

AN UNDERGRADUATE THESIS

**AN ERROR ANALYSIS OF TEMPORAL CLAUSE IN THE STUDENTS'
WRITING SKILL AMONG THE TENTH GRADERS
AT SMA N 1 SEPUTIH SURABAYA**

By:

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

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1443H / 2021M

AN UNDERGRADUATE THESIS
AN ERROR ANALYSIS OF TEMPORAL CLAUSE IN THE STUDENTS'
WRITING SKILL AMONG THE TENTH GRADERS
AT SMA N 1 SEPUTIH SURABAYA

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

By:

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APPROVAL PAGE

Assalaamu'alaikum Wr.Wb

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STUDENTS' WRITING SKILL AMONG THE TENTH GRADERS
AT SMA N 1 SEPUTIH SURABAYA

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

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

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RATIFICATION PAGE

No. B-3110/In.28.1/D/PP.00-9/07/2021

The Undergraduate Thesis entitled: AN ERROR ANALYSIS OF TEMPORAL CLAUSE IN THE STUDENTS' WRITING SKILL AMONG THE TENTH GRADERS AT SMA N 1 SEPUTIH SURABAYA, written by: ERWIN MEILINDA. Student Number 1701070093, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, July 26, 2021 at 09.00-11.00 a.m.

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**AN ERROR ANALYSIS OF TEMPORAL CLAUSE IN THE STUDENTS’
WRITING SKILL AMONG THE TENTH GRADERS
AT SMA N 1 SEPUTIH SURABAYA**

ABSTRACT

By : Erwin Meilinda

The objectives of this research were to analyze the most dominant error type of temporal clause, to explore the causes of students’ error in using temporal clauses, and to investigate the solution to solve the students’ error in using temporal clauses in writing skill. The researcher analyzed those phenomena based on the consideration of the students’ problem in writing investigated in the process of pre-survey. Therefore, it is hoped that this research is beneficial in illustrating the phenomena of using the temporal clause to encourage writing skill.

The method of this research was qualitative research in the form of a case study carried out at State Senior High School 1 Seputih Surabaya. The primary sources of this research were the tenth graders students’ of State Senior High School 1 Seputih Surabaya that consisted of 20 students. The researcher used observation, documentation and interview in collecting the data. The observation was conducted to know the most dominant error type of temporal clause in writing skill. The documentation was used to the interview was conducted to investigate the causes and the solutions to overcome of the students’ error of temporal clause in writing skill of the research objectives.

The findings of this research show that the most dominant error type of temporal clause in writing skill that is temporal subordinators expressing anteriority, that is because the highest percentage (70%) includes that type. In addition, the second research result is about the most dominant factor that causes the students’ errors is external factors, internal factors, and context of learning. Furthermore, the third research result is about the possible solution to solve the students’ error is combining sentences, emphasis, sentence fragments, repetition, and punctuation.

Keyword: Analysis, error, type, temporal clause, writing skill, qualitative research.

**ANALISIS KESALAHAN KLAUSA TEMPORAL PADA SISWA DALAM
KETERAMPILAN MENULIS ANAK KELAS X
DI SMA N 1 SEPUTIH SURABAYA**

ABSTRAK

Oleh : Erwin Meilinda

Tujuan dari penelitian ini adalah untuk menganalisis jenis kesalahan yang paling dominan dari klausa temporal, untuk mengeksplorasi penyebab kesalahan siswa dalam menggunakan klausa temporal, untuk menyelidiki solusi untuk memecahkan kesalahan siswa dalam menggunakan klausa temporal dalam keterampilan menulis. Peneliti menganalisis fenomena tersebut berdasarkan pertimbangan masalah siswa secara tertulis yang diselidiki dalam proses pra-survei. Oleh karena itu, penelitian ini diharapkan bermanfaat dalam menggambarkan fenomena penggunaan klausa temporal untuk mendorong keterampilan menulis.

Metode penelitian ini adalah penelitian kualitatif berupa studi kasus yang dilaksanakan di SMA Negeri 1 Seputih Surabaya. Sumber utama penelitian ini adalah siswa kelas X SMA Negeri 1 Seputih Surabaya yang berjumlah 20 siswa. Peneliti menggunakan observasi, dokumentasi dan wawancara dalam mengumpulkan data. Observasi dilakukan untuk mengetahui jenis kesalahan temporal clause yang paling dominan dalam keterampilan menulis. Wawancara dilakukan untuk mengetahui penyebab dan solusi untuk mengatasi kesalahan siswa dalam keterampilan menulis klausa temporal tujuan penelitian.

Hasil penelitian ini menunjukkan bahwa jenis kesalahan klausa temporal yang paling dominan dalam keterampilan menulis adalah temporal subordinators yang menyatakan anteriority, hal ini karena persentase tertinggi (70%) termasuk jenis tersebut. Selain itu, hasil penelitian kedua tentang faktor yang paling dominan menyebabkan kesalahan siswa adalah faktor eksternal, faktor internal, dan konteks pembelajaran. Selanjutnya hasil penelitian ketiga adalah tentang solusi yang mungkin untuk mengatasi kesalahan siswa adalah menggabungkan kalimat, penekanan, penggalan kalimat, pengulangan, dan tanda baca.

Kata kunci: Analisis, kesalahan, jenis, klausa temporal, keterampilan menulis, penelitian kualitatif.

STATEMENT OF RESEARCH ORIGINALITY

This undersigned:

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State that this undergraduate thesis is originally the result of the writer research, in expectation of certain parts which are excepted from the bibliographies mentioned.

Metro, June 2021

The writer,



Erwin Meilinda

St. ID 1701070093

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Nama : Erwin Meilinda
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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian - bagian tertentu yang dirujuk sumbernya dan disebutkan dalam daftar pustaka.

Metro, June 2021

Yang membuat pernyataan,



Erwin Meilinda

St. ID 1701070093

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

“Indeed, with difficulty there is surely ease. (QS. Al-Insyirah : 5)”

DEDICATION PAGE

I dedicate this undergraduate thesis to:

1. My beloved parents, Mr. Susilo, and Mrs. Sunarmiasih
who always support me in finishing this thesis.
2. My beloved all of my family.
3. My beloved partner Iqbal Saputra.
4. My best friends, they are Isnaini, and Santi Deviana who always give me
support to accomplish this thesis.
5. My almamater IAIN Metro.
6. My Teacher, M. Dedi Hidayattullah,S.Pd who always give me motivation
to accomplish this thesis.

ACKNOWLEDGEMENT

Thanks to Allah SWT who has been giving the researcher mercies and blessing so that the researcher can complete this undergraduate thesis. It is entitled “An Error Analysis of Temporal Clause in The Students’ Writing Skill Among The Tenth Graders at SMA N 1 Seputih Surabaya”. Sholawat and salam also deliver to our prophet Muhammad SAW who guided us from the darkness until the lightness.

Furthermore, this research could not be successful without support, guidance, advice, help, and encouragement. Regarding to the undergraduate thesis, the researcher offers big thanks for:

1. Andianto, M.Pd, the head of English Education Department.
2. Dr. Dedi Irwansyah, M.Hum, the sponsor who given the researcher, advice and suggestion for this undergraduate thesis.
3. Syahreni Siregar, M.Hum, who given the knowledge to complete this undergraduate thesis.
4. All the lecture in English Education Department, who always give knowledge and information.
5. All of the staff of English Education Department who helped the researcher in processing of administration.
6. All of the teacher of Senior High School 1 Seputih Surabaya who give the researcher opportunity to conducted this research.

7. My parents and all of my friends who always give me support, motivation inspiration, and their prayer in the process of writing and counseling this undergraduate thesis.

As human being, the researcher realizes that this undergraduate thesis still has weakness. The researcher do apologizes for all mistakes she has made writing. The researcher hopes this undergraduate thesis can beneficial for all readers.

Metro, June 2021
The reasercher,



Erwin Meilinda
St. ID 1701070093

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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is one of the skills or abilities in English that is used to convey messages or information from the author to the reader. Writing is a process of communication or expressing an opinion that is conveyed to the reader through written media. Writing can be said as a process of thinking and expressing thoughts in the form of essays or writing. Thus writing is a series of activities to express opinions or ideas in the form of written language symbols so that they can be read by others.

Writing is a very important thing to master because writing is very useful in various sectors of life, for example in education and careers. Writing ability has benefits especially related to the teaching and learning process, these benefits include of expanding and increasing vocabulary growth, Improving the fluency of writing, writing and composing sentences, encouraging prospective writers to become accustomed to developing a personal writing style and accustomed to expressing ideas or opinions in written form. It is easier to solve problems by explicitly analyzing them in a more concrete context.

Writing can help us to be more active in thinking so that we can solve a problem, not just tapping information. More search and master information relating to the topic written. Thus, writing activities broaden both theoretical and related facts. Planned writing activities will get us in the habit of thinking

and speaking in an orderly manner. Writing is not merely about the ability to convey academic arguments in writing, but writing is more able to express something. When the writer can express what is on the mind then feel calmer and there is no more burden on the mind.

However, writing is not an easy ability to master. There are several problems faced by the author in conveying messages or important information in writing. Common obstacles got by the writing are crisis of ideas, as a writer must be creative in looking for ideas to be written, lack of practice in writing so that it is unable to develop problems. The idea of writing has accumulated in the mind resulting in congestion in writing. Rigid in the preparation of sentences that cause writing produced discordant and not pleasant to read.

One of the problems in the writing process is the use of temporal clause. Temporal clause is a word that states that there is a time relationship between one sentence, and the next sentence. A temporal clause is a part of an adverb clause consisting of independent and dependent clauses connected by a connector. Temporal clauses are used to produce more complex sentences and to locate an event in a specific moment or period.

The benefits of temporal clause are as conjunctions that explain the time relationship between two things or events in a sentence. Temporal clauses state whether the action of the verb of the main clause takes place before, will take place after or takes place at the same time as that of the main clause. Other temporal clause expressions are when, whenever, at which

point, now that, at the time that, after, since, until, while, as, as soon as, as long as, just as. The examples of temporal clause is *When it rains, I feel sad*. The temporal clause in that sentence has a function to explain the time when it was raining, I felt sad. Therefore, in general temporal clause functions to connect two or more clauses by using conjunctions that describe time.

In connection with the use of temporal clause on writing, researchers have conducted a pre-survey at SMA N 1 Seputih Surabaya on May 27, 2020. In the pre-survey process researchers analyzed the use of temporal clause on student writing. From the results of the pre-survey, researchers found several error in the use of temporal clause between classes as follows.

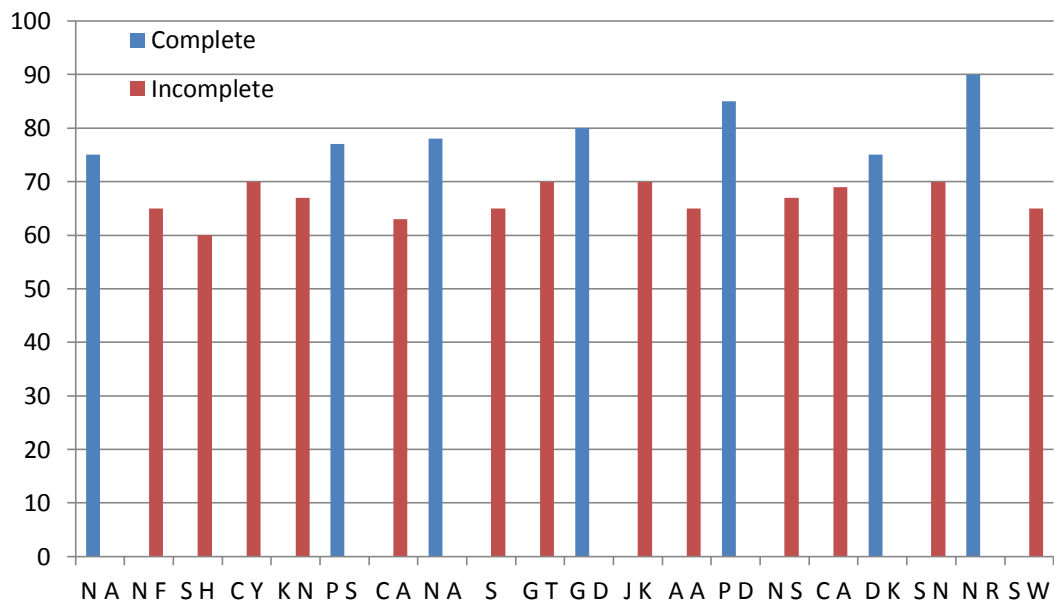


Figure 1
The Pre-Survey Result of Writing Skill At the Tenth Graders at
SMA N 1 Seputih Surabaya

Table 1
The Pre-Survey Result of Writing Skill At the Tenth Graders at
SMA N 1 Seputih Surabaya

No	Grade	Frequency	Percentage	Criteria
1	≥ 71	7 Students	35%	Complete
2	< 71	13 Students	65%	Incomplete
Total of the students		20 students	100%	

In connection with all of the above information, the researcher tried to reveal the use of temporal clause in the writing of tenth grade students of SMA N 1 Surabaya Surabaya, Therefore, the researcher will conduct qualitative research to explore the phenomenon of temporal clause use in tenth grade students at SMA N 1 Seputih Surabaya. Therefore, the researchers compiled a research proposal entitled AN ERROR ANALYSIS OF TEMPORAL CLAUSE IN STUDENTS WRITING SKILL AMONG THE TENTH GRADERS AT SMA N 1 SEPUTIH SURABAYA.

B. Research Question

This research will be conducted based on the following research questions, including:

1. What is the most dominant error type of temporal clause in writing skill among the tenth graders at SMA N 1 Seputih Surabaya?
2. Why do the students get error of temporal clause in writing skill among the tenth graders at SMA N 1 Seputih Surabaya?
3. How to solve the students' error of temporal clause in writing skill among the tenth graders at SMA N 1 Seputih Surabaya?

C. Objectives and Benefits of the Research

1. Objectives of the Research

This research has several objectives, including of:

- a. To analyze the most dominant error type of temporal clause writing skill among the tenth graders at SMA N 1 Seputih Surabaya.
- b. To explore the causes of students' error in using temporal clauses in writing skills among the tenth graders at SMA N 1 Seputih Surabaya.
- c. To investigate the solution to solve the students' error in using temporal clauses in writing skills among the tenth graders at SMA N 1 Seputih Surabaya.

2. Benefits of the Research

This research contains benefits not only for researchers but also for teacher students and other researchers.

- a. For the Students

This qualitative research is expected to be useful for students by providing them with important information about the use of temporal clause in writing. By knowing the concept of temporal clause, students are expected to be able to minimize the level of error in using temporal clause in writing. In addition, through this research students are expected to apply the concept of temporal clause correctly in writing, so that the quality of their writing becomes better.

b. For the Teachers

This research is expected to make a positive contribution for teachers to encourage their students to use temporal clause well in writing. In addition, this study will provide information to teachers about temporal clause error in writing so that the teacher can help students to minimize error in the use of temporal clause in writing. Therefore, this research is expected to help teachers improve the quality of students' writing.

c. For the other Researchers

This research is expected to provide benefits to other researchers by providing important information regarding the use of temporal clause in writing. In addition, this study will strengthen data and evidence regarding the use of temporal clause in writing. Therefore, this research can be an inspiration for other researchers and continue research with the same topic, temporal clause in writing.

D. Prior Research

This research will be conducted by considering several prior researches. The first prior research was conducted by Hall and Caponigro who conducted a study entitled on the semantics of temporal when-clauses.¹ This study aims to provide a full compositional account of the temporal time

¹ David P. Hall & Ivano Caponigro, "On the semantics of temporal when-clauses," *SALT* 20,(2010):1.

clauses that explain their formal identities with interrogative clauses and their different meanings.

The research method used is qualitative library research. The research makes the books and the journal about temporal clause as a source of research data.

This study has similarities and differences with the first prior research, while the similarities include the similarity of research topics. The research topics from both studies are the same about temporal clause in English writing. The difference between this research and prior research is located in the research objectives, research methods and research data sources. The research objective of the first prior research is to provide a fully compositional account of temporal when-clauses that accounts for their formal identity with interrogative clauses and their differences in meaning. Meanwhile, this research has aims to analyze the students' error in using temporal clauses in writing skills, to explore the causes of students' error in using temporal clauses in writing skills, and to investigate the solutions to solve the students' error in using temporal clauses in writing skills among the tenth graders at SMA N 1 Seputih Surabaya. The prior research method is qualitative research in the type of library research. Meanwhile, the method of this research is qualitative research in the type of a case study. The research data source is the books and the journal about temporal clause as a source of research data. While this study uses a data source in the form of a document written by tenth grade students of SMA N 1 Seputih Surabaya.

The second prior research was conducted by Artawa, Satyawati, Asako and Purnawati who conducted a study entitled Temporal Adverbial Clause Markings In Balinese.² The research aims to focus on the markers of those temporal adverbials, which are realized by an adverbial clause. The research method used is qualitative research in the type of library research. The study made short stories collections in Balinese as a source of research data.

This study has similarities and differences with the second prior research, while the similarities include the similarity of research topics and research methods. The research topics from both studies are the same about temporal clause in English writing. And the prior research method is qualitative research. The difference between this research and prior research is located in the research objectives, research methods and research data sources. The purpose of the second prior research study is to explore theories about temporal clause, focusing on the markers of those temporal adverbials, which are realized by an adverbial clause. Meanwhile, this research has aims to analyze the students' error in using temporal clauses in writing skills, to explore the causes of students' error in using temporal clauses in writing skills, and to investigate the solutions to solve the students' error in using temporal clauses in writing skills among the tenth graders at SMA N 1 Seputih Surabaya. The prior research method is qualitative research in the type of library research. Meanwhile, the method of this research is qualitative

² Ketut Artawa et al. "Temporal Adverbial Clause Marking in Balinese," *International Journal of Linguistics* 10, No.2(2018):74.

research in the type of a case study. The source of the research data is the short stories collections in Balinese as a source of research data. While this study uses a data source in the form of a document written by tenth grade students of SMA N 1 Seputih Surabaya.

The third prior research was conducted by Abdoulaye who conducted a study entitled Two types of Temporal when clauses in Hausa. The research aims to explore theories about temporal clause.³The research method used is qualitative research in the type of library research. The research makes the books and the journal about temporal clause as a source of research data.

This study has similarities and differences with the third prior research, while the similarities include the similarity of research topics. The research topics from both studies are the same about temporal clause in English writing. The difference between this research and prior research is located in the research objectives, research methods and research data sources. The purpose of the third prior research is to explore theories about temporal clause. Meanwhile, this research has aims to analyze the students' error in using temporal clauses in writing skills, to explore the causes of students' error in using temporal clauses in writing skills, and to investigate the solutions to solve the students' error in using temporal clauses in writing skills among the tenth graders at SMA N 1 Seputih Surabaya. The prior research method is qualitative research in the type of library research. Meanwhile, the method of this research is qualitative research in the type of a

³ Mahamane L. Abdoulaye "Two types of Temporal when clauses in Hausa," *The Buckingham Journal of Language and Linguistics* 2, (2009):1.

case study. The source of the research data is the short stories collections in Balinese as a source of research data. While this study uses a data source in the form of a document written by tenth grade students of SMA N 1 Seputih Surabaya.

CHAPTER II

REVIEW OF LITERATUR

A. Concept of Writing skill

1. Definition of Writing

Writing is talking to other people on paper. Anyone who can think clearly can write clearly, on any subject. That has always been the main premise of this book.

Writing is a craft, not an art, and that people who run away from their craft for lack of inspiration are fooling themselves. He too will go bankrupt.⁴

Writing is a complex socio-cognitive process that involves the construction of messages that are recorded on paper or other material, and, more recently, on a computer screen.⁵

2. Process of Writing

The writing process used in Bridges to Better Writing consists of 5 stages.⁶

a. Prewriting

In the first step, finding and limiting your topic, you use a variety of pre-writing techniques to find a topic and focus for writing.

⁴ William Zinsser, *On Writing Well : The Classic Guide to Writing Nonfiction 25th Anniversary Ed* (New York: Harper Collins, 2001), 4.

⁵ *Academic Writing for Graduate Students*, 34.

⁶ Luis A. Nazario, Deborah D. Borchers & William F. Lewis, *Bridges to Better Writing* (USA : Wadsworth Cengage Learning, 2010), 9.

b. Drafting

In this stage of the writing process, also examine how students structure the body and conclusions of their essays and use transitions and other tools to keep ideas and paragraphs flowing smoothly.

c. Revising

In this stage, try to distance yourself from your essay and try to see it as an outsider or reviewer so that you can make a decision to improve your draft.

d. Proofreading

In the corrections stage, check your essay for punctuation, spelling, sentence structure, and word usage.

e. Reflecting

The last stage of the writing process is reflecting. To end the process, you begin by reflecting on your writing experiences in the chapter.

3. Types of Writing

a. Description

Writing a description of a subject so that readers can see, taste, smell, hear, or feel is a fundamental skill for every writer. In your reading experience, you may have noticed that writers who can "paint a word picture" of their subject are more interesting, lively, and memorable in a way that is unlike simpler writing.

b. Narrative

A personal narrative is a story that can use all the techniques used by a good short story writer, or a good joke-teller, but is based on something that has happened to the writer. Therefore, it's a "real" story, a non-physical representation of the events that make up your own life.

c. Expository

Expository writing analyzes and describes information to inform or educate your readers.⁷

B. The Concept of Temporal Clause

1. The Definition of Temporal Clause

The temporal clause is the verb statement of the main clause that occurred before, will occur after, or occur at the same time as the main clause. The most common conjunction for introducing temporal clauses is 'when'. Other temporal expressions are 'when', 'whenever', 'now that', 'after', 'since', 'until', 'while', 'as', 'as soon as', 'as long as'.⁸

Temporal clauses are an explicit way of expressing temporal relationships between events. However, at present, events are not automatically identifiable according to existing intuitive definitions.⁹ So,

⁷ Luis A. Nazario, Deborah D. Borchers & William F. Lewis, *Bridges to Better Writing* (USA : Wadsworth Cengage Learning, 2010), 21.

⁸ David Holton, Peter Mackridge & Irine Philippaki-Warburton, *Greek an Essential Grammar of the Modern Language*(New York : Routledge, 2004),226.

⁹ Alexander Gelbukh, Carlos Alberto Reyes – Garcia, *MICAI 2006: Advances in Artificial Intelligence* (Mexico: Pringer,2006),3.

the temporal clause is a conjunction that can describe the time relationship between two very different things or events.

2. The Function of Temporal Clause

Temporal clauses are used to establish temporal relationships between events, but also to focus new temporal references whose unique identification ability in the reader's memory is assumed, thus updating the current reference time.¹⁰

The temporal clause serves to unite one event with another so that the meaning of the sentence can be understood. The temporal clause illustrates the conditions of their clause by specifying reason, and temporal circumstance.¹¹

Although the when temporal clause appears to function similarly to other embedded clauses expressing a temporal relationship with the matrix clause, it is special because it is introduced by the wh-word, but does not have an interrogative interpretation.¹²

3. The Type of Temporal Clause

a. Temporal subordinators expressing anteriority

After, as soon as, now, generally expresses the anterior primary temporal meaning, but secondary meanings are noted for after (cause and concession), as (cause), and since (cause and proportion).

¹⁰ Alexander Gelbukh, Carlos Alberto Reyes – Garcia, *MICAI 2006: Advances in Artificial Intelligence* (Mexico: Pringer,2006),11.

¹¹ Abbas Ali Rezaee and Seyyed Ehsan Golparvar, “The Sequencing of Adverbial Clauses of Time in Academic English: Random Forest Modelling of Conditional Inference Trees”. *Journal of Language Modelling* 4, no.2 (2016):226.

¹² David P. Hall & Ivano Caponigro, “On the semantics of temporal when-clauses,” *SALT* 20,(2010):561.

The last two-subtypes mentioned, namely, *as* and *since*, have each developed separately which also expresses the meaning of cause. The sequence of anteriority times in complex sentences can be emphasized by the following correlatives.¹³

1) *After*

After is used to state that an event (later event) follows another (earlier event). For the example, “The workers ended the strike after management agreed to give them a pay raise.” (Management agreed to give a pay raise first, and then the workers ended the strike).

2) *As soon as*

As soon as is used to express that one event occurs the first time and another event occurs immediately after. For example, “Workers stop strikes as soon as management agrees to give them a raise.” (First, management agreed to give workers a raise, and soon after that the workers ended the strike).

3) *Now (that)*

Now (that) is used to describe something that is caused by the condition of a person or thing. For example, “Now Ammar lives far from his family that he can be an independent boy”

4) *Since*

¹³ Goran Ronnerdal, *Temporal Subordinators and Clauses in Early Modern English: Stability and Change* (Sweden: Uppsala University, 2017),83-116.

Since is used to express a time from the past to the present. It focuses on the time when an action or event begins. For the example, “The workers have been on strike since management refused to give them a pay raise.” (From the time management refused to give a pay raise until now, the workers have been on strike).

b. Temporal subordinators expressing simultaneity

In this section, semantic relationships are described for actions that occur simultaneously, or partially overlap in time, between temporal clauses and matrix clauses. Examples are given in the clause as, as/so long as, when, whenever and while. Secondary meanings, such as adversative, causal, or conditional, are also conveyed in this subordinate group.

1) As

As also is used to express an action in progress that might be interrupted by something else. For the example, “As the politician was speaking to a large crowd at a rally, he fainted from heat exhaustion.” (The politician fainted in the middle of his speech.)

2) As long as

'As long as' is used in the conditionals sentence (expressing the condition) as an alternative to the word provided (provided).

For example, “I don’t mind. You can leave early, as long as you finish the work.”

3) When

When shows that one event happens slightly after another. As soon as, has almost the same meaning as when. If you want to emphasize that one event came right after another, use as soon as. For the example, “The workers ended the strike when management agreed to give them a pay raise.” (The strike ended after management agreed to a pay raise).

4) Whenever

Whenever means every time. For the example, “ Whenever there is heavy rain and flooding, the New York subway system malfunctions (doesn’t function properly).” (Every time there is heavy rain and flooding, the subway is seriously affected).

5) While

While is used to express an action in progress. Therefore,metimes this action is interrupted. For the example, “While the politician was speaking to a large crowd at a rally, he fainted from heat exhaustion.” (The politician’s speech was interrupted when he fainted because of excessive heat).

c. Temporal subordinators expressing posteriority

The clauses, before, and until, is express the meaning of posteriority in relation to the matrix clause. This group is the smallest

in the number of subtypes, but also the second most frequent group in the number of occurrences. No difference in meaning between afore, before, ere, and fore is identified in my data. Until and till both generally imply a continuous stopping of action in a matrix clause.

1) Before

Before is the opposite or antonym of After. Before is used to state that an event occurs before another event occurs. For example, “We should finish this task before we go home”.

2) Until

Until is used to express the time when an event or action comes to an end. For the example, “The workers continued the strike until management agreed to give them a pay raise.” (The strike would continue up to the time when management would agree to a pay raise).

4. The Causes of Error in Using Temporal Clauses in Writing

Error Analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language.¹⁴

There are three source of error according to Brown (1987). They are interlingual transfer, intralingual transfer, and context of learning.¹⁵

¹⁴ Carl James, *Error in Language Learning and Use: Exploring Error Analysis* (London :Routledge,2013),1.

¹⁵ H. Douglas Brown, *Principles of Language Learning and Teaching: Fifth Edition*. (New York: Pearson Education, 2007),102.

b. Interlingual Transfer

In the early stages of learning a second language is characterized by a lot of transfer between languages from the original language or interference. At this early age, before the transfer from the native language becomes familiar, the native language is the only linguistic system that learners have mastered.

c. Intralingual transfer

Intralingual transfer (within the target language) is a major factor in second language learning. The source of language error can be traced from the second system students learn. Based on the research results, it appears that the source of this error is the biggest mistake. The first language or mother tongue, which is often downloaded as the biggest source of error in the second language, turns out to be only a minor contributing factor, which is about 13 percent, while the rest is the source of the second language system itself.

d. Context of Learning

The third major source of error is the learning context. "Context" refers to classes with teachers and their material in the case of school learning, or social situations in the case of uneducated second language learning.

5. The Solution of Error in Using Temporal Clauses in Writing

There are 6 solution of error in using temporal clause in writing according to Allen J. Frantzen.¹⁶

a. Combining sentences

Combine short sentences into a longer and more varied structure; avoid choppy effect. An example of the choppy effect: "This is the latest difficulty. It evolved from decades of avoidance of responsibility. Now a price has to be paid. We have to accept it." Try something like: "This, the last difficulty, developed because our predecessors avoided their responsibilities for decades. Now we have to pay the price." Note that the subordinate clause helps combine sentences here rather than a short list of sentences, we get a clear cause / effect process.

b. Emphasis

Arrange sentences so that important words and ideas stand out. Put important ideas and words in the slots that emphasize their value. Therefore,metimes by reversing the order of the clauses, you can shift the focus of the sentence to the main idea away from the less important ones. For example, "We learned that he valued nothing more than success when we watched him kill his own brother." This sentence will be more emphatic if we rearrange the clause: "When we

¹⁶ Allen J. Frantzen, *Loyola University Chicago : Preparing People to Lead Extraordinary Lives* (America: 2015), 1.

see him kill his own brother, we learn that he values nothing more than success" (emphasis falls on "brother" and "success").

c. Sentence fragments

A fragment is a group of words that are used as if they were a complete sentence (independent clause). Fragments can be dependent clauses, clauses that must depend on, be linked to, main or independent clauses to form complete sentences. "His first novel." is a fragment; "That's his first novel." is a complete sentence. "That he will leave soon" is a dependent clause and is a sentence fragment if used as a complete sentence. "He decided that he would go immediately" finished here the dependent clause, "that he would leave soon," related to the independent clause ("He decided"). Therefore,metimes shards are used for effect, as in "He left the house well. Or so he thought." But don't take the plunge unless you are sure you need a fragment effect.

d. Generalizations

General statements have the unexpected effect of undermining the author's authority and causing the reader to question his judgment. "Since time began," one might write, "women have been deprived of all rights." One would immediately focus on the word "all" and take exception to such statements, the sentence tries to claim a lot of ground but overreach, and in the end has very little authority; "since time began" is another crude generality: statements about all time

most likely require qualification. General statements tend to be abstract, categorical, and tend to be wrong.

e. Repetition

Repetition of words is waste, delete repeated words and phrases. Repetition reduces the progress of the paper and causes the reader to lose interest. Look at each sentence separately from its context and study it to identify new information that the new sentence adds to it. If there is not enough or new information, you repeat the old one.

f. Punctuation

Usually, only use commas when you pause while reading a sentence aloud: "Williams' first book, very successful." There's no need for a comma there. Use a semicolon (;) as you would for a period, not a comma. Use a semicolon to separate items in a list or to separate two independent clauses that are closely related instead of dependent and independent clauses. Correct: "Williams wrote several books; none of them have worked as well as the first." Wrong: "Williams wrote several books; Triads came first. Don't separate dependent clauses by putting a semicolon (;) in front of them, for example," He walked to school; victory over fear. "On the contrary:" He walked to the school triumph over fear. "Use commas, colons (:), or (less often) hyphens (-) to integrate dependent clauses into your sentences; semi-colons are periods, closer to a period than a comma.

CHAPTER III

RESEARCH METHOD

A. The Types and Characteristics of Research

In this case, the researcher will consider the importance of pronunciation mastery especially temporal clause to be explored. The researcher will decide to use qualitative research to analyze the use of temporal clause of the students' writing skill at SMA N 1 Seputih Surabaya.

Qualitative research is about immersing yourself in a scene and trying to understand it, whether at a company meeting, a community festival, or at an interview. Qualitative researchers deliberately examine and record small cues to decide how to behave, as well as understand the context and build larger knowledge claims about culture.¹⁷

According to Creswell, qualitative research is to explore and understand the meaning of an individual or group that is considered a social or human problem.¹⁸ It can be said that qualitative research means investigating and understanding human or social problems by individuals or groups.

Qualitative research is research that aims to describe, study, and explain phenomena. Understanding phenomena can be achieved by describing and exploring through narrative. This means that research procedures that produce written or oral descriptive data from participants and

¹⁷ Sarah J. Tracy, *Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact* (USA : Wiley- Blackwell, 2013), 3.

¹⁸John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 3rdEd*(New Delhi: Sage Publications, 2003), 4.

observed behavior. It also includes descriptive studies that propose to gather current information, to identify problems, to make comparisons or evaluations and to learn from the experiences of others to make decisions.

The characteristic of this research is that it focuses on descriptive qualitative research. The researcher will conduct a survey that can be used to describe the phenomenon and summarize it. The purpose of using surveys for descriptive research is to obtain a good measure of certainty. Descriptive qualitative analysis involves describing the general characteristics that underlie the data. Descriptive qualitative research is useful because it can provide important information about the average member of a group.¹⁹

In line with the description above, the purpose of this study was to determine the mistakes of English students in writing temporal clause in students at SMA N 1 Seputih Surabaya.

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 the original materials on which the research is based. It is testimony or direct evidence about a topic under consideration. They present information in its original form, not interpreted or summarized or evaluated by other authors. The main source of this

¹⁹GeoffreyMarczyket. al., *Essentials of Research Design and Methodology* (USA: John Wiley & Sons, Inc. 2005), 16.

research is the document written by the students of class X SMA N 1 Seputih Surabaya, Central Lampung. The total number of students is 20 students.

2. Secondary Sources

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

C. Data Collecting Technique

Multiple data sources Qualitative researchers typically collect multiple forms of data, such as interviews, observations, and documents, rather than relying on a single data source. Then the researcher reviews all the data, understands it, and organizes it into categories or themes that cover all data sources.²⁰

Data collection steps include defining research boundaries, gathering information through unstructured or semi-structured observations and interviews, documents and visual materials, and establishing information recording protocols.²¹

While data collection may be easy and convenient, the problems with biased, incomplete, or compromised data reporting are numerous. If back

²⁰ John W. Creswell, *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches 3rd Ed* (Los Angeles: Sage Publications, 2009), 175.

²¹ *Ibid.*, 178.

page study is required, employ some validity strategy (as discussed later) to create reader confidence in the accuracy of the findings.²²

As a final reminder, and like any other data collection in qualitative research, data collection is always accompanied by analysis. You will decide when to investigate in more detail, when to change the topic, and when to modify your original protocol or agenda to accommodate the new revelations. These are all analytical choices, and you need to make them sensitively, so that other people aren't surprised or lost by your part of the conversation.²³

1. Observation

Observation is the process of gathering open-ended, direct information by observing people and places at the research site.²⁴

As a form of data collection, observation has advantages and disadvantages. Advantages include opportunities to record information that occurs in a setting, to study actual behavior, and to study individuals who have difficulty expressing their ideas (for example, preschoolers). Therefore, some of the downsides of observing are that you will be limited to sites and situations to which you can gain access, and on those sites, you may have difficulty developing relationships with individuals. This can occur if individuals are unfamiliar with formal research (eg, non-diversity environments).

²² *Ibid.*

²³ Robert K. Yin, *Qualitative Research from Start to Finish* (London : The Guilford Press, 2011), 139.

²⁴John W. Creswell, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research*(England: University of Nebraska, 2002), 53.

Researchers can turn to rigorous observation or related interviewing methods to document how something is experienced, with respect to the phenomenon under study.²⁵

2. Documentation

Qualitative researchers can use written documents or other artifacts to gain an understanding of the phenomenon under study.²⁶

In this research, researchers used document data collection techniques. Documents can be a valuable source of information in qualitative research. Creswell pointed out that documents represent public and private documents. Public documents are provided in the form of minutes of meetings, official memos, and newspapers. Examples of personal documents are personal journals and diaries, letters, and personal notes.²⁷

For this reason, the secondary data required is documented as a data source in the form of documentation. Furthermore, the researcher obtained data in the form of student pronunciation test results. School history, school structure and school facilities.

In other words, at this stage of your analysis, the main purpose is to collect your data back, and any matrix of interest should be treated as a form of documentation only, not a device to communicate with your

²⁵ Patricia Leavy, *Research Design : Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches* (New York: The Guilford Press, 2017), 5.

²⁶*Ibid.*, 432

²⁷Jhon W. Creswell, *Research Design*(California: Sage Publications , 2000), 180.

readers later. As with other types of documentation, the desired matrix may then appear, if any, in the report annex.²⁸

3. Interview

Interviewing is a research genre that is commonly used across disciplines. There are many interview methods available to qualitative researchers, including in-depth, semi-structured, oral or biographical histories, minimalist biographies, and focus groups (in which several participants are interviewed as a group).²⁹

D. Data Analysis Technique

An important part of a research study is analyzing the data, because the results are the conclusions of all studies. Data analysis means studying tabulated material to determine facts or character meanings. This involves breaking down existing complex factors into simple parts and combining those parts into a new arrangement for interpretation purposes. Qualitative data is generally in the form of words (descriptions, observations, impressions, notes, and the like). Researchers must organize and categorize or encode large amounts of data so that they can be described and interpreted. In qualitative research, data analysis includes two aspects, namely aspects of text analysis and includes descriptions and developing themes.

²⁸ Robert K. Yin, *Qualitative Research from Start to Finish* (London : The Guilford Press, 2011), 194.

²⁹ Patricia Leavy, *Research Design : Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches* (New York: The Guilford Press, 2017), 139.

The researcher would apply Miles and Huberman model to analyze the data.³⁰ The components of this analysis model are pictured by this figure.

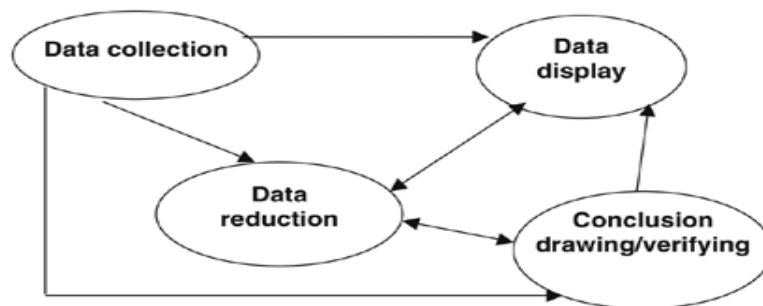


Figure 2. Analysis Components of Miles and Huberman Model

Data analysis with Miles and Huberman's model took the following steps:³¹

- 1) Data collection is the step when the researcher collects all the data used to complete the research.
- 2) Researchers reduce the data obtained by summarizing and selecting certain things.
- 3) To display data, researchers usually use graphs, pictures, or graphs. Views must be able to describe the contents of all data.
- 4) Finally, the researcher verifies his research by making conclusions from the data findings.

Therefore, it can be concluded that data analysis has several functions in analyzing research data which include; create meaningful data images, test null hypotheses, get significant results, describe conclusions or make generalizations, and calculate parameters.

³⁰Michael Huberman M. and Miles, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), 429.

³¹*Ibid*,

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of the Research

1. Description of the Research Setting

The descriptive location of the research has taken by the researcher by using the data collecting method. There are many descriptions about location of the researcher such as:

Condition of the Teacher and Official at Senior High School N 1 Seputih Surabaya, the numbers of teacher and official employers in Senior High School N 1 Seputih Surabaya in the academic year of 2020/2021 are that can be identified as follows:

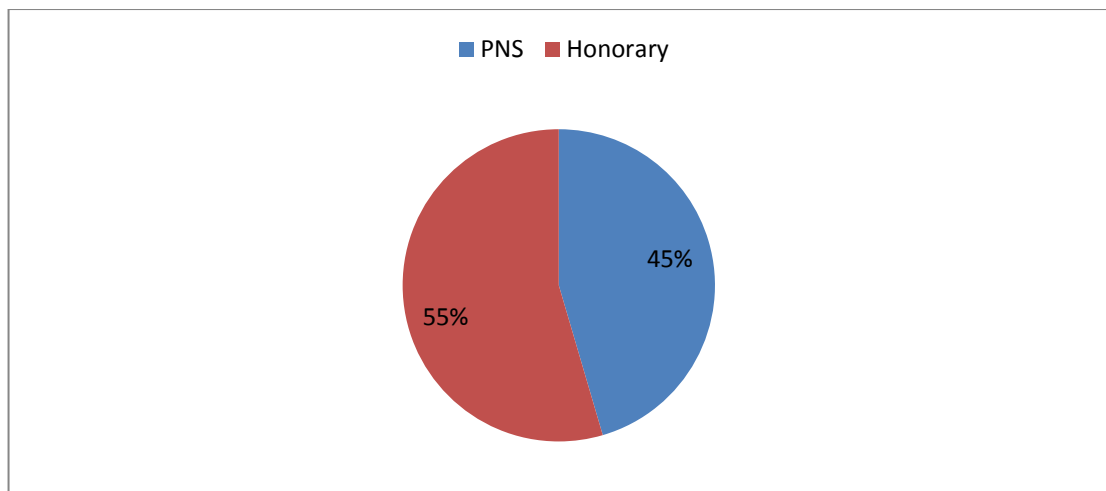


Figure 3.
Condition of the Teacher and Official at Senior High School N 1 Seputih Surabaya in the academic year of 2020/2021

Based on figure II above, it can be seen that the condition of the teacher and official at Senior High School N 1 Seputih Surabaya in the

academic year of 2020/2021. The condition of teachers and official is Civil Servant 25 teachers (55%), and Honorary 30 teachers (45%).

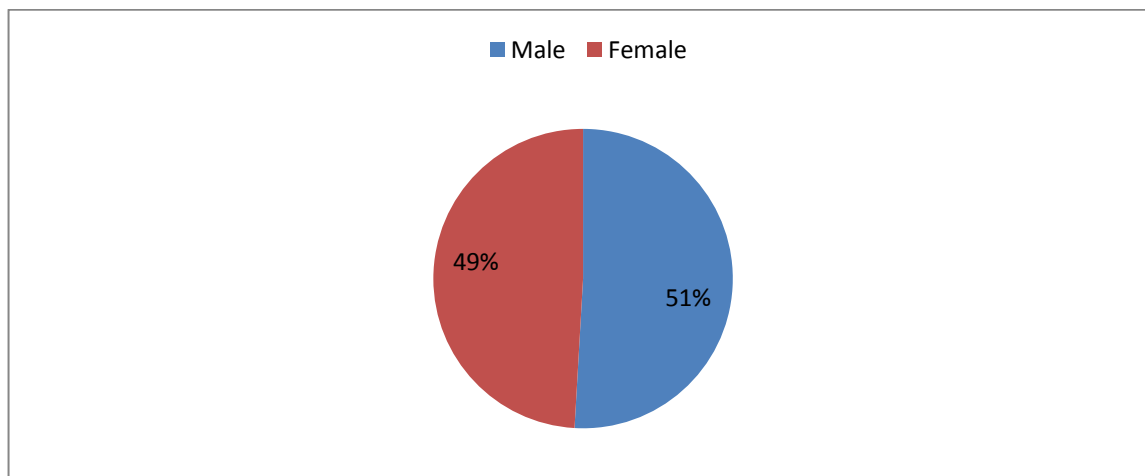


Figure 4.
The Gender of Teacher's and Official at Senior High School N 1 Seputih Surabaya in the academic year of 2020/2021

Based on figure III, it can be seen the gender of teachers and official at Senior High School N 1 Seputih Surabaya in the academic year of 2020/2021. The gender of teachers and official is male 28 teachers (51%) and female 27 teachers (49%).

The quantities of students at Senior High School N 1 Seputih Surabaya that can be identified as follows:

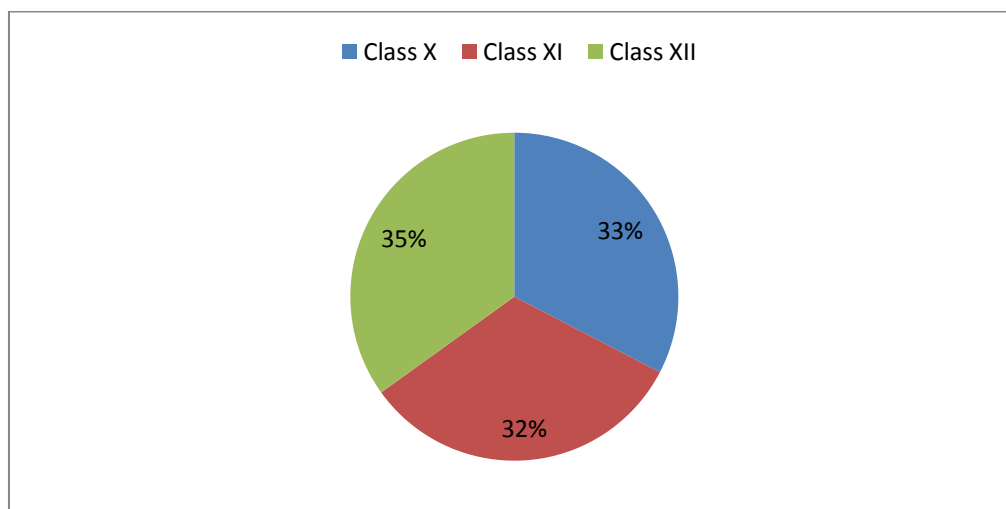


Figure 5.
The Student's Quantity at Senior High School N 1 Seputih Surabaya in the academic year of 2020/2021.

Based on the figure IV, it can be seen that the students' quantity at Senior High School N 1 Seputih Surabaya in the academic year of 2020/2021. The students' quantity of class X is 212 students' (33%), class XI is 211 students' (32%) and class XII is 227 students' (35%).

2. Description of Research Result

Description of Research Result refers to the research question including of *What is the most dominant error type of temporal clause in writing skill; Why do the students get error of temporal clause in writing skill; How to solve the students' error of temporal clause in writing skill.*

a. The Most Dominant Error Type of Temporal Clause In Writing Skill

In collecting the data of the first research question, the researcher used the techniques of observation. Therefore, the instrument is observation sheet. The data result of observation sheet

related with the most dominant error type of temporal clause in writing skill is provided in the Appendix.

1) Temporal subordinators expressing anteriority

The result of observation toward the use of temporal clause in writing skill proves that there are students' errors in using temporal clause in the type of anteriority. One of the sentences that contain the error use of temporal subordinators expressing anteriority is, as follow:

After the work I do is done, I went to the kitchen to have breakfast.

The sentence is wrong because in the dependent clause after the use of temporal subordinates expressing anteriority the tense used is the present tense. The tense should be the past perfect tense because the independent clause is the past tense. Therefore, the correct sentence is as follows:

After the work had been done, I went to the kitchen to have breakfast.

In addition, based on the observation, it is known that there are 48 sentences error of 71 sentences using the type of temporal subordinators expressing anteriority. It means that most of the students writing results (70%) were error in writing sentences using the type of temporal subordinators expressing anteriority.

2) Temporal subordinators expressing simultaneity

The research result about the use of temporal clause in writing skill proves that there are students' errors in using temporal clause in the type of anteriority. One of the sentences that contain the error use of temporal subordinators expressing simultaneity is, as follow:

While help my mother also sometime serve people who shop at my shop.

The sentence is classified as error because there is no subject in each clause, both dependent and independent clauses. In addition, the sentence is inaccurate because the clause containing temporal subordinators expressing simultaneity should be in a progressive form. Therefore, the correct sentence is as follows:

While I am helping my mother, I also sometime serve people who shop at my shop.

In line with the observation, it is known that there are 17 sentences error of 34 sentences using the type of temporal subordinators expressing simultaneity. It means that most of the students writing results (25%) are error in writing sentences using the type of temporal subordinators expressing simultaneity.

3) Temporal subordinators expressing posteriority

The observation result toward the use of temporal clause in writing skill proves that there are students' errors in using temporal clause in the type of anteriority. One of the sentences that contain the error use of temporal subordinators expressing posteriority is, as follow:

Before getting out of bed opening the cellphone first.

The sentence is not correct because there is no subject in the dependent clause and the tense is not in the form of the past perfect. The tense used in the independent clause should be past perfect because the type of temporal subordinators expressing posteriority used in the dependent clause is before. Therefore, the correction of the error is as follows:

Before getting out of bed, I had opened the cellphone first.

It is known that there are 3 sentences error of 9 sentences using the type of temporal subordinators expressing posteriority. It means that most of the students writing results (4%) are error in writing sentences using the type of temporal subordinators expressing posteriority.

Based on the observation data above, there are three kinds of students' the most dominant error type of temporal clause in writing skill that are, as follows:

- a) Temporal subordinators expressing anteriority
- b) Temporal subordinators expressing simultaneity
- c) Temporal subordinators expressing posteriority

In addition, it was also found that the most dominant error type of temporal clause in writing skill was the use of the temporal subordinator anteriority type. That is because the highest percentage (70%) includes that error rate. The data analysis is illustrated in the following table:

Table 2
The Most Dominant Error Type of Temporal Clause in Writing Skill

No	The Type of Temporal Clause	Dominant Error Type	Percentage
1.	Temporal subordinators expressing anteriority	48	70 %
2.	Temporal subordinators expressing simultaneity	17	25 %
3.	Temporal subordinators expressing posteriority	3	4 %

b. Causes of the Students' Error of Temporal Clause in Writing Skill.

In investigating cause of the students' error of temporal clause in writing skill, the researcher used the instrument of interview with students developed from theories taken from Brown. According to Brown, there are the causes of error of temporal clause in writing skill are as follow:³²

³² H. Douglas Brown, *Principles of Language Learning and Teaching: Fifth Edition*. (New York: Pearson Education, 2007),102.

- 1) The external factors that cause difficulties in using temporal clause in writing

In line with the result of interview with the students, it was investigated that the teacher's lack of explanation regarding the use of temporal clause made the students difficult to understand the material. In addition, the lack understanding about temporal clause made the students difficult in writing sentences or identifying sentences that contain temporal clauses. Moreover, the way of teacher in explaining temporal clause is hard to understand so the students feel bored when the teacher explains the material.

- 2) The internal factors that cause difficulties in using temporal clause in writing

In the result of interview with the students, the internal factors that cause difficulties in using temporal clause in writing are lack of interest in studying the material because it is too complicated. In addition, the students have lack of motivation that causes difficulty in differentiating the timing of sentence.

Based on the result of interview with the students, it was investigated that the students writing result by using temporal clause are still inaccurate because they do not really understand the existing grammar of temporal clause. In addition, the students have less vocabulary to make a sentence by using temporal clause. There are too many temporal types and certainly many formulas that are

so difficult to understand. The students are confused in choosing what type of time placement is appropriate for the activity. They have difficulty determining the correct temporal clause to connect 2 sentences in accordance with a situation or event.

- 3) The context of learning in writing causes difficulties in using temporal clause in writing

In line with the result of interview with the students, it was investigated that the context of learning in writing causes difficulties in using temporal clause in writing. This difficulty is caused because students are not able to develop writing according to the learning context given by the teacher, especially if it is written using a temporal clause. This is reinforced by their inability to apply the concept of temporal clauses in writing balanced with the development of complex contexts.

c. The Solution to Solve the Students' Error in Using Temporal Clauses in Writing Skill

In analyzing the solution to solve the students' error of temporal clause in writing skill, the researcher used instrument of interview with English teacher developed from theories taken from Allen J. Frantzen. According to Allen J. Frantzen, there are solutions to solve the students' error of temporal clause in writing skill:³³

³³ Allen J. Frantzen, *Loyola University Chicago : Preparing People to Lead Extraordinary Lives* (America: 2015), 1.

In the result of interview with the English teacher, the ways to solve the students' difficulties in using temporal clause are by asking the students to concentrate on the most difficult thing, to keep writing, to compare types of temporal clause from one writing to another, and to read various kinds of English books.

1. The combining sentence exercises overcome the students' difficulties in using temporal clause in writing

Based on the result of interview with the English teacher, the combining sentence exercises overcome the students' difficulties in using temporal clause in writing because the temporal sentence is a combination of two events into one sentence, so the sentence combining practice can be used to overcome student difficulties. The teacher should ask the students to practice combining sentences, for example by practicing fill in the blank.

2. The effective teaching strategy to solve the students' difficulties in the word emphasis when using temporal clause

In line with the result of interview with the English teacher, the effective teaching strategy to solve the students' difficulties in the word emphasis when using temporal clause are by giving students practice to interpret the meaning of a sentence or paragraph.

3. The sentence fragments overcome the students' difficulties in using temporal clause in writing

In the result of interview with the English teacher, sentence fragments can help students' difficulties because the students can learn about the parts of sentences so that they are arranged correctly. Based on the result of interview with the English teacher, the effective teaching strategy to solve the students' difficulties in the sentence fragments when using temporal clause is to give students practice in writing and to ask them to determine what parts of the sentence are.

4. The word repetition overcome the students' difficulties in using temporal clause in writing

Based on the result of interview with the English teacher, word repetition exercises can minimize the occurrence of students' error in writing. Based on the result of interview with the English teacher, the effective teaching strategy to solve the students' difficulties in the word repetition when using temporal clause is to give students several examples of sentences using true and false repetition of words, then ask students to guess whether the sentence is true or false.

5. The punctuation overcome the students' difficulties in using temporal clause in writing

In line with the result of interview with the English teacher, punctuation overcome the students' difficulties in using temporal clause in writing because punctuation marks in writing are very important so that readers can understand the meaning of the writing correctly. Based on the result of interview with the English teacher, the effective teaching strategy to solve the students' difficulties in the punctuation when using temporal clause are to explain, to give examples of what good and correct punctuation looks like, and to give students practice in using correct punctuation marks.

B. Discussions

1. The Most Dominant Error Type of Temporal Clause in Writing Skill

The most dominant error type of temporal clause in writing skill was analyzed based on the instrument of observation. The first analysis of the most dominant error type of temporal clause in writing skill was conducted by observing the students' writing assignment given by the English teacher. It was adopted from the theory taken from Goran Ronnerdal about some difficulties got by the students in using printed mass media to encourage reading skill:³⁴

³⁴ Goran Ronnerdal, *Temporal Subordinators and Clauses in Early Modern English: Stability and Change* (Sweden: Uppsala University, 2017),83-116.

a. Temporal subordinators expressing anteriority

Based on the observation, it is known that there are 48 sentences error of 71 sentences using the type of temporal subordinators expressing anteriority. It means that most of the students writing results (70%) were error in writing sentences using the type of temporal subordinators expressing anteriority.

b. Temporal subordinators expressing simultaneity

In line with the observation, it is known that there are 17 sentences error of 34 sentences using the type of temporal subordinators expressing simultaneity. It means that most of the students writing results (25%) are error in writing sentences using the type of temporal subordinators expressing simultaneity.

c. Temporal subordinators expressing posteriority

In the observation, it is known that there are 3 sentences error of 9 sentences using the type of temporal subordinators expressing posteriority. It means that most of the students writing results (4%) are error in writing sentences using the type of temporal subordinators expressing posteriority.

Based on the observation data above, it is concluded that the most dominant error type of temporal clause in writing is temporal subordinators expressing anteriority. That is because the highest percentage (70%) includes that type.

2. Causes of the Students' Error of Temporal Clause in Writing Skill.

To find out the causes of the students' error of temporal clause in writing skill, the researcher used the instrument of interview with students. These questions are developed from theories taken from Brown.³⁵ Based on the result of interview, the researcher analyzed the causes of the students' error of temporal clause in writing skill, including the following:

- a. The external factors that cause difficulties in using temporal clause in writing

In line with the result of interview with the students, it was investigated that the way of teacher in explaining temporal clause is hard to understand so the students feel bored when the teacher explains the material.

- b. The internal factors that cause difficulties in using temporal clause in writing

In the result of interview with the students, the internal factors that cause difficulties in using temporal clause in writing are lack of interest in studying the material because it is too complicated. In addition, the students have lack of motivation that causes difficulty in differentiating the timing of sentence.

- c. The context of learning in writing causes difficulties in using temporal clause in writing

³⁵ H. Douglas Brown, *Principles of Language Learning and Teaching: Fifth Edition*. (New York: Pearson Education, 2007),102.

Based on the result of interview with the students, it was investigated that the context of learning in writing causes difficulties in using temporal clause in writing. This difficulty is caused because students are not able to develop writing according to the learning context given by the teacher, especially if it is written using a temporal clause. This is reinforced by their inability to apply the concept of temporal clauses in writing balanced with the development of complex contexts.

3. The Solution to Solve the Students' Error in Using Temporal Clauses in Writing Skill

In analyzing the solution to solve the students' error in using temporal clauses in writing skill, the researcher used instrument of interview with English teacher developed from theories taken from Allen J. Frantzen.³⁶ According to Allen J. Frantzen, there are some solutions to solve the students' error in using temporal clauses in writing skill:

- a. The combining sentence exercises overcome the students' difficulties in using temporal clause in writing by asking the students to practice combining sentences, for example by practicing fill in the blank.

³⁶ Allen J. Frantzen, *Loyola University Chicago : Preparing People to Lead Extraordinary Lives* (America: 2015), 1.

- b. The effective teaching strategy to solve the students' difficulties in the word emphasis when using temporal clause by giving students practice to interpret the meaning of a sentence or paragraph.
- c. The sentence fragments overcome the students' difficulties in using temporal clause in writing by asking the students to practice in writing and to determine what parts of the sentence are.
- d. The word repetition overcome the students' difficulties in using temporal clause in writing by asking the students to do exercises by using true and false repetition of words, and to guess whether the sentence is true or false.
- e. The punctuation overcome the students' difficulties in using temporal clause in writing, by giving the students the examples of what good and correct punctuation looks like, and giving students practice in using correct punctuation marks.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher briefly illustrates the conclusion of the research that provides the research results. The first one is about the most dominant error type of temporal clause in writing skill that is temporal subordinators expressing anteriority, that is because the highest percentage (70%) includes that type.

In addition, the second research result is about the causes of the students' error of temporal clause in writing process including of the external factors, the internal factors, and the context of learning in writing that causes difficulties in using temporal clause in writing.

Furthermore, the third research result is about the solution to solve the students' error in using temporal clauses in writing skill including of using the combining sentences, emphasis, sentence fragments, repetition, and punctuation.

B. Suggestion

The researcher provides some suggestion for writer, the students, the teachers and headmaster, as follows: the first, it is suggested that the students to practice using various types of temporal clause in writing. In order to get more interest in using the temporal clause, it is recommended to use the combining sentences; emphasis of the word; the sentence fragments; the word

repetition; and the use of the punctuation in the process of temporal clause writing skills. The second, it is recommended that the English teachers to assist the students in using the temporal clauses in writing, and to be selective in the process of choosing the type of temporal clause. The last, it is suggested that the headmaster to provide the source the temporal clause included in the workbook, and to motivate the teachers in using the temporal clause in the process of teaching writing.

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APPENDICES

1. Blueprint of Interview Sheet

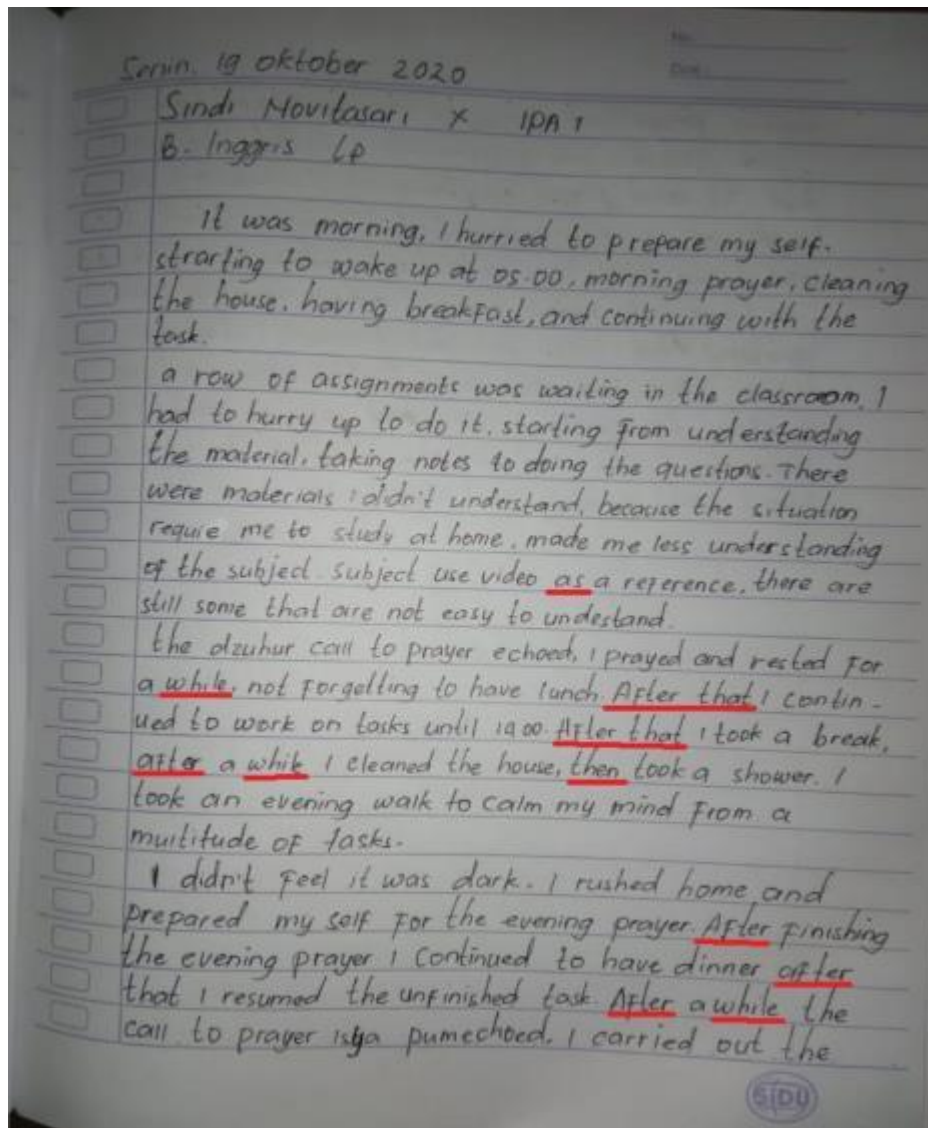
No	Aspect	Sub Aspect	Reference
1.	The cause of error of temporal clause in writing skill	Interlingual Transfer	Brown, H. Douglas. <i>Principles of Language Learning and Teaching: Fifth Edition</i> . New York : Pearson Education, 2007,102.
		Intralingual transfer	
		Context of Learning	
2.	The solution to solve error of temporal clause in writing skill	Combining sentences	Frantzen, Allen J. <i>Loyola University Chicago : Preparing People to Lead Extraordinary Lives</i> . America: 2015, 1.
		Emphasis	
		Sentence fragments	
		Generalizations	
		Repetition	
		Punctuation	

2. Blue Print of Observation Sheet

Aspect	Sub Aspect	Reference
The most dominant error type of temporal clause in writing skill	Temporal subordinators expressing anteriority	Ronnerdal, Goran. <i>Temporal Subordinators and Clauses in Early Modern English: Stability and Change</i> . Sweden: Uppsala University, 2017, 83-116.
	Temporal subordinators expressing simultaneity	
	Temporal subordinators expressing posteriority	

3. The Documentation of Research at the X Class in State Senior High School 1 Seputih Surabaya

The data of the students' English writing assignment



Mama Citra Amica
Kekis x MIPA² 20/2020
10

I woke up at 05:45 a.m after that I went to the bathroom and prayed out dawn. then I went to the bathroom to clean the bed. After that I washed the dishes and helped my mother cook. After I finished helping my mother cook, I swept the floor and yard. Then I wash my hands and feeds and have breakfast. After breakfast I wash my dishes and take a shower. After that I studied.

at 11:30 am I took a break and got ready to go to the mosque to pray. After prayer I eat lunch and watch TV. after that open the book for a while then take a nap. After waking waking up I went to the bathroom and prayed.

After prayers I wash the dishes and water the flowers and take a shower. After taking a shower, sometimes I study, play, or sat with my parents to wait for the evening call to prayer and prayer.

After that I had dinner with my family.

07:30 pm I went to the mosque for evening prayers and reciting the koran until 10:00 pm. After finishing the koran I went home and slept.

Dita Kurniasari
X MIPA 3
B. Inggris LP

When I was at home I didn't do much, I also rarely left the house during the pandemic. at home I only help mom with house work, at night I do online assignments. at home I spend more time with my family. at school it feels more fun because you can meet friends. when studying, it is also easier in school than online, because online school material is sometimes unclear and makes you not understand. when the corona pandemic everything feels more difficult. When at home I try to keep myself a little busy, otherwise I will feel bored. When I came out I didn't take too long, and after I arrived at home I washed all the clothes I had worn. that's all I did during the corona pandemic

Dita
Pitak



Menyaji Teks Inggris
 Bahasa Inggris 4

Senin, 19 Oktober 2020

Activities I did during the pandemic.

Every morning after the dawn prayer, I help my mother clean the house after cleaning, the hours I am absent as usual, after my absence, I take a shower, after I take a shower, I have breakfast while watching TV, after finishing breakfast, I start working on the assignment given by the subject teacher, after I do the things usually, I watch TV or play cellphones. In the afternoon, I help clean up the house again, after finishing, I take a shower and pray Asr, after Asr prayer, I watch TV or play cellphones, and look after my baby cousin, after performing the maghrib prayer, I also had dinner, and after that, I got ready to pray Isha, after I pray, I watched TV or played cellphones, after that, I sleep.

Sometimes, I also fill in my spare time by playing badminton. And sometimes, I get bored at home, I also play at my brother's place, which is not far from my house. When I get bored watching TV, I also watch Youtube on my cellphone. The activities I do are taking care of my younger cousin who is still a baby. There are many activities lying on the bed every day.

Nama: Nadia Ayu A.
 kelas: X Mipa 2
 onday, October 19, 2020

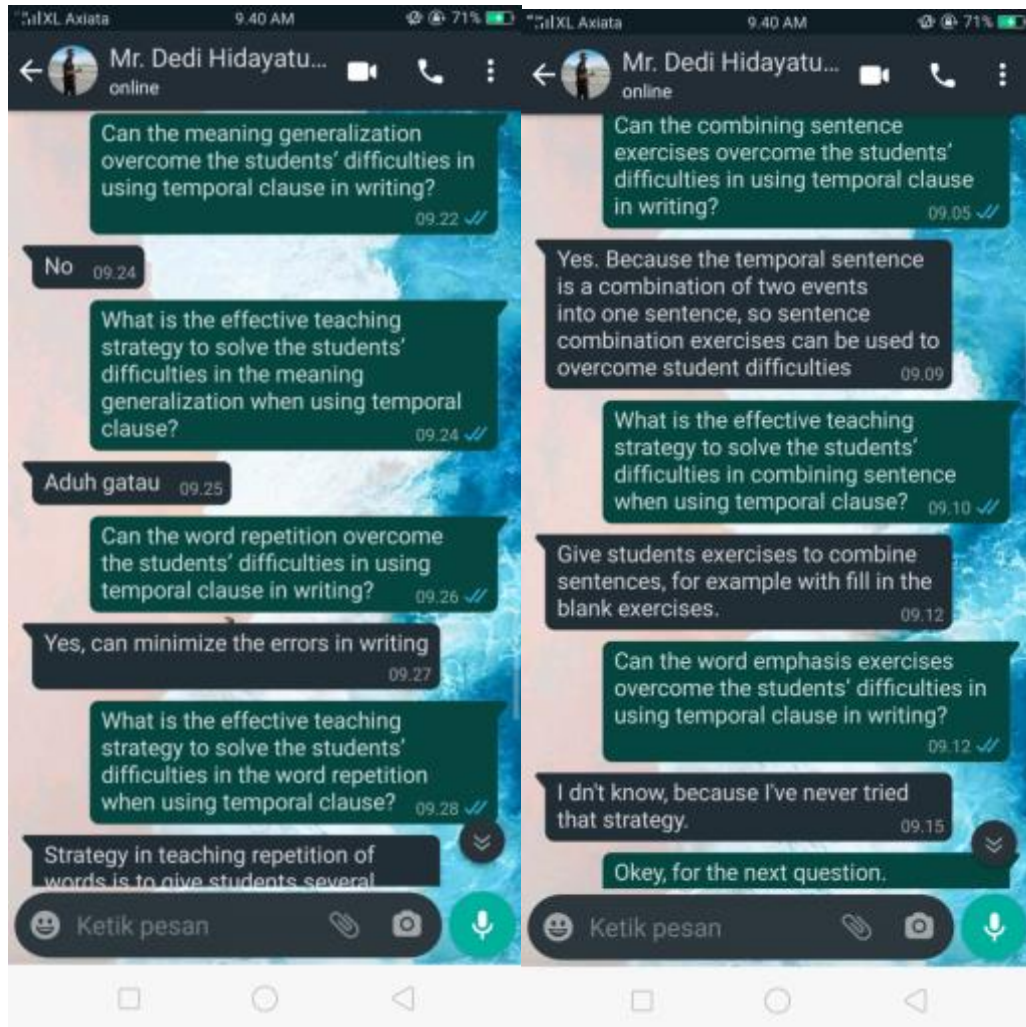
~ Daily Activities During Pandemi Covid-19 ~

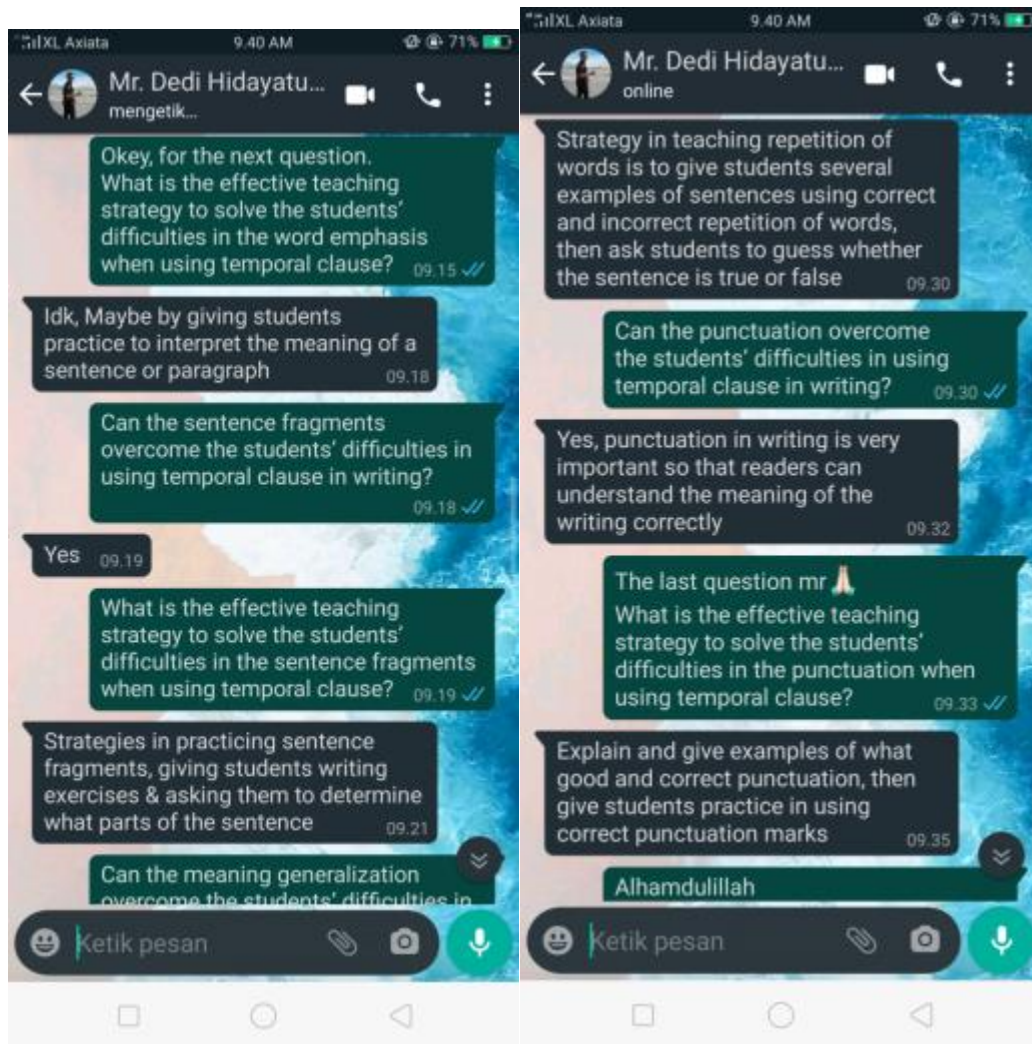
Everyday, I wake up in the morning at 06:50 AM, after that I clean my room & the whole house, until 09:30 I pray & read Al-Qur'an. After that I help my mom to cook, wash, then I check my phone until 06:00 then I breakfast then I jogging.

until 06:30 I ready for online school and absent, for 1 hour more I do my online task. When it 08:00 I go to the shop to help my mom, then I go home to pray Dhuha, read Al-Qur'an and return to do my online task. Rest at 11:30 & check my phone until 12:00 I pray dzuhur after that I go to the shop to close the shop. then, I go home to lunch & watch TV. after that I return to my task. at 01:50 PM I take a bath and sleep.

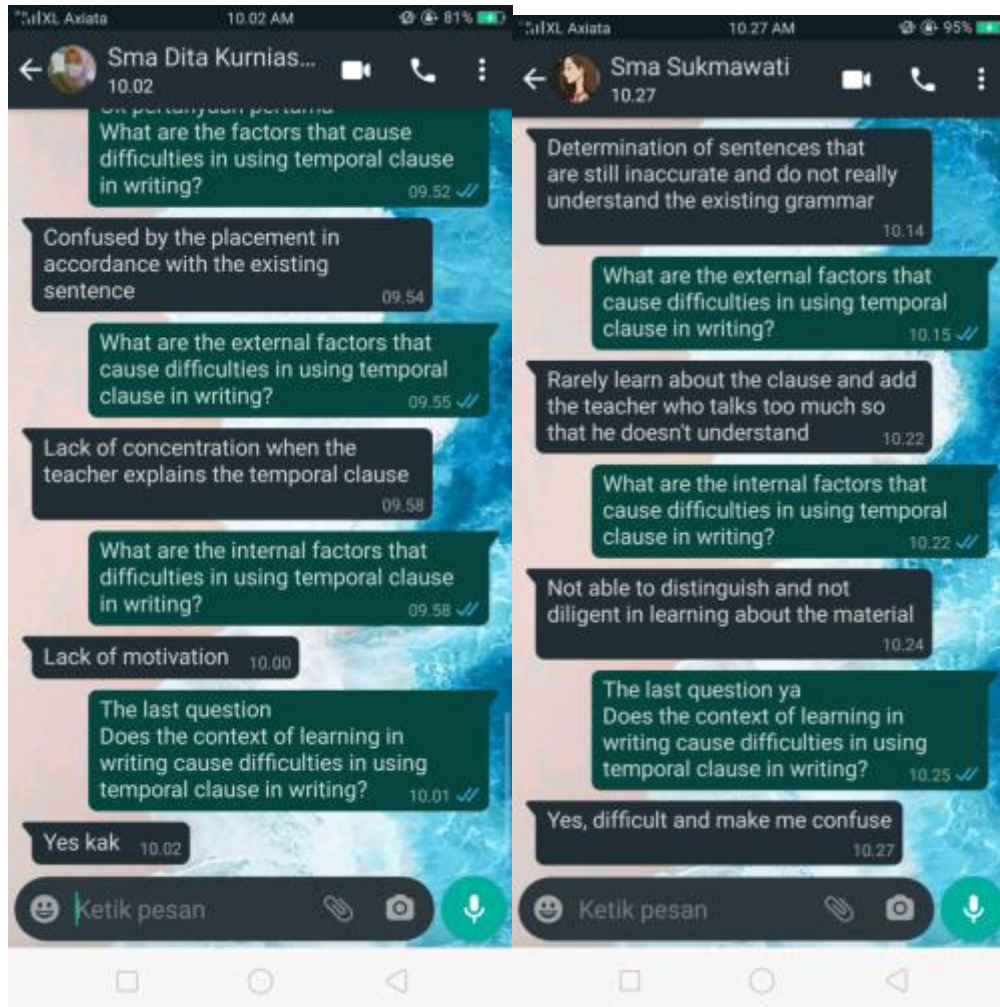
I wake up at 03:30 PM & during that time I clean my house and then I pray ashar. at 05:20 PM I watch TV and check my phone until 06:00 PM. I pray Maghrib then read Al-Qur'an also do my online task again. 07:40 PM then I dinner. at 08:00 PM I pray isya, read Al-Qur'an, after that I check my phone. In the night, 10:00 PM I go to the bed and sleep.

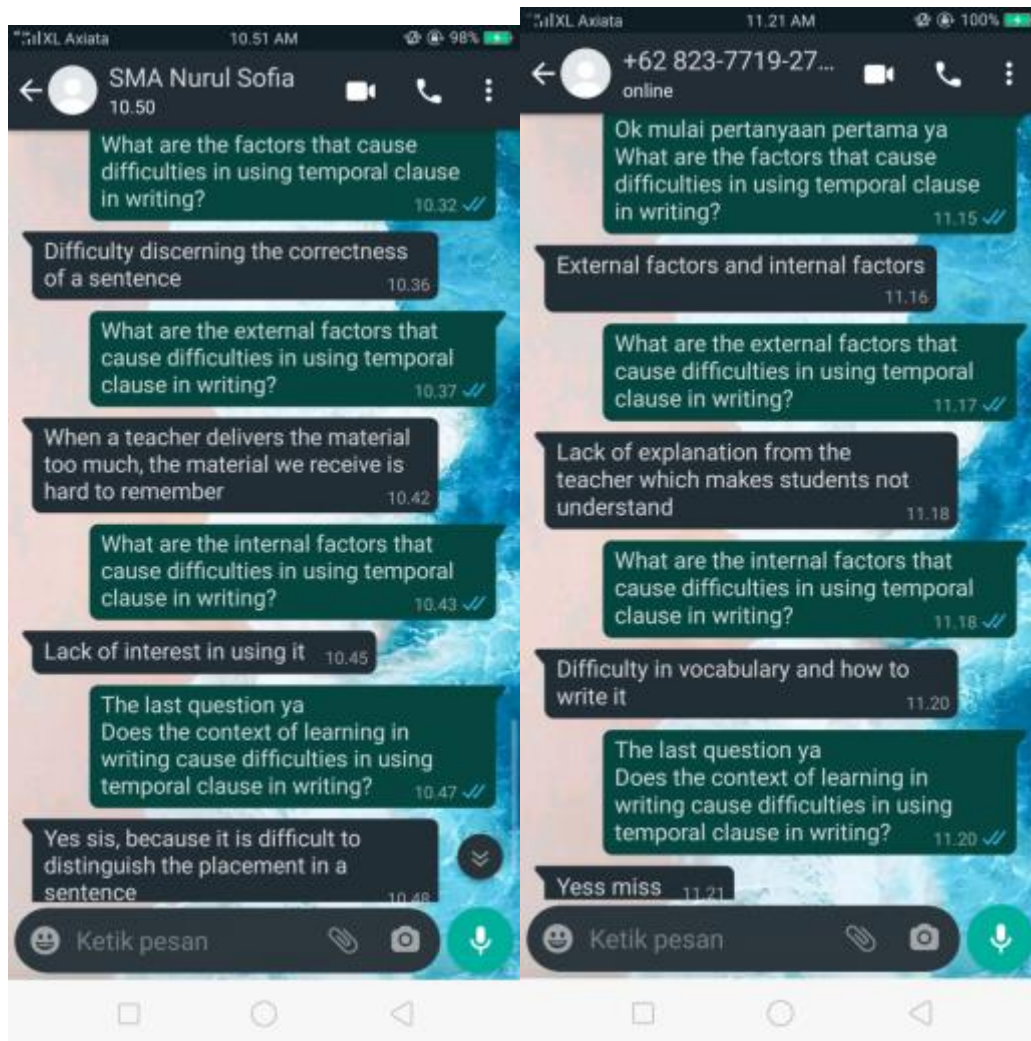
The researcher interviewed the teacher

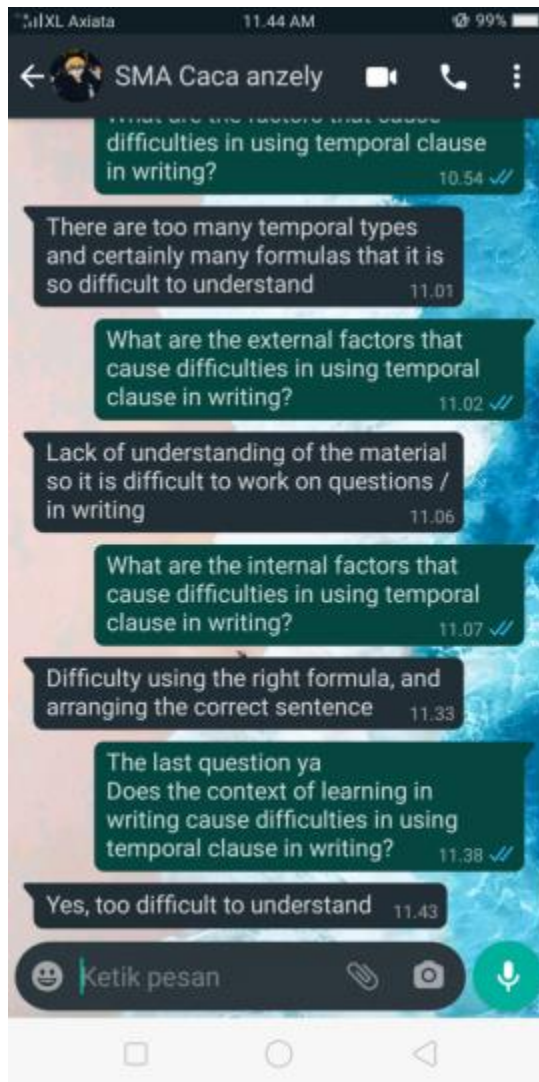




The researcher interview the students







4. Interview Sheet

A. The Cause of Error of Temporal Clause in Writing Skill

The questions are given to English students' of the tenth graders of SMA N 1 Seputih Surabaya to analyze the cause of error of temporal clause in writing skill.

- 1) What are the factors that cause difficulties in using temporal clause in writing?

Answer: The students get difficulties related to the external factors and internal factors.

- 2) What are the external factors that cause difficulties in using temporal clause in writing?

Answer: The external factors that cause difficulties in using temporal clause in writing are hard to understand so the students feel bored when the teacher explains the material.

- 3) What are the internal factors that cause difficulties in using temporal clause in writing?

Answer: The internal factors that cause difficulties in using temporal clause in writing are lack of interest in studying the material because it is too complicated. In addition, the students have lack of motivation that causes difficulty in differentiating the timing of sentence.

- 4) Does the context of learning in writing cause difficulties in using temporal clause in writing?

Answer: The context of learning that cause difficulties in using temporal clause in writing.

B. The Solution to Solve Error of Temporal Clause in Writing Skill

The questions are given to English teacher of the tenth graders of SMA N 1 Seputih Surabaya to analyze the solution to solve error of temporal clause in writing skill.

1. What is the effective teaching strategy to solve the students' difficulties in combining sentence when using temporal clause?

Answer: The combining sentence exercises overcome the students' difficulties in using temporal clause in writing by asking the students to practice combining sentences, for example by practicing fill in the blank.

2. What is the effective teaching strategy to solve the students' difficulties in the word emphasis when using temporal clause?

Answer: The effective teaching strategy to solve the students' difficulties in the word emphasis when using temporal clause by giving students practice to interpret the meaning of a sentence or paragraph.

3. What is the effective teaching strategy to solve the students' difficulties in the sentence fragments when using temporal clause?

Answer: The sentence fragments overcome the students' difficulties in using temporal clause in writing by asking the students to practice in writing and to determine what parts of the sentence are.

4. What is the effective teaching strategy to solve the students' difficulties in the word repetition when using temporal clause?

Answer: The word repetition overcome the students' difficulties in using temporal clause in writing by asking the students to do exercises by using true and false repetition of words, and to guess whether the sentence is true or false.

5. What is the effective teaching strategy to solve the students' difficulties in the punctuation when using temporal clause?

Answer: The punctuation overcome the students' difficulties in using temporal clause in writing, by giving the students the examples of what good and correct punctuation looks like, and giving students practice in using correct punctuation marks.

5. Observation Sheet
The Most Dominant Error Type of Temporal Clause in Writing Skill

NO	Data	Sentences that Contain Temporal Clause	Type of Temporal Clause	Error	Not Error	The Appropriate Sentence
1.	N	<u>After</u> watching TV i go to the room to continue my school work.	Temporal subordinators expressing anteriority	√		<u>After</u> watching TV, i go to the room to continue my school work.
		<u>After</u> that I helped my mother cook, wash dishes, wash Clothes and do housework.	Temporal subordinators expressing anteriority	√		<u>After</u> that I helped my mother to cook, to wash dishes, to wash Clothes and to do housework.
		Then I open my cellphone for absence and <u>after</u> my absence I open the subject according to the schedule but sometimes I don't finish the task at noon because at home I have a lot of work continue night.	Temporal subordinators expressing anteriority	√		Then I open my cellphone for absence and <u>after</u> I have absented, I open the subject according to the schedule but sometimes I don't finish the task at noon because at home I have a lot of work continue night.
2.	S	<u>Since</u> the corona pandemic broke out, we students no longer attend school face to face, but online.	Temporal subordinators expressing anteriority		√	
		I wake up early to prepare myself <u>before</u> going to school.	Temporal subordinators expressing posteriority		√	

		Many of my daily habits have changed <u>after</u> the corona pandemic.	Temporal subordinators expressing anteriority	√		Many of my daily habits have changed <u>after</u> the corona pandemic broke out.
		Usually as a student, I wake up early to prepare myself <u>before</u> going to school, now I can wake up later than usual, because this online study time can be adjusted to each student.	Temporal subordinators expressing posteriority		√	
		So I can focus <u>while</u> studying and work on assignments later.	Temporal subordinators expressing simultaneity		√	
		After that, I swept the house and washed the dishes <u>while</u> waiting for the assignments to be given by the teacher.	Temporal subordinators expressing simultaneity		√	
3.	NR	<u>After</u> the work I do is done, I went to the kitchen to have breakfast.	Temporal subordinators expressing anteriority	√		<u>After</u> the work I did had been done, I went to the kitchen to have breakfast.
		<u>After</u> subuh prayer, I opened my cell phone and Google classroom to absent and see if there were any	Temporal subordinators expressing anteriority		√	

	assignments or not.				
	<u>After</u> being absent, I usually help my parents to clean up the house, such as sweeping helping mothers cook, and watching clothes.	Temporal subordinators expressing anteriority		√	
	<u>After</u> breakfast, then I take a shower.	Temporal subordinators expressing anteriority	√		<u>After</u> breakfast, I take a shower.
	<u>After</u> taking a shower, I do the assignments given by the teacher.	Temporal subordinators expressing anteriority		√	
	<u>After</u> dzuhur prayer, I went to the kitchen to have a lunch.	Temporal subordinators expressing anteriority		√	
	<u>After</u> a lunch I usually watch TV or play on my cell phone.	Temporal subordinators expressing anteriority		√	
	<u>After</u> that, i took a nap .	Temporal subordinators expressing anteriority		√	
	At 16-00 <u>after</u> I take a nap the activities I usually do are take a shower and asar prayer.	Temporal subordinators expressing anteriority	√		At 16-00 <u>after</u> I take a nap the activities I usually do are take a shower and asar prayer.
	<u>After</u> asar prayer, I usually watch TV with my family.	Temporal subordinators expressing anteriority		√	
	<u>After</u> magrib	Temporal			<u>After</u> magrib

		prayer went to the kitchen for dinner with my family .	subordinators expressing anteriority	√		prayer, i went to the kitchen for dinner with my family .
		<u>After</u> diner, i chatted briefly with my family.	Temporal subordinators expressing anteriority	√		<u>After</u> diner, I chatted briefly with my family.
		<u>After</u> that I continued my activities, namely by doing a task that I had not finished doing.	Temporal subordinators expressing anteriority		√	
		<u>After</u> completing the task I take a ablution water to do isya prayer.	Temporal subordinators expressing anteriority		√	
		<u>After</u> isya prayer i usually watch TV.	Temporal subordinators expressing anteriority		√	
4.	SN	<u>After</u> that i continued to work on tasks until 14 00.	Temporal subordinators expressing anteriority	√		<u>After</u> that, i continued to work on tasks until 14 00.
		<u>After</u> that I took a break, after a while I cleaned the house, then took a shower.	Temporal subordinators expressing anteriority		√	
		<u>After</u> finishing the evening prayer I continued to have dinner.	Temporal subordinators expressing anteriority	√		<u>After</u> finishing the evening prayer, I continued to have dinner.
5.	DK	<u>When</u> I was at home I didn't do much, I also rarely left the house during pandemic.	Temporal subordinators expressing simultaneity	√		<u>When</u> I was at home, I didn't do much, I also rarely left the house during pandemic.

		<u>When</u> studying, it is also easier in school that online.	Temporal subordinators expressing simultaneity		√	
		<u>When</u> at home I try to keep myself a little busy.	Temporal subordinators expressing simultaneity	√		<u>When</u> I am at home, I try to keep myself a little busy.
		<u>When</u> I came out I didn't take to long, and <u>after</u> I arrived at home I wash all the clothes I had worn.	Temporal subordinators expressing simultaneity	√		<u>When</u> I came out, I didn't take to long, and <u>after</u> I arrived at home I wash all the clothes I had worn.
		<u>When</u> the corona pandemic everything feels more difficult.	Temporal subordinators expressing simultaneity	√		<u>When</u> the corona pandemic, everything feels more difficult.
6.	CA	<u>After</u> maghrib prayer I had dinner <u>after</u> which I went to the Koran.	Temporal subordinators expressing anteriority	√		<u>After</u> maghrib prayer, I had dinner <u>after</u> which I went to the Koran.
		I continued to take a shower <u>after</u> taking a shower in the morning I did breakfast.	Temporal subordinators expressing anteriority	√		I continued to take a shower <u>after</u> taking a shower in the morning I did breakfast.
		<u>After</u> the midday prayer i continued for lunch.	Temporal subordinators expressing anteriority	√		<u>After</u> the midday prayer, i continued for lunch.
		<u>After</u> that returned to work on the work had not finished.	Temporal subordinators expressing anteriority	√		<u>After</u> that, I returned to work on the work had not finished.
7.	NS	<u>While</u> help my mother also sometime serve people who shop at my	Temporal subordinators expressing simultaneity	√		<u>While</u> helping my mother, also I sometime serve people who shop at my

		shop.				shop.
		I don't forget to take a shower <u>when</u> I finish the task of help my mother I eat.	Temporal subordinators expressing simultaneity		√	
		<u>After</u> eat and sleep I woke up to pray.	Temporal subordinators expressing anteriority	√		<u>After</u> eating and sleeping, I woke up to pray.
		Sometimes i also like to exercise in the morning <u>when</u> my mother is not busy.	Temporal subordinators expressing simultaneity		√	
		I don't forget to take a shower <u>when</u> finish the task of help my mother I eat.	Temporal subordinators expressing simultaneity	√		I don't forget to take a shower <u>when</u> I finish the task of help my mother I eat.
		<u>When</u> it's finished sometimes i like to make crafts like a pencil box.	Temporal subordinators expressing simultaneity	√		<u>When</u> it has finished sometimes i like to make crafts like a pencil box.
		<u>When</u> there is free time i like to watch TV and youtube.	Temporal subordinators expressing simultaneity	√		<u>When</u> there is free time, I like to watch TV and youtube.
		<u>After</u> that i took a Shower and rushed to pray.	Temporal subordinators expressing anteriority		√	
		<u>After</u> all these activity I sleep to rest my body.	Temporal subordinators expressing anteriority	√		<u>After</u> all these activity, I sleep to rest my body.
8.	PDE	I usually study <u>until</u> 09.00 pm after finishing studying.	Temporal subordinators expressing posteriority		√	
		Every day, I	Temporal			Every day, I

	wake up at 06.30 am <u>after</u> that I check my phone for a while, then go to the bathroom to wash my face <u>after</u> that, i go to the kitchen to drink a glass of water.	subordinators expressing anteriority	√		wake up at 06.30 am <u>after</u> that I check my phone for a while, then go to the bathroom to wash my face <u>after</u> that, i go to the kitchen to drink a glass of water.
	<u>After</u> that I Swept the yard until 8.00am I went to shower ready to go to the market to help my mom.	Temporal subordinators expressing anteriority	√		<u>After</u> that I Swept the yard until 8.00am and I went to shower ready to go to the market to help my mom.
	14.00 i come home from the market <u>after</u> that i go to the room to rest or take a nap.	Temporal subordinators expressing anteriority	√		At 14.00 I come home from the market <u>after</u> that i go to the room to rest or take a nap.
	<u>After</u> 04.00 pm i go to the living room to Just eat snacks or watch TV <u>after</u> that I help clean the house.	Temporal subordinators expressing anteriority	√		<u>After</u> 04.00 pm i go to the living room to Just eat snacks or watch TV <u>after</u> that I help clean the house.
	If its 05.00 pm I go to take a shower <u>after</u> that I worship with my family, <u>after</u> that I have dinner with them.	Temporal subordinators expressing anteriority	√		If its 05.00 pm I go to take a shower <u>after</u> that I worship with my family, <u>after</u> that I have dinner with them.
	<u>After</u> dinner I go to the room to do the assignment that	Temporal subordinators expressing anteriority	√		<u>After</u> dinner, I go to the room to do the assignment that

		has been given i usually Study until 00-00 pm <u>after</u> finishing Studying.				has been given. I usually Study until 00.00 pm <u>after</u> finishing Studying.
		I play social media of watch movies <u>until</u> co.80 pm.	Temporal subordinators expressing posteriority		√	
		<u>After</u> watching movies or Play Social media I go to sleep.	Temporal subordinators expressing anteriority		√	
9.	AAS	<u>While</u> at home there are many activities that just start <u>when</u> I wake up from the morning prayer.	Temporal subordinators expressing simultaneity	√		<u>While</u> I am at home there are many activities that just start <u>when</u> I wake up from the morning prayer.
		<u>After</u> that I help my mother cook then I Carry out my obligations at home in a way online .	Temporal subordinators expressing anteriority		√	
		<u>After</u> several tasks are Completed then eat and wash dishes and wash clothes followed by on line learning, that is my un finished assignment.	Temporal subordinators expressing anteriority	√		<u>After</u> several tasks are Completed then I eat and wash dishes and wash clothes followed by on line learning that is my un finished assignment.
10.	GDW	<u>Before</u> getting out of bed opening the cellphone first.	Temporal subordinators expressing posteriority	√		<u>Before</u> getting out of bed opening the cellphone first.
		<u>After</u> that I don't forget to be absent First	Temporal subordinators expressing		√	

		in the google class room.	anteriority			
		<u>After</u> bathing, I Prayed at A10 P. m and I Continued my assignments that had not been done.	Temporal subordinators expressing anteriority		√	
		<u>After</u> Prayer, Continue the assignment that hasn't yet been prayer, then cellphone toys, eat, watch TV.	Temporal subordinators expressing anteriority	√		<u>After</u> Prayer, I continue the assignment that hasn't yet been prayer, then cellphone toys, eat, watch TV.
		<u>After</u> that Went into the room then and went Straight to sleep but my Sleep was uncertain, until late at night sometimes also sleeps before 21.00.	Temporal subordinators expressing anteriority	√		<u>After</u> that, I went into the room then and I went Straight to sleep but my Sleep was uncertain, until late at night sometimes also sleeps before 21.00.
11.	GT	I also bring my cellphone to be absent <u>when</u> it's time.	Temporal subordinators expressing simultaneity		√	
		Helping parents <u>when</u> sick, even that is not every day.	Temporal subordinators expressing simultaneity	√		Helping parents <u>when</u> sick, even that is not every day.
		All activities feel boring <u>When</u> this Pandemic cannot leave the house and you have to Stay at home.	Temporal subordinators expressing simultaneity	√		All activities feel boring <u>When</u> this Pandemic, I cannot leave the house and you have to Stay at home.
12.	S	My activities during the pandemic Were	Temporal subordinators expressing		√	

		learning Online helping Parents Such as Sweeping, washing Clothes and washing dishes, guarding Stalls <u>While</u> doing School work.	simultaneity			
		Apart from Maintaining my health, I always Maintain cleanliness during a pandemic, namely diligently washing my hands <u>after</u> of before doing activities.	Temporal subordinators expressing anteriority		√	
		Wearing a mask <u>when</u> there is a need to leave house, keeping a distance from Other People In publics Places.	Temporal subordinators expressing simultaneity	√		I am wearing a mask, <u>when</u> there is a need to leave house, keeping a distance from Other People In publics Places.
13.	NAT	<u>After</u> I finished washing clothes I got ready to take a shower.	Temporal subordinators expressing anteriority	√		<u>After</u> I finished, washing clothes I got ready to take a shower.
		<u>When</u> my mother was cooking, I was washing clothes.	Temporal subordinators expressing simultaneity		√	
		<u>After</u> taking a shower I checked my cellphone for assignments in the classroom	Temporal subordinators expressing anteriority	√		<u>After</u> taking a shower, I checked my cellphone for assignments in the classroom

		application.				application.
14.	CA	<u>After</u> breakfast I wash my dishes and take a shower.	Temporal subordinators expressing anteriority	√		<u>After</u> having breakfast, I wash my dishes and take a shower.
		<u>After</u> finishing the koran I went home and slept.	Temporal subordinators expressing anteriority	√		<u>After</u> finishing the magazine, I went home and slept.
		<u>After</u> prayer I eat lunch and watch TV.	Temporal subordinators expressing anteriority	√		<u>After</u> prayer, I eat lunch and watch TV.
		<u>After</u> prayers I wash the dishes and water the flowers and take a shower.	Temporal subordinators expressing anteriority	√		<u>After</u> prayers, I wash the dishes and water the flowers and take a shower.
15.	PSR	<u>After</u> the work is done I immediately take a shower.	Temporal subordinators expressing anteriority	√		<u>After</u> the work is done, I immediately take a shower.
		<u>After</u> taking a shower I work on the task until noon, if I feel tired I take a nap.	Temporal subordinators expressing anteriority	√		<u>After</u> taking a shower, I work on the task until noon, if I feel tired I take a nap.
		Lifting the clothesline <u>after</u> the job is done I take a shower immediately.	Temporal subordinators expressing anteriority	√		Lifting the clothesline <u>after</u> the job is done I take a shower immediately.
		<u>After</u> taking a shower I usually watch TV for a while sometimes playing cellphone.	Temporal subordinators expressing anteriority	√		<u>After</u> taking a shower, I usually watch TV for a while sometimes playing cellphone.
		In the evening I do the assignment again if it is still not	Temporal subordinators expressing anteriority	√		In the evening I do the assignment again if it is still not

		finished <u>after</u> all the assignment are finished I watch TV until evening.				finished. <u>After</u> all the assignment are finished, I watch TV until evening.
		<u>When</u> I'm sleepy I sleep until morning.	Temporal subordinators expressing simultaneity	√		<u>When</u> I am sleepy, I sleep until morning.
16.	KN	Then <u>when</u> the home work is done, I switch to doing online tasks even though it's quite boring we do assignment.	Temporal subordinators expressing simultaneity		√	
17.	CY	I continued to work on my assignments <u>until</u> it was finished.	Temporal subordinators expressing posteriority		√	
		I went straight to lunch <u>while</u> watching television.	Temporal subordinators expressing simultaneity		√	
		<u>When</u> dinner is ready, my family and I have dinner together.	Temporal subordinators expressing simultaneity		√	
		<u>After</u> finishing the morning Prayer, I usually go Straight to Sweeping the house.	Temporal subordinators expressing anteriority		√	
		<u>After</u> that If there is already a task given by the teacher, I Should do it as Much as possible, until	Temporal subordinators expressing anteriority	√		<u>After</u> that If there is already a task given by the teacher, I Should do it as Much as possible, <u>until</u>

		finish.				finish.
		<u>After</u> finishing filling the water, I continued to work on the task In my room at 10.00 I Just had breakfast.	Temporal subordinators expressing anteriority		√	
		<u>After</u> finishing breakfast I continued to work on my assignments <u>until</u> it was finished.	Temporal subordinators expressing posteriority	√		<u>After</u> finishing breakfast I continued to work on my assignments <u>until</u> it was finished.
		At 12.301 immediately went to Perform the midday prayer <u>after</u> finishing the midday Prayer I went Straight to lunch while watching television.	Temporal subordinators expressing anteriority	√		At 12.301 immediately went to Perform the midday prayer, <u>after</u> finishing the midday Prayer I went Straight to lunch while watching television.
		At 12.301 immediately went to Perform the midday prayer after finishing the midday Prayer I went Straight to lunch <u>while</u> watching television.	Temporal subordinators expressing simultaneity	√		At 12.301 immediately went to Perform the midday prayer, after finishing the midday Prayer I went Straight to lunch <u>while</u> watching television.
		<u>After</u> I finish eating i will Usually watch television <u>until</u> the afternoon.	Temporal subordinators expressing anteriority	√		<u>After</u> I finish eating, I will Usually watch television <u>until</u> the afternoon.

		<u>When</u> the maghrib time arrived, I immediately carried Out the maghrib Prayer.	Temporal subordinators expressing simultaneity		√	
		<u>After</u> finishing Nay maghrib prayer, I usually immediately help Mom to prepare for dinner.	Temporal subordinators expressing anteriority		√	
		<u>When</u> dinner is ready, My family and I have dinner together.	Temporal subordinators expressing simultaneity		√	
		<u>After</u> finishing dinner, I usually immediately got ready to carry out the Isya prayer.	Temporal subordinators expressing simultaneity		√	
		<u>After</u> the isya Prayer I usually go to my room to play on my Cell phone, Play with Cat, watch movies Play uith guitar, and other activities.	Temporal subordinators expressing anteriority	√		<u>After</u> the isya Prayer, I usually go to my room to play on my Cell phone, Play with Cat, watch movies Play uith guitar, and other activities.
18.	SH	I do chores <u>after</u> I get home from the market.	Temporal subordinators expressing anteriority		√	
		We always try to eat together and chat <u>while</u> eating in front of the TV.	Temporal subordinators expressing simultaneity		√	
		<u>After</u> that I play	Temporal			

		on my cellphone <u>until</u> I fall asleep.	subordinators expressing posteriority		√	
		<u>When</u> I feel so tired and sometimes I stay up late he can't sleep.	Temporal subordinators expressing simultaneity	√		<u>When</u> I feel so tired, sometimes I stay up late he can't sleep.
		<u>After</u> I was absent, assignments appeared, however, because I had to help my parents selling in the market.	Temporal subordinators expressing anteriority	√		<u>After</u> I was absent, assignments appeared, I had to help my parents selling in the market.
		I do cores <u>after</u> I get home from the market.	Temporal subordinators expressing anteriority		√	
		We always try to eat together and chat <u>while</u> eating in front of the TV.	Temporal subordinators expressing simultaneity		√	
19.	NFN	Every morning <u>after</u> the down prayer I help my mother clean the house.	Temporal subordinators expressing anteriority	√		Every morning <u>after</u> the down prayer I help my mother clean the house.
		<u>After</u> cleaning the house I am absent as usual, after my absence I take a shower, <u>after</u> I take a shower I have breakfast <u>while</u> watching Tv.	Temporal subordinators expressing anteriority	√		<u>After</u> cleaning the house, I am absent as usual. After my absence, I take a shower. <u>After</u> I take a shower I have breakfast <u>while</u> watching Tv.
		After cleaning the house I am absent as usual, after my absence I take a	Temporal subordinators expressing simultaneity	√		After cleaning the house, I am absent as usual. After my absence, I take a

		shower, after I take a shower I have breakfast <u>while</u> watching Tv.				a shower. After I take a shower I have breakfast <u>while</u> watching TV.
		<u>After</u> finishing breakfast I start working on the assignment given by the subject teacher.	Temporal subordinators expressing anteriority	√		<u>After</u> finishing, breakfast I start working on the assignment given by the subject teacher.
		<u>After</u> I do the tugas usually I watch TV or play cellphones, in the afternoon I help clean up the house again.	Temporal subordinators expressing anteriority	√		<u>After</u> I do the task usually I watch TV or play cellphones, in the afternoon I help clean up the house again.
		<u>After</u> finishing I take a shower and pray asr, <u>after</u> asr prayer I watch TV or play cellphone, and look <u>after</u> my baby cousin.	Temporal subordinators expressing anteriority	√		<u>After</u> finishing, I take a shower and pray asr, <u>after</u> asr prayer I watch TV or play cellphone, and look <u>after</u> my baby cousin.
		<u>After</u> performing the mahgrib ready to pray isha, <u>after</u> I play I watched TV or played cellphone, <u>after</u> that I slept.	Temporal subordinators expressing anteriority	√		<u>After</u> performing the mahgrib ready to pray isha, I watched TV or played my cellphone. <u>After</u> that I slept.
		<u>When</u> I get bored watching TV I also watch youtube on my cellphone.	Temporal subordinators expressing simultaneity	√		<u>When</u> I get bored watching TV, I also watch youtube on my cellphone.
20.	NA					

Observation Sheet

No .	Dat a	Type of Temporal Clause					
		Temporal subordinators expressing anteriority		Temporal subordinators expressing simultaneity		Temporal subordinators expressing posteriority	
		Error	Not Error	Error	Not Error	Error	Not Error
1.	N	3	-	-	-	-	-
2.	S	1	1	-	2	-	2
3.	NR	5	10	-	-	-	-
4.	SN	2	1	-	-	-	-
5.	DK	-	-	4	1	-	-
6.	CA	4	-	-	-	-	-
7.	NS	2	1	4	2	-	-
8.	PD	6	1	-	-	-	2
9.	AA	1	1	1	-	-	-
10.	GD	2	2	-	-	1	-
11.	GT	-	-	2	1	-	-
12.	S	-	1	1	1	-	-
13.	NA	2	-	-	2	-	-
14.	CA	4	-	-	-	-	-
15.	PS	5	-	1	-	-	-
16.	KN	-	-	-	1	-	-
17.	CY	4	3	1	5	2	1
18.	SH	1	2	1	2	-	1
19.	NF	6	-	2	-	-	-
20.	NA	-	-	-	-	-	-
Total		48	23	17	17	3	6

6. The Teacher and Official at State Senior High School 1 Seputih Surabaya

The Teacher and Official at State Senior High School 1 Seputih Surabaya, the numbers of teacher and official employers in State Senior High School 1 Seputih Surabaya in the academic year of 2020/2021 are that can be identified as follows:

**The Teacher and Official at State Senior High School 1 Seputih Surabaya in
the academic year of 2020/2021**

No	Name	Sex	Occupation
1.	I Gusti Made Adi Suarnyana, M.Pd.	Male	Principal
2.	Ramijan	Male	School Committee
3.	Budi, S.Pd	Male	Administration
4.	Abdullah Al Makmun, S.Pd	Male	Deputy Head Of Curriculum
5.	I Wayan Susilo, M.Pd	Male	Deputy Head Of Student Affairs
6.	Lutfi Gilang,S.Pd	Male	Extracurricular Coach
7.	Arista Febri,S.Pd	Female	Head of Library
8.	Ali Kurniawan, S.Pd	Male	Religion Teacher
9.	Muhlisin, S.Pd	Male	Religion Teacher
10.	Angela Widianti, S.Pd	Female	English Teacher
11.	M. Dedi Hidayattullah,S.Pd	Male	English Teacher
12.	Neliyanti,S.Pd	Female	English Teacher
13.	Sulistiyowati,S.Pd	Female	English Teacher
14.	Anik Wahyuni ,S.Pd	Female	PDK Teacher
15.	Siti Fatimah, S.Pd	Female	PDK Teacher
16.	Beti Noviana, S.Pd	Female	Indonesian Teacher
17.	Jumiati,S.Pd	Female	Indonesian Teacher
18.	Jusmalinda,S.Pd	Female	Indonesian Teacher
19.	I Made Bali Arta,S.Pd	Male	Indonesian Teacher
20.	Calim,S.Pd	Male	PKN Teacher

21.	Rosita, S.H	Female	PKN Teacher
22.	Dian Purnomo ,S.Pd	Male	Physics Teacher
23.	Ratna Wulan Sari, S.Pd	Female	Physics Teacher
24.	Dwi Agus Sriyani,S.Pd	Female	Sociology Teacher
25.	Wahyu Hidayat,S.Pd	Male	Sociology Teacher
26.	Eko Kurniawan,S.Pd	Male	Counceler Teacher
27.	Lusi Mauludiah,S.Pd	Female	Counceler Teacher
28.	Markham Darma Wijaya,S.Pd	Male	Counceler Teacher
29.	Wayan Tika Lusiana,S.Pd	Female	Counceler Teacher
30.	Zainudin,S.Pd	Male	Counceler Teacher
31.	Herma Rosita,S.Kom	Female	B.Lampung Teacher
32.	Weni Endasari,S.Pd	Female	B.Lampung Teacher
33.	I Wayan Sudana,S.Pd	Male	Sejarah Teacher
34.	Sukadi, S.Pd	Male	Sejarah Teacher
35.	Ismiati ,S.Pd	Female	Kimia Teacher
36.	Mashudi,S.Pd	Male	Kimia Teacher
37.	Yuliana Urip,S.Pd	Female	Kimia Teacher
38.	Ketut Ariyanto,S.Pd	Male	Economy Teacher
39.	Ratna Dewi, S.E	Female	Economy Teacher
40.	Leo Zemy Chalters,S.Pd	Male	Sport Teacher
41.	Roje'i	Male	Sport Teacher
42.	Wahono,S.Pd	Male	Sport Teacher

43.	Yustin Lawrensia Larona Laroni,S.Pd	Female	Sport Teacher
44.	Maria Dwi Anita,S.Pd	Female	Geography Teacher
45.	Zulviana Latifa Sari,S.Pd	Female	Geography Teacher
46.	Nofi Apriyanti,S.Pd	Female	Sejarah Indonesian Teacher
47.	Sigit Wiyono, S.Pd	Male	Mathematics Teacher
48.	Sutiyanto,S.Pd	Male	Mathematics Teacher
49.	Tumiati,S.Pd	Female	Mathematics Teacher
50.	Sukri Adi Utama,S.Kom	Male	TIK Teacher
51.	Supriyati,S.Kom	Female	TIK Teacher
52.	Suyatno,S.Pd	Male	Biology Teacher
53.	Wijanarko,S.Pd	Male	Art Teacher
54.	Yan Mayliea Noerputri,S.Pd	Female	Art Teacher
55.	Wingit Prabawanti Saktika Putri,S.Pd	Female	Art Teacher

7. The Location Sketch of State Senior High School 1 Seputih Surabaya

The Location Sketch of State Senior High School 1 Seputih Surabaya in the academic year 2020/2021 that can be seen on the figure below:



Figure 1. Location Sketch of State Junior High School 7 Metro in the academic year 2019/2020

SILABUS PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris
 Kelas : X (Sepuluh)
 Kompetensi Inti :

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

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: subjective, objective, possessive)	<ul style="list-style-type: none"> • Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan penting dan perbedaan antara beberapa cara yang ada
4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta	<ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Sebutan 	<ul style="list-style-type: none"> - Menanyakan hal-hal

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan</p> <ul style="list-style-type: none"> - Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>) - Subjek Pronoun: <i>I, You, We, They, He, She, It</i> - Kata ganti possessive <i>my, your, his, dsb.</i> - Kata tanya <i>Who? Which? How? Dst.</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan 	<p>yang tidak diketahui atau yang berbeda.</p> <ul style="list-style-type: none"> - Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal. - Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	<p>tulisan tangan</p> <ul style="list-style-type: none"> • Topik Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI 	
<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), serta menanggapi, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman dan orang lain. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (<i>extended</i>) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar
<p>4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi - Nomina singular dan plural dengan 	<ul style="list-style-type: none"> - Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, n mengidentifikasi persamaan dan perbedaannya - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	<p>atau tanpa <i>a, the, this, those, my, their</i>, dsb.</p> <ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar
<p>3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be going to, would like to</i>)</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menyatakan rencana, menyarankan, dsb. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan atau di luar dugaan) 	<ul style="list-style-type: none"> - Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan tampilan visual (gambar, video) - Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang
<p>4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang</p>	<ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan 	

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>pernyataan niat yang sesuai, dengan modal <i>be going to</i>, <i>would like to</i></p> <ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI 	<p>ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya</p> <ul style="list-style-type: none"> - Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan - Bermain game terkait dengan niat mengatasi masalah - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar.
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek</p>	<ul style="list-style-type: none"> • Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
dan sederhana, sesuai dengan konteks penggunaannya	dsb.	bersejarah
4.4 Teks deskriptif	<ul style="list-style-type: none"> • Struktur Teks Dapat mencakup	terkenal dengan intonasi, ucapan, dan tekanan kata yang benar.
4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal	<ul style="list-style-type: none"> - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan 	<ul style="list-style-type: none"> - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain
4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	<ul style="list-style-type: none"> • Unsur kebahasaan - Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal - Adverbia terkait sifat seperti <i>quite</i>, <i>very</i>, <i>extremely</i>, <i>dst.</i> - Kalimat deklaratif dan interogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan 	<ul style="list-style-type: none"> - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarah setempat. - Menempelkan teks di

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	<p>atau tanpa <i>a, the, this, those, my, their</i>, dsb.</p> <ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <ul style="list-style-type: none"> • Topik Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI 	<p>dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</p> <ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajar.
<p>3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (<i>announcement</i>) dengan intonasi, ucapan, dan tekanan kata yang benar.
<p>4.5 Teks pemberitahuan (announcement)</p> <p>4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (announcement)</p> <p>4.5.2 Menyusun teks khusus dalam</p>	<ul style="list-style-type: none"> • Struktur Teks <ul style="list-style-type: none"> - Istilah khusus terkait dengan jenis pemberituahannya - Informasi khas yang relevan - Gambar, 	<ul style="list-style-type: none"> - Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>bentuk pemberitahuan (announcement), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>hiasan, komposisi warna</p> <ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dan kosa kata yang lazim digunakan dalam <i>announcement</i> (pemberitahuan) - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia <i>Layout</i> dan dekorasi yang membuat 	<ul style="list-style-type: none"> - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain - Membuat teks pemberitahuan (<i>announcement</i>) untuk kelas atau teman - Melakukan refleksi tentang proses dan hasil belajar.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	tampilan teks pemberitahuan lebih menarik.	
<p>3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense vs present perfect tense)</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interrogative dalam <i>simple past tense</i>, <i>present perfect tense</i>. - Adverbial dengan <i>since</i>, <i>ago</i>, <i>now</i>; klausa dan adverbial penunjuk waktu - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a</i>, <i>the</i>, <i>this</i>, <i>those</i>, <i>my</i>, <i>their</i>, dsb. - Ucapan, tekanan kata, 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat - Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut - Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait. - Mencermati beberapa kalimat rumpang untuk menentukan
<p>4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	<p>intonasi, ejaan, tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none"> • Topik Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang termuat di KI 	<p>tense yang tepat untuk kata kerja yang diberikan dalam kurung</p> <ul style="list-style-type: none"> - Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut - Melakukan refleksi tentang proses dan hasil belajar
<p>3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan 	<ul style="list-style-type: none"> - Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks
<p>4.7 Teks recount – peristiwa bersejarah</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah</p> <p>4.7.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan</p>	<ul style="list-style-type: none"> • Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> - orientasi - urutan kejadian/kegiatan - orientasi ulang • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam simple 	<ul style="list-style-type: none"> - Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks - Mencermati analisis terhadap fungsi sosial,

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
sesuai konteks	<p>past, past continuous, present perfect, dan lainnya yang diperlukan</p> <ul style="list-style-type: none"> - Adverbia penghubung waktu: <i>first, then, after that, before, when, at last, finally</i>, dsb. - Adverbia dan frasa preposisional penunjuk waktu - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>• Topik Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya</p> <ul style="list-style-type: none"> - Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia - Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks	<ul style="list-style-type: none"> • Fungsi Sosial Mendapat 	<ul style="list-style-type: none"> - Menyimak guru membacakan legenda,

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya</p>	<p>hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan</p>	<p>sambil dilibatkan dalam tanya jawab tentang isinya</p>
<p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat</p>	<p>• Struktur Teks Dapat mencakup:</p> <ul style="list-style-type: none"> - Orientasi - Komplikasi - Resolusi - Orientasi ulang <p>• Unsur Kebahasaan</p> <ul style="list-style-type: none"> - Kalimat-kalimat dalam <i>simple past tense</i>, <i>past continuous</i>, dan lainnya yang relevan - Kosakata: terkait karakter, watak, dan setting dalam legenda - Adverbia penghubung dan penunjuk waktu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan 	<ul style="list-style-type: none"> - Didiktekan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada - Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi - Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan - Melakukan refleksi tentang proses dan hasil belajar.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	<p>tulisan tangan</p> <ul style="list-style-type: none"> • Topik Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI 	
<p>3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<ul style="list-style-type: none"> • Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif 	<ul style="list-style-type: none"> - Membaca, menyimak, dan menirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda
<p>4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<ul style="list-style-type: none"> • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Mengambil teladan dari pesan-pesan dalam lagu - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya



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No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Selasa / 29 September 2020		✓	- Tambahkan Referensi - Tambahkan teori tentang temporal clause dan fungsinya. - Babo III tambahkan interview.	
2.	Senin / 05 Oktober 2020		✓	- Objectives of the reSearch harus selaras dengan Problem formulation. - tambahkan kutipan di Prior re search. - Perbaiki Penulisan footnote	
3.	Senin / 12 Oktober 2020		✓	- ACC.	

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No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	15 Dec 2020	✓		<ul style="list-style-type: none"> - Cover - Prnt skripsi (list names only) - Permasalahannya serius ada di Bab II. Cara pengutipan dan konten yang tidak tepat. 	

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No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	5/6/2021	✓		Acce for Seminar proposal	

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Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	22/03/2021		✓	Acc Research Instrument	

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Jurusan : TBI
 Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	29/03/2021	✓		Grammatical mistakes are still found in the research instrument	
	31/03/2021			Please revise grammatical errors and mechanical aspects in the research instrument	
	01/04/2021			Research instrument is ready to use AEE MD	

Mengetahui,
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Erwin Meilinda
 NPM : 1701070093

Jurusan : TBI
 Semester : VIII/2021

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	15 Juni 2021		✓	1. Abstract Indonesia 2. Setiap grafik harus ada penjelasannya. 3. Keterangan Presentase di grafiknya. 4. Elaborasi data - data yang dianalisis untuk Menjawab Seluruh Pertanyaan di Research Question.	

Mengetahui,
 Ketua Jurusan TBI

Andanah M.Pd
 NIP/198711022015031004

Dosen Pembimbing II

Svahreni Siregar, M.Hum.
 NIP.197608142009122004



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

Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0726) 41507, Faksimili (0725) 47296, Website: www.metrouin.ac.id E-mail: lainmetro@metrouin.ac.id

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

Nama : Erwin Meilinda
 NPM : 1701070093

Jurusan : TBI
 Semester : VIII/2021

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
2.	21 Juni 2021		✓	1. Perbaiki Chapter 4. 2. Jelaskan data yang dianalisis. 3. Uraian data yang dianalisis dibuat lebih baik lagi. 4. Rapiakan bahasanya. 5. Lampirkan Appendix.	
3.	28 Juni 2021		✓	ACC.	

Mengetahui,
 Ketua Jurusan TBI

Andhanto, M.Pd
 NIP. 19871102 201503 1 004

Dosen Pembimbing II

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



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

Jalan Ki Hajar Dewantara Kampus 15A Inggusulyo Metro Timur Kota Metro Lampung 34111
 Telp: (0720) 41507, Faksimil (0725) 47296, Website: www.metrouniv.ac.id, email: iainmetro@metrouniv.ac.id

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

Nama : Erwin Meilinda
 NPM : 1701070093

Jurusan : TBI
 Semester : VIII/2021

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	30/06/2021			Mechanical aspect Grammatical aspect of Cluptes I - Abstract → revise the display/the narration of the research finding	
	08/07/2021			AWA for Manuscript	

Mengetahui,
 Ketua Jurusan TBI

Andianto, M.Pd
 NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Dedi Irwansyah, M.Hum
 NIP. 19791223 200604 1 001



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

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

Telepon (0725) 41507; Faksimili (0725) 47295; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-1651/In.28.1/J/TL.00/06/2020
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

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

Assalamu'alaikum Wr. Wb.


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

Nama : ERWIN MEILINDA
NPM : 1701070093
Semester : 6 (Enam)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : AN ERROR ANALYSIS OF TEMPORAL CLAUSE IN STUDENTS WRITING SKILL AMONG THE TENTH GRADERS AT SMA N 1 SEPUTIH SURABAYA

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

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, 25 Juni 2020
Ketua Jurusan
Pendidikan Bahasa Inggris

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





PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 SEPUTIH SURABAYA

http://www.smanaseputih.lampung.go.id e-mail: smanaseputih@gmail.com



Jl. Pendidikan GB VII Seputih Surabaya - Lampung Tengah. Tlp : (0726) 2629281 Post : 34058

Nomor : 421.3/163/III.01/SMA/2020
 Lampiran : -
 Perihal : Mengizinkan melaksanakan Pra-Survey

Kepada Yth,
 Ketua Jurusan Tadris Bahasa Inggris
 Institut Agama Islam Negeri Metro
 Di
 Metro

Berdasarkan surat dari Institut Agama Islam Negeri Metro, Nomor: B-1651/In.28.1/J/TL.00/06/2020 perihal Izin Pra-Survey, maka Kepala SMAN 1 Seputih Surabaya Kabupaten Lampung Tengah memberikan izin kepada :

Nama	: ERWIN MEILINDA
NPM	: 1701070093
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa Inggris
Semester	: VI (enam)

untuk melaksanakan Pra-Survey di SMAN 1 Seputih Surabaya, dengan judul "An Error Analysis of Temporal Clause in Students Writing Skill Among The Tenth Grader At SMAN 1 Seputih Surabaya"

Demikian surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Seputih Surabaya, 20 Juli 2020
 Kepala Sekolah

 Gusti Made Adi Suarnyana, M. Pd.
 0720308 200501 1 007



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

Alamat: Jalan Dewantara-Kempes 15 A Lampung Metro, Kota Metro Lampung 31111

Telpon (0725) 41507, Faksimil (0725) 47296, E-mail: www.tarbiyah.metroiaain.ac.id, e-mail: tarbiyah.tan@metroiaain.ac.id

Nomor : B-0767/In.20.14/11.0003/2021
 Lampiran :
 Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
 Dedi Iwansyah (Pembimbing 1)
 Syahrena Siregar (Pembimbing 2)

di-
 Tempat
 Assalamu'alaikum W. Wb.

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

Nama	: ERWIN MEILINDA
NPM	: 1701070003
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa Inggris
Judul	: AN ERROR ANALYSIS OF TEMPORAL CLAUSE IN STUDENTS WRITING SKILL AMONG THE TENTH GRADERS AT SMA N 1 SEPULIH SURABAYA


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 W. Wb.

Metro, 22 Maret 2021

Ketua Jurusan
 Pendidikan Bahasa Inggris

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



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

Jalan N Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-597/In.28/IS/U.1/OT.01/06/2021**

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

Nama : Erwin Mellinda
NPM : 1701070093
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 1701070093

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, 28 Juni 2021
Kepala Perpustakaan

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



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

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

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 : Erwin melinda
NPM : 1701070093
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 15 Juli 2021
Ketua Jurusan TBI

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




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

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

SURAT TUGAS

Nomor: B-0940/In.28/D.1/TL.01/04/2021

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

Nama : ERWIN MELINDA
 NPM : 1701070093
 Semester : 8 (Delapan)
 Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA NEGERI 1 SEPUTIH SURABAYA, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS OF TEMPORAL CLAUSE IN THE STUDENTS WRITING SKILL AMONG THE TENTH GRADERS AT SMA NEGERI 1 SEPUTIH SURABAYA".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
 Pada Tanggal : 05 April 2021

Wakil Dekan I,


 Dra. Isti Fatonah MA
 NIP 19670531 199303 2 003





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

Jalan Ki. Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kola Metro Lampung 34111

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

Nomor : B-0941/In.28/D.1/TL.00/04/2021
Lampiran : -
Perihal : IZIN RESEARCH

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

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0940/In.28/D.1/TL.01/04/2021, tanggal 05 April 2021 atas nama saudara:

Nama : **ERWIN MEILINDA**
NPM : 1701070093
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 1 SEPUTIH SURABAYA, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS OF TEMPORAL CLAUSE IN THE STUDENTS WRITING SKILL AMONG THE TENTH GRADERS AT SMA NEGERI 1 SEPUTIH SURABAYA".

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

Wassalamu'alaikum Wr. Wb.

Metro, 05 April 2021
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 SEPUTHI SURABAYA



http://www.smanasepur.ac.id e-mail smanasepur@gmail.com

R. Pendidikan GI 181 Seputih Surabaya – Lampung Tengah, Tl. : (0725) 762921-Post. 3458

Nomor : 421.3/091/III.01/SMA/2021
 Lampiran :-
 Perihal : Mengizinkan melaksanakan Research

Kepada Yth,
 Wakil Dekan I
 Institut Agama Islam Negeri Metro
 Fakultas Tarbiyah dan Ilmu Keguruan
 Di
 Metro

Berdasarkan surat dari Institut Agama Islam Negeri Metro Nomor: B-0941/In.28./D.1/TL.00/04/2021 perihal Izin Research, maka Kepala SMAN 1 Seputih Surabaya Kabupaten Lampung Tengah memberikan izin kepada :

Nama : ERWIN MEILINDA
 NPM : 1701070093
 Fakultas : Pendidikan Bahasa Inggris
 Jurusan : Pendidikan Bahasa Inggris
 Semester : 8 (Delapan)

untuk melaksanakan observasi/Survey di SMAN 1 Seputih Surabaya, dengan Judul "An Error Analysis Of Temporal Clause In The Students Writing Skill Among The Tenth Graders At SMA SMAN 1 Seputih Surabaya"

Demikian surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Seputih Surabaya, 3 Mei 2021
 Kepala Sekolah

Gusti Made Adi Suarnyana, M. Pd.
 NIP. 19720308 200501 1 007

CURICULUM VITAE



The name of writer is Erwin Meilinda. She was born in Sumber Katon, May 27, 1998. She is the second child of married couple Mr. Susilo and Mrs. Sunarmiasih.

She was enrolled her study at TK PGRI 2004-2005. She continued her study at SD N 4 Mataram Ilir on 2005-2011. She continued her study at SMP N 2 Bumi Nabung on 2011-2014. She continued her study at SMA N 1 Seputih Surabaya on 2014 and completed in 2017.

After graduating of SMA N 1 Seputih Surabaya, 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.