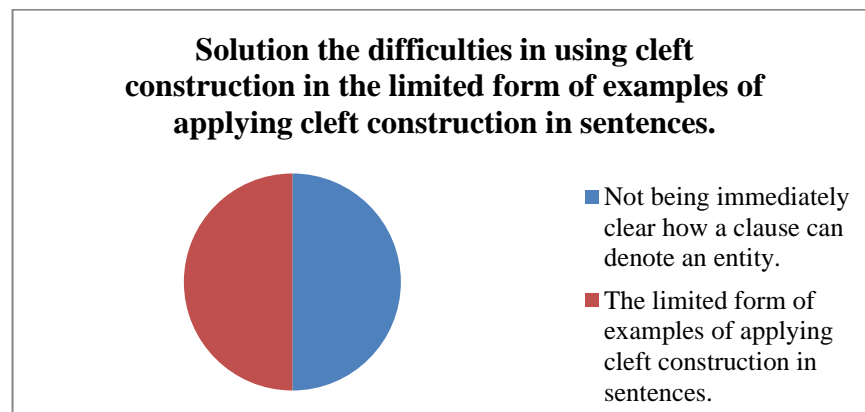
- b. The difficulties in using cleft construction in the limited form of examples of applying Pragmatics & Beyond New Series in sentences.

Based on the result of interview with the students, it is analyzed that the difficulties in using cleft construction in the

⁴⁴ Nancy Hedberg and Lorna Fadden, "The Information Structure of It-Clefts, Wh-Clefts and Reverse Wh-Clefts in English," in *Pragmatics & Beyond New Series*, ed. Nancy Hedberg and Ron Zacharski, vol. 155 (Amsterdam: John Benjamins Publishing Company, 2007), 227–50, <https://doi.org/10.1075/pbns.155.05hed>.

limited form of examples of applying cleft construction in sentences are the difficulty in developing ideas, in word choice, in connecting sentences to be symmetrical, in having low vocabulary, in low understanding of structure and grammar. Moreover, the limitation of knowledge about cleft construction makes the students do not have many choices of words to emphasize a sentence in the thesis. Furthermore, the students are difficult in arranging the sentences by using cleft construction.

Therefore, it is concluded that the students' difficulties include of A potential problem with taking cleft clause material to be topical is that it may not be immediately clear how a clause can denote an entity and The difficulties in using cleft construction in the limited form of examples of applying cleft construction in sentences.



Based on the information above, it was investigated that solution of the difficulties in using cleft construction are not being immediately clear how a clause can denote an entity and the limited form of examples of applying cleft construction in sentences.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher briefly illustrates the conclusion of the research that provides the research results, as follow:

1. The most dominant type of cleft construction used in the students' undergraduate thesis that is it-cleft. It was investigated that there are 39 use of cleft construction that consist of 36 *It-Cleft* (94 %), and 3 *Wh-Cleft* (6%).
2. The use of cleft construction in students' undergradaute-thesis is classified into appropriate and inappropriate use. The appropriate use of *It-Cleft* type was 34 uses (94%). In addition, the appropriate use of *Wh-Cleft* type is 100%. Meanwhile, there are 2 inappropriate use of *It-Cleft* type (6%). Furthermore, the inappropriate use of *Wh-Cleft* was not found.
3. The students' difficulties include of the potential problem with taking cleft clause material to be topical is that it may not be immediately clear how a clause can denote an entity; and the difficulties in using cleft construction in the limited form of examples of applying cleft construction in sentences.

B. Suggestion

The researcher provided the suggestion, as follows:

1. For the Students

This research is expected to be useful for IAIN Metro students specifically for English education ones. Through this research they are expected to improve their quality in English.

2. For the English Lecturer

This research can inspire IAIN Metro English lecturers to improve their students' writing skills in English. This study can provide the meaningful information to the lecturers about the forms of cleft construction that are often used and often become the students' problems found in undergraduate-thesis. Lecturers can prepare various alternative solutions for improving the quality of students' writing.

3. For the Other Researchers

The research is expected to be one of the references for other researchers to develop the research in the topic of cleft construction. It is because the concept of cleft construction is very important in studying the writing skill. In addition, this research can also be the basis for policy making in the form of teaching materials and teaching media for institutions.

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APENDICES



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Nomor : B-0101/In.28.1/J/TL.00/01/2021
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
Kepala Perpustakaan PERPUSTAKAAN IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

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


Nama : **KERISMA WATI**
NPM : 1701070111
Semester : 7 (Tujuh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : AN ANALYSIS OF CLEFT CONSTRUCTION IN
UNDERGRADUATE THESIS OF ENGLISH EDUCATION
DEPARTMENT STUDENTS AT IAIN METRO

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

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

Wassalamu'alaikum Wr. Wb.

Metro, 18 Januari 2021
Ketua Jurusan
Tadris Bahasa Inggris


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



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**SURAT KETERANGAN IZIN RISET
Nomor : P.20/In.28/U.1/OT. 1/03/2021**

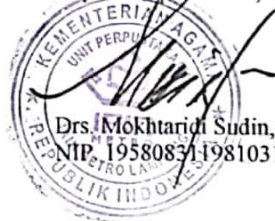
Berdasarkan Surat Ketua Jurusan Tadris Bahasa Inggris Nomor : B-0101/In.28.1/J/TL.00/01/2021 tanggal 18 Januari 2021 tentang Permohonan izin prariset penelitian di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

Nama : KERISMA WATI
NPM : 1701070111
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

Untuk mengadakan pra-riiset penelitian yang berjudul : "AN ANALYSIS OF CLEFT CONSTRUCTION IN UNDERGRADUATE THESIS OF ENGLISH EDUCATION DEPARTMENT STUDENTS AT IAIN METRO" di Perpustakaan IAIN Metro.

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

Metro, 22 Maret 2021
Kepala Perpustakaan,



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



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

Nama : Kerisma Wati

Jurusan : Tadris Bahasa Inggris (TBI)

NPM : 1701070111

Semester : VIII / 2021

No	Hari / Tanggal	Pembimbing		Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu, 24, Maret 2021	✓		Revisi tampilan data pra-survey - Rapihan halaman	<i>Ruf</i>
2.	Kamis, 1 April 2021	✓		Menambahkan dibagian Definition of undergraduate Thesis BAB II	<i>Ruf</i>
3.	Kamis, 15 April, 2021	✓		Menambahkan kesimpulan dari Para ahli	<i>Ruf</i>
4.	Rabu 28, April 2021	✓		<i>M. Jember</i>	<i>Ruf</i>

Mengetahui,
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Dosen Pembimbing I,

AHMAD SUBHAN ROZA, M.Pd
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NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Mohon di seminarkan proposal
Kerisma Wati**

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

AssalamualaikumWr. Wb.

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

Nama : Kerisma Wati
NPM : 1701070111
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan (FTIK)
Judul Skripsi : AN ANALYSIS OF CLEFT CONSTRUCTION IN
UNDERGRADUATE THESIS OF ENGLISH EDUCATION
DEPARTMENT STUDENTS AT IAIN METRO.

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

Wassalmu'alaikum Wr. Wb

Pembimbing

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

Metro, 21 Mei 2021
Ketua Jurusan Tadris/Bahasa Inggris

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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NOTIFICATION LETTER

Number :
Appendix : -
Matter : **In order to hold the Seminar Proposal of Kerisma Wati**

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 : Kerisma Wati
Students Number : 1701070111
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
Title : AN ANALYSIS OF CLEFT CONSTRUCTION IN
UNDERGRADUATE THESIS OF ENGLISH EDUCATION
DEPARTMENT STUDENTS AT IAIN METRO.

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teachers 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, 21 Mei 2021
The Head of English Education Department

Andianto, M.Pd
NIP. 19871102 201503 1 004



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APPROVAL PAGE

Title : AN ANALYSIS OF CLEFT CONSTRUCTION IN
UNDERGRADUATE THESIS OF ENGLISH EDUCATION
DEPARTMENT STUDENTS AT IAIN METRO.

Name : Kerisma Wati

Students Number : 1701070111

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

**To be discussed in the proposal (seminar) in Tarbiyah Faculty and Teachers Training of
State Institute of Islamic Studies (IAIN) of Metro.**

Metro, 21 Mei 2021

Sponsor,

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



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RATIFICATION PAGE

The Research Proposal entitled AN ANALYSIS OF CLEFT CONSTRUCTION IN UNDERGRADUATE THESIS OF ENGLISH EDUCATION DEPARTMENT STUDENTS AT IAIN METRO. Written by: Kerisma Wati, Student Number 1701070111, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Wednesday, June 2th 2021 at 09.00 – 10.30 a.m.

BOARD OF EXAMINERS

Chair person	: Ahmad Subhan Roza, M.Pd	(.....)
Examiner I	: Syahreni Siregar, M.Hum	(.....)
Examiner II	: Andianto, M.Pd	(.....)
Secretary	: Yeni Suprihatin, M.Pd	(.....)

Head of English Education Department

Andianto, M.Pd.
NIP. 19871102 201503 1 004



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Nomor : B-2011/In.28.1/J/TL.00/06/2021
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Ahmad Subhan Roza (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :


Nama : **KERISMA WATI**
NPM : 1701070111
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : AN ANALYSIS OF CLEFT CONSTRUCTION IN
UNDERGRADUATE THESIS OF ENGLISH EDUCATION
DEPARTMENT STUDENTS AT IAIN METRO

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

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

Wassalamu'alaikum Wr. Wb.

Metro, 15 Juni 2021
Ketua Jurusan
Tadris Bahasa Inggris

Andianto, M.Pd
NIP. 19871102 201503 1 004





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Nomor : B-2271/In.28/D.1/TL.00/06/2021
 Lampiran : -
 Perihal : **IZIN RESEARCH**

Kepada Yth.,
 Kepala Perpustakaan
 PERPUSTAKAAN IAIN METRO
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Berdasarkan dengan Surat Tugas Nomor: B-2272/In.28/D.1/TL.01/06/2021, tanggal 22 Juni 2021 atas nama saudara:

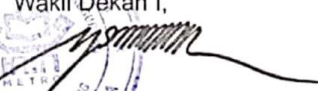
Nama : **KERISMA WATI**
 NPM : 1701070111
 Semester : 8 (Delapan)
 Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di PERPUSTAKAAN IAIN METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF CLEFT CONSTRUCTION IN UNDERGRADUATE THESIS OF ENGLISH EDUCATION DEPARTMENT STUDENTS AT IAIN METRO".

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

Demikian surat izin ini kami sampaikan, atas bantuan dan kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 22 Juni 2021
 Wakil Dekan I,

 Dr. Yudiyanto S.Si., M.Si.
 NIP. 19760222 200003 1 003



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SURAT TUGAS

Nomor: B-2272/In.28/D.1/TL.01/06/2021

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

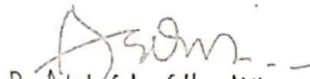
Nama : **KERISMA WATI**
 NPM : 1701070111
 Semester : 8 (Delapan)
 Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di PERPUSTAKAAN IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF CLEFT CONSTRUCTION IN UNDERGRADUATE THESIS OF ENGLISH EDUCATION DEPARTMENT STUDENTS AT IAIN METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
 Pada Tanggal : 22 Juni 2021

Mengetahui,
 Pejabat Setempat


 Dr. As'ad, S.Ag., S.Hum., M.H.
 NIP. 19750505 200112 1 002

Wakil Dekan Akademik dan
 Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
 NIP 19760222 200003 1 003



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**SURAT KETERANGAN IZIN RISET
Nomor : P.46/In.28/U.1/OT. 1/07/2021**

Berdasarkan Surat Wakil Dekan Akademik dan Kelembagaan Nomor : B-2272/In.28/D.1/TL.01/06/2021 tentang Permohonan izin riset penelitian di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

Nama : KERISMA WATI
NPM : 1701070111
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Untuk mengadakan riset penelitian yang berjudul : "AN ANALYSIS OF CLEFT CONSTRUCTION IN UNDERGRADUATE THESIS OF ENGLISH EDUCATION DEPARTMENT STUDENTS AT IAIN METRO" di Perpustakaan IAIN Metro.

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



Metro, 05 Juli 2021
Kepala Perpustakaan,

As'ad

Dr. As'ad, S.Ag., S.Hum., MH.
NIP. 197505052001121002



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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Kerisma Wati
NPM : 1701070111
Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro,⁰⁵..... Juli 2021
Ketua Jurusan TBI

Andianto, M.Pd
NIP: 1987 1102 201503 1 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT KETERANGAN BEBAS PUSTAKA
 Nomor : P-491/ln.28/S/U.1/OT.01/06/2021

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

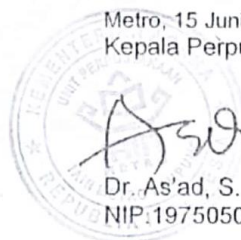
Nama : Kerisma Wati
 NPM : 1701070111
 Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 1701070111

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari segala administrasi di Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 15 Juni 2021
 Kepala Perpustakaan



Dr. As'ad, S. Ag., S. Hum., M.H.
 NIP.19750505 200112 1 002



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 www.tarbiyah.metrouniv.ac.id

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

Nama : Kerisma Wati


Jurusan : Tadris Bahasa Inggris (TBI)

NPM : 1701070111


Semester : VIII / 2021

No	Hari / Tanggal	Pembimbing		Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin, 7 Juni 2021	✓		Perbaiki Blue print of Documentation sheet.	Rut
2.	Selasa, 8 Juni 2021	✓		Tambahkan Sub aspect bagian observation.	Rut
3.	Kamis, 10 Juni 2021	✓		Perbaiki bagian interview sheet.	Rut
4.	Jum'at, 11 Juni 2021	✓		ACC. APD	Rut

Mengetahui,
 Ketua Jurusan TBI


ANDI ANTO, M.Pd
 NIP. 198711022015031004

Dosen Pembimbing I


AHMAD SUBHAN ROZA, M.Pd
 NIP. 197506102008011014



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 Telp (0725) 41057 faksmili (0725) 47296; Website: tarbiyah.iain@metrouniv.ac.id;E-mail:
 www.tarbiyah.metrouniv.ac.id

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

Nama : Kerisma Wati

Jurusan : Tadris Bahasa Inggris (TBI)

NPM : 1701070111

Semester : VIII / 2021

No	Hari / Tanggal	Pembimbing		Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jenin, 17 Juni 2021	✓		ACC Perbaikan bab 1 dan 3	Ruf
2.	Senin, 19 Juni 2021	✓		Revise bab 4 - 5	Ruf
3.	Senin, 28 Juni 2021	✓		Revise abstrack dan bab 5	Ruf
4.	Senin, 05 Juli 2021	✓		Mr. Mungoz.	Ruf

Mengetahui,
 Ketua Jurusan TBI

ANDIANTO, M.Pd
 NIP. 198711022015031004

Dosen Pembimbing I,

AHMAD SUBHAN ROZA, M.Pd
 NIP. 197506102003011014

AN ANALYSIS OF CLEFT CONSTRUCTION IN UNDERGRADUATE THESIS OF ENGLISH EDUCATION DEPARTMENT STUDENTS AT IAIN METRO

ORIGINALITY REPORT

19%	16%	8%	8%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

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2	repository.metrouniv.ac.id Internet Source	1%
3	Submitted to Minnetonka High School Student Paper	1%
4	grammar.about.com Internet Source	1%
5	iojet.org Internet Source	1%
6	vibdoc.com Internet Source	1%
7	digilib.uinsby.ac.id Internet Source	1%
8	macrothink.org Internet Source	1%
	zombiedoc.com	

P-2

Observation Sheet

The Most Dominant Type of Cleft Construction in students' undergraduate thesis at IAIN Metro.

No.	Date	Sentences of Cleft Construction	Types of Cleft Construction	
			It-Cleft	Wh-Cleft
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

9.				
10.				
Total				

Interview Sheet

The questions of interview are intended to the students of English Education Department to analyze difficulties in using Cleft Construction in writing undergraduate thesis at IAIN Metro.

1. In the process of writing the thesis, what obstacles did you experience in terms of grammar ? (Dalam proses penulisan skripsi, kendala apa saja yang kamu alami dari segi penyusunan kalimat)
2. What are you difficulty in arranging sentences using cleft construction? (Apa kesulitan anda dalam menyusun kalimat menggunakan cleft construction)
3. What are your difficulties in using cleft construction in the process of preparing your thesis? (Apa kesulitan Anda dalam menggunakan cleft construction dalam proses penyusunan skripsi Anda)
4. In applying cleft construction to thesis writing, what are the difficulties in developing the topic of writing using cleft construction? (Dalam menerapkan cleft construction pada penulisan skripsi, apa saja kesulitan dalam mengembangkan topik penulisan menggunakan cleft construction)
5. What are the difficulties in using cleft construction in the limited form of examples of applying cleft construction in sentences, espelly in undergraduate thesis? (Apa kesulitan dalam menggunakan cleft construction dalam bentuk terbatasnya contoh penerapan cleft construction dalam kalimat, terutama dalam skripsi)
6. What is the solution to reduce the difficulty of using cleft construction in thesis writing? (Apa solusi untuk mengurangi kesulitan penggunaan cleft construction dalam penulisan skripsi)

DOCUMENTATION RESEARCH

1. The researcher looking for data undergraduate thesis of English Department at IAIN Metro in the Academic Year 2016/2017.



2. The researcher analyzed the use of cleft construction in undergraduate thesis 2016/2017 including AD, FL,FP, KM, LW, RD, SA, SA, RM, and NM.



3. The researcher analyzed the difficulties of cleft construction in undergraduate thesis 2016/2017 including AD, FL,FP, KM, LW, RD, SA, SA, RM, and NM.



CURICULUM VITAE



The name of writer is Kerisma Wati. She was born in Kota Jawa, June 4, 1998. She is the third child of married couple Mr. Jumadi and Mrs. Musri Hidayah.

She has graduated from Elementary school SD N 1 Teluk Beringin Jaya on 2004-2010. She continued her study at SMP N 1 Bengkunt Belimbing Lampung Barat on 2010-2013. She contined her study at SMA 1 Muhammadiyah Way Jepara on 2013 and completed in 20016.

After graduating of SMA Muhammadiyah 1 Way Jepara, the writer continued her study at Kota Metro. In 2017, 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 (IAIN) Metro