AN UNDERGRADUATE THESIS

AN ERROR ANALYSIS OF CLAUSE LINKAGE MARKERS IN UNDERGRADUATE THESIS OF ENGLISH EDUCATION DEPARTMENT STUDENTS AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

By:
DEWI PURWATI
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TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443H / 2021M

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AN ERROR ANALYSIS OF CLAUSE LINKAGE MARKERS IN UNDERGRADUATE THESIS OF ENGLISH EDUCATION DEPARTMENT STUDENTS AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

Presented as a Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

In English Education Department

By:

DEWI PURWATI

Student Number : 1701070078

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APPROVAL PAGE

Title : AN ERROR ANALYSIS OF CLAUSE LINKAGE MARKERS IN UNDERGRADUATE THESIS OF ENGLISH EDUCATION DEPARTMENT STUDENTS AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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Faculty : Tarbiyah and Teacher Training

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NOTIFICATION LETTER

Number   :
Appendix   : -
Matter   : **In order to hold the Munaqosyah**
               of Dewi Purwati

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

Assalamu'alaikum, Wr. Wb

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

Name   : Dewi Purwati
Students Number   : 1701070078
Faculty   : Tarbiyah and Teacher Training Faculty
Department   : English Education
Title   : AN ERROR ANALYSIS OF CLAUSE LINKAGE MARKERS IN UNDERGRADUATE THESIS OF ENGLISH EDUCATION DEPARTMENT STUDENTS AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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

Wassalmu'alaikum Wr. Wb

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NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Mohon dimunaqosyahkan Skripsi**
     Dewi Purwati

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

AssalamualaikumWr.Wb.

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

Nama	: Dewi Purwati
NPM	: 1701070078
Fakultas	: Tarbiyah dan Ilmu Keguruan (FTIK)
Jurusan	: Tadris Bahasa Inggris
Judul	: AN ERROR ANALYSIS OF CLAUSE LINKAGE MARKERS IN UNDERGRADUATE THESIS OF ENGLISH EDUCATION DEPARTMENT STUDENTS AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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

Wassalmu'alaikum Wr. Wb

                 Metro, 18 Oktober 2021
    Pembimbing 1   Pembimbing II

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RATIFICATION PAGE

No. B-4756/ln.28.1/D/PP-00-9/11/2021

An Undergraduate thesis entitled: AN ERROR ANALYSIS OF CLAUSE LINKAGE MARKERS IN UNDERGRADUATE THESIS OF ENGLISH EDUCATION DEPARTMENT STUDENTS AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO. Written by: Dewi Purwati, Student Number 1701070078, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, November 19 2021 at 13:00 – 15:00 p.m

BOARD OF EXAMINERS:

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Examiner I	: Dr. Widhiya Ninsiana, M.Hum	(...........)
Examiner II	: Trisna Dinillah Harya, M.Pd.	(...........)
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AN ERROR ANALYSIS OF CLAUSE LINKAGE MARKERS IN UNDERGRADUATE THESIS OF ENGLISH EDUCATION DEPARTMENT STUDENTS AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

ABSTRACT

By:
Dewi Purwati

The purposes of this research were to analyze the most error type of clause linkage markers, and to explore the use of clause linkage markers in undergraduate thesis of English Education Department students at State Institute for Islamic Studies of Metro. This research was intended to bring up the use of clause linkage markers. It is because the concept of clause linkage marker is very important in studying the writing skill.

This research was a qualitative research. The type of research was a case study. Data was taken from the primary sources that were twenty undergraduate theses of English Education Department students at State Institute for Islamic Studies of Metro (IAIN), particularly in the part of background of study. In order to collect the data, the researcher used observation and documentation.

The first research result proves that the most error type of clause linkage markers used in undergraduate thesis is temporal marker because the researcher found that 50% of the error type of clause linkage markers. In addition, the second research result points out that the use of clause linkage markers in undergraduate thesis is dominated by the appropriate use of clause linkage markers. It is because there is 78% of the appropriate clause linkage markers used in 20 undergraduate thesis. Meanwhile, if it is examined the appropriate clause linkage markers based on each type of sentence consisting of compound sentence, complex sentence, and compound-complex sentence, it is dominated by complex sentence (53%), while the inappropriate used is dominated by compound-complex sentence (64%).

Keywords: undergraduate thesis, clause linkage markers, qualitative research.

ANALISIS KESALAHAN PENANDA HUBUNGAN KLAUSA PADA SKRIPSI MAHASISWA JURUSAN BAHASA INGGRIS DI INSTITUT AGAMA ISLAM NEGERI METRO

ABSTRAK

OLEH:

DEWI PURWATI

Tujuan penelitian ini adalah untuk menganalisis kesalahan tipe penanda-penanda hubungan klausa yang paling banyak, dan untuk mengeksplor penggunaan penanda-penanda hubungan klausa pada skripsi mahasiswa jurusan Bahasa Inggris di Institut Agama Islam Negeri (IAIN) Metro. Penelitian ini dimaksudkan untuk memunculkan penggunaan penanda-penanda hubungan klausa. Hal teresebut karena konsep penanda-penanda hubungan klausa sangat penting dalam mempelajari kemampuan menulis.

Penelitian ini merupakan penelitian kualitatif. Tipe penelitian ini adalah studi kasus. Data diambil dari sumber utama yaitu 20 skripsi mahasiswa jurusan Bahasa Inggris di Institut Agama Islam Negeri (IAIN) Metro, khususnya pada bagian latar belakang studi. Untuk mengumpulkan data, peneliti menggunakan observasi dan dokumentasi.

Hasil penelitian yang pertama membuktikan bahwa kesalahan tipe penanda-penanda hubungan klausa yang paling banyak digunakan pada skripsi adalah penanda temporal karena peneliti menemukan 50 % tipe penanda-penanda hubungan klausa yang salah. Selain itu, hasil penelitian yang ke dua membuktikan bahwa penggunaan penanda-penanda hubungan klausa pada skripsi didominasi oleh penggunaan penanda-penanda hubungan klausa yang tepat. Hal tersebut karena ada 78% penggunaan penanda-penanda hubungan klausa yang digunakan pada 20 skripsi. Sedangkan, jika ditinjau dari ketepatan penggunaan penanda hubungan klausa berdasarkan masing-masing tipe kalimat seperti kalimat majemuk setara, kalimat majemuk bertingkat, dan kalimat majemuk setara bertingkat, penggunaan penanda hubungan klausa yang tepat didominasi oleh kalimat majemuk bertingkat (53%), sedangkan penggunaan yang tidak tepat didominasi oleh kalimat majemuk setara bertingkat (64%).

Kata kunci: skripsi, penanda-penanda hubungan klausa, penelitian kualitatif.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

      Name   : Dewi Purwati

      NPM   : 1701070078

      Study Program   : English Education Study Program (TBI)

      Department   : Tarbiyah

It states that this undergraduate thesis is originally the result of the researcher's research, in expectation of certain parts which are expected from the bibliography mentioned.

Metro, 19th November 2021
The Researcher

Dewi Purwati
St. Number 1701070078

LEMBAR PERNYATAAN KEASLIAN

Yang bertanda tangan dibawah in:

Nama	: Dewi Purwati
NPM	: 1701070078
Jurusan	: Tadris Bahasa Inggris (TBI)
Fakultas	: Tarbiyah

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

Metro, 19 November 2021
Peneliti

Dewi Purwati
NPM. 1701070078

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

"Indeed, with difficulty there is surely ease"

(Q.S Insyirah: 5)

DEDICATION PAGE

This undergraduate thesis would be dedicated to:

My gorgeous parents Mr. Surani and Mrs. Sri Hartati and also my young sister Rani Hartanti who always pray and support me in their endless love.

My sponsor Drs. Kurayni, M.Pd and

My co- sponsor Trisna Dinillah Harya, M.Pd thanks for being patient guiding me to finish my undergraduate thesis.

My beloved friends, Riza Merlinda, Jesiska Anggun Pratiwi, and Sindi Anggun Lestari who always care and motivate me to complete my undergraduate thesis and especially for Ainul Umayah who always gives me virtual support.

My Almamater IAIN Metro, the place where I got much knowledge and new experiences.

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Thanks to Allah SWT, who has been giving the researcher mercies and blessings to complete this undergraduate thesis. It is entitled "An error analysis of clause linkage markers in undergraduate thesis of English Education Department students at State Institute for Islamic Studies of Metro". Sholawat and salam also deliver to our prophet Muhammad SAW. who guided us from the darkness to lightness.

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

1. Dr. Zuhairi, M.Pd, the dean of Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies of Metro.

2. Andianto, M.Pd, the head of the English Education Department.

3. Drs. Kuryani, M.Pd the sponsor who given the researcher advice and suggestion for this undergraduate thesis.

4. Trisna Dinillah Harya, M.Pd, who has given the knowledge to complete this undergraduate thesis.

5. The Lecturers of English Education Department for being so kind during my learning process.

6. The Staffs of the English Education Department who helped the researcher in the process of administration.

7. The head of IAIN library who gave the researcher opportunity to conduct this research.

As a human being, the researcher realizes that this undergraduate thesis still has a weakness. The researcher does for all mistakes she has done writing. The researcher hopes this undergraduate thesis can be beneficial for all readers.

Metro, 18th October 2021
The Researcher

Dewi Purwati
St. Number 1701070078

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CHAPTER 1

INTRODUCTION

A. Background of the Study

Writing is one of English language skills, besides listening, speaking, and reading used to convey messages from the researcher to the reader. Writing is a way of expressing our thoughts, ideas, and feelings expressed in written language. In the writing process, there is the arrangement of symbols to record, to communicate, and to accommodate aspirations that can entertain, provide information, and increase knowledge. Therefore, writing is an activity of expressing the thoughts, and feelings of the researcher as outlined in a written form which is expected to be understood by the reader, and it is as an indirect of communication.

Moreover, the writing skill must be mastered because writing is very useful in various aspects of life including economic, political, social, cultural, Educational, and defence aspects. Writing skill is in fact increasingly needed in this modern era. Many companies are looking for people who are experts in the field of writing to help write content on the company's official blog. In addition to companies, writing skill is also very much needed in the aspect of education, for example, to make research reports, journals, and thesis.

Furthermore, writing is very important in education. It has many benefits because it covers various skills such as critical thinking, memory,

and motor skills. Especially for academic purpose in State Institute for Islamic Studies of Metro, writing an undergraduate Thesis as a final project before graduating from university which is an obligation for students to complete. That is why writing skill is very important. It plays a large role, and determines overall student competence, academic achievement, or in other activities.

However, writing is really needed in all aspects, but many people assume that writing is not easy. Some students face problems in the process of writing. Most of students have limited vocabulary so that the sentence that they make is uncommunicative sentences. They get difficulties in generating idea, and sometimes they do not know what they want to write. The students also have low writing mechanics mastery. In addition, they also have low grammar mastery that makes confusing in writing.

Moreover, one of the problems in the writing process is the use of clause linkage markers. Clause linkage marker is a structure in which a clause is grammatically linked to another. The clause linked structure is in of the basic sentence structures that are generally observed in various languages.

According to Hetterle, clause linkage markers are the items of specifying one or more adverbial relations between an adverbial clause, and an associated main for each type.[1] Each type of clause linkage marker has

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[1]Katja Hetterle, *Adverbial Clauses in Cross-Linguistic Perspective* (Berlin: De Gruyter, 2015), 106.

several markings. Each of these markers has its own usage rules so that it cannot be used arbitrarily to connect clauses.

Clause linkage markers have some types such as cause, result, relative time, and others. Clause linkage markers include various forms, among others, contained in the following sentence **because** *John has been studying Grammar for years, he speaks it well.* Clause linkage markers in the sentence have the function of explaining the causal relationship between the main clauses with their supporting clauses. Therefore, in general clause linkage markers have function as clause markers in compound sentences, or conjunctions.

In line with the use of clause linkage markers in writing, the researcher had conducted a pre-survey in State Institute for Islamic Studies of Metro library on September 07, 2020. In the pre-survey process, the researcher analyzed the use of clause linkage markers in writing. Brief descriptions of pre-survey data about the students' error were illustrated in table as follows:

Table 1.1

Brief Description of Pre-Survey Data Result

No	Name	List of Sentence	The Correct Sentence	Type of marker
1.	DS	…… **So,** based on the data of pre-survey at eleventh grader of SMA N 1 Sukadana, the researcher found that the students still face many problems,	…… ***Therefore,*** based on the data of pre-survey at eleventh grader of SMA N 1 Sukadana, the researcher found that the students	consequance

		among the noticeable problems in speaking like speaking slowly, taking too long to compose utterances, incapable to participate activity in conversation, spoken English does not sound natural, poor grammar and poor pronunciation	still face many problems, among the noticeable problems in speaking like speaking slowly, taking too long to compose utterances, incapable to participate activity in conversation, spoken English does not sound natural, poor grammar and poor pronunciation	
2.	CAS	………..*so that* the message to be delivered by teacher can be accepted by the student concretely, and the learning and teaching process could be more interesting and interactive.	………..*Thus,* the message to be delivered by teacher can be accepted by the student concretely, and the learning and teaching process could be more interesting and interactive.	Consequence
3.	AR	Many countries used English as the first, second, and foreign language. *But* in Indonesia, English is well-known as the foreign language that become compulsory subject which is learned by students from elementary school until university	Many countries used English as the first, second, and foreign language. *However,* in Indonesia, English is well-known as the foreign language that become compulsory subject which is learned by students from elementary school until university	Contrast
4.	NA	It is caused that student could share information,	It is caused that student could share information,	Consequence

		experience, ideas in writing text. ***So that,*** learners could develop information with their knowledge.	experience, ideas in writing text. ***Therefore,*** learners could develop information with their knowledge.	

Source: the background of students' undergraduate thesis, taken on September 7th, 2020.

Based on the data analyzing from the pre-survey results above, it is known that there are some errors in use of clause linkage markers in undergraduate thesis, especially in the part of background of study. Based on the explanation above, the researcher tried to reveal the use of clause linkage markers in undergraduate thesis of students of English Education Department at State Institute for Islamic Studies of Metro. The researcher conducted the qualitative research to explore the phenomenon of using clause linkage markers in the undergraduate thesis of English Education Department students at State Institute for Islamic of Metro. Therefore, the researcher proposes a research proposal entitled "An Error Analysis of Clause Linkage Markers in Undergraduate Thesis of English Education Department Students at State Institute for Islamic Studies of Metro".

B. Research Questions

The research conducted based on research questions as follow:

1. What is the most error type of clause linkage marker used in undergraduate thesis of English Education Department Students' at State Institute for Islamic Studies of Metro?

2.   How is the use of clause linkage markers in undergraduate thesis of English Education Department Students at State Institute for Islamic Studies of Metro?

C.   Objective and Benefits of the Research

1.   Objectives of the Research

The research has some objectives as follow:

a.   To analyze the most error type of clause linkage markers used in undergraduate thesis of English Education Department Students at State Institute for Islamic Studies of Metro.

b.   To explore the use of clause linkage markers in undergraduate thesis of English Education Department Students at State Institute for Islamic Studies of Metro.

2.   Benefits of the Research

The research contains some benefits not only for researcher but also for students, lecturers, and other researchers as follow:

a.   For the students

This qualitative research is expected to be beneficial for students by providing them with important information about the use of clause linkage markers in their undergraduate thesis. By knowing the concept of clause linkage markers, students are expected to be able to minimize the error rate of using clause linkage markers in their undergraduate thesis. In addition,

through this research students are expected to apply the concept of clause linkage markers correctly in their writing, especially their undergraduate thesis so that the quality of their writing is better.

b.   For the lecturers

This research is expected to make a positive contribution for lecturers to encourage students to use clause linkage markers in their writing. In addition, this research provided information to lecturers regarding the use of clause linkage markers in writing so that lecturers can help students to minimize the level of error in using clause linkage markers in their writing. Therefore this research is expected to help lecturers to improve the quality of their students' writing.

c.   For other researchers

This research is expected to be beneficial for other researchers by providing the important information about the use of clause linkage markers in writing. In addition, this strengthens the data and evidence regarding the use of clause linkage markers in the undergraduate thesis. Therefore, this research can be inspiration for other researchers, and continue the research with the same topic about clause linkage markers in writing.

D.   Prior Research

This research was conducted by considering several prior researches. The first research was conducted by Dio Ade wibowo, Imranuddin, and Azwandi who conducted a research entitled a study of discourse markers used in the thesis background written by the students of the English department of Bengkulu University (academic year December 2016). The goals of this research were finding the types of Discourse Markers used by the students, and investigating the accuracy of Discourse Markers by the students of English Education Study graduated program in December 2016 at the University of Bengkulu. The researcher used qualitative research as the research method in this study. The research made the thesis as a research sample.[2]

This study has several similarities, and differences with previous research. The similarity of the two studies lies in the method used, namely qualitative research. The difference between this research, and prior research is in the topic to be studied, the objectives, and samples used in this study. The topic of prior research is the use of discourse markers. The purpose of this prior research is to find the types of Discourse Markers used by students, and investigating the accuracy of Discourse Markers by students of English Education Study graduated in December 2016 at the University of Bengkulu. The sample used in this prior research is a

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[2]Dio Ade Wibowo, Imranuddin, and Azwandi, "A Study of Discourse Markers Used in The Theses Background Written by The Students Of English Department of Bengkulu University (Academic Year December 2016)", *Journal of English Education and Teaching* 2, no. 3/14 February 2019, 89–97.

background thesis written from English department students from Bengkulu University.

The second research was conducted by Asmaa Al-khazraji who conducted a research entitled an analysis of discourse markers in essays writing in ESL Classroom. The purpose of this paper is to explore the Discourse Markers in ESL students' essay writing. The research method used in this study is quantitative research. The research used the intermediate students' essay writing of grade 9 from a school in Dubai.[3]

This study has several differences with previous research. The difference of the two studies lies in the topic to be studied, the method used, the objectives, and the samples used in this study. The topic of prior research is the use of discourse markers. The method used namely quantitative research. The aimed of this paper is to exponentiation the Discourse Markers in ESL students' essay writing. The sample used in this prior research is intermediate students essay writing of grade 9 from a school in Dubai. The essays were chosen randomly, and only nine extracts were analyzed.

The last prior research was conducted by Eman Awni Mahmoud Ali, and Radwan Salim Mahadin who conducted a research entitled the use of discourse markers in written discourse by students of English at the University of Jordan. The aim of this study is to analyze the use of DMs in

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[3]Asmaa Al-khazraji, "Analysis of Discourse Markers in Essays Writing in ESL Classroom", *International Journal of Instruction* 12, no. 2/3 April 2019, 559–72.

expository essays written by Jordanian students with different levels of English language proficiency. In this research, the researcher used qualitative analyze as the research method. There are two group of sample in this research. The first group is writing essays of advanced EFL learners. They are forty graduate students in the Department of English Language, and Literature at the University of Jordan. The second group is the other group of subjects is writing essay of intermediate EFL learners eighty-seven students who failed the university entrance exam the subjects are enrolled in the master's degree programs of English linguistics, English literature, and translation.[4]

This study has several differences with previous research. The difference of the two studies lies in the topic to be studied, the method used, the objectives, and the samples used in this study. The topic in this research is discourse markers. The aim of this study is to analyze the use of DMs in expository essays written by Jordanian students with different levels of English language proficiency. The method used in this research is qualitative analyze. The sample of the study is divided into two groups. The first group is writing essay of advanced EFL learners, and they are represented by forty graduate students in the Department of English Language, and Literature at the University of Jordan. Specifically, the subjects are enrolled in the master's degree programs of English linguistics,

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[4] Eman Awni Mahmoud Ali and Radwan Salim Mahadin, "The Use of Discourse Markers in Written Discourse by Students of English at the University of Jordan", *International Journal of Humanities and Social Science* 6, no. 3 (2016): 13.

English literature, and translation, and the other group of subjects is writing essay of intermediate EFL learners, and they are represented by eighty-seven students who failed the university entrance exam.

CHAPTER II

THEORITICAL REVIEW

A.   **The Concept of Error Analysis**

1.   **The Definition of Error Analysis**

Learning a foreign language is different from learning our mother tongue. That is why it is natural, and unavoidable when the students make some error in learning a foreign language. Thus, it is impossible that learner never make some error in language learning activity. Errors in language teaching especially in English are the cases which are difficult to avoid.

According to Brown, error analysis is incorrectness, mistakenness, wrongness, erroneousness assumptions concept a crucial part of knowing some skill, or get knowledge.[5] It means that error analysis is the process of analyzing, and investigating students' deviations of the language process in the second language. The result of the error analysis is the researcher knows how far the students have progressed to reach the goal, and how language learnt by students.

Meanwhile, Richard says that error are which results from incomplete knowledge, and a mistake made by a learner when writing, or speaking, and which is caused by lack of attention,

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[5]H. Douglas Brown, *Principles of Language Learning and Teaching*, 5th Ed (White Plains: Pearson Longman, 2007), 257.

carelessness, or some other aspect of performance.[6] It's mean that the learning system is incorrect. From the explanation above, the researcher concludes that the error analysis is the technique to identify, describe, and analyze errors made by the students.

2. **The differences between Error and mistake**

Brown states that an error analysis is an aberration from the grammar of a native speaker which reflects the learner's language competence while mistake refers to a performance error that is either a random guess or a "slip", in that it is a failure to utilize a known system correctly.[7] In this case, error cannot be self-corrected until they understand while mistake can immediately correct it as soon as they realize about the mistake. It means that error, and mistakes are two different phenomena.

Based on the explanation, it can be conclude that error is a mistake that learner are unable to correct the deviation when they perform their speaking or writing so that they need more explanations from the teachers, or other expert. Meanwhile, a mistake is a deviation of the learners when they perform an exercise, or speak about something. They can correct their deviation, and improve it to be right.

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[6]Jack C. Richards and Richard W. Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, 4thed. (London :Routledge, 2013), 201.

[7]H. Douglas Brown, *Principles of Language Learning and Teaching*, 5th ed (White Plains: Pearson Longman, 2007), 257–258.

3. Classification of Error

According to Brown, there are two major classes of error,[8] as follow:

a. Global error

Global errors are defined as those violate rules involved in the overall structure of a sentence the relation between part of clauses, or in a simple sentence.

b. Local error

Local error caused when trouble in a part of particular, or in a clause of a complex sentence. It defined that global error usually occurs in complex sentence.

Based on the explanation above, the researcher concludes that the global error is an error that occurs in the whole of a simple sentence. Meanwhile, the local error is an error that occurs in certain parts of the complex sentence.

4. Source of Error

According to Brown, The source of errors can be classified within two domains,[9] as follow:

a. Interlingual Transfer

It is the negative influence of the mother tongue of learner.

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[8] *Ibid,263.*
[9]*Ibid.*

b. Intralingual Transfer

Intralingual transfer is the negative transfer of items within the target language. In order words, the incorrect generalization of rules within the target language

c. Context of Learning

It overlaps both types of transfer, for example, in the case of school learning the classroom with its teacher, and its materials, or the social situation in the case of untutored second language learning. In a classroom context, the teacher, or the textbook can lead the learner to make wrong generalization about the language.

d. Communicative Strategies

It is obvious that communication strategy is the conscious usage of verbal mechanisms for communicating an idea when linguistic forms are not available to the learner for some reasons.

5. **Types of Errors**

Types of errors are Omission, Addition, Misformation, Misordering, and Blends.

a. Omission

Omission is any deletion of certain necessary items in sentences. Omission is indicated by the absence of certain item that must appear in sentences. This usually happens in the early stages of second language acquisition. For example:

"*My mother smart cooking.*" It should be, *"My mother is smart in cooking."*

b.   Addition.

Addition is any usage of unnecessary items in the sentences. Addition is indicated by the presence of an 'unwanted' item in sentences. The unwanted items do not appear in a well-formed utterance. This happens when the learners overuse certain grammatical rules of the target language. For example: *"He does* **not to come."** It should be, *"He does* **not come."**

c.   Misformation

Misformation is any wrong form of certain morphemes, or structure. Misformation is indicated by the usage of wrong forms of certain morphemes, or structures. For example: *"Me don't like."* It should be, *"I don't like."*

d.   Misordering

Misordering is any incorrect placement of certain morphemes in sentences. For example: *"She fights all the time her brother."* It should be *"She fights her brother all the time."*

e. Blends

Blends occur when two or more morphemes that have the same function appear in a sentence. For example: ***"The only one thing I want."*** It should be ***"The only thing I want."***

6. Steps in Conducting Error Analysis

According to Carl James explains that there are five procedures in identification of errors[10]:

a. Error detection.

It's a stage which the errors are detected so that the researcher becomes aware of its presence.

b. Locating error

The researcher locates the errors, but error location is not always straightforward. Not all errors are easily localizable in this way some are diffused throughout the sentence, or larger unit of the text that contains.

c. Describing error.

The grammar used for describing them must be the most comprehensive we have, and the one capable of maximum "delicacy" of descriptive detail.

d. Classifying error.

The errors are classified based on the errors classification.

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[10]Carl James, *Errors in Language Learning and Use: Exploring Error Analysis*, Applied Linguistics and Language Study (London: Longman, 1998), 91-114.

e. Counting error

The last stage is counting error that the researcher counts the errors made by learner.

B. The Concept Undergraduate Thesis

1. The Definition of Undergraduate Thesis

Academic writing is types of scientific work for academic purposes. It is writing activity to discuss an issue from an academic point of view. According to Martin, academic writing is part of the process of negotiating accepted knowledge within a discipline, and this is best achieved through ways of expression the particular social, and cultural contexts in which they arise.[11] It means that the output of academic writing is an invention, or argument related to a particular discipline.

One type of academic writing is an undergraduate thesis. Students are required to write an undergraduate thesis to graduation requirements as well as to provide knowledge, and skills in analyzing, describing, and explaining the knowledge that they are writing. Jay states that undergraduate thesis writing is a skill that a scholar develops the purpose of each document that used in writing determine

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[11]Martin Hewings dan Tony Dudley-Evans, eds., *Academic Writing in Context: Implications and Applications: Papers in Honour of Tony Dudley-Evans* (Birmingham: University of Birmingham Press, 2001), 10.

the scale, scope, and structure of any undergraduate thesis.[12] It means that, in writing an undergraduate thesis, a strong theoretical basis is needed, a discussion of the process and research results that support argument or findings. In addition, critical thinking is also needed so that the writing results look original, and plagiarism does not occur.

Umberto states that an undergraduate thesis is a typewritten manuscript in which the student addresses a particular problem field usually 100 to 400 pages in length.[13] It means that before writing an undergraduate thesis, the researcher must determine a topic, and look for problems related to the topic that have not been resolved. It is in accordance with the purpose of writing an undergraduate thesis or research paper is to solve a problem, or test a theory.

The researcher concludes that an undergraduate is an activity to write scientific papers on a problem or issue regarding certain disciplines that can be scientifically accounted for, and carried out according to certain rules, and procedures. It is done by each student as a final project to develop that has been learned while studying at a university.

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[12] Jay D. Gatrell, Gregory D. Bierly, dan Ryan R. Jensen, *Research Design and Proposal Writing in Spatial Science* (Dordrecht: Springer Netherlands, 2012), 75.
[13] Umberto Eco, Caterina Mongiat Farina, dan Geoff Farina, *How to Write a Thesis* (Cambridge: MIT Press, 2015), 1.

2.   The Function of Undergraduate Thesis

The Functions of Undergraduate Thesis, as follow:[14]

a.   Undergraduate thesis explains an research topic,

b.   It describes the research problems, and research method of investigation,

c.   It outlines anticipated limitations, and the significance of the inquiry.

d.   It essentially represents a demonstrated completeness of research results on a specific research topic as the requirement of students' graduation from a collage.

3.   The Structure of Undergraduate Thesis

a.   Introduction

An introduction must be able to attract attention, and clarify, or define certain topics or hypotheses discussed by the researcher. The researcher also provides background, the purpose of the research, and justifies a study relative to the importance, and results of other studies.[15]

b.   Literature review

Literature review means more than reading in-depth, and critical evaluation of previous research on a topic, summarizes,

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[14] Lisa Chasan-Taber, *Writing Dissertation and Grant Proposals* (New York: CRC press, 2014), 16.

[15] Martha Davis*, Scientific Papers and Presentations Effective Communication Skills in Science,*2ⁿᵈ ed. (San Diego: Academic Press, 2005), 28.

analyzes, performs critical, and in-depth synthesis of the papers being reviewed.

c. Materials and methods

   It is explaining the specific techniques used in the study, including materials needed, statistical designs, and data collection, and analyses.

d. Results

   In this stage, the researcher displays the data acquired from the research.

e. Discussion

   Discussion is to interpret, and describe the importance of your finding. They are based on what is already known, and to explain new insights that have emerged as a result of your study of a problem.

f. Conclusion

   Conclusion is a closing chapter containing a summary of the findings of a study, the answer to the problem, and possibly suggestions for further research, or application of these findings.

g. Bibliography

   Bibliography is a list that contains theory references, or references cited in a written work.

h.   Appendices

In appendices consist of related support materials research, and give addition information, but there are not essential for understanding the thesis itself.

i.   Abstract

Abstract is a summary of the contents of a scientific about the identification of the research focus, the research methods used, the findings, and the research. Ideally, a paragraph should be 150 to 200 words long.

C.   The Concept of Clause Linkage Markers

1.   The Definition of Clause Linkage Markers

Clause linkage markers are connectors that link some clauses to clarify the information contained in the sentence.[16] It means that in a sentence, two or more clauses are put together using coordinate, or subordinate conjunction which has meaning. It makes the reader easily to understand the information in the sentence.

In addition, Hetterle states that the clausal linker is usually the primary indicator of the semantic relation that holds between main, and adverbial clause.[17] It means that a combination of clauses is not only arranged syntactically, but also in a clause marker which has a semantic element to connect it. In addition, to joining several clauses

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[16]Katja Hetterle, *Adverbial Clauses in Cross-Linguistic Perspective:* (Berlin, München, Boston: DE GRUYTER, 2015), 25.
[17] *Ibid.*, 106.

grammatically, they also connect the meaning of the clause to make it appear connected to the context. This can be interpreted that the clause linkage markers is a clause or more in the sentence which is connected using a clause marker which has semantic relation in a series of clauses.

Clause linkage markers are the kind of connector that marks the linked unit in a complex construction, and they are treated as functioning to strengthen the information.[18] This means that to clarify the relationship of meaning in the sentence, it is connected using a marker contained in a complex sentence consisting of one independent clause, and one or more dependent clauses. It shows clearer or more specific relationships between clauses in a sentence by using the clause link markers.

2.   The Principles of Clause Linkage Markers

Linkages generally involve two clauses. Based on semantic grounds, most kinds of linking can be identified as a main clause and supporting clause:

a.   The main clause is one clause refers to the main activity, or state of two clauses linked.

b.   The Supporting clause is the clause that has function to complete the information stated in the main clause.

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[18]Robert D. Van Valin, Jr, *Exploring the Syntax-Semantic Interface,* (New York: Cambridge University Press, 2005), 205.

3. **Mechanism of Clause Linkage Markers**

Mechanism of clause linkage markers include of, as follow[19]:

a. Clauses may be marked clause markers that specifically indicate clause linkage that has a particular semantic content.

b. There are no specific clause linkage markers, but the relation is conveyed by some kind of non-finite derived verb form.

c. The connector is needed as a device that linked the information of some clauses.

4. **The Types of Clause Linkage Markers**

General types of clause linkage markers include of some types, as follow:[20]

a. Temporal

Temporal is a clause marker that corresponds to the time used in the clause. The clause linkage marker in the types of temporal consists of temporal succession, relative time, and conditional.

1) Temporal succession is a sentence consists of two clauses that indicate the actions or states they describe happened in that specific order. It consists of *and, then, and then.*

2) The clause linkages markers of relative time are as the supporting clause to place the event or state of the Focal

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[19]Hetterle, *Adverbial Clauses in Cross-Linguistic Perspective*, 106–7.
[20]Robert M. W. Dixon and A. İU Aĭkhenval′d, eds., *The Semantics of Clause Linking: A Cross-Linguistic Typology*, Oxford Linguistics 5 (Oxford ; New York: Oxford University Press, 2009), 9–35.

clause in temporal perspective. It consists of *after, before, when, since, until, while.*

b. Conditional

The clause linkages markers of Conditional are this is always attached to the Supporting clause shown by syntactic markers. It consists of *if .....(Then), unless… (Then).*

c. Consequence

Consequences linking are essentially describing the same semantic between events. The clause linkage marker in

1) The clause linkages markers of cause is the Supporting clause describes the reason for the state or activity of the focal clause. It consist of *because, therefore,*

2) The clause linkage markers of result is the focal clause expresses a natural consequence of what is described by the Supporting clause. It consist of *(and) so, thus,*

3) The clause linkage markers of purpose is the supporting clause describes what was done, volitionally, to ensure that the event or state of the Focal clause should take place. It consist of *in order that, (in order) (for) to*

d. Possible consequence

In the clause linkage marker of possible consequence type, there are two possibilities in this type of link mark. the possibility exists that if the main clause occurs then what is

determined by the supporting clause can occur or not. The clause linkage marker in the type of possible consequence consists of *in case, lest, for fear that, because, or (else).*

e.   Addition

In this type, the two clauses explain different aspects of a single event. One clause can be recognized as main and the other as supporting. The clause linkage marker in the type of addition *and, (and) besides, but, moreover, in addition, however, nevertheless, yet, still.*

f.   Contrast

In this type, a supporting clause consists of a clause with one part of the information clause with other information that is clearly different from the supporting clause and the focus clause. The clause linkage marker in the type of contras consists of *although, though, even though*

g.   Alternative

There are three subtypes of the Alternatives clause linking

1)   Disjunction, where the clauses have equal status and could occur in either order.

2)   Rejection alternative has two alternatives. One is rejected in favor of the other. Marker of rejection alternative is *Instead of*

3)   Suggestion alternative is suggested as more suitable than the other. The clause linkage marker in the type of suggestion is *Rather than*.

Table 2.1

Linkage markers in each types of clause[21]

	Linking Type	Markers With Supporting Clause	Conjunctions, Markers With Focal Clause	Half Conjunctions, Markers With Focal Clause
Is	Temporal succession		and then and then	
Ir	Relative time	after before when since until while		
Ic	Conditional	if unless	(then) (then)	
II	Consequence	Because Since For	in order that (in order) (for) to so that (and) so so as	Therefore Accordingly Thus As a consequence Consequently as a result
III	Possible consequence	In case lest for fear that because or (else)		
IVs	Addition		and (and) besides	moreover in addition
IVc	Contrast	although though	But	however nevertheless

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[21]Dixon and Aĭkhenval′d, 43.

		even though		yet still
Vr Vs	Rejection alternative Suggestion alternative	instead of rather than		
VIr VIh	Real manner Hypothetical manner	like in the way that as if (like)		

D. The Common Error in Writing Clause Linkage Markers

All students can make errors in the writing process. A common error is to write a clause marker in sentences. It causes misunderstanding in interpreting the meaning, and purpose of what is written. The most common errors that occur when writing the clause marker, as follow:

1. Some types of clause linkage markers are overused, and some are underused as this usage pattern appears to be related to the composition students have written.[22]

2. Some students also don't understand the contextual condition so that they confuse to choose the right marker.[23]

3. The same EFL exhibited lack of sensitivity to style, often mixing more information clause linkage markers.

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[22]Ron Cowan, *The Teacher's Grammar of English:a course book and guide,*(UK: Cambridge University Press,2008), 629.
[23] *Ibid*, 630.

E.   The Use of Clause Linkage Markers in each sentence type

1. Simple sentence

   A simple sentence is composed of two essential parts a subject and a predicate and it must express a complete thought.[24]

   Example:

   The snow is falling

2. Compound sentence

   When two independent clauses are combined, the result is a compound sentence. The most common way to join two independent clauses is with a comma and a coordinating conjunction: and, but, or, nor, for, so, yet. Independent clauses can also be joined with a semi-colon if the ideas in the sentences are closely related.[25]

   Example:

   It rained, so the game was cancelled

3. Complex sentence

   When a clause has a subordinating conjunction, it must be connected to an independent clause to become a complete thought. A sentence with both a dependent and independent clause is called a complex sentence. [26] There are some subordinate conjunction that can use in complex sentence include of after, before, that, when, although, if

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[24] Elizabeth Chesla, *Toefl Exam success from learning express in only 6 strategic steps,* (New York: Learning express, 2002), 54.
[25]*Ibid.,* 56.
[26] Ibid.

though, as, if, once, unless, wherever, because, since, until, while, etc. and
use coma if the subordinate conjunction is in the beginning of the sentence.

Example:

Because it rained, the game was cancelled

4. Compound complex sentence

Compound complex sentence is a combination of compound and
complex sentence. It has two or more independent clause and one or
more dependent clause. In addition, the dependent clause can be palced
at the beginning, the middle, or the end of sentence. It is connected
with conjunctions and coma.[27]

Example:

When I went to the store, my parents wanted me to pick up some milk,
but I didn't have enough money.

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[27] *Ibid.*

CHAPTER III

RESEARCH METHODOLOGY

A.   The Types and Characteristics of Research

Research method was needed by the researcher, and it played important roles in a research. Related to this case, the researcher considered the importance of clause linkage markers in students' writing skill. The researcher applied qualitative research to analyze of clause linkage markers in undergraduate thesis of English Education Department Students at State Institute for Islamic Studies of Metro.

According to Lewis, qualitative research is learning about participants' problem, or issues to get the research information.[28] It means that qualitative research is for getting information by learning, and discussing participants' issue, or problem. Qualitative research is a method that emphasizes the meaning rather than numbers to be explored from the data generated from research.

The aimed of this method is to tell the phenomenon/issues that are being researched thoroughly (holistically) through in-depth understanding by analysis data rather than numerical data.[29] It means that the understanding of phenomenon can be reach through a narration using

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[28]Sarah Lewis, "Qualitative Inquiry and Research Design: Choosing Among Five Approaches", *Health Promotion Practice* 16, no. 4/July 2015, 39.

[29]Donald Ary et al., *Introduction to Research in Education*, 8th ed (Belmont, CA: Wadsworth, 2010), 29.

languages, and words to describe, or explain phenomenon using existing methods, and theories so that it can be understood.

Based on the characteristic of qualitative research, the researcher used a type of case study in the research. According to Lewis, Case study research is a qualitative approach in which investigators explore specific cases over time, and report them in the form of case descriptions, and specific case-based themes using data from various sources of information collected in detail.[30] It means that a case study can help to understand, and to explore complex issue, or object that can extend research. This is in accordance with the aim of the researcher to explore markers of clause linkages in writing skills.

Based on the explanations above, the researcher used undergraduate thesis as the object of the research. The researcher focuses to explore the clause linkage markers in undergraduate thesis. This research directs to analyze the most dominant type of clause linkage markers, and to explore the use of clause linkage markers in students' undergraduate thesis at State Institute for Islamic Studies of Metro.

B. Data Resources

In this research, there are two items of the data sources used by the researcher to make the analysis easier. They are primary sources, and secondary sources.

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[30]Sarah Lewis, *Qualitative Inquiry and Research Design*, 73.

1. Primary sources

   Primary sources are the main, and original basic materials of research. They are direct evidence of the topic under consideration. Some of the evidence presented by the researcher is in its original form, the information is not interpreted, or summarized, or evaluated by other researchers. The primary sources of this research are undergraduate thesis of English Education Department Students at State Institute for Islamic Studies of Metro. The total numbers of the undergraduate thesis are 20 of undergraduate thesis in academic years of 2019-2020, particularly in the part of background study.

2. Secondary sources

   Secondary source is the source of research data obtained by researchers indirectly through intermediary media. It offers analysis, or interpretation based on primary sources. The researcher may explain primary sources, and often uses them to support argument, or to convince the reader to accept a certain point of view. The secondary source in this research is from observation, documentation, journals, e-books, and articles that are related to the research.

C. Data Collecting Technique

Data collecting technique is important in a qualitative research. Qualitative data collection consists of data collection forms with general questions to enable participants to provide feedback, collect information

from certain people, or sites, and collect word (text), or photo data.[31] Qualitative researchers collect data themselves through interviewing participants, examining documents, or observing behavior. Related to this case, the researcher seeks collecting data to learn from the object of research by using observation, and documentation.

1. Observation

    In this study, the researcher conducted direct observations at the library of State Institute for Islamic Studies of Metro. The researcher took the data source in the form of a thesis, especially in 2019-2020 in the library. The researcher observed and took note the data needed for the research.

2. Documentation

    The researcher conducted a study on student writing in the form of undergraduate thesis of English Education Department students was a writing that must be made as a requirement to graduate from State Institute for Islamic Studies of Metro. Therefore, the thesis was an important document for this research. In this case, the researcher decided to the students' undergraduate thesis of English Education Department.

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[31]John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012), 205.

D. Data Analysis Technique

      In conducting qualitative research, the researcher required an appropriate technique for analyzing data. Data analysis technique is a way to process data into easy information to understand, and useful for finding solutions to research problems. It is an important part and influential in determining the contents of research, and making a conclusion of the research. According to Matthew B. Miles, A. M. Huberman, and Johnny Saldaña, there are three concurrent flows activity of data analysis technique such as data condensation, data display, and conclusion drawing/verification.[32]

      The researcher would apply Miles and Huberman model to analyze the data.[33] The componets of this analysis model are pictured by this figure.
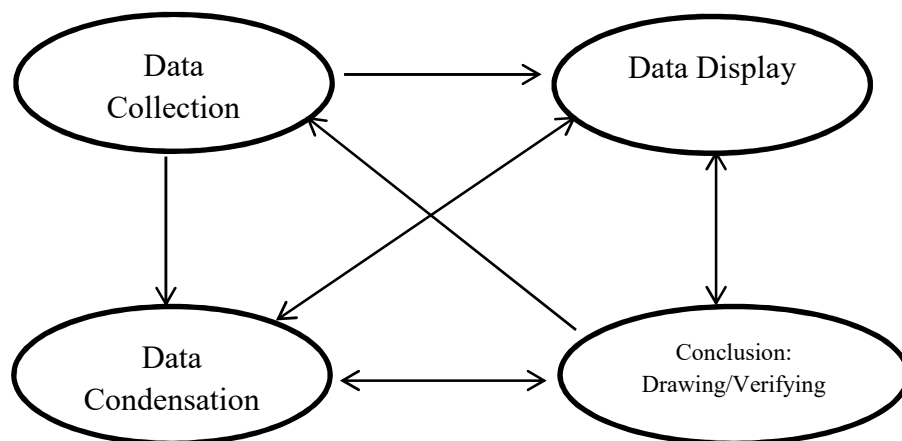
Figure 3.I *Analysis Components of Miles and Huberman*

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[32]Matthew B. Miles, A. M. Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, 3rd ed. (Thousand Oaks, Califorinia: SAGE Publications, Inc, 2014), 7.
[33] *ibid*., 9.

Data analysis by Miles and Huberman model conducts the following steps:[34]

1. Data collection is to gather all the data needed to complete the research.

2. Data condensation is a process of simplifying the data he had gotten from the field notes, documents, and other empirical materials. The researcher selects the needed data and then the word or sentence is given the mark, and separate words are needed or not. Then summarizes or paraphrase and choose specific data for the research.

3. Display the data is organized information. It helps the researcher to understand what is happening, drawing conclusions and takes action. In This step, the data displayed or showed not only generally but specifically and clearly. The researcher separated data based on type or category and make table to more noticeable the make analysis based on the type of markers.

4. Lastly Conclusion Drawing and verification, the researcher verified his research by drawing conclusions on the data found during the research process.

E. Research Approach

In conducting a research, the researcher needs a process or some steps. In this research, the researcher uses six steps in the process of research, as follows:[35]

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[34]Miles, Huberman, and Saldaña, 7–8.

1. Identifying a Research Problem

   This is the first step that is taken by the researcher in the research. The researcher identifies a topic especially an issue of problem that needs to be resolved. A research problem is identified which is a special issue to be studied more deeply, developing a justification to study the problem by using existing theories, and selecting audience that read the report.

2. Reviewing the Literature

   Literature resources are overwhelming requiring the researcher to have a skill and strategy to find and select quality reading material that is in accordance with the topic of his research. The researcher can practice reviewing the literature either offline in the library or online on the internet. The researcher can learn how to find a good journal article and books in an academic library, make summarize it in a review, choose and evaluate the quality of research on a specific topic.

3. Specifying a Purpose for Research

   In a study, it would be nice to specify the topic to be researched so that it makes it easier to study it. Restatement of a focused problem is a statement of purpose. This statement is important because it gives information about the whole purpose or purpose of the research objectives.

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[35] *Ibid*, 07.

4.   Collecting Data

Data is needed in study. This data helps provide answers to the research questions and hypotheses. The data can be obtained by collecting and gathering. Collecting data means identifying and selecting individual's problem/issues for a study, getting their permission to study them, and gathering all of the information by asking people questions or observing their behaviors.

5.   Analyzing and Interpreting the Data

After the required data has been collected, the researcher understands the information that has been obtained in the study. The data were summarized and analyzed by taking a m ore specific piece of data. Then the data that are interpreted using language that is easy to understand.

6.   Reporting and Evaluating Research

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of the Research

1. Description of the Research Setting

a. The Brief History of State Institute for Islamic Studies of Metro

State Institute for Islamic Studies of Metro was located in Metro city, Lampung province. As an Islamic Institute which was one of `favorite universities, State Institute for Islamic Studies of Metro has vision and missions. Its vision was become an Innovative Islamic College of Education in socio eco techno preneurship synergy based on Islamic values and Indonesian.

Then, to accomplish the vision, it composes some missions, namely: Implementing Islamic values in the implementation of education, research, and community service, building a productive and innovative academic culture in resource management through scientific studies, learning models, and research, growing socio-eco techno preneurship of academicians in the implementation of three pillars of university, implement a professional and cultivated institutional management system based on information technology.[36]

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[36]Taken from http://metrouniv.ac.id , accessed on June 27, 2021.

State Institute for Islamic Studies of Metro was built on April 23 to 25, 1997 based on Decree of President RI No. 11, 1997 on March 21, 1997. The establishment of State Institute for Islamic Studies of could not be separable with the history of State Institute for Islamic Studies of Raden Intan Bandar Lampung which has begun from the effort of elite and religion figures from Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was dealt to accomplish two faculties, Education faculty and Islamic Law faculty, which are were domiciled in Tanjung Karang.

Referring to decision of President of Indonesia No. 27, 1963, in order to accomplish Al-Jami'ah, YKIL should at least have three faculties. In line with, YKIL opened Ushuludin faculty that was domiciled in Tanjung Karang. Finally, it realized the dream of Lampung society to find State Institute for Islamic Studies of Al-Jami'ah based on the Minwaster of Religious Affair Decree No. 187/68 which was named "State Islamic Institute Raden Intan Tanjung Karang". In the year of 1993, State Institute for Islamic Studies of Raden Intan Tanjung Karang was changed to State Institute for Islamic Studies of Raden Intan Bandar Lampung.[37]

Moreover, in 1967, the Education and Islamic Law Faculty were established in Metro City based on the request of Metro society. Furthermore, based on the handbill of Director General of Bimas

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[37]*Ibid,.*

waslam No. E.III/OT.00/AZ/1804/1996, the settlement of Institutional Faculties State Institute for Islamic Studies of outside the central Institute should be changed to State Islamic College (STAIN). Finally, based on the Decree of President RI No. 11, 1997, STAIN was legalized. That was the history of establishment of STAIN Jurai Siwo Metro.

The year 2010 was the year of preparation for the status of STAIN to State Institute for Islamic Studies of Metro. Currently the civitas academic STAIN Jurai Siwo Metro with various attempts to become a leading college and leading in the assessment and development of science, art and Islamic culture.

The status of STAIN Jurai Siwo Metro to IAIN of Jurai Siwo Metro has been proposed since 2010 and was planned to be realized in 2012 next year. Alumni deliberation also became one of the administrative requirements of STAIN status to IAIN. This has long been done during the leadership of Prof. Dr. Syaripudin, M.Ag. By inviting all the alumni of all generations in the grand reunion event on Saturday, July 28, 2010 last.

The change of status to IAIN would also encourage the formation of faculties which was a merger of two majors with 9 courses.

The year 2016 was the transition year of STAIN to IAIN. This status change was contained in Presidential Regulation No.71 dated

August 1, 2016, according to the Presidential Regulation, the establishment of State Institute for Islamic Studies of Metrowas a change of form from the State Islamic College (STAIN) Jurai Siwo Metro.

In relation to the amendment, all the assets, employees, rights and obligations of each STAIN are transferred to the State Institute for Islamic Studies of Metro's assets, employees, rights and obligations respectively. Similarly, all STAIN college students become State Institute for Islamic Studies of students.

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

b. **Organization Structure of FTIK IAIN Metro**

This organization structure of FTIK IAIN Metro in the academic year 2020/2021, as follows:
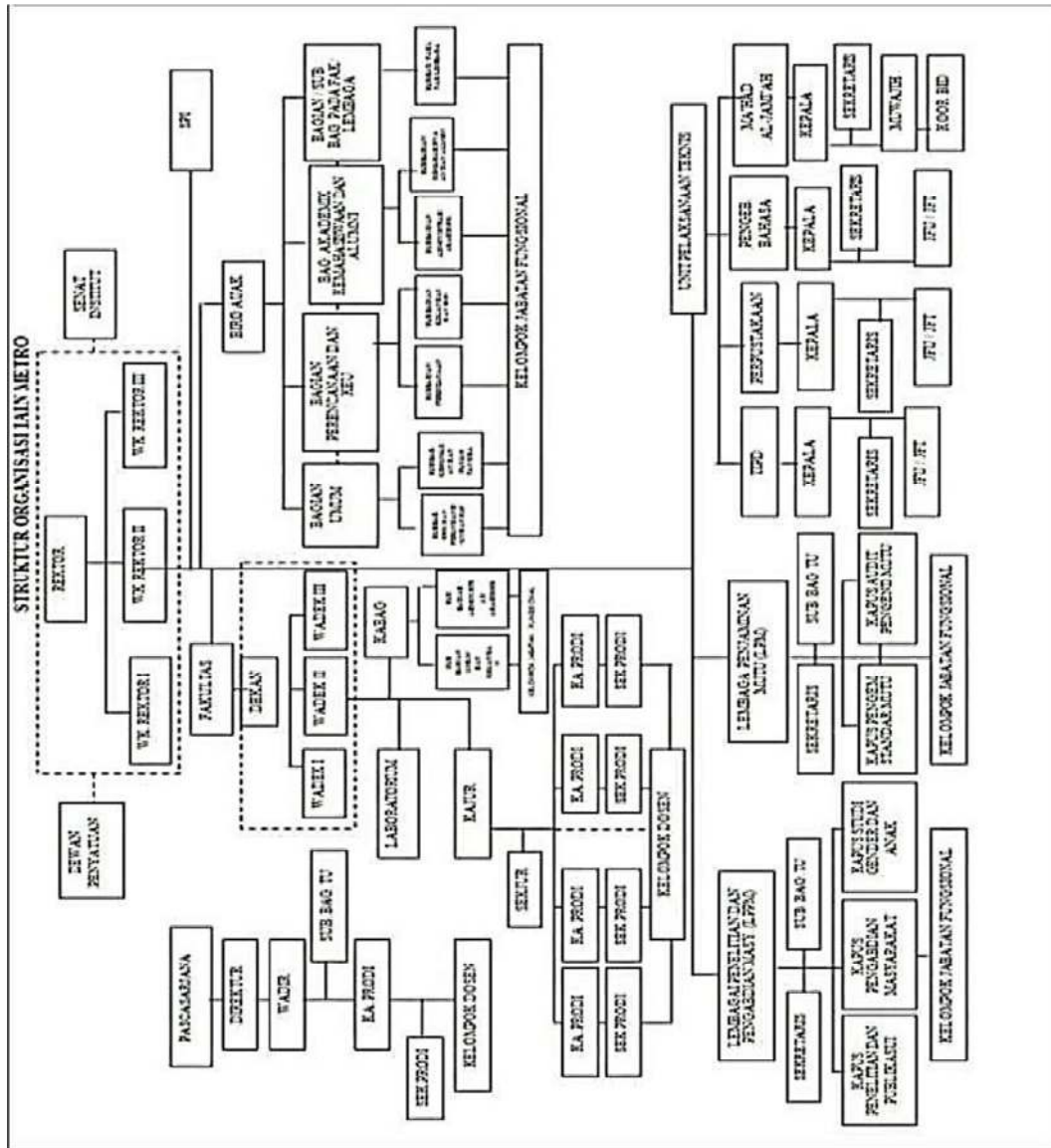
Figure 4.1 The Organization Structure FTIK IAIN Metro

c.   The Facilities of State Institute For Islamic Studies of Metro

State Institute for Islamic Studies of Metro provides facilities to support the teaching and learning process as follows:

1.)   Multimedia-based classroom laboratory equipped with Television and Flashdisk, which makes it easier for teachers to deliver learning materials.

2.)   Micro Teaching Laboratory,

3.)   Language laboratory,

4.)   Computer lab,

5.)   Mini Bank Laboratory,

6.)   Pseudo Court,

7.)   Falaq Science Laboratory,

8.)   Free hotspots.

d.   The location Sketch of State Institute for Islamic Studies of Metro

State Institute for Islamic Studies of Metro campus has two campus areas. The first is campus 1 of State Institute for Islamic Studies of Metro that is located at Jl. Ki Hajar Dewantara No.15A Iringmulyo in which the city's Kawasan Pendidikan (Educational Area) and the second is campus 2 of State Institute for Islamic Studies of Metrothat is located at Jl. Ki Hajar Dewantara, Banjar Rejo,

Batanghari, Kabupaten Lampung Timur. These following figures are the location sketch of first and second campus buildings:
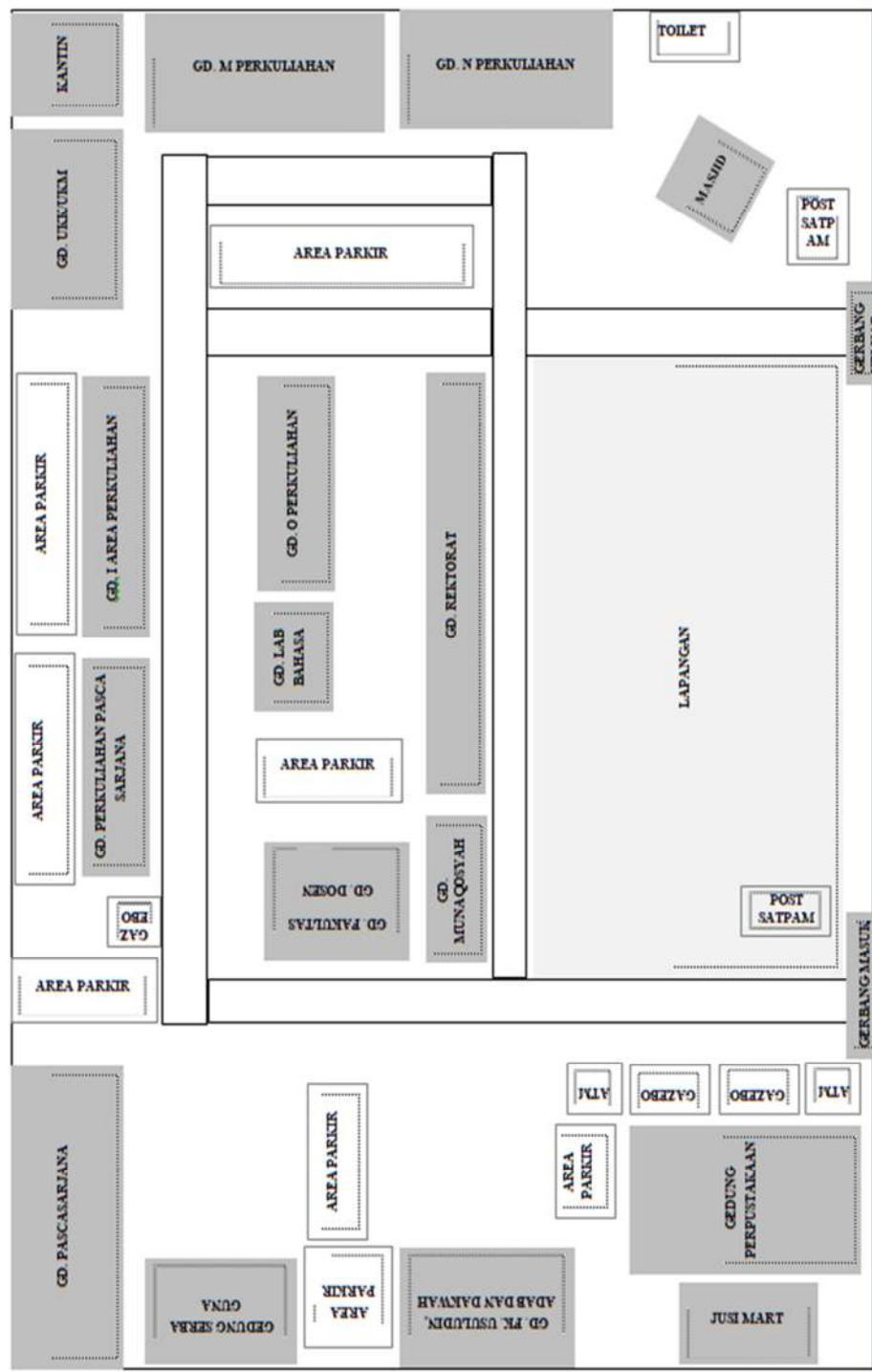
Figure 4.2 The location sketch of campus 1 State Institute for Islamic Studies of Metro

Figure 4.3 the location sketch of State Institute For Islamic Studies of Campus 2

e. **Condition of Lecturer of TBI**

The condition of lecturer of TBI State Institute for Islamic Studies of Metro in academic year 2020/2021 based on the educational background, as follow:

Table 4.1

Total of Lecturers Educational Background of TBI in State Institute for Islamic Studies of Metro

No.	Educational Background	Total
1.	S1	-
2.	S2	30
3.	S3	2
Total		32

Source: Documentation of State Institute for Islamic Studies of Metro in academic year 2017/2018 taken from The General Bureau

2. **Description of Research Result**

The researcher conducted a qualitative research to answer two research questions, as follows: *what is the most error type of clause linkage marker used in undergraduate thesis of English department students' at State Institute For Islamic Studies of Metro?; how is the use of clause linkage markers in undergraduate thesis of English department students at State Institute For Islamic Studies of Metro.*

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

a. The most error type of clause linkage marker used in undergraduate thesis of English Education Department students' at State Institute for Islamic Studies of Metro.

Table 4.2

**The Total Error Type of Clause Linkage Marker Used
in Under graduate Thesis of English Education Department
Students' at State Institute for Islamic Studies of Metro**

No.	Data	Type of CLM	Name of CLM	Total
1	EA	Temporal	And And And	3
		Conditional	If	1
		Consequence	So	1
2	IFJ	Temporal	And And And	3
		Conditional	If	1
		Consequence	So that So that	2
3	SA	Temporal	And	1
		Conditional	So that	1
4	FSP	Temporal	And	1
		Consequence	Because	1
5	DL	Conditional	If If	2
		Contrast	But	1
6	ES	Temporal	And And	2
7	KN	Temporal	And While	2
		Consequence	Since	1
8	KM	Temporal	While	1
		Consequence	Because	1
9	SMA	Addition	Moreover	
10	SEW	Temporal	And And After	3

No		Type	Conjunction	Count
		Consequence	Although So As	3
		Contrast	But	1
11	MT	Temporal	And And And And	4
		Consequence	So that	1
			Moreover	1
12	AM	Consequence	So	1
		Addition	Moreover	1
13	MTYS	Consequence	So	1
		Addition	Moreover In addition	2
14	RDI	Temporal	After that	1
		Consequence	So that So that Because	3
		Contrast	But	1
15	RDS	Temporal	And And And And And After that	6
		Addition	Moreover	1
		Contrast	But	1
16	SZM	-	-	-
17	AA	-	-	-
18	MO	Temporal	And	1
		Consequence	Because	1
19	RAH	Temporal	After that	1
		Consequence	Although	1
		Addition	Therefore	1
20	TH	Temporal	And	1
		Conditional	If	1
		Consequence	However	1

Table 4.3

**The Percentage of Error Type of Clause Linkage Marker Used
in Undergraduate Thesis of English Education Department
Students' at State Institute for Islamic Studies of Metro**

No.	Error types of CLM	Frequency	Percentage
1	Temporal	34	50 %
2	Conditional	5	7 %
3	Consequence	16	24 %
4	Contrast	7	10 %
5	Addition	6	9 %
Total		68	100 %

Based on the information of table above, it is known that there are 5 clause linkage markers of 8 clause linkage markers found in undergraduate thesis of English department students at State Institute for Islamic Studies of Metro. The composition of errors in each type include of 50% of error temporal types, 7 % of error conditional types, 24% of error consequence types, 10% of error contrast types, and 9 % of conditional types. Based on the explanation above, it is known that the most error is temporal type with percentage of 50 %. The form of dominant error clause linkage marker are *and, after that, while.*

A brief description of error clause linkage markers used in undergraduate thesis of English Education Department students at state institute for Islamic studies of Metro, as follows

1) The RDI data

The error of clause linkage marker in RDI data includes of the types of temporal markers, consequence markers, and contrast markers. There are two inappropriate use of temporal markers in that sentence as follows:

a) *The writing ability that is possessed by each person can be intellectual, emotional and spiritual, so that writing ability are not only active in conveying a main idea on the theme that he has written but the ability to write can also solve a problem, train an objective attitude in one's self <u>and</u> practice the ability to organize according to the theme being discussed.*

The use of *"and"* in that sentence is inappropriate because the mark in compound complex sentence basically in the middle, between two clauses.

b) *<u>Then</u> the learning strategy is also very influential on the process of absorbing a lesson for students", because through a creative and innovative strategy, students" can easily digest a lesson*

The use of *"then"* in that sentence is inappropriate because the mark in complex sentence is not formal.

Furthermore, there are two inappropriate uses of consequence markers in that sentence as follows:

a) *The writing ability that is possessed by each person can be intellectual, emotional and spiritua<u>l, so that</u> writing ability are not only active in conveying a main idea on the theme that he has written but the ability to write can also solve a problem, train an objective attitude in one's self and practice the ability to organize according to the theme being discussed.*

The use of *"so that"* in that sentence is inappropriate because the mark in complex sentence basically there is not comma before the mark.

b) *Then the learning strategy is also very influential on the process of absorbing a lesson for students", because through a creative and innovative strategy, students" can easily digest a lesson.*

The use of *"because"* in that sentence is inappropriate because the mark in complex sentence basically there is not comma before the mark.

Moreover, there are two inappropriate use of contrast markers in that sentence as follows:

a) *The writing ability that is possessed by each person can be intellectual, emotional and spiritual, so that writing ability are not only active in conveying a main idea on the theme that he has written but the ability to write can also solve a problem, train an objective attitude in one's self and practice the ability to organize according to the theme being discussed.*

The use of *"but"* in that sentence is inappropriate because *"but"* in compound sentence should in the middle between two clauses and basically there is not comma before the mark.

2) The RDS data

The error of clause linkage marker in RDS data includes of the types of temporal markers, consequence markers. There

are two inappropriate use of temporal markers in that sentence as follows:

a) *English becomes popular because English is a medium of communication for people in some developing countries <u>and</u> becomes an international language.*

The use of *and* in that sentence is inappropriate becaus*e and* in compound sentence should in the middle between two clauses and basically there is not comma before the mark.

b) *Besides, speaking another language may be difficult for foreign language learners because the target language is not exposed as much as possible <u>and</u> the chance to use target language is sometimes limited.*

The use of *and* in that sentence is inappropriate because *and* in compound complex sentence should in the middle between two clauses and basicaly there is not comma before the mark.

c) *Therefore, exposing the target language make<u>s</u> the language become familiar and understandable to the listener <u>and</u> they can use the language later on.*

The use of *and* in that sentence is inappropriate because *and* in compound complex sentence should in the middle between two clauses and basically there is not comma before the mark.

d) *An experience of the researcher, there are some students who are really fluent in speaking English <u>when</u> she attended the public speaking event in State Institute for Islamic Studies of Metro.*

The use of *when* in that sentence is inappropriate because the subject after the mark is not correct.

e)   *Knowing this phenomenon, the researcher was curious about the students' listening skill <u>and</u> assumed that there are good in their listening.*

The use of *and* in that sentence is inappropriate because *and* in compound complex sentence should in the middle between two clauses and basically there is not comma before the mark.

f)   *<u>Then,</u> the researcher investigated them about their listening score.*

The use of *then* in that sentence is inappropriate because *then* in front of compound complex sentence is not formal and it should change.

Furthermore, there is one inappropriate use of addition markers in that sentence as follows:

a)   *<u>Besides,</u> speaking another language may be difficult for foreign language learners because the target language is not exposed as much as possible and the chance to use target language is sometimes limited*

The use of *"besides"* in that sentence is inappropriate because the mark in front of compound complex sentence is not formal and it should change.

Furthermore, there is one inappropriate use of contrast markers in that sentence as follows:

a) *On the contrary, there are some students who have good score at listening subject <u>but</u> they do not speak as much as the students who are investigated before.*

The use of *but* in that sentence is inappropriate because *but* in compound complex sentence should in the middle between two clauses and basically there is not comma before the mark.

3) The SZM data

There is no error sentence found in the SZM data.

4) The AA data

There is no error sentence found in the AA data.

5) The MO data

The error of clause linkage marker in MO data includes of the types of temporal markers, consequence markers. There is one inappropriate use of contrast markers in that sentence as follows:

a) *Moreover, reading is very important because reading builds a strong foundation to be able to learn <u>and</u> understand various discipline as well as apply then in daily life.*

The use of *and* in that sentence is inappropriate because *and* in compound complex sentence should in the middle

between two clauses and basically there is not comma before the mark.

Moreover, there is one inappropriate use of consequence markers in that sentence as follows:

a) *Happy reading improves verbal intelligence and linguistic, because reading can enrich vocabulary.*

The use of *because* is inappropriate in the complex sentence because there is comma before the marker.

6) The RAH data

The error of clause linkage marker in RAH data includes of the types of temporal markers, consequence markers, and contrast markers. There are two inappropriate temporal markers in the RAH data that was found in the sentence, as follows:

a) *Many students confused what should they write and many students have difficulties to write terms of generating ideas*

The use of *and* is inappropriate in the compound sentence because there is comma before the marker.

b) *Then, there are some students do not understand clearly about what the narrative text is.*

The use of *then* is inappropriate in the sentence because it is not formal.

Furthermore, there is one inappropriate consequence marker in the RAH data that was found in the sentence, as follows:

a) *So* *the researcher chooses this technique with an expectation that Dictogloss can help students in writing activity.*

The use of *so* is inappropriate in the compound sentence because the use of *so* should be in the middle between two clauses and there is comma before the marker.

Moreover, there is one inappropriate contrast marker in the RAH data that was found in the sentence, as follows:

a) *It cause they have difficulties in choosing the words ,although they know about the topic that has been given by the teacher.*

The use of *although* is inappropriate in the complex sentence because there is comma before marker.

7) The TH data

The error of clause linkage marker in EF data includes of the types of temporal markers, conditional markers, and contrast markers. There is one inappropriate temporal marker in the TH data that was found in the sentence, as follows:

a) *They have difficulties to answer the question according a text because they do not know how to get information of the text easily and they need much time for understanding a text exactly.*

The use of *and* is inappropriate in the compound sentence because there is comma before the marker.

Furthermore, there is one inappropriate conditional marker in the TH data that was found in the sentence, as follows:

a) *Maximal reading skill cannot be achieved, <u>if</u> still any bad habit when they are reading.*

The use of *if* is inappropriate in complex sentence because there is comma before the marker.

Furthermore, there is one inappropriate contrast marker in the TH data that was found in the sentence, as follows:

a) *<u>But,</u> the students feel bored and lazy when they must read a text, even less answer the questions about the text.*

The use of *but* is inappropriate in complex sentence because the use of *but* should be in the middle between two clauses and set of comma before the marker.

8) The EA data

The error of clause linkage marker in EA data includes of the types of temporal markers, consequence markers, and conditional markers. There are three inappropriate temporal markers in the EA data that was found in the sentence, as follows:

a) *The highest score was 75 <u>and</u> the lowest score was 30 with total score 1640.*

The use of *and* is inappropriate in that sentence because the marker in compound sentence basically should be set of by series of comma.

b) *Another problem are the students have less confidence in speaking English <u>and</u> did not interest with English learning.*

The use of *and* is inappropriate in compound sentence because the marker basically should be set of by series of comma, and there are some grammatical error in that sentence.

c) *In this case, the students must study hard to master it <u>and</u> the teacher should create a good atmosphere in class.*

The use of *and* is inappropriate in that sentence because the marker in compound sentence basically should be set of by series of comma.

Furthermore, there is one inappropriate consequence markers in the EA data that was found in the sentence, as follows:

a) *Technique is a systematic procedure, formula, or a set of rules, that aims to achieve a specific <u>and</u> effective result so it can be used to handle the situation in the class.*

The use of *and* is inappropriate in that sentence because the marker in compound sentence basically should be set of by series of comma.

Moreover, there is one inappropriate conditional marker in the EA data that was found in the sentence, as follow:

a)   It means that, <u>if</u> the students are able to communicate well he or she will be able to interact with the society, go to many places without having 4any problems.

The use of *if* is inappropriate in that sentence because the marker in complex sentence basically should not be set of by series of comma.

9)   The IFJ data

The error of clause linkage marker in IFJ data includes of the types of temporal markers, consequence markers, conditional markers. There are three inappropriate temporal markers in the IFJ data that was found in the sentence, as follows:

a)   There are 29 students how include in failed category (85.29%) <u>and</u> students how include in passed 5 category (14,70 %).

The use of *and* is inappropriate in that sentence because the marker in compound sentence basically should be set of by series of comma.

b)   Teaching-learning process basically was a process in which teachers <u>and</u> students interacts each other.

The use of *and* is inappropriate in that sentence because the marker in compound sentence basically should be set of by series of comma.

c) *The second, the students had low motivation in reading <u>and</u> teaching strategy used by teacher of students unattractive and monotones, so that learning activities are dominated by teacher.*

The use of *and* is inappropriate in that sentence because the marker in compound complex sentence basically should be set of by series of comma.

Furthermore, there are two inappropriate consequence markers in the IFJ data that was found in the sentence, as follows:

a) *The second, the students had low motivation in reading and teaching strategy used by teacher of students unattractive and monotones, <u>so that</u> learning activities are dominated by teacher.*

The use of "*so that*" is inappropriate in complex sentence because there is comma before the marker.

b) *In teaching and learning process, used learning strategy was needed for a teacher in order to be able to deliver the material to be taught to the students, <u>so that</u> the message to be delivered by teacher can be accepted by the students concretely, and the learning and teaching process could be more interesting and interactive.*

The use of "*so that*" is inappropriate in compound complex sentence because there is comma before the marker.

Moreover, there is one inappropriate conditional markers in the IFJ data that was found in the sentence, as follows:

a) *<u>If</u> we do not know about English, we are in danger in being excluded from what going on in education, at work, and then especially in the world of technological advance.*

The use of "*if*" is inappropriate in complex sentence because the focal clause must use the future tense.

10) The SA data

The error of clause linkage marker in SA data includes of the types of temporal markers, consequence markers. There is one inappropriate temporal marker in the SA data that was found in the sentence, as follows:

a) *This will encourage someone to move out of the habit of thinking style <u>and</u> help him to get a more comprehensive view of a situation.*

The use of *and* is inappropriate in that sentence because the marker in compound sentence basically should be set of by series of comma.

Furthermore, there is one inappropriate consequence marker in the SA data that was found in the sentence, as follows:

a) *Six thinking hats can create the same conditions of thought, <u>so that</u> the same language of thought is created, optimizes the work of the brain and focuses on writing.*

The use of *so that* is inappropriate in complex sentence because there is comma before the marker.

11) The DL data

The error of clause linkage marker in EF data includes of the types of contrast markers, and conditional markers. There is one inappropriate contrast marker in the DL data that was found in the sentence, as follows:

a) *Knowing grammar and vocabulary is important <u>but</u> useless if the speaker is unable to pronounce those structures or words correctly.*

The use of *but* is inappropriate in that sentence because the mark in compound complex sentence basically there is not comma before the marker.

Furthermore, there is one inappropriate conditional marker in the DL data that was found in the sentence, as follows:

a) *Additionally, native speakers are more likely to understand someone, even in spite of grammatical <u>errors, if</u> this person uses correct pronunciation.*

The use of if is inappropriate in complex sentence because there is comma before the marker.

12) The ES data

The error of clause linkage marker in ES data includes of the types of temporal markers. There are two of inappropriate temporal markers in the ES data that was found in the sentence, as follows:

a) *By encourage student's participation, the students will not bored <u>and</u> will more motivated during the lesson.*

The use of *"and"* is inappropriate in compound sentence because there is not comma before the marker.

b) *Hopscotch technique of phsyical game learn to move and jump which will have a good impact on health <u>and</u> it is hoped that students will be able to improve speaking through hopscotch technique <u>and</u> learning group characther is able to solve the problem student"s motivation in speaking.*

The use of *and* is inappropriate in complex sentence because there is not comma before the marker.

13) The KN data

The error of clause linkage marker in EF data includes of the types of temporal markers, consequence markers. There are two of inappropriate temporal markers in the KN data that was found in the sentence, as follows:

a) *In addition, speaking problems are caused by the insufficient contribution of non-linguistic aspects, such as the lack of motivation to speak <u>and</u> the lack of support for the environment <u>and</u> the limitations of teaching media.*

The use of *and* is inappropriate in compound sentence because there is not comma before the marker.

b) <u>*While*</u> *the percentage of students whose speaking ability is not able to achieve Minimum Mastrey Criteria (MMC) is 79%.*

The use of *while* is inappropriate in that sentence because there is not comma before the marker.

Furthermore, there are one inappropriate consequence markers in the KN data that was found in the sentence, as follows:

a) *Moreover, the benefit of speaking is a great way of building personal development on my levels, <u>since</u> improving communication skill is helpful in almost every area of life*

The use of *since* is inappropriate in that sentence because there is comma before the marker.

14) The KM data

The error of clause linkage marker in EF data includes of the types of temporal markers, consequence markers. There is one inappropriate temporal marker in the KM data that was found in the sentence, as follows:

a) *Based on the results of the pre survey above, it is known that the percentage of students who have lack listening skills is 54% while the percentage of students who has more listening skills than MMC is 46<u>% meaning that the percentage</u> of students with less than MMC is greater than the percentage of students more than MMC.*

Furthermore, there are one inappropriate consequence markers in the KM data that was found in the sentence, as follows:

a) *However, listening is not a language skill that is easily mastered in a short time there are many problems*

experienced by students in the learning process of listening.

15) The SMA data

The error of clause linkage marker in SMA data includes of the types of addition marker. There is one inappropriate addition marker in the SMA data that was found in the sentence, as follows:

a) <u>*Besides that*</u> *the weak writing skill of the eleventh grade in MA Ma`arif NU 5 Sekampung is also caused by their low motivation and interest in writing in English, the limited learning media that are interesting to use in the writing learning process*.

The use of *besides that* is inappropriate in that sentence because it is not formal.

16) The SEW data

The error of clause linkage marker in EF data includes of the types of temporal markers, consequence markers. There are four of inappropriate temporal markers in the SEW data that was found in the sentence, as follows:

a) *The challenge is to make sure that the content being communicated is relevant <u>and</u> that the people exploit all possibilities for communication during the activity*.

The use of *and* is inappropriate in that sentence because there is not comma before the marker.

b) *Although translation has many benefits <u>and </u>can practice four skills of English language teaching, but the students still feel that translation is difficult*

The use of *and* is inappropriate in that sentence because there is not comma before the marker.

c) *If they use word by word translation, automatically they arrange the meaning based on the meaning that they have <u>and then</u> they find the difficult because the meaning is ambiguity.*

The use of *and* is inappropriate in that sentence because there is not comma before the marker.

d) *Their habit <u>after</u> they find the difficulty they lazy to find another meaning in order the meaning is easy to understanding.*

The sentence is inappropriate because it should add a comma for the focal clause as a marker in that sentence.

Furthermore, there is one inappropriate consequence markers in the SEW data that was found in the sentence, as follows:

a) *Beside this the student also have the low grammatical skill <u>so</u> they find the difficultnes when they translete massage from the SL to TL.*

The use of *so* is inappropriate in that sentence because there is comma before the marker.

b) *Descriptive equivalents are normally used as footnotes, <u>as</u> they are too long to fit the target text.*

The use of *as* is inappropriate in that sentence because there is not comma before the marker.

Moreover, there are two inappropriate contrast markers in the SEW data that was found in the sentence, as follows:

c)   *Many students live in either their own countries <u>or</u> a new one need to translate language on a daily basis, both informally and formally.*

The use of *or* is inappropriate in that sentence because there is comma before the marker.

d)   *Although translation has many benefits and can practice four skills of English language teaching, <u>but</u> the students still feel that translation is difficult.*

The use of *but* is inappropriate in that sentence because there is comma before the marker.

17) The MT data

The error of clause linkage marker in MT data includes of the types of temporal markers, consequence markers, and addition markers. There are four inappropriate temporal markers in the MT data that was found in the sentence, as follows:

a)   *Oral communication is communication that occurs directly <u>and</u> is not limited by distance, which means that this form of communication is carried out between the two parties face to face.*

The use of *and* is inappropriate in that sentence because there is comma before the marker.

b)   *English is used as the language of instruction in global education that must be mastered by everyone so that they*

are not left behind <u>and</u> can participate in the development of the world.

The use of *and* is inappropriate in that sentence because there is comma before the marker.

c) *Insufficient pronunciation skills, inability to develop ideas, limited mastery of English vocabulary will make it difficult for the speaker to express the message to be delivered with the right word diction, low grammar ability will make the speakers difficult because of the inability to compile good sentences so that the listener understands what spoken.*

The sentence is inappropriate because it should add temporal marker and gives comma before the marker.

d) *Moreover, the use of inappropriate strategies will cause the speaking learning process to be ineffective, less supportive environmental influences will cause lazy students to practice their speaking skills because there is no supportive opponent, weak aspects psychology which includes weak speaking motivation, lack of interest in speech, and low self-confidence which is usually caused by feelings of being ridiculed by peers or the environment, afraid to use the wrong vocabulary.*

The sentence is inappropriate because it should add temporal marker and gives comma before the marker.

Furthermore, there is one inappropriate consequence markers in the MT data that was found in the sentence, as follows:

a) *The importance of communication becomes the urgent need in community life<u>, so that</u> everyone always establishes good relations between fellow citizens.*

The use of *so that* is inappropriate in that sentence because there is not comma before the marker.

Moreover, there is one inappropriate addition markers in the MT data that was found in the sentence, as follows:

a) *In addition, they also have weak grammar mastery, difficulty in developing conversation ideas because they do not understand the context of the conversation, and the students have low self-confidence because the feel unable to speak English properly*

The use of *and* in the last sentence is inappropriate because it should change with moreover and be a new sentence.

18) The AM data

The error of clause linkage marker in AM data includes of the types of consequence markers, addition markers. There are two of inappropriate consequence markers in the AM data that was found in the sentence, as follows:

a) *Most of them have limited English vocabulary so they have difficulty in conveying important information with the right choice of words.*

The use of *so* is inappropriate in that sentence because there is comma before the marker.

b) *Students' problems in reading are also caused by poor mastery of English grammar which makes students difficult to construct (form messages or information to be delivered in proper grammar so they can read or understand a text properly and correctly).*

The use of *so* is inappropriate in that sentence because there is comma before the marker.

Furthermore, there is one inappropriate addition markers in the AM data that was found in the sentence, as follows:

a) *Besides that, the limited writing ability is also caused by the lack of interest in media writing, incompatibility of teaching techniques in writing and non-supportive environmental influences.*

The use of *besides that* in that sentence is inappropriate because it is not formal and should change to moreover.

19) The MTYS data

The error of clause linkage marker in EF data includes of the types of addition markers. There are two inappropriate use of addition markers in that sentence as follows:

a) *Besides, the student can understand what the information about the text*

The use of *besides* in that sentence is inappropriate because it is not formal and should change to moreover.

b) *And the last one is the students do not have high motivation in reading.*

The use of *and* in that sentence is inappropriate because the mark in compound sentence basically in the middle, between two clauses.

b.   The use of clause linkage markers in undergraduate thesis of English department students at State Institute for Islamic Studies of Metro.

In this research, the researcher analyzed the use of clause linkage markers in undergraduate thesis of the English Department Students at State Institute for Islamic Studies of Metro. Investigated based on the appropriate and the inappropriate of clause linkage markers used in students' undergraduate thesis. The Researcher illustrates the results of related research in the use of clause linkage markers in students' undergraduate thesis is listed in table below:

Table 4.4

**The use of clause linkage markers
in Undergraduate thesis of English Education Department Students
at State Institute for Islamic Studies of Metro**

No.	Data	Appropriate	Inappropriate
1	EA	7	5
2	IFJ	4	5
3	SA	12	2
4	FSP	12	2
5	DL	10	3
6	ES	6	2
7	KN	13	4
8	KM	10	2
9	SMA	17	1
10	SEW	15	8
11	MT	22	6

12	AM	6	2
13	MTYS	15	3
14	RDI	19	6
15	RDS	17	9
16	SZM	8	0
17	AA	7	0
18	MO	12	2
19	RAH	12	4
20	TH	14	3
Total		238	69

A brief description of the use of clause linkage markers in students' undergraduate thesis, as follow:

1.) The EA data

The researcher found the appropriate use of clause linkage markers in the EA data. The appropriate use of clause linkage markers in EA data consists of 7 Of 12 clause linkage markers used in the EA data. One of the appropriate use of clause linkage markers in EA data is shown in the following data:

> *In addition, language also has a very important role in the intellectual, social, and emotional development of people.*

The use of *in addition* is appropriate in that sentence because there is comma after the use of clause linkage marker. Marker *In addition* is addition type and it has been used appropriately to convey the meaning of researcher.

Meanwhile, the inappropriate use of clause linkage markers in the EA data consist of 5 of 12 clause linkage markers used in the data, as follows:

> *It means that, <u>if</u> the students are able to communicate well he or she will be able to interact with the society, go to many places without having many problems.*

The use of *if* is inappropriate in that sentence because there is comma before the use of clause linkage marker, and there is comma after supporting clause. Marker *If* is addition type and it has been used inappropriately to convey the meaning of researcher because there is grammatical error in that sentence. The correct sentence is

> *It means that <u>if </u>the students are able to communicate well, they will be able to interact with the society, go to many places without having any problems.*

2.) The IFJ data

The researcher found the appropriate use of clause linkage markers in the IFJ data. The appropriate use of clause linkage markers in IFJ data consists of 4 Of 9 clause linkage markers used in the IFJ data. One of the appropriate use of clause linkage markers in IFJ data is shown in the following data:

> *<u>Furthermore,</u> the teacher or lecture should use some strategies to make students enjoy and fun, <u>and</u> a good strategy would support learning English.*

There are two of clause linkage markers used in that sentence. The use of *furthermore* is appropriate in that sentence because there is comma after the use of clause linkage marker. Marker *furthermore* is addition type and it has been used appropriately to convey the meaning of researcher. In addition, the use of *and* is appropriate in that sentence because there is comma before the use of clause linkage marker. Marker *and* is temporal type and it has been used appropriately to convey the meaning of researcher.

Meanwhile, the inappropriate use of clause linkage markers in the IFJ data consist of 4 of 9 clause linkage markers used in the data, as follows:

> *The second, the students had low motivation in reading <u>and</u> teaching strategy used by teacher of students unattractive and monotones, <u>so that</u> learning activities are dominated by teacher.*

There are two inappropriate of clause linkage markers used in that sentence. The first is the use of *and* in the IFJ data that is categorized as temporal type, and it is inappropriate because there is comma before the use of clause linkage marker. In addition, the sentence needs to add one verb (is). The second marker is *so that* in the IFJ data that is categorized as temporal type, and it is inappropriate because there is comma before the use of clause linkage marker. The correct sentence is

> *The second, the students had low motivation in reading, <u>and</u> teaching strategy used by teacher of students is unattractive and monotones, <u>so that</u> learning activities are dominated by teacher.*

3.) The SA data

The researcher found the appropriate use of clause linkage markers in the SA data. The appropriate use of clause linkage markers in SA data consists of 12 Of 14 clause linkage markers used in the IFJ data. One of the appropriate use of clause linkage markers in IFJ data is shown in the following data:

> <u>*Therefore*</u>*, English instruction has an important role that can be performed in both formal and informal institutions.*

The use of *therefore* is appropriate in that sentence because there is comma after the use of clause linkage marker. In addition, marker *therefore* is consequence type and it has been used appropriately to convey the meaning of researcher.

Meanwhile, the inappropriate use of clause linkage markers in the SA data consists of 2 of 14 clause linkage markers used in the data. One of the inappropriate use of clause linkage markers in EF data is shown in the following data

> *Six thinking hats can create the same conditions of thought, <u>so that</u> the same language of thought is created, optimizes the work of the brain and focuses on writing.*

The use of *so that* is inappropriate in that sentence because there is comma before the use of clause linkage marker. In addition, marker *so that* is one of consequence type. The correct sentence is

> *Six thinking hats can create the same conditions of thought <u>so that</u> the same language of thought is created, optimizes the work of the brain and focuses on writing.*

4.) The FSP data

The researcher found the appropriate use of clause linkage markers in the FSP data. The appropriate use of clause linkage markers in FSP data consists of 12 Of 14 clause linkage markers used in the FSP data. One of the appropriate use of clause linkage markers in FSP data is shown in the following data:

> <u>*In addition,*</u> *some of people to be afraid to write <u>because</u> they do not have ideas to write and they have difficulties in organizing their ideas*

In the sentences, there are two appropriate of clause linkage markers and one inappropriate of clause linkage marker. The appropriate marker is shown by the mark of *in addition* and *because.* The use of *in addition* in the sentence is categorized as addition type and it has been used appropriately because there is comma after the marker. Furthermore, the use of *because* in the sentence is categorized as consequence type,

and It has been appropriately to convey the meaning of researcher.

Meanwhile, the inappropriate use of clause linkage markers in the FSP data consists of 2 of 14 clause linkage markers used in the data. One of the inappropriate use of clause linkage markers in EF data is shown in the same data

> *In addition, some of people to be afraid to write because they do not have ideas to write <u>and</u> they have difficulties in organizing their ideas.*

The use of *and* is categorized as temporal type but it is inappropriate in that sentence because there is comma before the use of clause linkage marker. The correct sentence is

> *In addition, some of people to be afraid to write because they do not have ideas to write,<u> and</u> they have difficulties in organizing their ideas.*

5.) The DL data

The researcher found the appropriate use of clause linkage markers in the DL data. The appropriate use of clause linkage markers in DL data consists of 10 of 13 clause linkage markers used in the DL data. One of the appropriate use of clause linkage markers in FSP data is shown in the following data:

> *Pronunciation is influenced by several factors <u>because</u> pronunciation is not a component of language that can stand alone.*

The use of *because* is categorized as consequence type. The marker is appropriate in that sentence because there is comma after the use of clause linkage marker. In addition, It has been used appropriately to convey the meaning of researcher.

Meanwhile, the inappropriate use of clause linkage markers in the DL data consists of 3 of 13 clause linkage markers used in the data. One of the inappropriate use of clause linkage markers in DL data is shown in the following data

> *Knowing grammar and vocabulary is important <u>but</u> useless if the speaker is unable to pronounce those structures or words correctly.*

The use of *but* is categorized as consequence type but it is inappropriate in that sentence because there is grammatical error, and there is comma before the use of clause linkage marker. The correct sentence is

> *Knowing grammar and vocabulary is important <u>but</u> it is useless if the speaker is unable to pronounce those structures or words correctly.*

6.) The ES data

The researcher found the appropriate use of clause linkage markers in the ES data. The appropriate use of clause linkage markers in ES data consists of 6 of 8 clause linkage markers used in the ES data. One of the appropriate use of

clause linkage markers in ES data is shown in the following data:

> *Speaking skill is one of the language skills that are very essential to support further oral communication especially in English, <u>but</u> it is the most difficult skill to develop, Language learners find that it is difficult to speak up using English because of having low vocabulary mastery.*

The use of *but* is categorized as contrast type. The marker is appropriate in that sentence because there is comma before the use of clause linkage marker. In addition, it has been used appropriately to convey the meaning of researcher.

Meanwhile, the inappropriate use of clause linkage markers in the SE data consists of 2 of 13 clause linkage markers used in the data. One of the inappropriate use of clause linkage markers in DL data is shown in the following data

> *Hopscotch technique of physical game learn to move and jump which will have a good impact on health <u>and</u> it is hoped that students will be able to improve speaking through hopscotch technique <u>and</u> learning group character is able to solve the problem student's motivation in speaking.*

The use of *and* is categorized as temporal type but it is inappropriate in that sentence because there are many markers *and* that it is not effective , and there is comma before the use of clause linkage marker. The correct sentence is

> *Hopscotch technique of physical game learn to move and jump which will have a good impact on health, it*

is hoped that students will be able to improve speaking through hopscotch technique, and learning group character is able to solve the problem student's motivation in speaking.

7.) The KN data

The researcher found the appropriate use of clause linkage markers in the KN data. The appropriate use of clause linkage markers in KN data consists of 13 of 17 clause linkage markers used in the KN data. One of the appropriate use of clause linkage markers in KN data is shown in the following data:

However, there are many problems got by the students in the process of speaking English.

The use of *however* is categorized as contrast type. The marker is appropriate in that sentence because there is comma after the use of clause linkage marker. In addition, it has been used appropriately to convey the meaning of researcher.

Meanwhile, the inappropriate use of clause linkage markers in the KN data consists of 4 of 17 clause linkage markers used in the data. One of the inappropriate use of clause linkage markers in KN data is shown in the following data

Moreover, the benefit of speaking is a great way of building personal development on my levels, since improving communication skill is helpful in almost every area of life.

The use of *since* is categorized as consequence type but it is inappropriate in that sentence because there is comma before the use of clause linkage marker. The correct sentence is

> *Moreover, the benefit of speaking is a great way of building personal development on my levels <u>since</u> improving communication skill is helpful in almost every area of life.*

8.) The KM data

The researcher found the appropriate use of clause linkage markers in the KM data. The appropriate use of clause linkage markers in KM data consists of 10 of 11 clause linkage markers used in the KM data. One of the appropriate use of clause linkage markers in KM data is shown in the following data:

> <u>*Moreover,*</u> *listening has a variety of extraordinary benefits as part of the communication process.*

The use of *moreover* is categorized as addition type. The marker is appropriate in that sentence because there is comma after the use of clause linkage marker. In addition, it has been used appropriately to convey the meaning of researcher.

Meanwhile, the inappropriate use of clause linkage markers in the KM data consists of 1 of 11 clause linkage markers used in the data. One of the inappropriate use of

clause linkage markers in KM data is shown in the following

data

> *However, listening is not a language skill that is easily mastered in a short time there are many problems experienced by students in the learning process of listening.*

The sentence is categorized as consequence type but it is

inappropriate in that sentence because there is comma after the

focal clause. The correct sentence is

> *However, listening is not a language skill that is easily mastered in a short time, there are many problems experienced by students in the learning process of listening.*

9.) The SMA data

The researcher found the appropriate use of clause

linkage markers in the SMA data. The appropriate use of

clause linkage markers in SMA data consists of 17 of 18 clause

linkage markers used in the SMA data. One of the appropriate

use of clause linkage markers in SMA data is shown in the

following data:

> <u>*Furthermore,*</u> writing is the process of arranging words to sentences or paragraphs which are meaningful.

The use of *furthermore* is categorized as addition type.

The marker is appropriate in that sentence because there is

comma after the use of clause linkage marker. In addition, it

has been used appropriately to convey the meaning of researcher.

Meanwhile, the inappropriate use of clause linkage markers in the SMA data consists of 1 of 18 clause linkage markers used in the data. One of the inappropriate use of clause linkage markers in SMA data is shown in the following data

> *Besides that the weak writing skill of the eleventh grade in MA Ma`arif NU 5 Sekampung is also caused by their low motivation and interest in writing in English, the limited learning media that are interesting to use in the writing learning process.*

The use of *besides that* is categorized as addition type, but it is inappropriate in that sentence because there the markers is informal in undergraduate thesis. The correct sentence is

> *Moreover, the weak writing skill of the eleventh grade in MA Ma`arif NU 5 Sekampung is also caused by their low motivation and interest in writing in English, the limited learning media that are interesting to use in the writing learning process*

10.) The SEW data

The researcher found the appropriate use of clause linkage markers in the SEW data. The appropriate use of clause linkage markers in SEW data consists of 15 of 23 clause linkage markers used in the SEW data. One of the appropriate

use of clause linkage markers in SEW data is shown in the

following data:

> *However,* translation mastery is not easy in
> understanding by the students.

The use of *however* is categorized as contrast type. The

marker is appropriate in that sentence because there is comma

after the use of clause linkage marker. In addition, it has been

used appropriately to convey the meaning of researcher.

Meanwhile, the inappropriate use of clause linkage

markers in the SEW data consists of 8 of 23 clause linkage

markers used in the data. One of the inappropriate use of

clause linkage markers in SEW data is shown in the following

data

> *The challenge is to make sure that the content being*
> *communicated is relevant and that the people exploit*
> *all possibilities for communication during the activity.*

The use of *and* is categorized as temporal type but it is

inappropriate in that sentence because there is comma before

the use of clause linkage marker. The correct sentence is

> *The challenge is to make sure that the content being*
> *communicated is relevant, and that the people exploit*
> *all possibilities for communication during the activity.*

11.) The MT data

The researcher found the appropriate use of clause

linkage markers in the MT data. The appropriate use of clause

linkage markers in MT data consists of 22 of 28 clause linkage markers used in the MT data. One of the appropriate use of clause linkage markers in MT data is shown in the following data:

> *Communication is the exchange of information, news, or messages carried out by two or more people with a specific purpose and messages <u>so that</u> the purpose or message can be understood.*

The use of *so that* is categorized as consequence type. The marker is appropriate in that sentence because it has been used appropriately to convey the meaning of researcher.

Meanwhile, the inappropriate use of clause linkage markers in the MT data consists of 6 of 28 clause linkage markers used in the data. One of the inappropriate use of clause linkage markers in MT data is shown in the following data

> *The importance of communication becomes the urgent need in community life, <u>so that</u> everyone always establishes good relations between fellow citizens.*

The use of *so that* is categorized as consequence type, but it is inappropriate in that sentence because there is comma before the clause linkage marker. The correct sentence is

> *The importance of communication becomes the urgent need in community life so that everyone always establishes good relations between fellow citizens.*

12.) The AM data

The researcher found the appropriate use of clause linkage markers in the AM data. The appropriate use of clause linkage markers in AM data consists of 6 of 8 clause linkage markers used in the AM data. One of the appropriate use of clause linkage markers in AM data is shown in the following data:

> *In addition, writing skill is also supported by other branches of linguistics such as semantic, discourse, syntax, psycholinguistics, and socio linguistics.*

The use of *in addition* is categorized as addition type. The marker is appropriate in that sentence because it has been used appropriately to convey the meaning of researcher.

Meanwhile, the inappropriate use of clause linkage markers in the AM data consists of 2 of 8 clause linkage markers used in the data. One of the inappropriate use of clause linkage markers in AM data is shown in the following data

> *Most of them have limited English vocabulary so they have difficulty in conveying important information with the right choice of words.*

The use of *so* is categorized as consequence type, but it is inappropriate in that sentence because there is comma before the clause linkage marker. The correct sentence is

Most of them have limited English vocabulary, so they have difficulty in conveying important information with the right choice of words.

13.) The MTYS data

The researcher found the appropriate use of clause linkage markers in the MTYS data. The appropriate use of clause linkage markers in MTYS data consists of 15 of 18 clause linkage markers used in the MTYS data. One of the appropriate use of clause linkage markers in MTYS data is shown in the following data:

<u>Furthermore,</u> reading is a complex cognitive ability requiring the capacity to integrate text information with the knowledge of the listener or reader and resulting in the collaboration of a mental representation.

The use of *furthermore* is categorized as addition type. The marker is appropriate in that sentence because it has been used appropriately to convey the meaning of researcher.

Meanwhile, the inappropriate use of clause linkage markers in the MTYS data consists of 6 of 28 clause linkage markers used in the data. One of the inappropriate use of clause linkage markers in MTYS data is shown in the following data

<u>And</u> the last one is the students do not have high motivation in reading.

The use of *and* is categorized as addition type, but it is inappropriate in that sentence because the marker of *and*

should be in the middle between two clauses, and using

comma before clause linkage marker. The correct sentence is

> *In addition, the last one is the students do not have high motivation in reading.*

14.) RDI data

The researcher found the appropriate use of clause

linkage markers in the RDI data. The appropriate use of clause

linkage markers in RDI data consists of 19 of 25 clause linkage

markers used in the RDI data. One of the appropriate use of

clause linkage markers in RDI data is shown in the following

data:

> *Moreover, the ability to write in English is influenced by various aspects that can be categorized into linguistic and non-linguistic aspects.*

The use of *moreover* is categorized as addition type. The

marker is appropriate in that sentence because it has been used

appropriately to convey the meaning of researcher.

Meanwhile, the inappropriate use of clause linkage

markers in the RDI data consists of 6 of 25 clause linkage

markers used in the data. One of the inappropriate use of

clause linkage markers in RDI data is shown in the following

data

> *Thus, writing activities can broaden horizons either in theory or facts, so that writing can be make a way for someone to convey information clearly and easily understood.*

The use of *so that* is categorized as consequence type, but it is inappropriate in that sentence because there is comma before the clause linkage marker. The correct sentence is

> *Thus, writing activities can broaden horizons either in theory or facts <u>so that</u> writing can be make a way for someone to convey information clearly and easily understood.*

15.) The RDS data

The researcher found the appropriate use of clause linkage markers in the RDS data. The appropriate use of clause linkage markers in RDS data consists of 17 of 26 clause linkage markers used in the RDS data. One of the appropriate use of clause linkage markers in RDS data is shown in the following data:

> *The reason of why it is such a need to learn <u>because</u> it is a language of trade, education, and technology; where people live with these*

The use of *because* is categorized as consequence type. The marker is appropriate in that sentence because it has been used appropriate to convey the meaning of researcher.

Meanwhile, the inappropriate use of clause linkage markers in the RDS data consists of 9 of 26 clause linkage markers used in the data. One of the inappropriate use of clause linkage markers in RDS data is shown in the following data

> *Besides, speaking another language may be difficult for foreign language learners because the target language is not exposed as much as possible and the chance to use target language is sometimes limited.*

The use of *besides* is categorized as addition type, but it is inappropriate to convey the meaning of the researcher. The correct sentence is

> *Moreover, speaking another language may be difficult for foreign language learners because the target language is not exposed as much as possible and the chance to use target language is sometimes limited.*

16.) The SZM data

The researcher found the appropriate use of clause linkage markers in the SZM data. The appropriate use of clause linkage markers in SZM data consists of 8 of 8 clause linkage markers used in the SZM data. One of the appropriate use of clause linkage markers in SZM data is shown in the following data:

> *There are also a lot of books translated into Indonesian language, but for many reason there are various different terms which have same meaning.*

The use of *but* is categorized as contrast type. The marker is appropriate in that sentence because there is comma after the use of clause linkage marker. In addition, it has been used appropriately to convey the meaning of researcher.

There is no error type of CLM that found in the SZM data.

17.) The AA data

The researcher found the appropriate use of clause linkage markers in the AA data. The appropriate use of clause linkage markers in AA data consists of 7 of 7 clause linkage markers used in the AA data. One of the appropriate use of clause linkage markers in AA data is shown in the following data:

> *<u>Thus,</u> it can be concluded that reading understanding is inadequate of the tenth graders at SMA Muhammadiyah 1 Trimurjo.*

The use of *thus* is categorized as contrast type. The marker is appropriate in that sentence because there is comma after the use of clause linkage marker. In addition, it has been used appropriately to convey the meaning of researcher.

There is no error type of CLM that found in the AA data.

18.) The MO data

The researcher found the appropriate use of clause linkage markers in the MO data. The appropriate use of clause linkage markers in MO data consists of 12 of 14 clause linkage markers used in the MO data. One of the appropriate use of clause linkage markers in MO data is shown in the following data:

> *Therefore, it can be concluded that 10th grade students of SMA Muhammadiyah 1 Metro have limited or insufficient reading comprehension in English.*

The use of *therefore* is categorized as consequence type. The marker is appropriate in that sentence because it has been used appropriately to convey the meaning of researcher.

Meanwhile, the inappropriate use of clause linkage markers in the MO data consists of 2 of 14 clause linkage markers used in the data. One of the inappropriate use of clause linkage markers in MO data is shown in the following data

> *Happy reading improves verbal intelligence and linguistic, because reading can enrich vocabulary.*

The use of *because* is categorized as consequence type, but it is inappropriate in that sentence because there is comma before the clause linkage marker. The correct sentence is

> *Happy reading improves verbal intelligence and linguistic because reading can enrich vocabulary.*

19.) RAH

The researcher found the appropriate use of clause linkage markers in the RAH data. The appropriate use of clause linkage markers in RAH data consists of 12 of 16 clause linkage markers used in the RAH data. One of the appropriate use of clause linkage markers in RAH data is shown in the following data:

As we know, if the student interest in learning that is given by teacher, they can understand the material easily.

There are two of appropriate clause linkage markers in that sentence. The first is the mark of *as* that is categorized as consequence. The second is the mark of *if* that is categorized as conditional type. Two of marker is appropriate in that sentence because they have been used appropriately to convey the meaning of researcher.

Meanwhile, the inappropriate use of clause linkage markers in the RAH data consists of 4 of 16 clause linkage markers used in the data. One of the inappropriate use of clause linkage markers in RAH data is shown in the following data

So the researcher chooses this technique with an expectation that Dictogloss can help students in writing activity.

The use of *so* is categorized as consequence type, but it is inappropriate in that sentence because the use of *so* should be in the middle between two clauses. The correct sentence is

Therefore, the researcher chooses this technique with an expectation that Dictogloss can help students in writing activity.

20.) The TH data

The researcher found the appropriate use of clause linkage markers in the TH data. The appropriate use of clause

linkage markers in TH data consists of 14 of 17 clause linkage markers used in the TH data. One of the appropriate use of clause linkage markers in TH data is shown in the following data:

> *It is important for us to learn language especially English <u>since</u> it is used as a means of communication among nation in the world.*

The use of *since* is categorized as consequence type. The marker is appropriate in that sentence because it has been used appropriately to convey the meaning of researcher.

Meanwhile, the inappropriate use of clause linkage markers in the TH data consists of 3 of 17 clause linkage markers used in the data. One of the inappropriate use of clause linkage markers in TH data is shown in the following data

> <u>*But,*</u> *the students feel bored and lazy when they must read a text, even less answer the questions about the text.*

The use of *but* is categorized as contrast type, but it is inappropriate in that sentence because the use of *but* should be in the middle between two clauses. The correct sentence is

> <u>*However,*</u> *the students feel bored and lazy when they must read a text, even less answer the questions about the text.*

Table 4.5

**The Percentage of Clause Linkage Markers Used in
Undergraduate Thesis of English Education Department
Students at State Institute for Islamic Studies of Metro**

No.	The Use of CLM	Frequency	Percentage
1	The Appropriate Use	238	78%
2	The Inappropriate Use	69	22%
Total		307	100%

Based on the information above, it is known that categorization of the use of clause linkage markers in undergraduate thesis of English Department students at State Institute For Islamic Studies of Metro is divided into appropriate and inappropriate use based on each type of markers. The appropriate use of clause linkage marker consist of 78 % which includes the use of 10,57 % temporal types, 3,52 % conditional types, 42,73 % consequence type, 2,20 % possible consequence type, 31,27 % addition type, and 9,69 % contrast type. It is concluded that the most appropriate type is consequence type.

The inappropriate use of clause linkage marker consist of 22 % which includes the use 50% of error temporal type, 7 % of error conditional type, 24% of error consequence type, 10% of error contrast type, and 9 % of conditional type. It is inferred that the most inappropriate type is temporal type.

Based on the explanation above, it can be seen that the use of clause linkage marker is dominated by the appropriate use of clause linkage markers, which is dominated by the type of consequence. The form of dominant error clause linkage marker are *because, since, therefore, so that, thus, as.*

Furthermore, the use of clause linkage markers in undergraduate thesis of English Education Department students at State Institute for Islamic Studies of Metro was also analyzed based on the type of sentences consisting of compound sentence, complex sentence, and compound-complex sentence. In this case, the researcher analyzed whether each type of sentences contains the appropriate use of clause linkage markers if it is classified in each type of sentence. The result of analysis related to the use of clause linkage markers in undergraduate thesis of English Education Department students at State Institute for Islamic Studies of Metro is illustrated bellow:
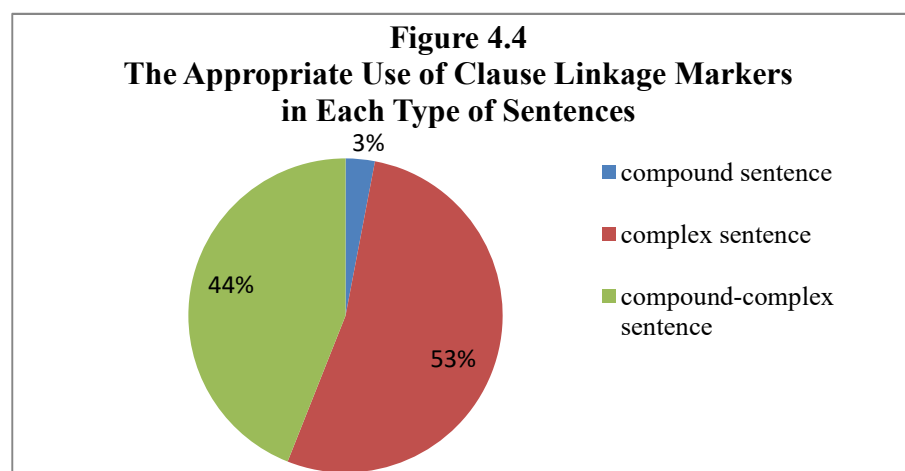
Figure 4.4
The Appropriate Use of Clause Linkage Markers in Each Type of Sentences

The appropriate use of clause linkage markers if it is analyzed based on each type of sentence consisting of compound sentence, complex sentence, and compound-complex sentence is dominated by the appropriate use of clause linkage markers in complex sentence. It is because the researcher found that there are 53% of appropriate used of complex sentence found in undergraduate thesis. Therefore, it can be concluded that the appropriate use of clause linkage markers is dominated by complex sentence.

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Figure 4.5
The Inappropriate Use of Clause Linkage Markers
in Each Type of Sentence

■ compound sentence
■ complex sentence
■ compound-complex sentence
■

20%

16%

64%
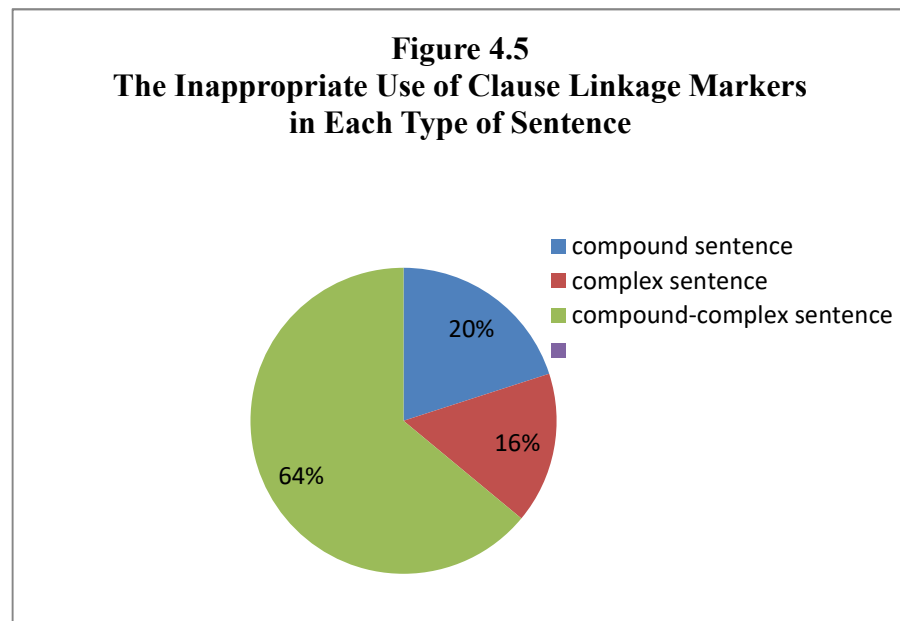
Based on the diagram information above, it can be known that the use of clause linkage markers if it is analyzed from each type of sentence is dominated by compound-complex sentence. It is because the researcher found that there are 64% of inappropriate use of compound-complex sentence. Therefore, it can be concluded that the

inappropriate use of clause linkage markers is dominated by compound-complex sentence.

B. Discussion

This research was conducted based on problems that were found by the researcher on the process of pre-survey in the form of 20 % error clause linkage markers used in the students' undergraduate thesis. In line with the problems found in the pre-survey result, the researcher investigate more deeply in order to analyze the most error type of clause linkage markers used in undergraduate thesis of English department students at State Institute for Islamic Studies of Metroand to explore the use of clause linkage markers in undergraduate thesis of English department students at State Institute for Islamic Studies of Metro

Based on the analysis result of clause linkage marker in undergraduate thesis of the English Education Department at State Institute for Islamic Studies of Metro, it was investigated that the most error type of clause linkage marker used in undergraduate thesis is temporal marker because the researcher found that 50% of the error type of clause linkage markers used in 20 undergraduate thesis.

Moreover, the second research result is related to the use of clause linkage markers in undergraduate thesis of English Education Department students at State Institute for Islamic Studies of Metro. Based on the result of the research, it is investigated that the use of clause linkage marker in

undergraduate thesis is dominated by the appropriate use of clause linkage markers. It is because there is 78% of the appropriate clause linkage markers in each type of marker used in 20 undergraduate theses. Meanwhile, if it is examined the appropriate clause linkage markers based on each type of sentence consisting of compound sentence, complex sentence, and compound-complex sentence, it is dominated by complex sentence (53%), while the inappropriate used is dominated by compound-complex sentence (64%).

In addition, according to Row Cown, the errors of clause linkage markers used in form of written were caused by certain kinds of markers are overused or underused, and these used pattern seemed to related to the markers of composition that students had written. In addition, some students exhibited a lack of sensitively to style, often more informal marker to formal marker.[38]

Furthermore, it is also necessary to have solutions in handling error in using clause linkage markers in students' writing especially in undergraduate thesis. According to Row Cown, the solutions of error in using clause linkage markers include explaining contextual subtleties that influence choices from among the individual markers within the specific groups and provide more practice that force students to speak and write sentences using clause linkage marker by focusing on the environment and

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[38]Ron Cowan, *The Teacher's Grammar of English:a course book and guide,*(UK: Cambridge University Press,2008),629

open ended practice[39]. By understanding the use of markers correctly, the students were able to choose markers that are in accordance with the context of the sentence and practice it in their writing.

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[39]*Ibid, 631*

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher would like to describe the conclusion of this research related with the research results that include of the most error type of clause linkage marker used in undergraduate thesis and the use of clause linkage marker in undergraduate thesis of the English Education Department at State Institute for Islamic Studies of Metro.

Furthermore, the most error type of clause linkage marker used in undergraduate thesis is temporal marker because the researcher found that 50% of the error type of clause linkage markers used in 20 undergraduate thesis.

Moreover, the second research result is related to the use of clause linkage markers in undergraduate thesis of English Education Department students at State Institute for Islamic Studies of Metro. Based on the result of the research, it is investigated that the use of clause linkage marker in undergraduate thesis is dominated by the appropriate use of clause linkage markers. It is because there is 78% of the appropriate clause linkage markers used in 20 undergraduate theses.

Meanwhile, if it is analyzed the appropriate clause linkage markers based on each type of sentence consisting of compound sentence, complex sentence, and compound-complex sentence, it is dominated by complex

sentence (53%), while the inappropriate used is dominated by compound-complex sentence (64%).

B.   Suggestion

   1.   For the Students

It is recommended that the students understand the concept of clause linkage markers and practice more intensively in the academic writing especially in undergraduate thesis. It is hoped that by good mastery of clause linkage markers, the quality of students' academic writing is better.

   2.   For the English Lecturer

It is recommended that the English lecturers motivate the students for more understanding the concept of grammar which one of them is clause linkage marker. It is intended to make students' writing is better.

   3.   For the Other Researchers

It is recommended that the other researchers develop this research by developing other research objectives. It is hoped that the research result relates with the topic about the use of clause linkage markers in academic writing make better quality of writing.

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APPENDICES

1.   **Blue Print of Observation Sheet**

No	Aspect	Sub Aspect	References
1.	The most error type of clause linkage marker used in undergraduate thesis of English department students' at State Institute for Islamic Studies of Metro?	- Temporal - Consequence - Possible consequence - Conditional - Addition - Contrast - Alternative - Manner	Robert M. W. Dixon and A. I͡U Aĭkhenval'd, eds., *The Semantics of Clause Linking: A Cross-Linguistic Typology*, Oxford Linguistics 5 (Oxford ; New York: Oxford University Press, 2009), 9–35.
2.	The use of clause linkage markers in undergraduate thesis of English department students at State Institute for Islamic Studies of Metro?	The appropriate use of clause linkage markers	Robert M. W. Dixon and A. I͡U Aĭkhenval'd, eds., *The Semantics of Clause Linking: A Cross-Linguistic Typology*, Oxford Linguistics 5 (Oxford ; New York: Oxford University Press, 2009), 9–35.
		The inappropriate use of clause linkage markers	Robert M. W. Dixon and A. I͡U Aĭkhenval'd, eds., *The Semantics of Clause Linking: A Cross-Linguistic Typology*, Oxford Linguistics 5 s(Oxford ; New York: Oxford University Press, 2009), 9–35.
		The Use of Clause Linkage Markers In Each Sentence Type - Compound	Elizabeth Chesla, *Toefl Exam success from learning express*

		sentence - Complex sentence - Compound-Complex sentence	*in only 6 strategic steps,* (New York: Learning express, 2002), 54.

2. **Blue Print of Documentation Sheet**

No	Aspect
1.	Profile of State Institute for Islamic Studies of Metro
2.	The structure organization of State Institute For Islamic Studies of Metro
3.	Facilities of State Institute For Islamic Studies of Metro
4.	Location sketch of State Institute for Islamic Studies of Metro
5.	Condition of Lecturer TBI
6	Students' Undergraduate thesis

OBSERVATION SHEET

The most error type of clause linkage marker used
in undergraduate thesis of English Education Department students'
at State Institute for Islamic Studies of Metro

No.	Data	Sentences	Types
1.	EA	It means that, <u>if</u> the students are able to communicate well he or she will be able to interact with the society, go to many places without having 4any problems.	Conditional
		Technique is a systematic procedure, formula, or a set of rules, that aims to achieve a specific and effective result <u>**so**</u> it can be used to handle the situation in the class.	Consequence
		Another problem are the students have less confidence in speaking English and did not interest with English learning.	Temporal
		The highest score was 75 and the lowest score was 30 with total score 1640.	In addition

		In this case, the students must study hard to master it <u>and</u> the teacher should create a good atmosphere in class.	In addition
2.	IFJ	<u>If</u> we do not know about English, we are in danger in being excluded from what going on in education, at work, and then especially in the world of technological advance.	Consequence
		There are 29 students how include in failed category (85.29%) and students how include in passed 5 category (14,70 %).	In addition
		The second, the students had low motivation in reading and teaching strategy used by teacher of students unattractive and monotones, <u>so that</u> learning activities are dominated by teacher.	Consequence
		Teaching-learning process basically was a process in which teachers <u>and</u> students interacts each other.	In addition
		In teaching and learning process, used learning strategy was needed for a	Consequence

		teacher in order to be able to deliver the material to be taught to the students, <u>so that</u> the message to be delivered by teacher can be accepted by the students concretely, <u>and</u> the learning and teaching process could be more interesting and interactive.	
3.	KN	Moreover, the benefit of speaking is a great way of building personal development on my levels, <u>since</u> improving communication skill is helpful in almost every area of life	Consequence
		<u>In addition</u>, speaking problems are caused by the insufficient contribution of non-linguistic aspects, such as the lack of motivation to speak and the lack of support for the environment and the limitations of teaching media.	Addition
4.	SEW	The challenge is to make sure that the content being communicated is relevant <u>and</u> that the people exploit all possibilities for communication during the activity.	In addition

The use of clause linkage markers

in Undergraduate Thesis of English Education Department Students

at State Institute for Islamic Studies of Metro

No.	Data	Sentence	The appropriate used	The inappropriate used	Type of marker
1.	EA	<u>In addition,</u> language also has a very important role in the intellectual, social, and emotional development of people.	✓		Addition
		<u>Moreover,</u> speaking can be defined as a speech production that becomes a part of daily activities which involves interaction.	✓		Addition
		<u>In addition,</u> there are primary components in order to develop education quality, such as teachers, students, methods, techniques and course materials.	✓		Addition
		Technique is a systematic procedure, formula, or a set of rules, that aims to achieve a specific and effective result <u>so</u> it can be used to handle the situation in the class.		✓	Consequence

2.	**IFJ**	There are 29 students how include in failed category (85.29%) <u>and</u> students how include in passed 5 category (14,70 %).		✓	addition
		<u>Furthermore</u>, the teacher or lecture should use some strategies to make students enjoy and fun, <u>and</u> a good strategy would support learning English.	✓		addition
3.	**KN**	English is one of the most commonly spoken language <u>and</u> is often considered as the most influence language in the world.		✓	Addition
		<u>In addition</u>, English is one of the most widely spoken languages in the world.	✓		Addition
		<u>Therefore</u>, speaking is one of the language skills as an interactive process of constructing meaning that involves producing, receiving and processing information.	✓		Consequence

The Total Use of Clause Linkage Markers

in Undergraduate Thesis of English Education Department Students

at State Institute for Islamic Studies of Metro

No.	Data	The Types of CLM	The Appropriate use	The Inappropriate use
1.	EA	Temporal	3	1
		Consequence	1	1
		Possible consequence	-	1
		Conditional	1	-
		Addition	-	4
		Contrast	-	-
		Alternative	-	-
		Manner	-	-
2.	IFJ	Temporal	3	2
		Consequence	1	-
		Possible consequence	-	-
		Conditional	1	-
		Addition	-	2
		Co ntrast	-	-
		Alternative	-	-
		Manner	-	-
3.	KN	Temporal	3	-
		Consequence	-	6
		Possible consequence	-	-
		Conditional	1	-
		Addition	-	5
		Contrast	-	2
		Alternative	-	-
		Manner	-	-
4.	SEW	Temporal	4	4
		Consequence	2	1
		Possible consequence	-	-
		Conditional	-	3
		Addition	-	4
		Contrast	2	3
		Alternative	-	-
		Manner	-	-
5.	MT	Temporal	4	1

		Consequence	1	
		Possible consequence	-	-
		Conditional	-	12
		Addition	1	8
		Contrast	-	1
		Alternative	-	-
		Manner	-	-
6.	RDI	Temporal	2	2
		Consequence	3	9
		Possible consequence	-	1
		Conditional	-	-
		Addition	-	6
		Contrast	1	1
		Alternative	-	-
		Manner	-	-
7.	RDS	Temporal	7	3
		Consequence	-	10
		Possible consequence	-	-
		Conditional	-	-
		Addition	1	2
		Contrast	1	2
		Alternative	-	-
		Manner	-	-
8.	MTYS	Temporal	-	1
		Consequence	1	7
		Possible consequence	-	-
		Conditional	-	
		Addition	2	6
		Contrast	1	1
		Alternative	-	-
		Manner	-	-
9.	TH	Temporal	1	4
		Consequence	-	6
		Possible consequence	-	-
		Conditional	1	2
		Addition		1
		Contrast	1	1
		Alternative	-	-
		Manner	-	-

The Use of Clause Linkage Markers In Each Sentence Type

No.	Data	Sentence	The use					
			APPROPRIATE			INAPPRIATE		
			Compound	Complex	Compund-complex	Compound	Complex	Compund-complex
1.	EA	.... **In addition**, language also has a very important role in the intellectual, social, and emotional development of people.	-	-	✓	-	-	
		Moreover, speaking can be defined as a speech production that becomes a part of daily activities which involves interaction.	-	✓	-	-	-	
		……..**In addition,** there are primary components in order to develop education quality, such as teachers, students, methods, techniques and course materials.	-	-	✓	-	-	
		Technique is a systematic procedure, formula, or a set of rules, that aims to achieve a specific and effective result <u>so</u> it can be used to handle the situation in the class.	-	-	-	-	-	✓
		<u>Then,</u> the teachers divide the students into group <u>and</u> determine who is involved as a speaker <u>and</u> who act as a listener.	-	-	-	-		✓

No	Code	Sentence						
		Moreover, based on the pre-survey on March 14th 2019 at the tenth graders of MA Ma'arif NU 5 Sekampung, the writer found that there are many problems in speaking.	-	✓	-	-	-	-
		The third problems are the students have lack of vocabulary and do not know how to pronounce the words well.	-	-	-	✓	-	-
		Another problem are the students have less confidence in speaking english and did not interest with English learning.	-	-	-	✓	-	-
		The highest score was 75 and the lowest score was 30 with total score 1640.	-	-	-	✓	-	-
2	IFJ	If we do not know about English, we are in danger in being excluded from what going on in education, at work, and then especially in the world of technological advance.	-	-	-	-	✓	
		....**Furthermore,** the form of communication use reading as words, sentences, punctuation, and good structure.	-	-	✓	-	-	-

Undergraduate Thesis as the Researched for 2019 until 2020

Year	No	Title	Author
2019	1.	The Influence of Using Cooperative Script Technique on the Students' Speaking Skill among the Tenth Graders at Ma Ma'arif Nu 5 Sekampung East Lampung in the Academic Year of 2019/ 2020	Ema Afriani
	2.	Using Visualization Strategy in Narrative Text to Improve Students Reading Comprehesion Ability among the Tenth Grade of Ma Ma'arif 09 Kota Gajah	Ika Fidiatul Jannah
	3.	Increasing the Students' Writing Ability by Using Six Thinking Hats Strategy at Junior High School PGRI 01 Bandar Surabaya	Shella Aprellia
	4.	Applying Small Group Discussion Technique to Improve the Students' Writing Descriptive Text Skill at the Tenth Graders of SMK Wahid Hasyim Ma'arif Nu 05 Pekalongan Lampung Timur	Febri Sursam Putra
	5.	An Analysis of Consonant Mastery on The Students Pronunciation among the Eighth Graders at SMPN 5 Metro in the Academic Year of 2019/ 2020	Dwi Lestari
	6.	The Implementation of Hopscoth Technique to Improve the Students' Speaking Performance among the Eighth Graders at SMP TMI Roudhlatul Qur'an Metro in the Academic Year of 2019/2020	Evinia Susandi
	7.	the Use of Film as Media to Improve Speaking Ability at the Seventh Graders of SMP Muhammadiyah 4 Metro in the Academic Year 2019/2020	Khoirotun Nisa'
	8.	A Comparative Study Between the Use of Video And Song in Students Listening Comprehension at MTS Muhammadiyah Metro Academic Year 2019/2020"	Khoirul Munawaroh
	9.	The Use of Hamburger Strategy in Improving Writing Skill among the Eleventh Grade of Ma Ma`Arif Nu 5 Sekampung	Sintia Marcella Anggelina
	10	Improving Students' Translation Mastery	Sindi Ega

		by Using Descriptive Equivalent Strategy at the Eleventh Graders of SMA Negeri 1 Punggur Central Lampung	Wardani
2020	11.	The Application of Riddle Game in Increasing Students Speaking Performance at the Tenth Grade at SMA N 1 Sekampung of East Lampung	Marina Tasya
	12.	Improving Students' Writing Skill by Using Five Sense Technique among the Eleventh Grade at Senior High School of Kartikatama Metro in the Academic Year of 2019/2020	Ashari Maharani
	13.	Improving Reading Skill by Using Guide O Rama Strategy of the Eighth Graders at SMP Muhammadiyah 4 Metro in the Academic Year of 2019/2020	Mei Tri Yana Sari
	14.	The Implementation of You Ought to Be in the Picture Strategy in Improving Students" Writing Ability at SMP Muhammadiyah 1 Trimurjo	Rezha Dwi Indart
	15.	The Correlation Between Listening Ability And the Student's Speaking Performance in English at the Eighth Graders of Junior High School in SMP N 3 Batanghari East Lampung	Rosiana Dwi Safitri
	16.	Developing English Learning Materials for Students of Islamic Elementary School Teacher Education Study Program at Iain Metro	Siti Zainatul Mar"Ah
	17.	Improving Reading Comprehension Ability by Using Paca Strategy (Predicting-Activity-And-Confirming-Activity) of the Tenth Graders at SMA Muhammadiyah 1 Trimurjo	Amer Abadi
	18.	Improving Students Reading Comprehension by Using Contextual Redefinition Strategy of the Tenth Graders at Sma Muhammadiyah 1 Metro	Mia Oktaviani
	19	The Influence of Using Dictogloss Technique on the Students Narrative Text Writing Ability among the Eighth Grade of Smp Ma'arif 9 Way Jepara	Robin Al Hadi
	20.	An Analysis Students Reading Comprehension in Descriptive Text at Tenth Grade Students of Smk Muhammadiyah 2 Metro	Trining Hastuti

Field Note Result		
No	Date	Notes
1.	22/07/2021	I went to State Institute For Islamic Studies of Metro library to ask permission research by attaching an assignment letter and research permit that I gave to the officer.
2.	26/07/2021	I asked the library officer for permission to conduct research by showing the research permit. I analyzed undergraduate thesis, Including data EA, IFJ, SA, FSP, DL, ES, and KN.
3.	27/07/2021	I asked the library officer for permission to conduct research by showing the research permit. I analyzed undergraduate thesis, including data KM, SMA,SEW, MT, AM, MTYS, and RDI.
4.	28/07/2021	I analyzed the most error type of clause linkage markers and the use of clause linkage markers in undergraduate thesis of State Institute for Islamic Studies of Metro including data RDS, SZM, AH, MD, RAH, and TH.

AN UNDERGRADUATE THESIS

**IMPROVING STUDENTS' TRANSLATION MASTERY BY
USING DESCRIPTIVE EQUIVALENT STRATEGY AT THE
ELEVENTH GRADERS OF SMA NEGERI 1 PUNGGUR
CENTRAL LAMPUNG**

BY:

SINDI EGA WARDANI

STUDENT.ID. 1501070206

**Tarbiyah and Teacher Training Faculty
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2019M**

CHAPTER 1
INTRODUCTION

A. Background of the Study

Translation is an operation performed on language as a process of substituting a text in one language for a text in another. Any theory of translation must draw upon a theory of language as a general linguistics theory. Translation is a significant part of English language teaching for a long time. Many English language teaching teachers and theorists now see the validity and grade of translation as an activity in communicative classroom although few course book writers offer ideas and materials for this area.

Furthermore, in terms of communicative competence, translation activities require accuracy, clarity and flexibility. It trains the reader to look for the most appropriate word to convey what is meant. Translation is by its nature a highly communicative activity. The challenge is to make sure that the content being communicated is relevant and that the people exploit all possibilities for communication during the activity.

Moreover, translation in group can encourage learners to discuss the meaning and use of language at the deepest possible levels as they work through the process of understanding and then looking for equivalents in another language. Translation is a real-life, natural activity and increasingly necessary in a global environment. Many students live in either their own countries or a new one need to translate language on a daily basis, both informally and formally. This is even more important with the growing

importance of online information. Teachers can focus on translation activities on highly specific learning aims, such as practicing of certain vocabulary, grammar points, styles and registers, etc. It also lends itself well to work with other tools such as e-mail and class web page.

Although translation has many benefits and can practice four skills of English language teaching, but the students still feel that translation is difficult. Commonly the students also have the problems in linguistics and non-linguistics problem. Because of linguistics problem such as vocabulary skill, the students feel that translation is difficult. Vocabulary skill is one of important thing in translation. If the students' vocabulary mastery is sufficient, they can arrange the meaning of sentence easily.

Beside vocabulary skill, the students usually have low motivation to translate the text. Being lazy is the most dominant factor in influencing students' translation quality. If in the first impression they see the paragraph that is very long, automatically in their minds it's difficult and lazy to do that. Commonly, the students tend to use 'Google Translate' when the teacher asks them to translate a text or something. They said that easy and practical. Beside of it their habit to use word by word translation makes the translation process is difficult. If they use word by word translation, automatically they arrange the meaning based on the meaning that they have and then they find the difficult because the meaning is ambiguity. Their habit after they find the difficulty they lazy to find another meaning in order the meaning is easy to understanding.

However, translation mastery is not easy in understanding by the students. There are so many problems in translation that often happen cause various problems that can include in linguistics and non-linguistics aspect. The problem in translation causes low linguistics skill included of vocabulary skill, low grammatical skill and the inability to get the meaning from the language context that needs.

In addition, the problems in translation are inability to transfer the meaning of message from the source language to target language, inability to get the meaning of massage that transfer, and low vocabulary skill that will make the students difficult to retransfer the massage from source language to target language.

The problems of translation mastery are caused by non-linguistics aspect that include of the use of less appropriate media. The use of less interest media influences the students' low motivation in translation process. The use of incorrect media will influence the learning process of translation boring, less straightness the influence of environment, low psychological aspect that include low translation mastery motivation, and low interest to translation.

In relation with the translation problem above, writer had found the translation problem in SMAN 1 Punggur at the eleventh graders based on the result of pre-survey. Pre-survey held on Friday, April5 2019. The ilustration the day of Pra-survey is on the following table.

Distribution of translation grade of the eleventh graders at SMAN 1 Punggur have the clasification became a complete and incomplete based on the Minimum Mastery Criteria (MMC) of English subject in SMAN 1 Punggur is 77. The result of translation grade at SMAN 1 Punggur showing on the following table :

Table 2. The classification of translation masteryof eleventh grade at SMAN 1 Punggur

No	Grade	Number	Percentage	Criteria
1	≥ KKM (77)	4 Students	12 %	Complete
2	< KKM (77)	32 Students	88 %	Incomplete

Based on the result of translation above, it is investigated that a big part of students at the eleventh grade at SMAN 1 Punggur have the low translation mastery. It shows with the total of the student that can't achieve Minimum Mastery Criteria (MMC) are 32 students. Meanwhile, the total of the student that can achieve the MMC there are only 4 students.

Based on the result, it means that the total of the student that can achieve MMC little bit more than the student that cannot achieve the students. Because of this it is concluded that students translation mastery at SMAN 1 Punggur is low.

The translation problem that happens by the students at eleventh grade in SMAN 1 Punggur cause of the limited vocabulary that they have. Beside this the student also have the low grammatical skil, so they find the difficultnes when they translete massage from the SL to TL.

The students of the eleventh grade at SMAN 1 Punggur find the difficultness in catch the main message for SL to TL. Beside this the students also find the difficultness when the students try to transfer the important information from the SL to TL with the right grammatical.

The translation problems that happen in eleventh grade at SMAN 1 Punggur cause of the low motivation, low interesting and the translation habbit in english. The translation problem that happen by the students of the eleventh grade at SMAN 1 Punggur should be done with the application a right strategy.

Furthermore, to improve students' translation mastery, there should be an effort to implement a teaching strategy. One of the teaching strategies is descriptive equivalent strategy means to provide an explanation or give an account of the source language expression in the target language text. Descriptive equivalents are normallyused as footnotes, as they are too long to fit the target text. Functional equivalents would fare better[1].

Based on the explanation above, the writer want to hold the classroom action research in effort to improving students translation mastery at the eleventh grade at SMAN 1 Punggur with the implementation descriptive equivalent strategy.

Based on the problem above, the writer constructs the tittle of the proposal to be "Improving Students' Translation Mastery by Using

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[1] Chan Sin-wai. *The future of Translation Technology.* Routledge. 2017

Documentation Sheet

No	Aspect	Available	Unavailable
1.	Profile of State Institute for Islamic Studies of Metro	✓	
2.	Organization structure of State Institute for Islamic Studies of Metro	✓	
3.	Facilities of State Institute for Islamic Studies of Metro	✓	
4.	Location sketch	✓	
5.	Condition of Lecturer	✓	
6	Students' Undergraduate thesis	✓	

DOCUMENTATION SHEET

1. The Researcher collected the data undergraduate thesis of English Education
    Department Students by coming to the library of State Institute for Islamic
    Studies of Metro.

2. The Researcher collected the data undergraduate thesis of English Education Department Students by downloading through repository of State Institute for Islamic Studies of Metro through online way (https://.repository.metrouniv.ac.id//)

3. The researcher analyzed the most error type of clause linkage markers and the use of clause linkage markers in undergraduate thesis of State Institute for Islamic Studies of Metro including data EA, IFJ, SA, FSP, DL, ES, and KN.

4. The researcher analyzed the most error type of clause linkage markers and the use of clause linkage markers in undergraduate thesis of State Institute for Islamic Studies of Metro including data KM, SMA,SEW, MT, AM, MTYS, and RDI

5. The researcher analyzed the most error type of clause linkage markers and the use of clause linkage markers in undergraduate thesis of State Institute for Islamic Studies of Metro including data RDS, SZM, AH, MD, RAH, and TH.

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Nomor   : B-1544/In.28.1/J/TL.00/06/2020
Lampiran : -
Perihal   : **IZIN** *PRA-SURVEY*

Kepada Yth.,
KEPALA PERPUSTAKAAN IAIN METRO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	**DEWI PURWATI**
NPM	:	1701070078
Semester	:	6 (Enam)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	AN ANALYSIS OF CLAUSE LINKAGE MARKERS IN UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT STUDENTS AT IAIN METRO

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

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

Wassalamu'alaikum Wr. Wb.

Metro, 25 Juni 2020
Ketua Jurusan
Tadris Bahasa Inggris

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

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UNIT PERPUSTAKAAN
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SURAT KETERANGAN IZIN RISET
Nomor : P.23/In.28/U.1/OT. 1/07/2020

Berdasarkan Surat Nomor : B-1544/In.28.1/J/TL.00/06/2020 tanggal 25 Juni 2020 tentang Permohonan izin Pra-Survey di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

Nama	:	DEWI PURWATI
NPM	:	1701070078
Semester	:	6 (Enam)
Jurusan	:	Tadris Bahasa Inggris

Untuk mengadakan Pra-Survey penelitian yang berjudul : "AN ANALYSIS OF CLAUSE LINKAGE MARKERS IN UNDERGRADUATE THESIS OF ENGLISH DEPARTEMENT STUDENTS AT IAIN METRO" di Perpustakaan IAIN Metro.

Demikian surat izin riset penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya.
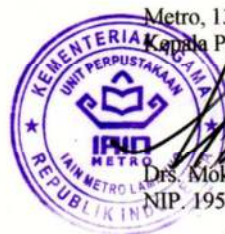
Metro, 13 Juli 2020
Kepala Perpustakaan,

Drs. Mokhtaridi Sudin, M.Pd
NIP. 195808311981031001

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dewi Purwati   Jurusan : Tarbiyah & Ilmu Keguruan/TBI
NPM : 1701070078   Semester/TA : VII/2020

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Rabu 16/12-2020	✓		Revisi tampilan data pra-survey	Duj
2.	Kamis 4/2021/3	✓		- Data pra survey tampilkan dalam bentuk tabel - Perubahan urutan RQ dan Penambahan RQ 1. What is . . . . . 2. How - Objective and Benefits of Research sesuaikan dengan RQ	Duj
3.	Jumat 12/2021/3	✓		Acc Bab 1 silakan lanjut Bab	Duj
4	Kamis 8/2021/4	✓		Penghapusan teori error analysis " " Writing skill	Duj
5.	Kamis 15/2021/4	✓		Acc BAB II lanjut Bab III	Duj
6.	Rabu 2021	✓		Acc seminar proposal	Duj

Mengetahui,
Ketua Jurusan TBI

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NIP. 19750610 200801 1 014

Dosen Pembimbing I

Drs. Kuryani, M.Pd
NIP. 19620215 199503 1 001

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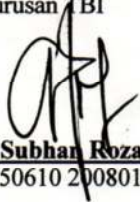Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
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IAIN METRO

Nama : Dewi Purwati   Jurusan : Tarbiyah & Ilmu Keguruan/TBI
NPM : 1701070078   Semester/TA : VII/2020

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Senin 5/10-2020		v	Ace ch-I Contine to ch-II	Duy
	Selasa 27/10-2020		v	Revise ch. II	Duy
	Selasa 3/11-2020		v	Acc. Ch.II. Continue to Ch. III.	Duy
	Selasa 17/11-2020		v	Ace ch. III	Duy

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

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

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Nomor   : B-1787/In.28.1/J/TL.00/06/2021
Lampiran : -
Perihal   : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Kuryani (Pembimbing 1)
Trisna Dinillah Harya (Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

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

Nama	:	**DEWI PURWATI**
NPM	:	1701070078
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ERROR ANALYSIS OF CLAUSE LINKAGE MARKERS IN UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT STUDENTS AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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

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

Wassalamu'alaikum Wr. Wb.

Metro, 03 Juni 2021
Ketua Jurusan
Tadris Bahasa Inggris

Andianto, M.Pd
NIP 19871102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS
Nomor: B-2432/In.28/D.1/TL.01/06/2021

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

Nama	:	**DEWI PURWATI**
NPM	:	1701070078
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Melaksanakan observasi/survey di PERPUSTAKAAN IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS OF CLAUSE LINKAGE MARKERS IN UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT STUDENTS AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO".

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

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

Demikian surat tugas ini dikeluarkan untuk dilaksankan dengan penuh rasa tanggung jawab.

Dikeluarkan di : Metro
Pada Tanggal : 28 Juni 2021

Mengetahui,
Pejabat Setempat

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

Wakil Dekan Akademik dan Kelembagaan,

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

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Nomor   : B-2431/In.28/D.1/TL.00/06/2021
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA PERPUSTAKAAN IAIN
METRO
di-
　　　Tempat

Assalamu'alaikum Wr. Wb.

Berdasarkan dengan Surat Tugas Nomor: B-2432/In.28/D.1/TL.01/06/2021, tanggal 28 Juni 2021 atas nama saudara:

　　Nama　　　　: **DEWI PURWATI**
　　NPM　　　　 : 1701070078
　　Semester　　: 8 (Delapan)
　　Jurusan　　　: Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di PERPUSTAKAAN IAIN METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS OF CLAUSE LINKAGE MARKERS IN UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT STUDENTS AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO".

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

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

Wassalamu'alaikum Wr. Wb.

　　　　　　　　　　　　　　　　　Metro, 28 Juni 2021
　　　　　　　　　　　　　　　　　Wakil Dekan I,

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

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT KETERANGAN IZIN RISET
Nomor : P.53/In.28/U.1/OT. 1/07/2021

Berdasarkan Surat Wakil Dekan I Nomor : B-2432/In.28./D.1/TL.01/06/2021 tentang Permohonan izin riset penelitian di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

Nama	: DEWI PURWATI
NPM	: 1701070078
Semester	: 8 (Delapan)
Jurusan	: Tadris Bahasa Inggris

Untuk mengadakan riset penelitian yang berjudul : "AN ERROR ANALYSIS OF CLAUSE LINKAGE MARKERS IN UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT STUDENTS AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO" di Perpustakaan IAIN Metro.

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

Metro, 22 Juli 2021
Kepala Perpustakaan,

Dr. Aguad, S.Ag., S.Hum., MH.
NIP. 197505052001121002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dewi Purwati

NPM : 1701070078

Fakultas/Jurusan : TBI

Semester/TA : XIII / 2021

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu, 16 Juni 2021	✓		ACC APD	Puy

Mengetahui :
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing I

Drs. Kuryani, M.Pd
NIP. 19620215 199503 1 001

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dewi Purwati   Fakultas/Jurusan : TBI
NPM   : 1701070078   Semester/TA   : XIII/ 2021

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
		I	II		
1.	Selasa, 8 Juni 2021		✓	**ACC APD**	

Mengetahui :
Ketua Jurusasn TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd
NIP. 19830511 2009 12 2 004

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

Nama : Dewi Purwati   Jurusan : TBI
NPM : 170070078   Semester : IX

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Jumat, 01/10 2021	✓		1. Tabel ini dipindahkan didepan, baru diikuti penjelasannya. - Discussion itu menjelaskan. what, why, How.	Dwy
2.	Senin, 18/10 2021	✓		ACC MUNAQOSYAH	Dwy

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102201503 1 004

Dosen Pembimbing I

Dwi Kurvani, M.Pd
NIP. 19620215 199503 1 001

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

Nama   : Dewi Purwati
NPM   : 170070078

Jurusan   : TBI
Semester   : IX

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Jumat, 20 Agustus 2021		✓	Perjelas Hasil Penelitian	
2.	Jumat, 27 Agustus 2021		✓	Perjelas lagi hasil penelitiannya	
3.	Selasa, 7 September 2021		✓	Perhatikan pengetikannya Perhatikan analisis datanya lebih dipertajam lagi	
4.	Selasa, 28 September 2021		✓	ACC Chapter 4-5	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102201503 1 004

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd
NIP. 19830511200912 2 004

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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-523/In.28/S/U.1/OT.01/06/2021

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

Nama	: Dewi Purwati
NPM	: 1701070078
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 1701070078

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, 18 Juni 2021
Kepala Perpustakaan

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

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SURAT KETERANGAN BEBAS PUSTAKA

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

Nama   : Dewi Purwati

NPM   : 1701070078

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, 4 November 2021
Ketua Jurusan TBI

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

AN ERROR ANALYSIS OF CLAUSE LINKAGE MARKERS IN UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT STUDENTS AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

by Dewi Purwati 1701070078

AN UNDERGRADUATE THESIS

AN ERROR ANALYSIS OF CLAUSE LINKAGE MARKERS IN
UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT STUDENTS
AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

By:

DEWI PURWATI

Student Number : 1701070078

TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1442H / 2021M

AN ERROR ANALYSIS OF CLAUSE LINKAGE MARKERS IN UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT STUDENTS AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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CURRICULUM VITAE

The name of writer is Dewi Purwati. She was born in Rejomulyo, on July 6th, 1999. She is the first daughter of happy couple, Mr. Surani and Mrs. Sri Hartati. She has a young sister and her name is Rani Hartanti. She has graduated from Elementary school (SD N Rejomulyo) in 2011. Soon after that, she continued in Junior High School (SMP N 2 Pasir Sakti) and graduated in 2014. She continued her study in Vocational High School (SMK PGRI Pasir Sakti) and graduated in 2017. It was long journey for her to find out her dream. After graduating from vocational high school, she decided to take a major in S-1 English Education Department at State Institute for Islamic Studies Metro (IAIN). Hopefully, she can do anything best to increase and to apply her knowledge wisely.