

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF WORD ORDER ON THE 2018 ABSTRACT
OF THE STUDENTS' UNDERGRADUATE THESIS
IN STATE ISLAMIC INSTITUTE OF METRO**

By:

SEPTIANI

Student Number: 1701070142



Tarbiyah & Teacher Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1443 H/ 2021 M

**AN ANALYSIS OF WORD ORDER ON THE 2018 ABSTRACT
OF THE STUDENTS' UNDERGRADUATE THESIS
IN STATE ISLAMIC INSTITUTE OF METRO**

Presented as a Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

In English Department

BY :

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1443 H / 2021 M



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NOTIFICATION LETTER

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

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

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Students Number : 1701070142
Judul Skripsi : AN ANALYSIS OF WORD ORDER ON THE UNDERGRADUATE
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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr. Wb

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Assalamualaikum Wr.Wb.

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

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APPROVAL PAGE

Assalaamu'alaikum Wr.Wb

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Wassalaamu'alaikum Wr.Wb

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STATEMENT OF RESEARCH ORIGINALITY

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

Metro, 25 November 2021
The Writer,



Septiani
St. ID 1701070142

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

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RATIFICATION PAGE

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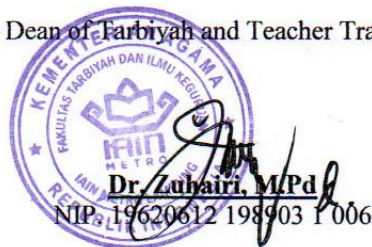
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The Dean of Tarbiyah and Teacher Training Faculty



**AN ANALYSIS OF WORD ORDER ON THE 2018 ABSTRACT
OF THE STUDENTS' UNDERGRADUATE THESIS
IN STATE ISLAMIC INSTITUTE OF METRO**

ABSTRACT

**By:
SEPTIANI**

The primary goal of this research is to understand and explain about how often the most dominant elements of word order in the abstract on undergraduate thesis of English Student at IAIN Metro and its error commonly found.

This research is qualitative research. Data collected through observation and documentation. In addition, in this research the Creswell model was used, according to Creswell there are six steps in the data analysis technique, namely; Organize and prepare the data for analysis, reading all the data, coding, grouping the data, displaying it, and interpreting it. In this research, the researcher created 15 abstracts in the undergraduate thesis.

The results of the study show that the most dominant elements of word order in the abstract undergraduate thesis is SVC elements. It was supported by the analysis of the researcher who got 64 or 56% for SVC then the second there are 33 elements or 29% for SVO, 6 elements or 5% for SVOO, 1 element or 1% for SVOA then, the last is 11 elements or 10% for SVOC. Then, the students' word order error commonly found in abstract that the researcher got errors in the abstract 68 errors in the 15 abstracts on the undergraduate thesis analyzed. All these errors can be explained that: Omission 30 items or (44%), Addition 23 items or (24%), Misformation 14 or (21%), and Misordering only 1 or (1%).

Key words: Word order, Abstract, Undergraduate thesis

**ANALISIS URUTAN KATA PADA ABSTRAK TAHUN 2018
DI SKRIPSI MAHASISWA INSTITUT AGAMA ISLAM NEGERI
METRO**

ABSTRAK

Oleh:

SEPTIANI

Tujuan utama dari penelitian ini adalah untuk memahami dan menjelaskan tentang seberapa sering unsur-unsur urutan kata yang paling dominan dalam abstrak pada tugas akhir mahasiswa Bahasa Inggris di IAIN Metro dan kesalahannya yang sering ditemukan.

Penelitian ini merupakan penelitian kualitatif. Data dikumpulkan melalui observasi dan dokumentasi. Selain itu, dalam penelitian ini digunakan model Creswell, menurut Creswell ada enam langkah dalam teknik analisis data, yaitu; Mengatur dan menyiapkan data untuk dianalisis, membaca semua data, mengkodekan, mengelompokkan data, menampilkannya, dan menginterpretasikannya. Dalam penelitian ini, peneliti membuat 15 abstrak dalam skripsi.

Hasil penelitian menunjukkan bahwa unsur urutan kata yang paling dominan dalam abstrak skripsi adalah unsur SVC. Hal ini didukung oleh analisa peneliti yang mendapatkan 64 atau 56% untuk SVC kemudian yang kedua ada 33 elemen atau 29% untuk SVO, 6 elemen atau 5% untuk SVOO, 1 elemen atau 1% untuk SVOA kemudian, yang terakhir 11 elemen atau 10% untuk SVOC. Kemudian kesalahan urutan kata mahasiswa yang biasa ditemukan pada abstrak yaitu peneliti mendapatkan kesalahan pada abstrak sebanyak 68 kesalahan dalam 15 abstrak pada skripsi yang dianalisis. Semua kesalahan tersebut dapat dijelaskan bahwa: Ommision 30 item atau (44%), Addition 23 item atau (24%), Misformation 14 atau (21%), dan Misordering hanya 1 atau (1%).

Kata kunci: Urutan kata, Abstrak, Skripsi

MOTTO

*One Of Lessons That I Grew Up With Was To Always Stay True To Yourself
And Never Let What Somebody Else Says Distract You From Your Goals.*

-Michelle Obama-

DEDICATION PAGE

In the name of Allah, the most Gracious, the most Merciful. Praise is only to Allah SWT, the lord of the worlds whom without this Mercy and Blessings, none of these would be possible. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and comparisons. Finally this thesis can be completed properly and on time as expected. Therefore, I proudly express my gratitude and thanks to:

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2. My beloved parents to Mr. Danuri and Mrs. Wartiah who always support me in any way possible.
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Thanks to Allah, who that has given the researcher blessing and mercies, so I can finish my undergraduate thesis entitled “AN ANALYSIS OF WORD ORDER ON THE ABSTRACT OF STUDENTS’ UNDERGRADUATE THESIS IN STATE ISLAMIC INSTITUTE OF METRO 2018”.

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Finally, the researcher welcomes any suggestion and critic for the improvement of this undergraduate thesis and hopefully this paper will be useful for myself and all the readers.

Metro, 25 November 2021
The Writer



Septiani
St. Number 1701070142

TABLE OF CONTENTS

COVER	i
TITLE	ii
NOTIFICATION LETTER	iii
NOTA DINAS	iv
APPROVAL PAGE	v
STATEMENT OF RESEARCH ORIGINALITY	vi
RATIFICATION PAGE	viii
ABSTRACT	ix
MOTTO	xi
DEDICATION PAGE	xii
ACKNOWLEDGMENT	xiii
TABLE OF CONTENTS	xiv
LIST OF FIGURES	xvi
LIST OF TABLES	xvii
CHAPTER I INTRODUCTION	1
A. Background of the Study.....	1
B. Focus of The Study	4
C. Problem Formulation	4
D. Objectives and Benefits of the Study	5
E. Prior Research	6
CHAPTER II THEORETICAL REVIEW	9
A. The Concept of Grammar.....	9
1. Definition of Grammar.....	9
2. The Importance of Grammar in Writing	10
B. The Concept of Word Order	12
1. Definition of Word Order	12
2. The Function of Word Order.....	13
3. The Elements of Word Order.....	14
C. The Concept of Abstract	17
1. The Definition of Abstract	17

2. The Typical Structure of Abstract	20
D. The Concept of Scientific Writing	21
1. Definition of Scientific Writing	21
2. Element of Scientific Writing	22
CHAPTER III RESEARCH METHODOLOGY	24
A. The Characteristics and Types of The Research	24
B. Data Source	25
C. Data Collecting Method	26
D. Data Analysis Technique	27
E. Approach	30
CHAPTER IV RESULT AND DISCUSSION.....	31
A. Description of Research Setting.....	31
1. Historical Background of IAIN Metro.....	31
2. Structure of Organization in IAIN Metro.....	33
3. The Location of Sketch in IAIN Metro	35
4. Facilities at IAIN Metro	36
5. The Condition of Lecturer and Official Employees in IAIN Metro.....	37
B. Description of Data Analysis	37
CHAPTER V CONCLUSION AND SUGGESTION	79
A. Conclusion.....	79
B. Suggestion	80

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF FIGURES

Chart	Page
Chart 1. Data analysis process by John Cress Well	28
Chart 2. The structure of organization at IAIN Metro	34
Chart 3. The location of Sketch in IAIN Metro	35
Chart 4. The total of error comonly founf on the abstract	77

LIST OF TABLES

Tabel	Page
Tabel 1. The most dominant elements on data Pre-survey result	4
Tabel 2. The Facilities at IAIN Metro.....	36
Tabel 3. The most dominant elements word order student 1	38
Tabel 4. The most dominant elements word order student 2	41
Tabel 5. The most dominant elements word order student 3	44
Tabel 6. The most dominant elements word order student 4	46
Tabel 7. The most dominant elements word order student 5	49
Tabel 8. The most dominant elements word order student 6	51
Tabel 9. The most dominant elements word order student 7	54
Tabel 10. The most dominant elements word order student 8	56
Tabel 11. The most dominant elements word order student 9	59
Tabel 12. The most dominant elements word order student 10	62
Tabel 13. The most dominant elements word order student 11	65
Tabel 14. The most dominant elements word order student 12	67
Tabel 15. The most dominant elements word order student 13	69
Tabel 16. The most dominant elements word order student 14	71
Tabel 17. The most dominant elements word order student 15	74
Tabel 18. The percentage the most dominant elements on the abstract	76

LIST OF APPENDICES

- Appendix 1 Observation Sheet
- Appendix 2 Documentation Sheet
- Appendix 3 Surat Izin Pra-Survey
- Appendix 4 Surat Balasan Izin Pra-Survey
- Appendix 5 Surat Bimbingan Skripsi
- Appendix 6 Surat Tugas
- Appendix 7 Surat Izin Research
- Appendix 8 Surat Balasan Izin Research
- Appendix 9 Kartu Konsultasi Bimbingan Skripsi
- Appendix 10 Surat Keterangan Bebas Pustaka IAIN Metro
- Appendix 11 Surat Keterangan Bebas Pustaka Jurusan Tadris Bahasa Inggris
- Appendix 12 Surat Keterangan Turnitin

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a communication system owned by humans consist from sounds and signals. It is the one of the most important things in communication to the other people all over the world. To interact among them we can use language to express our felling, ideas and expectation. Because language is a form of social interaction, both students and teachers should be aware of the similarities and differences in communication styles and strategies across cultures.¹ Then, English is the only one an International language. Not only an international language but has become a fundamental need for all human beings to create good relationship.

In Indonesia, English as foreign language as not as other countries. Indonesian government decide that English should learned by students start from elementary until university. Student of English education department in university have to explore more specifically about English, because it can determine their ability to work in the future. If someone will go to abroad and she can not speak and understand English it is unfortunate even though english is langgauge that most widely spoken by people in the world.

In English there are four abilities that must learn by student of English including listening, speaking, reading and writing. There is one interesting

¹Joy M. Reid, *Teaching ESL Writing*, (United States of America: Prentice Hall Regents, 1993), p.49.

skill for students to learn from the beginner level to the advance namely writing skill. A person can be said to be proficient in writing when he is able to explore his idea in a writing with good structure grammar. As we know that structure grammar one of important in writing, it contains meaning that understandable by the reader.

On the other hand, writing is the last basic skills in English. Student assume that writing is the most difficult skill that must be mastered to express their ideas compared to the other skill. this skill not only to deputation of speech but also it can be known the student extent to which students are able to do so. In addition, writing could be an approach so as students to accomplish their concepts on the paper. English learners contemplate that grammar is the most is difficult part of learning a language to form a decent sentence, this can be what makes them have less ability and low motivation in writing. This can be as a result of English is taken into account as a foreign language and its grammar.

Basically, to create of a simple sentence can be started with a basic word order. Word order is a rule of arranging several words so that they are arranged into a sentence that is both written and pronounced. In Indonesia rule to make a good sentence should SPOK (Subjek- Predikat- Objek- Keterangan), it same with English SVOC (Subject- Verb- Object- Complement). In creating a good and correct sentence we have to know well it sequence.

Everyone in their spare time everyone can express ideas and thoughts in writing. Writing can be a fun and enjoyable activity as long as we can still

express ideas and thoughts. But in writing a scientific paper it is not a writing activity that is easily to expressed because it requires accuracy in expressing ideas and must use a good and correct sentence structure way.

Writing a scientific paper requires planning and good thinking so that a scientific paper can be understood by readers. but if a scientific writer can not write with a good and correct grammatical structure, it does not matter because that is the concern is the content of his scientific paper.

In a thesis a researcher must include a research abstract which aims to summarize the contents of a research conducted. An abstract is printed at the beginning of a research paper. Introduction, method, results, and conclusion contained in the abstract, besides that the abstract contains all the things discussed in it related to a thesis consisting of what, why, when and so on.

Based on the explanation above, the researcher will analyze word order on the abstract of students' undergraduate thesis. The researcher gets the data of word order on the thesis abstracts of student' state islamic institute of Metro by analyzing some of them.

The researcher took 5 abstracts on students' undergraduate thesis as pre-survey data analysis. In this pre-survey, the writer ensures that the elements of word order that are most dominant appear on the abstract of students' undergraduate thesis, as follows: SVO (subject-verb-object) and SVC (subject-verb-complement). After that the writer observes and determines the most dominant element of them.

It can be seen in the explanation below that the highest frequency of word order elements that often appear in students' undergraduate thesis that covered in 27 or 64% of the SVC. Then for the second is for SVO includes 9 or 21%, then the third is followed by the svo element 4 or 10% and the last is the svoa and svoc elements with the same value of 1 or 2%. The following is a table that can explain the results of the analysis above:

Table 1.
Pre-survey result

No	Participants	SVC	SVO	SVOO	SVOA	SVOC	Total
1	MAM	5	2	1	-	-	8
2	SA	6	2	2	-	-	10
3	AD	5	3	1	-	-	9
4	DAA	6	2	-	1	-	9
5	MN	5	-	-	-	1	6
Total		27	9	4	1	1	42
Percentage		64%	21%	10%	2%	2%	

B. Focus of The Study

This research focused on word order analysis on the abstract of students' undergraduate thesis of English education department at state Islamic institute of Metro class of 2018

C. Problem Formulation

- a. What is the most dominant elements of word order of the abstract on the students' undergraduate thesis of English education department at State Islamic Institute of Metro class of 2018?

- b. What are word order error commonly found in abstract on the students' undergraduate thesis of English education department at State Islamic Institute of Metro class of 2018?

D. Objectives and Benefits of the Study

1. The Objective of Study

Based on the formulation of the problem, the objectives of this study are as follows:

- a. To analyze the most dominant element word order of the abstract on the students' undergraduate thesis of English education department at State Islamic Institute of Metro class of 2018
- b. To know the word order error commonly found in abstract on the students' undergraduate thesis of English education department at State Islamic Institute of Metro class of 2018.

2. The Benefit Research

- a. For Student

Theoretically, this research as an information for the students to use word order in their undergraduate thesis.

- b. For the Lecturers

Hopefully the result of the study can give the information to the lecturers what the students error in writing thesis by using word order, so the lecturers can help student to correct their errors.

c. For the Future Researchers

This study is accompanied by references for future researchers who are interested in grammar structures, especially the use of word orders in their thesis.

E. Prior Research

There were some previous writers that have conducted a research related to this research that is about analyzing students' errors in writing. Therefore, the writer took two prior researches as comparison for this research.

The first prior research is a journal conducted by Agus Hidayat by the title "An Analysis of Students' Errors in Writing Introduction of Thesis of English Department Students of IAIN Raden Intan Lampung 2015/2016". The writer used descriptive qualitative research as the type of the research. The objects of this research are students' undergraduate thesis of English Department in IAIN Raden Intan Lampung 2015/2016 that have been classified and analyzed based on the types of grammatical errors proposed by Azar (1989: A29), they are Singular/Plural Error, Verb-Tense Error, Subject-Verb Agreement Error, Verb Form Error, and Word-Form Error. Based on the data analyzed, it is found that the frequent and dominant errors done by the students' are as follow: Singular/Plural Error (19.11%), Verb-Tense Error (23.53%), Subject-Verb Agreement (30.88%), Verb-Form Error (16.17%), and Word-Form Error (10.29%).² There are two differences between the writer's research and this first prior research. They are place of the research and

² Hidayat, Agus. "An Analysis of Students' Errors in Writing Introduction of Thesis of English Department Students of Iain Raden Intan." *English Education: Jurnal Tadris Bahasa Inggris IAIN Raden Intan*, (Lampung: IAIN Raden Intan Lampung), vol. 7, no. 1, 2015, p. 23-41.

how to analyze the objects of the research. In this prior research, the writer took place in IAIN Raden Intan Lampung while in this research, the writer will take place in IAIN Metro. The second difference in this prior research is the writer used grammatical errors proposed by Azar in analyzing the objects while in this research the writer will use the analysis technique model by John Creswell. Whereas the similarity of both of these researches is about analyzing students' errors on the undergraduate thesis.

The second prior research is a journal conducted by Nur Choironi, Muhammad Sukirlan, and Ujang Suparman from English Department of Lampung University by the title "Error Analysis of Students' Writing Descriptive Text Based on Surface Strategy Taxonomy". The subjects of this prior research are 32 students of eleventh graders of science class. The purpose of this research is to analyze the types of errors the students committed in writing descriptive texts based on surface strategy taxonomy and types of errors most frequently committed by students. The result showed that most students committed all error types of surface strategy taxonomy. The percentage of the errors (ranked from the type of error that is mostly occurred) resulted from the students' descriptive writing based on surface strategy taxonomy that is *omission* of verb that consists of 128 or 16.10%, the second is *addition* of preposition that consists of 56 or 7.04%, then the third is *misformation* of verb that consists of 584 errors or 73.46%, and the last is *misordering* of phrase that consists of 27 or 3.40%. It can be inferred the highest frequency of errors is *misformation* which consists 584 errors or 73.46% and the lowest

is *omission* which consists 27 or 3.40%. The only difference between the writer's research and this prior research is object of the research.³ There are two differences between the writer's research and the second prior research, the objects are students' writing descriptive texts of eleventh graders of science class meanwhile in the writer's research, the objects are students' undergraduate thesis of English Education Department in IAIN Metro. The second different in this prior research is the writer used a surface strategy taxonomy and types of errors most frequently and this research the writer use the analysis technique model by John Creswell.

Based on the several research above the researcher can dissolve that crucial to know about basic word order to create a good sentence, especially for student of writing, therefor the researcher will be focused on analyzing word orden on the student writting on abstract and its error of the thesis.

³ Chironi, Nur, et al. "Error Analysis of Student's Writing Descriptive Text at Second Grade of SMAN 1 Pesisir Tengah." *UNILA Journal of English Teaching*, vol. 6, no. 3, 2017, p. 2-8.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Grammar

1. Definition of Grammar

Using of English grammar in English is very important. Learning grammar can improve our knowledge in writing, and interpret language properly and correctly even though its use is not for everyday activities. The benefits of using grammar are developing the art of translation, helping to get vocabulary, increasing knowledge of actual understanding and building conceptual thoughts about the structure of the English language.

Grammar is a structural rule that controls the arrangement of clauses, phrases, and words in any given natural language. This term also refers to the study of these rules, and these fields include morphology, syntax, and phonology. It is often supplemented by phonetics, semantics, and pragmatics.

In English dictionary grammar is a description of the structure of the language and linguistic elements such as words and phrases that are combined to make a sentence in the language.⁴ In other word grammar is a rule of the language word that make a good sentence in language.

Scott argues that grammar is a study of the structure or form in a language used in expressing opinions. Traditionally grammar has been in use

⁴ Jack C. Richards at al, *Longman Dictionary of Language Teaching and Applied Linguistics*, Longman, 2002. P.230

exclusively with analysis at the sentence level.⁵ Beside that Otsler states Grammar is a study of language rules that explains the relationship between words, and the relationship between these words is the correct arrangement so that it gives meaning or meaning to anyone who uses the language. Moreover, Dauglas reffers explained that, grammar is the arrangement of rules that govern the conventional and the connection of word in a sentence. Grammar refers to sentence level rules only, and not rules that regulate the connection between sentences which are referred to as rules of discourse.⁶

Diane-Freeman says that grammar is one of the three-dimensional languages that are interconnected with one another. Grammar gives the form of the language, but it has no literary meaning without a second, semantic, third dimensional pragmatics.⁷ That is, the grammar dimension is the rule of a sentence.

2. The Importance of Grammar in Writing

The relationship between grammar and written applications illustrates a myriad of differing opinions. Not only teachers but also students, who always think that teaching grammar in writing is actual time and practice. Grammar is not just about avoiding mistakes. Understanding how grammar works is fundamental to all writers. It can be argued that good grammar does not necessarily make you a better writer, but it is

⁵ Scott, Thornbury, *How To Teach Grammar*, Malaysia. Longman.2002.P. 9

⁶ H. Douglas Brown. *Teaching by Principles an Imperative Approach to language Pedagogy*. New York. Longman,2001.P. 362

⁷ Ibid,

recognized to make you a more effective writer. Good grammar skills encourage students as authors to understand both the reader's interests and understanding, as they can understand why the text is successful. It helps students learn how to form words into coherent sentences and how to form those sentences into paragraphs that convey their meaning well. Punctuation is an aspect of grammar that should not be underestimated. When used correctly, it can make sense, but it can be confusing if not used. Punctuation also acts as a guide for the reader, showing where to pause and where to emphasize. The various sections listed on the right provide a useful overview of grammar and help students enrich their writing.

There is a study put forward by Olukayode Omole that has examined the relationship between composition and grammar teaching files, where any writing guide cannot be successful if one does not master grammar well.⁸

It can be taken the meaning that a good writing can be formed without using good grammar even though a person has a lot of thoughts, thoughts, and thousands of vocabulary.

⁸ Olukayode Omele. (2008). *The role of Grammar in the teaching of English Composition in Post Secondary Institutions*. Dept. of Modern European Languages, University of Horin, Horin.

B. The Concept of Word Order

1. Definition of Word Order

Words are the center of language, it is not surprising that words describe very clearly, concretely, and can be recognized by any language, namely the word or lexicon. There are millions of words in the language, even though it is only used by most of the speakers even though some of them know it.⁹

According to the word folk is a unit approaching independent. They are units, becoming only individual parts of a particular class of words. That is, the word is defined as the minimum unit of language, which has a purpose.¹⁰

Each language has a different form of wording to form claims with grammar rules. This is one of the reasons for researchers conducting this research. Here are some definitions from experts:

- a. Vogel and Steinbach stated that word order is based on canonical word order to include grammatical functions, besides that it is also optimized to form information structures. Furthermore, the order of the unsigned words depends on the animation level in German. Either a direct object or not.
- b. Word order is the arrangement of words in clauses, or phrases and sentences.

⁹ Andrea DeCapua, *Grammar for Teachers: A Guide to American English for Native and Non-Native Speakers*, (New York: Springer Science + Business Media, LLC, 2008), p.21.

¹⁰ Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p.11.

c. On the other hand, Sidney Green Baum argues that word order is shaped by the dimensions of grammatical, semantic, pragmatic functions, and prosodic wellformedness constraints that limit the function of weak words such as German pronouns. The word order is often used to identify a grammatical function (word order SOV). Word order is considered as a connection between discourse in languages and the coding of grammatical functions.

Based on the explanation above. The researcher can conclude that word order is called the study of the order of the syntactic constituents of a language. To put it simply, the word order is the order of the subject (S), the verb (V) and the object (O) in a sentence. The first word order that is unit of area of interest are the constituent order of a clause the relative order of the subject, the object and the verb; the order of modifiers in noun phrase and also the order of adverbs.

2. The Function of Word Order

In English grammar, word order is used as a method of arranging words into correct sentences and avoiding ambiguity in the meaning of words or in composed sentences. In this word order, there are 2 elements that are very important and must be of concern to all of us, namely the order of arguments and sentence constituents.

Word order is very important for everyone to understand in all word order languages. Changes to the word order can result in changes in its meaning (semantics). Lots of languages in this world that use inflection,

change the form of the word, it shows what and how the parts of the language sentence function. In English it has inflection, so that the place of a word occupies in a sentence, its syntax, and that is very important in forming a good sentence.

3. The Elements of Word Order

The following are the seven elements word order:

a. SV

Stands for subject-verb. In a sentence made up of subject and verb, the explanation of the main verb does not need any other elements to complete it. The verb used in this pattern is an intransitive verb, that is, a verb that has no object.¹¹

It has basic structure sentence:

Subject + (Intransitive) Verb

For Example:

- 1) I (s) see (v)
- 2) Water (s) is boiling (v)
- 3) President and vice president (s) say hello (v)

b. SVA

Stand for subject-verb-adverbial complement. It describes what the situation is like in the basic structure. However, in some elements explain the same information because adverbial is manda-

¹¹ Sidney Greendbaum & Gerald Nelson, *an introduction to English grammar* (great Britain in 2002) p.28

tory. Therefore the main verb is incomplete without it, it is called adverbial complement.¹²

It has basic structure sentence:

Subject+verb+adverbial (complement)

For example:

- 1) A tramp was scavenging trash *outside the restaurant* (A)
- 2) The protestors were *outside the white house* (aC)

In (a) the sentence is complete without the adverbial, but in (b) the sentence is not complete without the adverbial complement.

c. SVC

Stand for subject-linking verb-subject complement. Some special verbs behave like they are. Instead of being an object, the verb must be followed by a complement. The complement can be in the form of an adjective or object. In that case the complement describes the subject. Subject (s) is something that is presented by the complement (noun).¹³

For example:

- 1) Sandra is my mother's name.
- 2) Your house must be the one next to mine.
- 3) The upstairs tenant seemed a reliable person.
- 4) A university is a community of scholars.

¹² *Ibid* p 29

¹³ *Ibid* p 27

d. SVO

Stand for Subject-verb-object. The verb used in this pattern is a transitive verb, that is, a verb that requires an object so that the meaning of the sentence is complete and understandable.¹⁴

For example:

- 1) Helen received my email
- 2) They ate all the strawberries
- 3) Antony stroked his bride

e. SVOO

Stands for subject – transitive verb – indirect object- direct object. Some of transitive verb could have two object: indirect object followed by direct object. The indirect object (iO) refers to a person in directly affected by the action described in the sentence.¹⁵

For example:

- 1) My young brother will save *her* (iO) *a seat* (dO).
- 2) You may ask *the speaker* (iO) *another question* (dO).

f. SVOA

Stand for subject – transitive verb – direct object – adverbial complement. in this case the direct object may be followed by an adverbial complement.¹⁶

- 1) You should *put* (V) *the chicken* (dO) *in the microwave* (aC).
- 2) I *keep* (V) *my car* (dO) *outside the house* (aC).

¹⁴ *Ibid* p 26

¹⁵ *Ibid* p 30-31

¹⁶ *Ibid* p 31-32

3) He *stuck* (V) *his hands* (dO) *in his pockets* (aC).

g. SVOC

Stand for subject-intransitive verb-direct object-object complement. The noun or adjective in this sentence pattern acts as an object complement of (complement to the direct object).¹⁷

For example:

1) His statement made *the audience* (dO) *uneasy* (oC)

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

C. The Concept of Abstract

1. The Definition of Abstract

The current structure of writing an abstract illustrates the uncertainty of the concept or the lack of clarity about the clear arrangement of an abstract. The reasons or views on the differences that occur in the academic world are not discussed in this paper because at this time it is more important to straighten and / or equalize views about writing a good abstract.

According to Gengshen and Yungzhen (n.d.) abstract is a short, standing statement that simply conveys important information from an article, document, book, paper and others. The abstract presents the objectives, methods, results, and conclusions of the research being carried out. In other words, an abstract is a short explanation that conveys the objectives, objects, methods, results and conclusions of the research to the reader.¹⁸

¹⁸ Jennifer Peat, *Scientific Writing: Easy When You Know How*, (London: BMJ Book, 2002), p. 49

Meanwhile according to the American Psychological Association, an abstract is a detailed summary that is explained in a simple and general manner. Meaning that an abstract is a summary that must be accurate, concise, precise and specific.¹⁹

Meanwhile, according to the abstract Packham et al abstract is used to inform readers quickly of an article. In an abstract usually consists of 100-125 words and written in one paragraph placed in front after the title page of an article.²⁰

Based on the explanation above, the researcher can conclude that an abstract is a summary of a paper, article, magazine and others. By explaining in a simple, concise, precise and detailed manner. An abstract is made for those readers who cannot read the entire article.

The opinion of Feng Shen and Yuangxhen must show four characteristics, namely:²¹

a. Limited length

Abstracts are written in Indonesian and English. Abstract is written by 200 to 250 words and typed in one or two spaces. The word "abstract" is written in capital letters.²²

b. Category

¹⁹ Ibid, p. 50

²⁰ Packam, G. et al. *Studying in Australia: Writing Assignments*. (Melbourne: Thomas Nelson Australia, 1985), p. 57

²¹ Ibid, p. 104-106

²² Zuhairi, Ida Umami et al., *Pedoman Penulisan Karya Ilmiah*(revised edition). (Jakarta: Rajawali, 2016), p. 19

Abstract can be divided into two classifications, namely descriptive and informative abstract. Descriptive abstract which is to present a very brief description of the contents of the writing without stating what is discussed in the aspects covered in the writing itself. Informative abstracts Informative abstracts are abstract forms that present data qualitative and quantitative data between 100-300 words. With this presentation, it is hoped that the reader will know the content of the work as a whole. Thus users can get the core of the discussion, findings or ideas precisely.

c. Complete Content

Same as the title, the abstract must present all the topics discussed. Formal abstract contains statements of the problem, problem-solving approaches and main results.

d. Formalized Structure

A comparatively complete abstract usually consist of the three major parts:

1) Topic Sentence

a) The purpose of this paper is...

b) In this paper, we aim to...

2) Supporting Sentence

a) The technique that we applied is referred to as...

b) The method used in our study is known as...

3) Sentence Pattern

- a) In short the conclusion of the above explanation it is said that ...
- b) In conclusion, we state that...

2. The Typical Structure of Abstract

In general, the abstract has been widely known, which is one of the most important parts in scientific writing that contains information from the whole. Therefore, the abstract must be written in a good structure not only in sentence structure but also in grammar, but also in typical structure. There are several type of abstract, namely:²³

- a. Overview of the Study

In this step explain the research conducted by the researcher in a simple and general way.

- b. Reason for the Study

A scientific research must have a reason why the research was conducted. In this section, the researcher must explain in full the reasons for the research being carried out.

- c. Methodology of the Study

In this section the researcher must understand the methods he uses in his research

²³ Brian Paltridge, *Thesis and Dissertation Writing*, (USA: Routledge, 2007), p. 155

d. Result

At this final stage, the researcher must write down a finding in his research that can be explained in the abstract

D. The Concept of Scientific Writing

1. Definition of Scientific Writing

Sudjana argued that scientific writing is the ultimate work of a scientist or scholars in fostering and developing their knowledge. Compiling scientific papers is done by someone after going through a scientific thought process and scientific research.²⁴

According to Janice R. Matthews and Robert W. Matthews, scientific writing can be defined narrowly as the reporting of original research in journals or more broadly to encompass other ways that scientists share research information with one another, such as review articles, posters, and slide-based presentations.²⁵

Jennifer Peat stated that scientific writing is about using words correctly and finding a precise way to explain what has done, what has found, and why it matters.²⁶

It can be concluded that scientific writing is a result of scientific research that has been conducted by researchers in purpose of sharing information, thought, and knowledge to readers in a written language. Scientific writing is a broader term than technical writing which includes only the writing about

²⁴ Sudjana, Nana. *Tuntunan Penyusunan Karya Ilmiah*. Cetakan ke-2 (Bandung: Sinar Baru, 1991), p. 11

²⁵ Janice R. Matthews and Robert W. Matthews, *Successful Scientific Writing*, (USA: Cambridge University Press, 2008), third edition, pg. 1

²⁶ Jennifer Peat et.al., *Scientific Writing Easy When You Know How*, p. 10

science and only published for certain community. The term scientific writing can also be used for writing product in other field like social, education, business and others which can be accepted by each part of society.

2. Element of Scientific Writing

As previously explained, a scientific paper must be well presented and written in a good format. Therefore, it must really include elements that make the writing understandable by the reader. As for these elements, namely:²⁷

a. Title

Title is the main purpose of writing a paper is to be read. A title can identify the contents of a paper. A title will be an attraction for readers of a paper and provide important information for readers by finding the meaning of a paper.

b. Abstract

The abstract is displayed at the beginning of the section before entering the first chapter of a scientific paper or paper. The purpose of writing an abstract is to describe the entire conceptual content of an idea in writing.

c. Introduction

It consists of a logical description of the problem that aims to convince the reader. It also provides readers with a proper summary of the literature so that they will understand the purpose of the author.

²⁷ David Lindsay, *Scientific Writing: Thinking in Words*, (Australia: CSIRO Publishing, 2011), p. 17

d. Method

The methods include collecting data, validation ways, analyzing and interpreting data, and so on.

e. Result

The results of a report from a study after it was done. Generally described in the form of pictures, tables or graphs. In this section also an author must also present the results clearly and in detail

f. Discussion

In this section describes what kind of problem is being researched and contains extensive research. Focus on significant results and the authors must provide a clear interpretation of the data.

g. Citation

In this section the author cites the theory of several experts to strengthen the validity of the research.

h. Bibliography

Bibliography is an important part of compiling an article and is usually used by people who are doing research or someone who is looking for knowledge to support their learning materials.

CHAPTER III

RESEARCH METHODOLOGY

A. The Characteristics and Types of The Reaserch

There are many types of research methods that can be applied in academic research. There are many varieties of research methods which will be applied in academic research. A researcher of a study can select one of them based on the aspect they write about for others to know.

In this research the resecher uses qualitative research methods. Qualitative research methods are research that reveals a phenomenon through a holistic non-statistical language description.²⁸ it means that qualitative research also emphasizes the analytical process. Moreover, according to Creswell, qualitative research is a type of research that explores and understands the meaning in a number of individuals or groups of people originating from social problems.²⁹ Qualitative research in general can be used for research on people's life, history, behavior, concepts or phenomena, social problems, and so on. One of the reasons the researcher using a qualitative approach is the experience of researchers where this method can find and understand what is hidden behind a phenomenon that is sometimes difficult to understand.

This type of qualitative research used by researchers in this study is a case study. A case study is a study that explores a case in detail, collects complete

²⁸ Zuhairi, Ida Umami et al., *Pedoman Penulisan Karya Ilmiah* (revised edition)., p. 23

²⁹ John W. Creswell, *Research Design qualitative, quantitative, and mixed methods approaches*, (California:Sage Publication, 2003), second edition p. 182.

information using various data collection procedures based on a predetermined time. This case can be an event, activity, process, and program.³⁰

This type of case study research is suitable for use as a method to answer questions in this study, namely to analyze the error word order and to know the most element that found on the abstract on the students' undergraduate thesis of English education department at State Islamic Institute of Metro 2018.

B. Data Source

Accurate data is needed for researchers to collect the information needed. In this study using several research data. Therefore, the researcher offers the following data collection results:

1. Primary Research

Primary data is the original data source which is directly obtained from the original source. Primary data is data that is presented directly by researchers in the form of documents and archives. That was firsthand testimony or direct evidence concerning a topic under consideration. Primary data presents data in the original form with guaranteed authenticity, either interpreted or conditioned or evaluated by other authors. Primary data in this research is student documentation. Then the researcher gets the data from an institution or documents and books that have been appointed by the researcher for further research. In this

³⁰ *Ibid*, p. 15

research, the primary data was the 15 abstract of students' undergraduate thesis of English education department at State Islamic Institute of Metro 2018.

2. Secondary Research

On secondary data, provide interpretation or analysis based on primary data. They describe primary data that is often used to support a particular thesis or argument to convince the reader to see it from a different point of view. Secondary data is a source of data that researchers get from interviews and are indirect.

C. Data Collecting Method

In qualitative research studies, there are three basic methods of data collection in research, namely observation, interviews and documentation. In this study, researchers will present data by using instruments are as follow:

1. Observation

One of the data collection methods that common use in qualitative research is observation. Creswell defines observation as an activity noted by researchers about field notes about the behavior and activities of individuals at the research location.³¹ It means, that in this observation process the researcher goes directly to observing activities and behavior to obtain the required information data. The observation process begins by identifying the place to be researched. After the identification place, make a mapping, so that you get an overview of the research objectives. Then

³¹ Jhon W. Creswell, *Research Design*, p.179

the researcher identifies who will be observed, when, for how long and how. Observation also means that the researcher is with the participants. Being with participants will help the researcher get a lot of hidden information that may not be revealed during the interview. It makes observations more real or honest. This study will observe participants and took data from 15 abstracts on the students' undergraduate thesis of English education department at State Islamic Institute of Metro 2018.

2. Documentation

To conducting this research process, the researcher collected some appropriate documents. Documentation is one of the tools used to collect information data in the form of writing, documentaries, as well as in the form of books, magazines, diaries, etc.³² In addition, to obtain information, a documentary process must be carried out. In this study, researchers took documents from books, articles, English dictionaries, journals and supporting documents related to the content of the study.

D. Data Analysis Technique

In this section, the researcher uses the analysis technique model of John Creswell. There are six steps of data analysis techniques according to John Creswell.³³ The data analysis process involves interpreting text into image data. Consists of preparing data analysis, conducting different data analysis, transferring data in depth that will be understood by the researcher, presenting the data, and making interpretations of the broad meaning of the data. In this

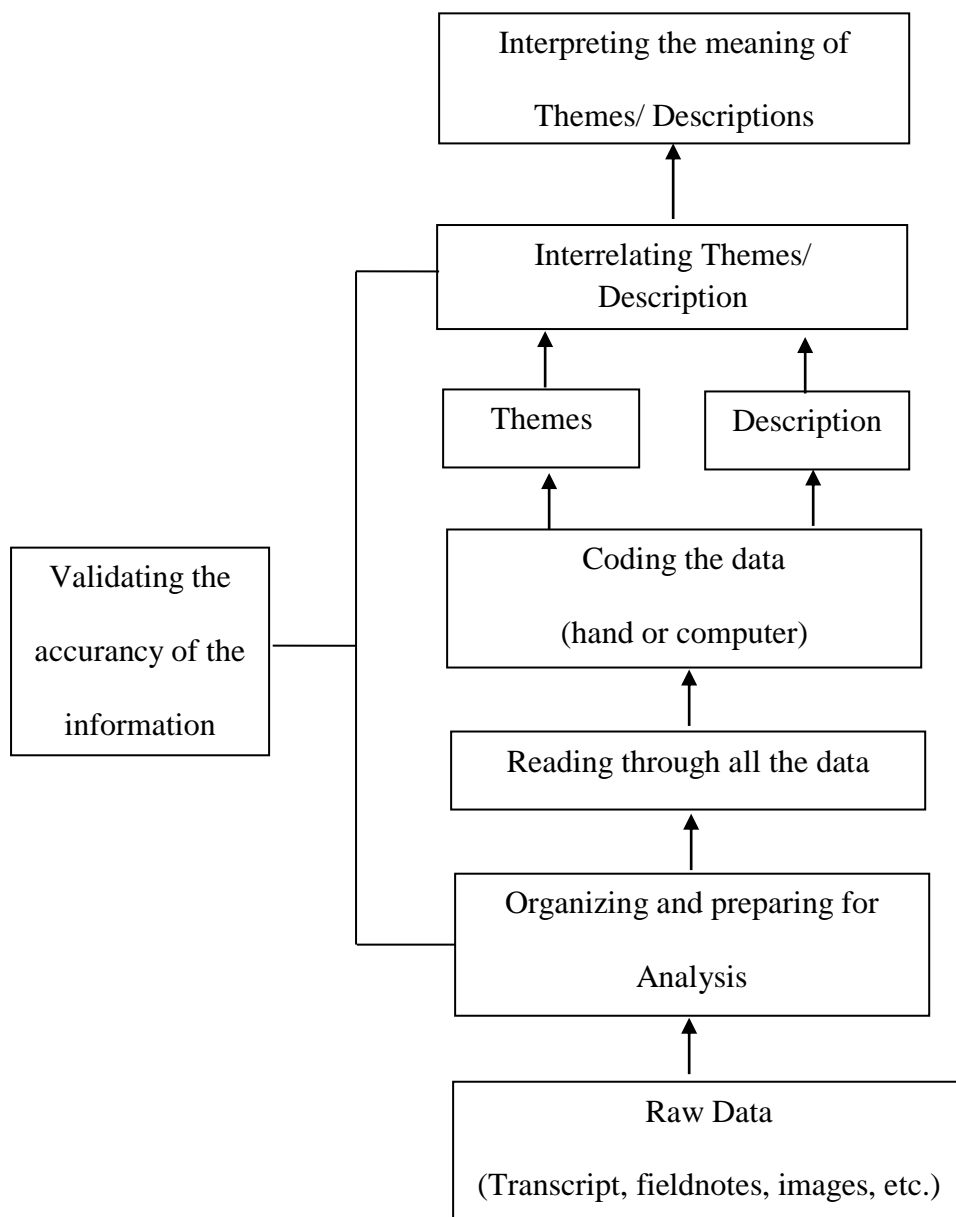
³² AS Hornby, *Oxford Advance Learner's Dictionary Of Current Englwash*, (UK: Oxford University Press, 2010), P.391

³³ Jhon W. Creswell, *Research Design*, P. 185

section the researcher presents the analysis using illustrations. Besides that, the purpose of this illustration is to make it easier to read and know. Here the following illustration:

Figure 1.

Data Analysis Process



John w. Creswell model

There were the explanations of the figure 1:

1. Organizing and preparing the data for analysis

Organizing and preparing the data for analysis involves transcripts of interviews, optical scanning, writing field notes, or sorting and organizing data into different types depending on the source of the information.

Organizing and preparing the data for analysis. In this step, the researcher took 15 abstracts of undergraduate thesis and then copies it to prepare data source.

2. Reading through all the data

After the researchers got the data. The researcher reads all the data, especially 15 abstracts, to get as much information as possible about the most important things.

3. Coding process

Coding is the process of organizing material into parts or elements of the text before giving meaning to information.

In this section, the researcher presents or categorizes several of the results found by the researcher. The categories involved the form of word order in undergraduate thesis.

4. Grouping the data

In grouping the data is used to setting descriptions or people as well as categories or themes to analyze. The researcher collected several basic word order forms in the thesis.

5. Displaying

It continues with how the description and theme will be presented in a qualitative method. The researcher presents an image or abstract example for discussion.

6. Interpreting

Interpreting all of the data was the final steps on analysis. The researcher interpret the result of the research after all steps were finished.³⁴

E. Approach

The research approach this time is about a case study. In this study, researchers applied a case study with a qualitative research method. This case study is to investigate the writing skill on the thesis of alumnus IAIN Metro.

Research approach has definition as the problem solving strategy of the account and accurate observation which conducted to organize the fact and summary of the field to gain an understanding, managing, predicting, and explaining the condition.

³⁴ *Ibid*, p. 185-189.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Research Setting

1. Historical Background of IAIN Metro

STAIN Jurai Siwo Metro or IAIN Metro is just one of the State Islamic Colleges in Metro. STAIN Jurai Siwo Metro was established on 23-25 April 1997 based on the Decree of the President of the Republic of Indonesia No. 11 of 1997. The establishment of STAIN Jurai Siwo Metro is inseparable from the history of the establishment of IAIN Raden Intan Bandar Lampung. The existence of IAIN Raden Intan Bandar Lampung began with the efforts of elites and religious leaders who are members of the Lampung Islamic Welfare Foundation (YKIL). In the YKIL discussion, it was discussed to find faculties, Tarbiyah and Sharia faculties domiciled in Tanjung Karang. Through the persistent struggle of YKIL, on October 13, 1964 the status of the Faculty of Tarbiyah changed from private to public.

Based on the Decree of the President of the Republic of Indonesia No. 27 of 1963 which explains that in order to establish Al Jami'ah, it must have at least three faculties. To that end, YIL opened the Faculty of Ushuluddin based in Tanjung Karang in 1965. As an effort to realize the establishment of IAIN Al-Jami'ah in Lampung, the first step was to make all faculties state-owned which were still private at that time.

Finally, the aspirations of the people of Lampung were realized to establish IAIN Al-Jami'ah based on the Decree of the Minister of Religion of the Republic of Indonesia No. 187/68 which was named "Institut Agama Islam Negeri Raden Intan Tanjung Karang". In 1993, the name of the provincial capital of Lampung was changed from Tanjung Karang to Bandar Lampung. IAIN Raden Intan Tanjung Karang was also changed to IAIN Raden Intan Bandar Lampung.

In 1967, the Tarbiyah and Syaria"ah department was established in Metro on Jl. Ki Hajar Dewantara 15A, Iring Mulyo, east Metro. Metro City at the request of the Metro community. Not far from changing the name of IAIN Raden Intan Tanjung Karang to IAIN Raden Intan Bandar Lampung, Circular Letter of the Director General of Islamic Community Guidance No. E.III/OT.00/AZ/1804/1966 on 21 August. , 1996 concerning the Institutional Improvement of the IAIN Faculty outside the central institution to become the State Islamic High School (STAIN). That is the history of the establishment of STAIN Jurai Siwo Metro. And now in February 2017 STAIN Metro was officially opened as IAIN Metro.

IAIN Metro has four majors, namely Tarbiyah, Syariah and Islamic Education Islamic Announcement and Communication. The Tarbiyah Faculty has 8 study programs, namely the Islamic Education Study Program (PAI), the Arabic Language Education Study Program (PBA), the English Education Study Program (PBI), and the Islamic Elementary School Education Study Program (PGMI), then the Sharia Faculty. has 5

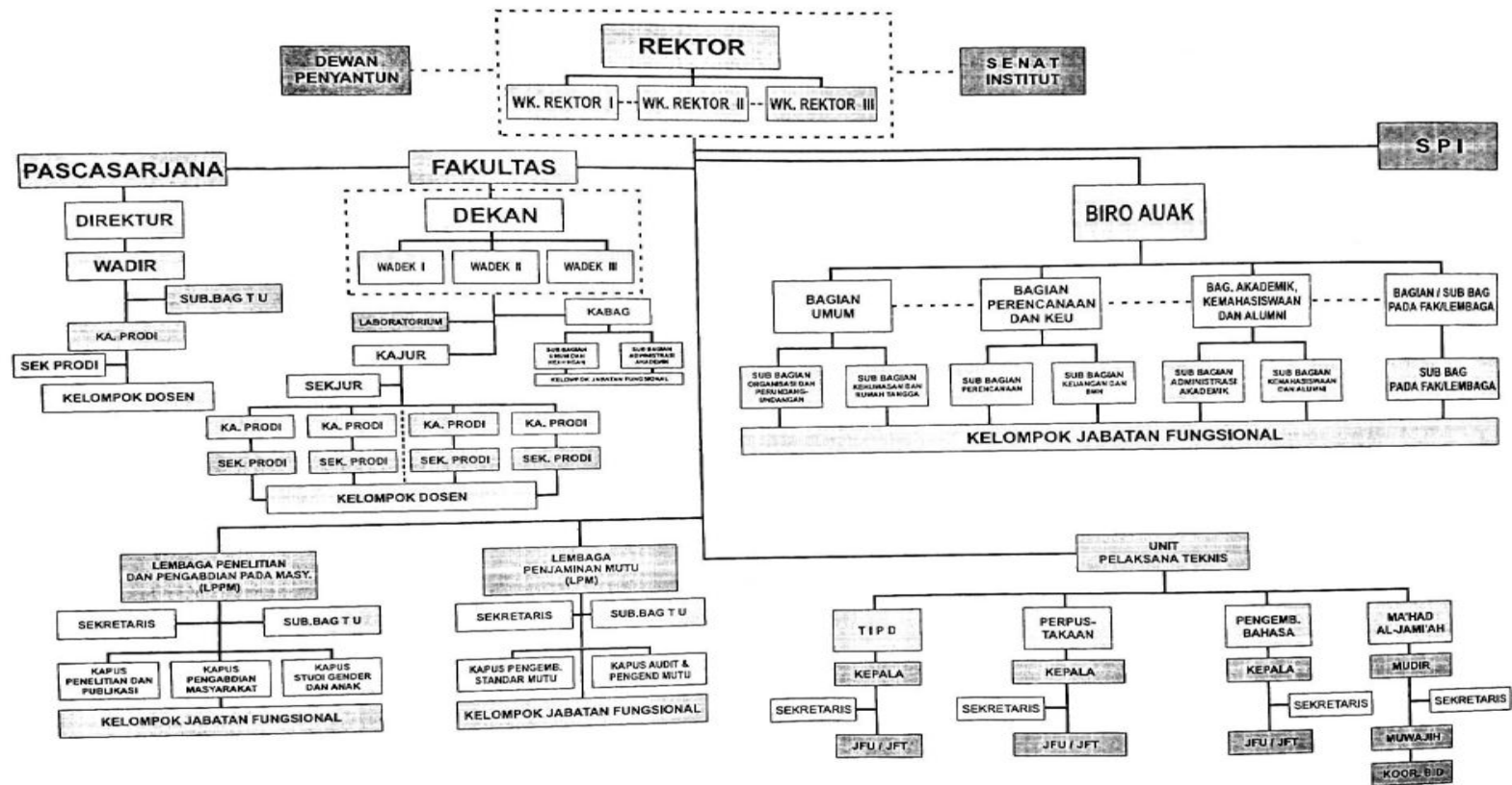
study programs, namely Islamic Economics (EI), Ahwalusy Syakhsiyah (AHS), Islamic Banking (PBS), Then the Department of Communication and Communication Sciences (KPI) has two study programs namely Islamic Announcement Communication (KPI) and Arabic Language and Literature (BSA).

2. Structure of Organization in IAIN Metro

Here the structure of organization in IAIN Metro in academic year 2020/2021 as follow:

Figure 2.

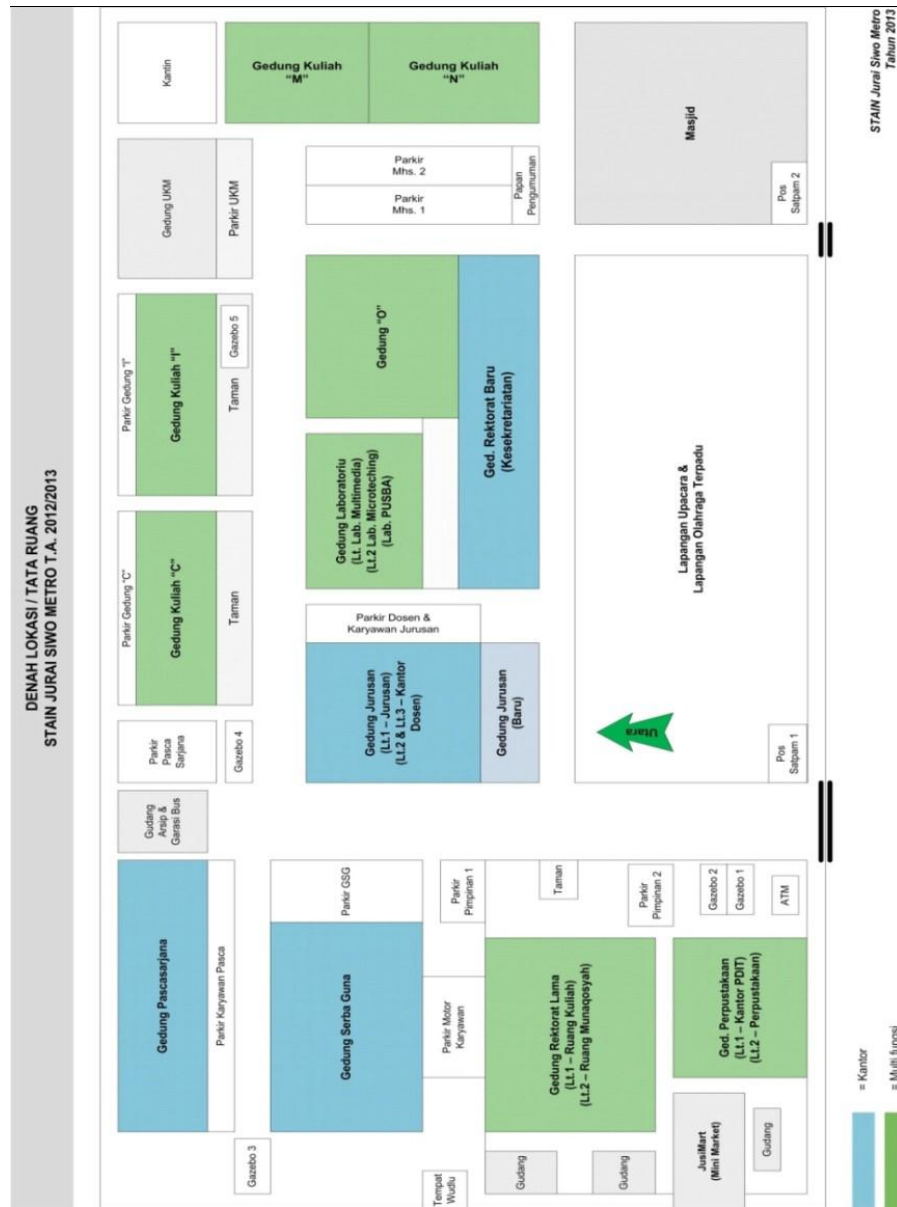
The structure of organization at IAIN Metro



3. The Location of Sketch in IAIN Metro

Figure 3.

The Location of Sketch in IAIN Metro



4. Facilities at IAIN Metro

To support the teaching and learning process, there are several facilities at IAIN Metro provided for students and lecturers. To get the details of these facilities can be seen in the table below:

Tabel 2.

Facilities at IAIN Metro

No	Facilities	Total Unit	Large (m2)
1	Lecture's room	1	556
2	Computer laboratory unit & BMT	1	1000
3	Library	1	1000
4	Langguage laboratory	1	180
5	Micro-teaching laboratory	1	160,8
6	Islamic development unit	1	30
7	Classroom	16	1248
8	Mosque	1	1000
9	Futsal field	1	510
10	Basketball field	1	-
11	Wall clambing field	1	650
12	Volley field	1	-
13	Tennis court	1	-
14	Auditorium	1	-
15	Students activities unit	1	-
16	Students commite office	1	-

5. The Condition of Lecturer and Official Employees in IAIN Metro

The number of lecturers and employees at IAIN Metro in the Academic Years of 2019/ 2020 is 152 people. Meanwhile, 32 non-civil servant lecturers and 19 honorary staff. Thus, the total of IAIN Metro staff in the Academic Years of 2019 /2020 was 203 people.

B. Description of Data Analysis

In this research aims to analyze the most dominant elements of word order and analyzing word order commonly found in abstract of student's undergraduate thesis. This research focuses on the abstract of students' undergraduate thesis of English education department. This research was conducted on July 26, 2021 at the IAIN Metro library. The method in this research using a qualitative method. Meanwhile the instruments used to collect the data for this research are observation and documentation. The researcher took 15 thesis as samples.

1. An Analysis of the Most Dominant Elements of Word Order of the Abstract of Students' Undergraduate Thesis of English Department at IAIN Metro

The elements which analyzing on the abstract of student's undergraduate thesis are the most dominant elements. Thus, there are seven elements of word order based on *Sidney Greendbaum & Gerald Nelson* from book *An Introduction to English Grammar*. In this case, the researcher used seven elements of basic word order to make it easy to be analyzed.

Student 1

Abstract

By: MAM

Speaking skill is one of important aspects in learning English. Without a speaking skill, students will be difficult to do learning English. Theoretically, Speaking is communication which is determinate file or success on students in English leaning.

A method has the important rule. The method can help the teacher in explaining or teaching the material because method is the key in teaching the goal of learning English. Total Physical Response Method believes in the importance of having their students enjoy their experience in learning to communicate in a foreign language. In Physical Response method, students listen and respond to the spoken target language command of their teacher.

So the students will be easier if they use their body in learning English. The objective of this research is to know whether the teacher use the TPR method can influence the students' speaking skill or not. The subjects of this research are 21 students of the seventh class at junior high school of Muhammadiyah 3 Metro in the academic year of 2017/2018.

Tabel 3.

The most dominant elements of word order of students 1

No	Student 1	Analysis
1	Speaking skill is one of important aspects in learning English.	The subject of the sentence is <i>speaking skill</i> (s), verb of the sentence is <i>is</i> (v), complement of the sentence is <i>one of important aspect in learning English</i> (c). Therefore, the element is SVC
2	Speaking is communication which is determinate file or success on students in English learning.	The subject of the sentence is <i>speaking</i> (s), verb of the sentence is <i>is</i> (v), complement of the sentence is <i>communication which is determinate file or success on students in English</i>

		learning (c). Therefore, the element is SVC
3	A method has the important rule.	The subject of the sentence is <i>a method</i> (s), verb of the sentence is <i>has</i> (v), object of the sentence is <i>the important rule</i> (o). Therefore, the element is SVO
4	The objective of this research is to know whether the teacher use the TPR method can influence the students' speaking skill or not.	the subject of the sentence is <i>the objective of this research</i> (s), verb of the sentence is <i>is</i> (v), complement of the sentence is <i>to know whether the teacher use the TPR method can influence the students' speaking skill or not</i> (c). Therefore, the element is SVC
5	The subjects of this research are 21 students of the seventh class at junior high school of Muhammadiyah 3 Metro on the academic year of 2017/2018.	The subject of this sentence is <i>The subjects of this research</i> (s), verb of the sentence is <i>are</i> (v), complement of the sentence is <i>21 students of the seventh class at junior high school of Muhammadiyah 3 Metro in the academic year of 2017/2018</i> (c). Therefore, the element is SVC
6	Students will be difficult to do learning English.	The subject of the sentence is <i>Students</i> (s), verb of the sentence is <i>will be</i> (v), object of the sentence is <i>difficult to do learning English</i> (o). Therefore, the element is SVO
7	The method can help the	The subject of the sentence is

	teacher in explaining or teaching the material.	<i>The method</i> (s), verb of the sentence is <i>can help</i> (v), direct object of the sentence is <i>the teacher</i> (io), direct object of the sentence is <i>in explaining or teaching the material</i> (io). Therefore, the element is SVOO
8	Total Physical Response Method believes in the importance of having their students enjoy their experience in learning.	The subject of the sentence is <i>Total Physical Response Method</i> (s), verb of the sentence is <i>believes</i> (v), complement of the sentence is <i>in the importance of having their students enjoy their experience in learning</i> (c). Therefore, the element is SVC

Student 2

Abstract

By: SA

Reading is one of four basic language skills that should be mastered by the students. By reading, the students get much knowledge, information, and all they need in the learning process. Moreover, student often ignored to mastering this skill. This condition which was researcher found at the eleventh graders of SMA Metro. Metro where many students had difficult in English learning especially in reading comprehension ability, so it caused their result of learning was low. Hence, to improve the students' reading comprehension ability, the researcher used PPP in learning process. PPP is one of strategy that effective and easy to be applied in the teaching and learning process. The purpose of this research was to know whether the use of PPP strategy can improve the students' reading comprehension ability at the eleventh graders of SMA N 2 Metro.

The kind of this research is classroom action research (CAR) which was conducted in two cycles. Each cycle consists of planning, acting, observing and reflecting. Object of this research is the students' reading comprehension ability. In collecting the data, the researcher used test, observation, documentation

and field note. This research was conducted with an English teacher of SMA N 2 Metro that was Mrs. Dwi Agusriani, S.S

Tabel 4.

The most dominant elements of word order of students 2

No	Student 2	Analysis
1	Reading is one of four basic language skills that should be mastered by the students.	The subject of the sentence is <i>Reading</i> (s), verb of the sentence is <i>is</i> (v), complement of the sentence is <i>one of four basic language skills that should be mastered by the students</i> (c). Therefore, the element is SVC
2	The students get much knowledge, information, and all they need in the learning process.	The subject of the sentence is <i>The students</i> (s), verb of the sentence is <i>get</i> (v), object of the sentence is <i>much knowledge, information, and all they need in the learning process</i> (o). Therefore, the element is SVO
3	PPP is one of strategy that effective and easy to be applied in the teaching and learning process.	The subject of the sentence is <i>PPP</i> (s), verb of the sentence is <i>is</i> (v), complement of the sentence is <i>one of strategy that effective and easy to be applied in the teaching and learning process</i> (c). Therefore, the element is SVC
4	The kind of this research is classroom action research (CAR) which was conducted in two cycles.	The subject of the sentence is <i>The kind of this research</i> (s), verb of the sentence is <i>is</i> (v), complement of the sentence is <i>classroom action research</i>

		<p><i>(CAR) which was conducted in two cycles (c).</i></p> <p>Therefore, the element is SVC</p>
5	Object of this research is the students' reading comprehension ability.	<p>The subject of the sentence is <i>Object of this research (s)</i>, verb of the sentence is <i>is (v)</i>, complement of the sentence is <i>the students' reading comprehension ability (c)</i>.</p> <p>Therefore, the element is SVC</p>
6	It caused their result of learning was low.	<p>The subject of the sentence is <i>It (s)</i>, verb of the sentence is <i>caused (v)</i>, object of the sentence is <i>their result of learning was low (o)</i>.</p> <p>Therefore, the element is SVO</p>
7	The purpose of this research was to know whether the use of PPP strategy can improve the students' reading.	<p>The subject of the sentence is <i>The purpose of this research (s)</i>, verb of the sentence is <i>was (v)</i>, indirect object of the sentence is <i>to know whether the use of PPP strategy (io)</i>, direct object of the sentence is <i>can improve the students' reading (do)</i>.</p> <p>Therefore, the element is SVOO</p>
8	Each cycle consists of planning, acting, observing and reflecting.	<p>the subject of the sentence is <i>Each cycle (s)</i>, verb of the sentence is <i>consists (v)</i>, complement of the sentence is <i>of planning, acting, observing and reflecting (c)</i>.</p> <p>Therefore, the element is SVC</p>

9	The researcher used test, observation, documentation and field note.	The subject of the sentence is <i>The researcher</i> (v), verb of the sentence is <i>used</i> (v), complement of the sentence is <i>test, observation, documentation and field note</i> (c). Therefore, the element is SVC
10	This research was conducted with an English teacher of SMA N 2 Metro that was Mrs. Dwi Agusriani, S.S	The subject of the sentence is <i>This research</i> (s), verb of the sentence is <i>was conducted</i> (v), indirect object of the sentence is <i>with an English teacher of SMA N 2 Metro</i> (io), direct object of the sentence is <i>that was Mrs. Dwi Agusriani, S.S</i> (do). Therefore, the element is SVOO

Student 3

Abstract

By: AO

The primary goal of this research is to know whether the use of code switching contained used in listening subject, to upgrade and refine the learners use of the language through a subject analysis of language options in the correction of the learners' approximate texts. The researcher found the problem of the students' are uninterested in listening subject and have difficulties to subject the audio, identify the topic and main idea of the text. The present research is qualitative in which the research collect the data in the form of word. The research collect the data use purposive sampling technique. The data analysis this research used by Mile. This study shows that the students use code switching of listening subject in the learning process. The main reason of listening subject used code switching is as a communicative strategy, because code switching can facilitated learning and they get a better understanding by using listening subject. Moreover, their listening subject code switching is positive. It can be

know that 50% positive, 33% between negative, and negative 17%. It can be inferred that listenin subject used code switching can help their learning process.

Tabel 5.

The most dominant elements of word order of students 3

No	Student 3	Analysis
1	The primary goal of this re- search is to know whether the use of code switching.	The subject of the sentence is <i>The primary goal of this re- search</i> (s), verb of the sentence is <i>is</i> (v), complement of the sentence is <i>to know whether the use of code switching</i> (c). Therefor, the element is SVC
2	The researcher found the problem of the students.	The subject of the sentence is <i>The researcher</i> (s), verb of the sentence is <i>found</i> (v), object of the subject is <i>the problem of the students</i> (o). Therefor, the elemet is SVO
3	The present research is quali- tative in which the research collect the data in the form of word.	The subject of the sentence is <i>The present research</i> (s), verb of the sentence is <i>is</i> (v), complement of the sentence is <i>qualitative in which the research collect the data in the form of word</i> (c). Therefor, the element is SVC
4	The research collect the data.	The subject of the sentence is <i>The research</i> (s), verb of the sentence is <i>collect</i> (v), object of the sentence is <i>the data</i> (o). Therefor, the element is SVO
5	It can be inferred that listen in	The subject of the sentence is <i>It</i>

	subject used code switching can help their learning process.	(s), verb of the sentence is <i>can be</i> (v), complement of the sentence is <i>inferred that listen in subject used code switching can help their learning process</i> (c). Therefore, the element is SVC
6	The research collect the data use purposive sampling technique.	The subject of the sentence is <i>The research</i> (s), verb of the sentence is <i>collect</i> (v), complement of the sentence is <i>the data use purposive sampling technique</i> (c). Therefore, the element is SVC
7	This study shows that the students use code switching of listening subject in the learning process.	The subject of the sentence is <i>This study</i> (s), verb of the sentence is <i>shows</i> (v), indirect object of the sentence is <i>that the students use code switching of listening subject</i> (id), direct object of the sentence is <i>in the learning process</i> (do). Therefore, the element is SVOO
8	The main reason of listening subject used code switching is as a communicative strategy.	The subject of the sentence is <i>The main reason of listening subject</i> (s), verb of the sentence is <i>used</i> (o), object of the sentence is <i>code switching is as a communicative strategy</i> (o). Therefore, the element is SVO
9	Their listening subject code switching is positive.	The subject of the sentence is <i>Their listening subject code switching</i> (s), verb of the

		<p>sentence is <i>is</i> (v), complement of the sentence is <i>positive</i> (c). Therefore, the element is SVC</p>
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Student 4

Abstract

By: DAA

The purpose of this research was to know whether the use of Timeline Strategy can improve the students' recount text writing skill in English learning.

The kind of this research was classroom action research (CAR) which was conducted in two cycles. Each cycle consisted planning, acting, observing and reflecting. The object of this research was the students' recount text writing skill. In collecting the data, the researcher used test, observation, and documentation. This research was conducted with an English teacher of MAN 1 Lampung Timur.

The result of this research shows that Timeline Strategy has positive role in improving the recount text writing skill at tenth grade students of MAN 1 Lampung Timur. It can be prove by the students' average score from pre test to post test. The average score in pre test was 56.63 and in post test was 65.93 became 75.57. It means that the using of Timeline Strategy can improve recount text writing skill among the students.

Tabel 6.

The most dominant elements of word order of students 4

No	Student 4	Analysis
1	The purpose of this research was to know whether the use of Timeline Strategy.	<p>The subject of the sentence is <i>The purpose of this research</i> (s), verb of the sentence is <i>was</i> (v), complement of the sentence is <i>to know whether the use of Timeline Strategy</i> (c). Therefore, the element is SVC</p>
2	The kind of this research was classroom action research (CAR).	<p>The subject of the sentence is <i>The kind of this research</i> (v), verb of the sentence is <i>was</i> (v),</p>

		<p>complement of the sentence is <i>classroom action research (CAR)</i> (c).</p> <p>Therefore, the element is SVC</p>
3	The object of this research was the students' recount text writing skill.	<p>The subject of the sentence is <i>The object of this research</i> (s), verb of the sentence is <i>was</i> (v), complement of the sentence is <i>the students' recount text writing skill</i> (c).</p> <p>Therefore, the element is SVC</p>
4	The result of this research shows that Timeline Strategy has positive role.	<p>The subject of the sentence is <i>The result of this research</i> (s), verb of the sentence is <i>shows</i> (v), complement of the sentence is <i>that Timeline Strategy has positive role</i> (s).</p> <p>Therefore, the element is SVC</p>
5	Each cycle consisted planning, acting, observing and reflecting.	<p>Subject of the sentence is <i>Each cycle</i> (s), verb of the sentence is <i>consisted</i> (v), complement of the sentence is <i>planning, acting, observing and reflecting</i> (c).</p> <p>Therefore, the element is SVC</p>
6	The researcher used test, observation, and documentation.	<p>Subject of the sentence is <i>The researcher</i> (s), verb of the sentence is <i>used</i> (v), object of the sentence is <i>test, observation, and documentation</i> (o).</p> <p>Therefore, the element is SVO</p>
7	This research was conducted with an English teacher of	<p>The subject of the sentence is <i>This research</i> (s), verb of the</p>

	MAN 1 Lampung Timur.	sentence is <i>was conducted</i> (v), object of the sentence is <i>with an English teacher of MAN 1 Lampung Timur</i> (o). Therefore, the element is SVO
8	It can be prove by the students' average score from pre test to post test.	Subject of the sentence is <i>It</i> (s), verb of the sentence is <i>can be prove</i> (v), object of the sentence is <i>by the students' average score</i> (o), adverb of the sentence is <i>from pre test to post test</i> (a). Therefore, the element is SVOA
9	The average score in pre test was 56.63 and in post test was 65.93 became 75.57.	The seubject of the sentence is <i>The average score in pre test</i> (s), verb of the sentence is <i>was</i> (v), complement of the sentence is <i>56.63 and in post test was 65.93 became 75.57</i> (c). Therefore, the element is SVC

Student 5

Abstract

By: MN

The objectives of this research were to know whether Predicting Strategy influence the students' reading comprehension at the tenth graders of SMK 2 Ganesa Sekampung. Collect the data the researcher used test, observation, and documentation, to got the students' score the researcher used written test in form multiple choice.

In this research is Quantitative research. This research involved students with given pre-test, treatment, and post -test. The researcher used Chi-square and T-test formulaion to analyze the data.

Finally, the data indicated "X2 observed" = 14,24 was higher than "X2 table" = 5,991 (5%), and 9,210 (1%) that to bserved = 9.315 was higher than table = 1.720 (5%), and 2.832 (1%). It mean that Predicting strategy can influence the

students' reading comprehension at the tenth graders of SMK 2 Ganesa Sekampung East Lampung. Predicting strategy as a strategy to comprehend a text, the students will be more interest in English learning process.

Tabel 7.

The most dominant elements of word order of students 5

No	Student 5	Analysis
1	The objectives of this research were to know whether Predicting Strategy influence the students' reading comprehension.	The subject of the sentence is <i>The objectives of this research</i> (s), verb of the sentence is <i>were</i> (v), complement of the sentence is <i>to know whether Predicting Strategy influence the students' reading comprehension</i> (c). Therefore, the element is SVC
2	In this research is Quantitative research.	The subject of the sentence is <i>In this research</i> (s), verb of the sentence is <i>is</i> (v), complement of the sentence is <i>Quantitative research</i> (c). Therefore, the element is SVC.
3	This research involved students with given pre-test, treatment, and post-test.	The subject of the sentence is <i>This research</i> (s), verb of the sentence is <i>involved</i> (v), complement of the sentence is <i>students with given pre-test, treatment, and post-test</i> (c). Therefore, the element is SVC
5	The researcher used Chi-square and T-test formulaion to analyze the data.	The subject of the sentence is <i>The researcher</i> (s), verb of the sentence is <i>used</i> (v), complement of the sentence is <i>Chi-square and T-test</i>

		<i>formulaion to analyze the data</i> (c). Therefore, the element is SVC
6	It mean that Predicting strate- gy can influence the students’ reading comprehension at the tenth graders of SMK 2 Ga- nesa Sekampung East Lam- pung.	The subject of the sentence is <i>It</i> (s), verb of the sentence is <i>mean</i> (v), <i>that Predicting strategy</i> object of the sentence is <i>can in-</i> <i>fluence the students’ reading</i> <i>comprehension</i> (o), adverb of the sentence is <i>at the tenth grad-</i> <i>ers of SMK 2 Ganesa Sekam-</i> <i>pung East Lampung</i> (a) Therefore, the element is SVOC
7	The students will be more interest in English learning process.	Subject of the senence is <i>The</i> <i>students</i> (s), verb of the sentence is <i>will be</i> (v), complement of the sentence is <i>more interest in Eng-</i> <i>lish learning process</i> (c). Therefore, the element is SVC

Student 6

Abstract

By: NA

Speaking is an activity to say something or activity of using symbols which has a meaning and can be understood who talk with us. Researcher was found some problems the eighth grade of SMPN 4 Metro, especially in speaking. The researcher focused on the problem where the student had low motivation to participate in speaking activity. The objective of this research is to know whether Question Answer Technique can improve the students’ speaking ability. Question Answer Technique could be one of the strategies in teaching learning process.

This research is classroom action research (CAR) which had been conducted in SMPN 4 METRO at the eighth grade and followed by 30 students and it was done in two cycles. Each cycle was done three meetings.

Furthermore this research was done in four step that were planning, acting, observing and reflecting. In this research the researcher used data collecting methods, they were test, observation, and documentation.

The result of this research shows that in the first cycle, the average of pre-test score was 54.3 and post-test score was 63.8. The score improved 9.5 point. In post-test cycle II, the students average score was 71. The score improved 7.2, it can be concluded that using question answer technique can improve students' speaking ability at the eighth grade of SMPN 4 Metro.

Tabel 8.

The most dominant elements of word order of students 6

No	Student 6	Analysis
1	Speaking is an activity to say something or activity of using symbols.	The subject of the sentence is <i>Speaking</i> (s), verb of the sentence is <i>is</i> (v), complement of the sentence is <i>an activity to say something or activity of using symbols</i> (c). Therefore, the element is SVC
2	The researcher focused on the problem where the student had low motivation.	The subject of the sentence is <i>The researcher</i> (s), verb of the sentence is <i>focused</i> (v), complement of the sentence is <i>on the problem where the student had low motivation</i> (c). Therefore, the element is SVC
3	The objective of this research is to know whether Question Answer Technique can improve the students' speaking ability.	The subject of the sentence is <i>The objective of this research</i> (s), verb of the sentence is <i>is</i> (v), complement of the sentence is <i>to know whether Question Answer Technique can improve the students' speaking ability</i> (s). Therefore, the element is SVC

4	This research is classroom action research.	The subject of the sentence is <i>This research</i> (s), verb of the sentence is <i>is</i> (s), complement of the sentence is <i>classroom action research</i> (c). Therefore, the element is SVC
5	Researcher was found some problems the eighth grade of SMPN 4 Metro.	The subject of the sentence is <i>Researcher</i> (s), verb of the sentence is <i>was found</i> (v), complement of the sentence is <i>some problems the eighth grade of SMPN 4 Metro</i> (c) Therefore, the element is SVC
6	Question Answer Technique can improve the students' speaking ability.	The subject of the sentence is <i>Question Answer Technique</i> (s), verb of the sentence is <i>can improve</i> (v), complement of the sentence is <i>the students' speaking ability</i> (c) Therefore, the element of the sentence is SVC
7	Each cycle was done three meetings	The subject of the sentence is <i>Each cycle</i> (s), verb of the sentence is <i>was done</i> (v), complement of the sentence is <i>three meetings</i> (c). Therefore, the element is SVC
8	In this research the researcher used data collecting methods, they were test, observation, and documentation.	The subject of the sentence is <i>In this research the researcher</i> (s), verb of the sentence is <i>used</i> (v), object of the sentence is <i>data collecting methods</i> (o), adverb of

		the sentence is <i>they were test, observation, and documentation</i> (a) Therefore the element is SVOC
9	The result of this research shows that in the first cycle, the average of pre-test score was 54.3 and post-test score was 63.8.	The subject of the sentence is <i>The result of this research</i> (s), verb of the sentence is <i>shows</i> (v), complement of the sentence is <i>that in the first cycle, the average of pre-test score was 54.3 and post-test score was 63.8</i> (c). Therefor, the element is SVC

Student 7

Abstract

By: DI

The objective of this research is to show the improving of using brainstorming technique on the students' advertisement writing skill at twelfth grades of SMK Wiratama Kotagajah Central Lampung.

The research method used in this research is Classroom Action Research (CAR) which is used to solve the students' problem in writing skill. The subjects of this research were XII Accounting students of SMK Wiratama Kotagajah Central Lampung. The research instruments used to collect the data in this research were test, observation, documentation and field note.

The result of this research showed that the implementation of Brainstorming Technique was successful since the crireria of success were achieved. The first criterion was 70% the students could pass the target score ≥ 75 based on the minimum mastery criteria (MMC). The finding showed that 74.78% of students had already became more active in the learning process. The result observation showed that by using Brainstorming Technique, most of the students were involved active in the learning process, so, the students could generate their ideas.

Tabel 9.*The most dominant elements of word order of students 7*

No	Student 7	Analysis
1	The objective of this research is to show the improving of using brainstorming technique.	The subject of the sentence is <i>The objective of this research</i> (s), verb of the sentence is <i>is</i> (v), complement of the sentence is <i>to show the improving of using brainstorming technique</i> (c). Therefore, the element is SVC
2	The subjects of this research were XII Accounting.	The subject of the sentence is <i>The subjects of this research</i> (s), verb of the research is <i>were</i> (v), complement of the sentence is <i>XII Accounting</i> (c). Therefore, the element is SVC
3	The result of this research showed that the implementation of Brainstorming Technique was successful.	The subject of the sentence is <i>The result of this research</i> (s), verb of the sentence is <i>showed</i> (v), object of the sentence is <i>that the implementation of Brainstorming Technique was successful</i> (c). Therefore, the element is SVO
4	The research method used in this research is Classroom Action Research (CAR) which is used to solve the students' problem in writing skill.	The subject of the sentence is <i>The research method</i> (s), verb of the sentence is <i>used in this research</i> (v), <i>is</i> object of the sentence is <i>Classroom Action Research</i> (o) complement of the sentence is <i>which is used to solve the students' problem in</i>

		<p><i>writing skill</i> (c).</p> <p>Therefor, the element is SVOC</p>
5	<p>The research instruments used to collect the data in this research were test, observation, documentation and field note.</p>	<p>The subject of the sentence is <i>The research instruments</i> (s), verb of the sentence is <i>used</i> (v), object of the sentence is <i>to collect the data</i> (o), complement of the sentence is <i>in this research were test, observation, documentation and field note</i> (c).</p> <p>Therefor, the element is SVC</p>
6	<p>The finding showed that 74.78% of students had already became more active in the learning process.</p>	<p>The subject of the sentence is <i>The finding</i> (s), verb of the sentence is <i>showed</i> (v), object of the sentence is <i>that 74.78% of students had already became more active in the learning process</i> (o).</p> <p>Therefor, the element is SVO</p>
7	<p>The result observation showed that by using Brainstorming Technique, most of the students were involved active in the learning process, so, the students could generate their ideas.</p>	<p>The subject of the sentence is <i>The result observation</i> (s), verb of the sentence is <i>showed</i> (v), object of the sentence is <i>that by using Brainstorming Technique</i> (o), complement of the sentence is <i>most of the students were involved active in the learning process, so, the students could generate their ideas</i> (c).</p> <p>Therefor, the element is SVOC</p>

Student 8

Abstract

By: UKA

The objective of this research to understand and explain about the error of using lexical polysemy translation error in students' of IAIN Metro academic year 2018/2019 and know the dominant kinds of error in lexical polisemy translation that used. As a problem to the error of lexical polisemy translation which found on the background of the study. The researcher want to discuss about kinds of error in lexical polisemy translation at the English Education Program of IAIN Metro in the Academic Year of 2018/ 2019.

This research is qualitative research. The data collected through *observation, documentation, and interview*. Additionally, this research applied Miles and Huberman models, to analyze the research data through some step, namely, *data collection, data reduction, data display and drawing conclusion*. In this research used sampling purposive technique, the researcher took 20 sheet work of translation students on fifth semester of English Education Program at IAIN Metro as her sampling.

The result of the research show the error of lexical polisemy translation at irregular polisemy is the highest found in students' than other type. Likewise, the kind of error in lexical polisemy translation students' are 76 irregular polisemy (80%), 19 regular polisemy (20%). In conclusion, the student' the most dominant error on irregular polisemy.

Tabel 10.

The most dominant elements of word order of students 8

No	Student 8	Analysis
1	The researcher want to discuss about kinds of error.	The subject of the sentence is <i>The researcher</i> (s), verb of the sentence is <i>want</i> (v), complement of the sentence is <i>to discuss about kinds of error</i> (c). Therefore, the element is SVC.
2	This research is qualitative research.	The subject of the sentence is <i>This research</i> (s), verb of the sentence is <i>is</i> (v), complement of the sentence is <i>qualitative research</i> (c). Therefore, the element is SVC.

3	The data collected through observation, documentation, and interview.	The subject of the sentence is <i>The data collected</i> (s), verb of the sentence is <i>through</i> (s), complement of the sentence is <i>observation, documentation, and interview</i> (c). Therefore, the element is SVC
4	This research applied Miles and Huberman models.	The subject of the sentence is <i>This research</i> (s), verb of the sentence is <i>applied</i> (v), object of the sentence is <i>Miles and Huberman models</i> (o). Therefore, the element is SVO
5	The researcher took 20 sheet work of translation students.	The subject of the sentence is <i>The researcher</i> (s), verb of the sentence is <i>took</i> (v), complement of the sentence is <i>20 sheet work of translation students</i> (c). Therefore, the element is SVC
6	The researcher want to discuss about kinds of error in lexical polysemy translation.	The subject of the sentence is <i>The researcher</i> (s), verb of the sentence is <i>want</i> (o) object of the sentence is <i>to discuss</i> (o), complement of the sentence is <i>about kinds of error in lexical polysemy translation</i> (c). Therefore, the element is SVOC
7	This research applied Miles and Huberman models, to analyze the research data.	The subject of the sentence is <i>This research</i> (s), verb of the sentence is <i>applied</i> (v), object of the sentence is <i>Miles and Huberman models</i> (o), complement

		of the sentence is <i>to analyze the research data</i> (c). Therefore, the element is SVOC
8	The kind of error in lexical polysemy translation students' are 76 irregular polysemy (80%), 19 regular polysemy (20%).	The subject of the sentence is <i>The kind of error in lexical polysemy translation students'</i> (s), verb of the sentence is <i>are</i> (v), complement of the sentence is <i>76 irregular polysemy (80%), 19 regular polysemy (20%)</i> (c). Therefore, the element is SVC

Student 9

Abstract

By: E

The aim of this research was to show that the use of One-To-One teaching learning strategy can improve the descriptive reading ability and learning activity at the eight grade of SMP Negeri 1 Batanghari. The problem which have been identified was the student have low ability in reading learning .

This research is categorized to Classroom Action Research (CAR). In order to accuracy in data collecting, the researcher used data collecting technique such as test, observation, and documentation. This research was conducted in 2 cycle and every cycle consists of 2 meetings. The subject of this research is the students of class VIII grades of SMP negeri 1 Batanghari.

Based on the result and the discussion of this research, it can be said that the use of One-To-one teaching learning strategy to improve the descriptive reading ability is success because the criteria of success was achieved. This research will be called success if there is 80 % or more of students who passed the minimum standard criteria (MMC) 70. The result show that there were 84,29% of students who passed the minimum standard criteria in the post-test 2. Before the action was conducted, there were just 34,28% of students who passed the minimum standard criteria in the pre-test. It means that, the use of One-To-One teaching learning strategy can improve the descriptive reading ability at the eight grade of SMP Negeri 1 Batanghari.

Tabel 11.

The most dominant elements of word order of students 9

No	Student 9	Analysis
1	This research is categorized to Classroom Action Research (CAR).	The subject of the sentence is <i>This research</i> (s), verb of the sentence is <i>is</i> (v), complement of the sentence is <i>categorized to Classroom Action Research</i> (c). Therefore, the element is SVC
2	This research was conducted in 2 cycle.	The subject of the sentence is <i>This research</i> (s), verb of the sentence is <i>was conducted</i> (v), complement of the sentence is <i>in 2 cycle</i> (o). Therefore, the element is SVO
3	The subject of this research is the students of class VIII grades of SMP Negeri 1 Batanghari.	The subject of the sentence is <i>The subject of this research</i> (s), verb of the sentence is <i>is</i> (v), complement of the sentence is <i>the students of class VIII grades of SMP Negeri 1 Batanghari</i> (c). Therefore, the element is SVC
4	The result show that there were 84,29% of students who passed the minimum standard criteria in the post-test 2.	The subject of the sentence is <i>The result</i> (s), verb of the sentence is <i>show</i> (v), complement of the sentence is <i>that there were 84,29% of students who passed the minimum standard criteria in the post-test 2</i> (o). Therefore, the element is SVO
5	The use of One-To-One teaching learning strategy can	The subject of the sentence is <i>The use of One-To-One teaching</i>

	improve the descriptive reading ability at the eight grade of SMP Negeri 1 Batanghari.	<p><i>learning strategy</i> (s), verb of the sentence is <i>can</i> (v), complement of the sentence is <i>improve the descriptive reading ability at the eight grade of SMP Negeri 1 Batanghari</i> (c).</p> <p>Therefor, the element is SVC</p>
6	One-To-One teaching learning strategy can improve the descriptive reading ability and learning activity at the eight grade of SMP Negeri 1 Batanghari.	<p>The subject of the sentence is <i>One-To-One teaching learning strategy</i> (s), verb of the sentence is <i>can improve</i> (v), object of the sentence is <i>the descriptive reading ability and learning activity</i> (o), complement of the sentence is <i>at the eight grade of SMP Negeri 1 Batanghari</i> (c).</p> <p>Therefor, the element is SVOC</p>
7	The student have low ability in reading learning.	<p>The subject of the sentence is <i>The student</i> (s), verb of the sentence is <i>have</i> (v), complement of the sentence is <i>low ability in reading learning</i> (c).</p> <p>Therefor, the element is SVC</p>
8	The researcher used data collecting technique such as test, observation, and documentation.	<p>The subject of the sentence is <i>The researcher</i> (s), verb of the sentence is <i>used</i> (v), object of the sentence is <i>data collecting technique</i> (o), complement of the sentence is <i>such as test, ob-</i></p>

		<p><i>ervation, and documentation</i> (c).</p> <p>Therefor, the element is SVOC</p>
9	<p>One-To-one teaching learning strategy to improve the descriptive reading ability is success because the criteria of success was achieved.</p>	<p>The subject of the sentence is <i>One-To-one teaching learning strategy improve the descriptive reading ability</i> (s), verb of the sentence is <i>is</i> (v), complement of the sentence is <i>success because the criteria of success was achieved</i> (c).</p> <p>Therefore, the element is SVC</p>
10	<p>The result show that there were 84,29% of students who passed the minimum standard criteria in the post-test 2</p>	<p>The subject of the sentence is <i>The result</i> (s), verb of the sentence is <i>show</i> (v), object of the sentence is <i>that there were 84,29% of students who passed the minimum standard criteria in the post-test 2</i> (o)</p> <p>Therefor, the element is SVO</p>
11	<p>The use of One-To-One teaching learning strategy can improve the descriptive reading ability at the eight grade of SMP Negeri 1 Batanghari.</p>	<p>The subject of the sentence is <i>The use of One-To-One teaching learning strategy</i> (s), verb of the sentence is <i>can improve</i> (v), complement of the sentence is <i>the descriptive reading ability at the eight grade of SMP Negeri 1 Batanghari</i> (c).</p> <p>Therefor, the element is SVC</p>

Student 10

Abstract

By: ARD

Basically, speaking is one of productive skill in English that should be learned by students. However, in reality, there are so many students that still find difficulties in speaking because several factors in teaching and learning process. Based the data of pre survey, the principal problem is the students' speaking experience that still low, because they have less of confidence in speaking. The primary goal of this research is to know whether the use of humor video can be increase the students' speaking performance.

The kind of this research is known as Classroom Action Research (CAR). The data were collected by documentation, observation, field note, interview, record and test. The researcher chose class VIII.1 as the subject in this research and conducted the data analysis by take average from the result of score of pre-test and post test.

Based on the data that there is significant increasing on the students' in speaking performance. It is proved on the students' average score in pre-test and post-test 1 was from 53,70 to 58,91 while in post-test 1 and post-test 2 was from 58,91 to 65,22. It means that the use of humor video can increasing the students' speaking performance at eighth grade of Junior High School of Muhammadiyah Sekampung.

Tabel 12.

The most dominant elements of word order of students 10

No	Student 10	Analysis
1	Speaking is one of productive skill in English.	The subject of the sentence is <i>Speaking</i> (s), verb of the sentence is <i>is</i> (v), complement of the sentence is <i>one of productive skill in English</i> (o). Therefor, the element is SVO
2	The principal problem is the students' speaking experience.	The subject of the sentence is <i>The principal problem(s)</i> , verb of the sentence is <i>is</i> (v), com-

		<p>plement of the sentence is <i>the students' speaking experience</i> (c).</p> <p>Therefore, the element is SVO</p>
3	They have less of confidence in speaking.	<p>The subject of the sentence is <i>They</i> (s), verb of the sentence is <i>have</i> (v), complement of the sentence is <i>less of confidence in speaking</i> (c).</p> <p>Therefor, the element is SVC</p>
4	The kind of this research is known as Classroom Action Research.	<p>The subject of the sentence is <i>The kind of this research</i> (s), verb of the sentence is <i>is</i> (v), complement of the sentence is <i>known as Classroom Action Research</i> (c).</p> <p>Therefor, the element is SVC</p>
5	The researcher chose class VIII.1 as the subject in this research.	<p>The subject of the sentence is <i>The researcher</i>(s), verb of the sentence is <i>chose</i> (v), object of the sentence is <i>class VIII.1 as the subject in this research</i> (o).</p> <p>Therefor, the element is SVO</p>
6	The primary goal of this research is to know whether the use of humor video can be increase the students' speaking performance.	<p>The subject of the sentence is <i>The primary goal of this research</i> (s), verb of the sentence is <i>is</i> (v), complement of the sentence is <i>to know whether the use of humor video can be increase the students' speaking performance</i> (c).</p> <p>Therefor, the element is SVC</p>

7	The researcher chose class VIII.1 as the subject in this research.	The subject of the sentence is <i>The researcher</i> (s), verb of the sentence is <i>chose</i> (v), object of the sentence is <i>class VIII.1 as the subject in this research</i> (o). Therefore, the element is SVO
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Student 11

Abstract

By: HTN

The main purpose of this research is to investigate the students' speaking ability of MTS Darussalam Seputih Banyak which found in describing picture and to know what extend the pictures could help the students' learning process. The writer is tries to attest that describing pictures can be one of the teaching media to increase the students' speaking ability.

In this research, the researcher was conducts classroom action research (CAR) which is done in two cycles. Each cycle consist of planning, acting, observing, and reflecting. The subjects of this research is 30 students in VIII class of MTS Darussalam Seputih Banyak In collecting data, the researcher used test (pre-test, post test 1 and post test 2), observation and documentation. The research is conducted collaboratively with a English teacher of MTS Darussalam Seputih Banyak.

The result of this research shows that implementation describing picture can be used as a teaching media of speaking. It provided by the average mark result of pre-test and post-test show that there were improved mark. At post test I is 75 and post test II is 87, it improve 12 points. The researcher concluded that there was significant improve of using describing picture technique on the speaking ability the eighth grade students of MTS Darussalam Seputih Banyak

Tabel 13.*The most dominant elements of word order of students 11*

No	Student 11	Analysis
1	The main purpose of this research is to investigate the students' speaking.	The subject of the sentence is <i>The main purpose of this research</i> (s), verb of the sentence is <i>is</i> (v), complement of the sentence is <i>to investigate the students' speaking</i> (c). Therefore, the element is SVC
2	The researcher was conducts classroom action research (CAR).	The subject of the research i <i>The researcher</i> (s) <i>was</i> (v) <i>conducts classroom action research</i> (o). Therefore, the element is SVO
3	Each cycle consist of planning, acting, observing, and reflecting.	The subject of the sentence is <i>Each cycle</i> (s), <i>consist</i> (v), object of the sentence is <i>of planning, acting, observing, and reflecting</i> (o). Therefore, the element is SVO
4	The subjects of this research is 30 students.	The subject of the sentence is <i>The subjects of this research</i> (s), verb of the sentence is <i>is</i> (v), complement of the sentence is <i>30 students</i> (c). Therefore, the element is SVC
5	The researcher used test (pre-test, post test 1 and post test 2), observation and documentation.	the subject of the sentence is <i>The researcher</i> (s) verb of the sentence is <i>used</i> (v), object of the sentence is <i>test (pre-test, post test 1 and post test 2), observation and documentation</i>

		(o). Therefor, the element is SVO
6	The research is conducted collaboratively with a English teacher of MTS Darussalam Seputih Banyak.	The subject of the sentence is <i>The research</i> (s), verb of the sentence is <i>is</i> (v), complement of the sentence is <i>conducted collaboratively with a English teacher of MTS Darussalam Seputih Banyak</i> (c). Therefore, the element is SVC
7	The result of this research shows that implementation describing picture can be used as a teaching media of speaking.	The subject of the sentence is <i>The result of this research</i> (s), verb of the sentence is <i>shows</i> (v), complement of the sentence is <i>that implementation describing picture can be used as a teaching media of speaking</i> (c). Therefor, the element is SVC
8	The researcher concluded that there was significant improve of using describing picture technique on the speaking ability the eighth grade students of MTS Darussalam Seputih Banyak	The subject of the sentence is <i>The researcher</i> (s), verb of the sentence is <i>concluded</i> (v), object of the sentence is <i>that there was significant improve</i> (o), complement of the sentence is <i>of using describing picture technique on the speaking ability the eighth grade students of MTS Darussalam Seputih Banyak</i> (c). Therefor, the element is SVOC

Student 12

Abstract

By: LN

The objective of this research is to know whether Cloze Procedure strategy can improve the students' comprehension ability. Cloze Procedure strategy could be one of the strategy in teaching learning process. Cloze Procedure strategy is a comprehension reading strategy approach.

This research is classroom action research and it was done in two cycles. Each cycle was done in three meeting. Furthermore this research was done in four steps that were planning, acting, observing and reflecting. In this research the researcher used data collecting methods, they were test, observation, and documentation.

The result of this research shows that in the first cycle, the average of pre-test score was 63,46 and post-test score was 67,30. The score improved 3,84 point. In post-test cycle II, the students average score was 72,50. The score improved 6,73, it can be concluded that using cloze procedure strategy can improve students' reading comprehension ability at seventh grade of SMP Wiratama Kotagajah Central Lampung.

Tabel 14.

The most dominant elements of word order of students 12

No	Student 12	Analysis
1	The objective of this research is to know whether Cloze Procedure strategy.	The subject of the sentence is <i>The objective of this research</i> (s), verb of the sentence is <i>is to know</i> (v), complement of the sentence is <i>whether Cloze Procedure strategy</i> (c). Therefore, the element is SVC
2	This research is classroom action research.	The subject of the sentence is <i>This research</i> (s), verb of the sentence is <i>is</i> (v), complement of the sentence is <i>classroom action research</i> (c). <i>This research is classroom</i>

		<i>action research.</i>
3	The researcher used data collecting methods.	The subject of the sentence is <i>The researcher</i> (s), verb of the sentence is <i>used</i> (v), object of the sentence is <i>data collecting methods</i> (o). Therefore, the element is SVO
4	Cloze Procedure strategy is a comprehension reading strategy approach.	The subject of the sentence is <i>Cloze Procedure strategy</i> (s), verb of the sentence is <i>is</i> (s), complement of the sentence is <i>a comprehension reading strategy approach</i> (c). Therefore, the element is SVC
5	The result of this research shows that in the first cycle, the average of pre-test score was 63,46 and post-test score was 67,30.	The subject of the sentence is <i>The result of this research</i> (s), verb of the sentence is <i>shows</i> (v), complement of the sentence is <i>that in the first cycle, the average of pre-test score was 63,46 and post-test score was 67,30</i> (c). Therefore, the element is SVC
6	The score improved 3,84 point.	The subject of the sentence is <i>The score</i> (s), verb of the sentence is <i>improved</i> (v), object of the sentence is <i>3,84 point</i> (o). Therefore, the element is SVO
7	The score improved 6,73, it can be concluded that using cloze procedure strategy	The subject of the sentence is <i>The score</i> (s), verb of the sentence is <i>improved</i> (v), object of the sentence is <i>6,73</i> (o),

		complement of the sentence is <i>it can be concluded that using cloze procedure strategy</i> (c). Therefor, the element is SVOC
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Student 13

Abstract

By: H

Scaffolding Strategy is one of the strategies that can help the students to comprehend the text easily. The objectives of this research were to know whether Scaffolding Strategy influence the students reading comprehension at the eighth graders of MTs Daarul Ma'arif Natar.

In this research, the researcher used Quantitative research. It aimed to find out whether by using Scaffolding strategy could influence the students reading comprehension. To collected the data the reseacher used test, observasion and documentation, to got the students' score the researcher used written test in multiple choice form. This research involved students with given pre-test, treatment and post-test. The researcher used Chi-square and T-test formula to analyze the data.

Finally, the data indicated "X2 observed" = 11,46 was higher than "X2 table" = 5,9914 (5%), and 9,2103 (1%) that tobserve = 6,191 was higher than ttable = 2,045(5%), and 2,756 (1%). It mean that Scaffolding Strategy can influence on the students' reading comprehension at the eighth graders of MTs Daarul Ma'arif Natar.

Tabel 15.

The most dominant elements of word order of students 13

No	Student 13	Analysis
1	Scaffolding Strategy is one of the strategies.	The subject of the sentence is <i>Scaffolding Strategy</i> (s), verb of the sentence is <i>is</i> (v), complement of the sentence is <i>one of the strategies</i> (c). Therefor, the element is SVC.
2	The researcher used	The subject of the sentence is

	Quantitative research.	<i>The researcher</i> (s), verb of the sentence is <i>used</i> (v), object of the sentence is <i>Quantitative research</i> (o). Therefore, the element is SVO
3	The researcher used test, observation and documentation.	The subject of the sentence is <i>The researcher</i> (s), verb of the sentence is <i>used</i> (v), object of the sentence is <i>test, observation and documentation</i> (o). Therefore, the element is SVO
4	This research involved students with given pre-test, treatment and post-test.	The subject of the sentence is <i>This research</i> (s), verb of the sentence is <i>involved</i> (v), object of the sentence is <i>students with given pre-test, treatment and post-test</i> (o). Therefore, the element is SVO
5	The researcher used Chi-square and T-test formula to analyze the data.	The subject of the sentence is <i>The researcher</i> (s), verb of the sentence is <i>used</i> (v), object of the sentence is <i>Chi-square and T-test formula to analyze the data</i> (o). Therefore, the element is SVO
6	To collected the data the researcher used test, observation and documentation, to get the students' score	Subject of the sentence is <i>To collect the data the researcher</i> (s), verb of the sentence is <i>used</i> (v), object of the sentence is <i>test, observation and documentation</i> (o), complement of the sentence is <i>to get the students' score</i> (c)

		Therefor, the element is SVOC
7	The researcher used Chi-square and T-test formula to analyze the data.	The subject of the sentence is <i>The researcher</i> (s), verb of the sentence is <i>used</i> (v), object of the sentence is <i>Chi-square and T-test formula</i> (o), complement of the sentence is <i>to analyze the data</i> (c). Therefor, the element is SVOC

Student 14

Abstract

By: DPR

The objective of this research is to analyze the grammatical errors commonly made by students in writing descriptive text of eight graders at SMP N 3 Batanghari East Lampung.

The research type is qualitative research in the form of case study. The data collecting method used documentation, observation and interview. The researcher analyzes the data by Creswell analysis technique. The findings of the research shows that the students often make errors in grammatical errors. The total errors made by students were 352 errors. It consist of 98 errors in agreement or 27.84%, 28 errors in article or 7.96%, 3 errors in thensis 0.85%, and 223 error in spelling or 63.35%.

The conclusion in this research shows that the students often made grammatical errors in writing descriptive text. They didn't really know about their mastery grammar. So, the teacher must be improve the lesson of grammar and writing especially descriptive text at SMP N 3 Batanghari East Lampung.

Tabel 15.

The most dominant elements of word order of students 14

No	Student 14	Analysis
1	The research type is qualitative research.	The subject of the sentence is <i>The research type</i> (s), verb of the sentence is <i>is</i> (v), complement of the sentence is

		<i>qualitative research</i> (c). Therefore, the element is SVC
2	The data collecting method used documentation, observation and interview.	The subject of the sentence is <i>The data collecting method</i> (s), verb of the sentence is <i>used</i> (v), object of the sentence is <i>documentation, observation and interview</i> (o). Therefore, the element is SVO.
3	The researcher Analyzes the data.	The subject of the sentence is <i>The researcher</i> (s), verb of the sentence is <i>analyzes</i> (v), object of the sentence is <i>the data</i> (o). Therefore, the element is SVO.
4	The conclusion in this research shows that the students often made grammatical errors in writing descriptive text.	The subject of the sentence is <i>The conclusion in this research</i> (s), verb of the sentence is <i>shows</i> (v), object of the sentence is <i>that the students often made grammatical errors in writing descriptive text</i> (o). Therefore, the element is SVO
5	They didn't really know about their mastery grammar.	The subject of the sentence is <i>They</i> (s), verb of the sentence is <i>didn't</i> (v), object of the sentence is <i>really know about their mastery grammar</i> (o). Therefore, the element is SVO
6	The findings of the research shows that the students often make errors in grammatical errors.	The subject of the sentence is <i>The findings of the research</i> (s), verb of the sentence is <i>shows</i> (v), complement of the sentence

		is <i>that the students often make errors in grammatical errors</i> (c). Therefore, the element is, SVC
7	They didn't really know about their mastery grammar	The subject of the sentence is <i>They didn't</i> (v), <i>really</i> They didn't really know about their mastery grammar verb of the sentence is <i>know</i> (v), object of the sentence is <i>about their mastery grammar</i> (o). Therefore, the element is, SVO

Student 15

Abstract

By: MJ

This research to show that Dyadic Essay technique improves the students' recount writing skill among the eighth grade students of the MTs Miftahul Huda Seputih Raman in academic year 2018/2019.

This present research is a classroom action research design based on the Kemmis and McTaggart Model. The model is known as the Spiral Action Research. Every cycle consist of planning, acting, observing and reflecting. The data were taken from writing test to figure out the students' knowledge in writing recount text. Furthermore, the data collection method used observation, documentation, and field note.

The results of the research indicated that the average scores of the students' recount writing skill right now are: 62.47 in pre-test, 68.46 in post-test 1, and 77.17 in post-test 2. In short, the use of Dyadic Essay technique can improve the students recount writing skill among the eighth-grade students of MTs Miftahul Huda Seputih Raman in academic year 2018/2019. Besides, the use of Dyadic Essay technique in class can improve the students' recount writing skill, because it promoted their ideas in writing in a class and outside of class.

Tabel 16.

Analysis of the most dominant elements basic word order student 15

No	Student 15	Analysis
1	This present research is a classroom action research.	The subject of the sentence is <i>This present research</i> (s), verb of the sentence is <i>is</i> (v), complement of the sentence is <i>a classroom action research</i> (c). Therefore, the element is SVC
2	Every cycle consist of planning, acting, observing and reflecting.	The subject of the sentence is <i>Every cycle</i> (s), verb of the sentence is <i>consist</i> (v), complement of the sentence is <i>of planning, acting, observing and reflecting</i> (c). Therefore, the element is SVC
3	The data collection method used observation, documentation, and field note.	The subject of the sentence <i>The data collection method</i> (s), verb of sentence is <i>used</i> (v), object of the sentence is <i>observation, documentation, and field note</i> (o). Therefore , the element is SVO
4	It promoted their ideas.	The subject of the sentence is <i>It</i> (s), verb of the sentence is <i>promoted</i> (v), object of the sentence is <i>their ideas</i> (o). Therefore, the element is SVO
5	This research to show that Dyadic Essay technique improves the students' recount writing skill.	The subject of the sentence is <i>This research</i> (s), verb of the sentence is <i>to show</i> (v), object of the sentence is <i>that Dyadic Essay technique</i> (o), complement

		of the sentence is <i>improves the students' recount writing skill</i> (c). Therefore, the element is SVOC
6	The model is known as the Spiral Action Research.	The subject of the sentence is <i>The model</i> (s), verb of the sentence is <i>is known</i> (v), object of the sentence is <i>as the Spiral Action Research</i> (o). Therefore, the element is SVO
7	The results of the research indicated that the average scores of the students' recount writing skill right now are: 62.47 in pre-test, 68.46 in post-test 1, and 77.17 in post-test 2.	The subject of the sentence is <i>The results of the research</i> (s), verb of the sentence is <i>indicated</i> (v), object of the sentence is <i>that the average scores of the students' recount writing skill right now are: 62.47 in pre-test, 68.46 in post-test 1, and 77.17 in post-test 2</i> (o). Therefore, the element is SVO

After collecting the data, the researcher read and analyze all the data of students' writing to determine the most dominant elements of word order on the abstracts. The most dominant elements were identified and classified detailed analysis with a coding process. The coding process to get an outline of setting or people also as categories for analysis. In this research, the researcher determined decided dominant elements as follow: SVC (Subject – Verb – Complement), SVO (Subject – verb – Object). After that, the reseacher decided the most dominant elements of

word order made by students on the undergraduate thesis and put it into a table that have prepared.

The data derived from the abstracts on the students' undergraduate thesis showed that there have been 7 elements occurring on the abstracts that they wrote. The whole number and therefore the percentage of the most dominant elements are explained as follows:

In this section, it shows that the highest percentage of the dominant elements is 64 or 56% for SVC then the second there are 33 elements or 29% for SVO, 6 elements or 5% for SVOO, 1 element or 1 % for SVOA then, the last is 11 elements or 10% for AVOC. The following chart illustrates the results of data analysis.

Tabel 17
The percentage the most dominant elements on the abstract

Participants	SVC	SVO	SVOO	SVOA	AVOC	Total
MAM	5	2	1			8
SA	6	2	2			10
AD	5	3	1			9
DAA	6	2		1		9
MN	5				1	6
NA	8				1	9
DI	3	2	2			7
UKA	5	1			2	8
E	6	2			2	10
ARD	3	3				6
HTN	4	2			1	7
LN	3	1			1	5
H	1	4			2	7
DPR	2	5				7
MJ	2	4			1	7
Total	64	33	6	1	11	115
Parentage	56%	29%	5%	1%	10%	

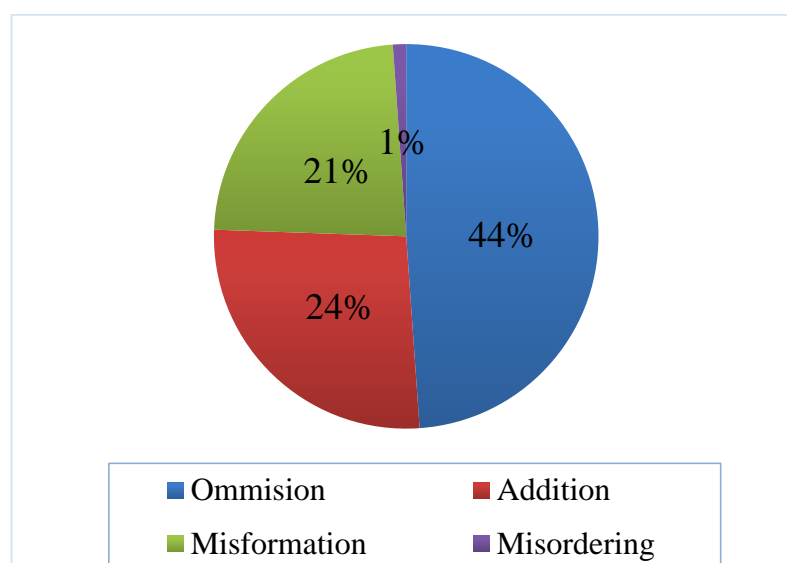
Result of the students based on the most dominant elements. In this final step the researcher inferred total number of dominant elements is usually made by students of English education department of IAIN Metro.

2. Analysis Word Order Error Commonly Found on The Abstract of Student's Undergraduate Thesis in English Department at IAIN Metro

In carrying out this research, researchers have analyzed 15 abstracts of students' undergraduate thesis of English education department in State Islamic Institute of Metro. Based on the this analysis, the researcher find out the error on the abstracts which consisting of four categories of errors. The following table illustrated the errors which were gotten from those abstracts.

Figure 4

The total of error commonly found on the abstract



Based on the analysis of the abstract on the students' undergraduate thesis, the researcher found the results in this research. The researcher

concludes that the total of error in each category is explained by using a percentage. The researcher found errors in the abstract 68 errors in the 15 abstracts on the undergraduate thesis analyzed. All these errors can be explained that: Ommision 30 items or (44%), Addition 23 items or (24%), Misformation 14 or (21%), and Misordering only 1 or (1%). From the percentage results in the table above, it can be concluded that the most common errors encountered on the abstract students' undergraduate thesis is omission, then the second is addition, the third is misformation and the last is misordering.

CHAPTER V

CONCLUSION & SUGGESTION

A. Conclusion

Based on the result of the data analysis, the researcher eagerly would like to conclude this research as follows:

Based on the data analysis, the researcher can conclude that the most dominant element word orders and were found on the students' undergraduate thesis of English department at state islamic institute of Metro 2018. There are two elements of word order that are the most dominant appearing in the abstract of the students' undergraduate thesis. It was supported by the analysis of the researcher who got 64 or 56% for SVC then the second there are 33 elements or 29% for SVO, 6 elements or 5% for SVOO, 1 element or 1 % for SVOA then, the last is 11 elements or 10% for SVOC. Therefore, the most dominant elements on abstract of the students' undergraduate thesis among the 2018 of English Department in State Islamic Institute of Metro is SVC elements.

Second , the students' error commonly found in abstract on the students' undergraduate thesis of English department in State Islamic Institute of Metro 2018 it was supported by the analysis. All these error can be explained that: Omission 30 items or (44%), Addition 23 items or (24%), Misformation 14 or (21%), and Misordering only 1 or (1%). From the percentage results in the table above, it can be concluded that the most common errors encountered on the abstract students' undergraduate thesis is omission, then the second is addition, the third is misformation and the last is misordering.

B. Suggestion

Based on the results of this study, the researcher gives several points for suggestions:

1. All students are required to have good writing skills and good grammatical skills.
2. Appropriate direction of the abstract must be carried out.

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APENDICES

INSTRUMENT OF DATA COLLECTION

Generally, the purpose of this research is to find out the most elements word order elements that commonly used by students and to analyze word order errors in the abstracts of English Department students of IAIN Metro. In this research, the researcher took several abstracts on the academic year 2018 thesis written by an English Departments' student of Iain Metro. The researcher has chosen 15 abstracts written by English Department graduate of IAIN Metro as the researched. The data were taken from abstract in undergraduate thesis of academic year 2018 where it was the newest of the period. Abstract is a summary of a paper, article, magazine and others. By explaining in a simple, concise, precise and detailed manner.

The researcher had conducted the data at the repository and library of IAIN Metro by investigating the students' by doing documentation of undergraduate thesis written by the English department graduate of IAIN Metro. After observing the students' undergraduate thesis, the researcher found the most elements and word orders' error that commonly found on the abstract undergraduate thesis written by student English Department student of IAIN Metro.

There are some errors that the researcher found on abstracts of study undergraduate thesis written by the English department graduate of IAIN Metro, as follows:

AN ANALYSIS OF WORD ORDER ON THE ABSTRACT OF STUDENTS' UNDERGRADUATE THESIS IN STATE ISLAMIC INSTITUTE OF METRO 2018

A. Observation Sheet:

1. The Most Dominant Elements

*Table The Frequency of Word Order on The Abstract of Students' Undergraduate Thesis In State Islamic Institute of Metro 2018

Participants	The Most Dominant Elements							Total of Dominant
	SV	SVA	SVC	SVO	SVOO	SVOA	SVOC	
MAM	-	-	5	2	1	-	-	8
SA	-	-	6	2	2	-	-	10
AD	-	-	5	3	1	-	-	9
DAA	-	-	6	2	-	1	-	9
MN	-	-	5	-	-	-	1	6
NA	-	-	8	-	-	-	1	9
DI	-	-	3	2	2	-	-	7
UKA	-	-	5	1	-	-	2	8
E	-	-	6	2	-	-	2	10
ARD	-	-	3	3	-	-	-	6
HTN	-	-	4	2	-	-	1	7
LN	-	-	3	1	-	-	1	5
H	-	-	1	4	-	-	2	7
DPR	-	-	2	5	-	-	-	7
MJ	-	-	2	4	-	-	1	7
TOTAL	-	-	36	23	6	1	1	115
Percentage	-	-	61%	39%	5%	1%	1%	

2. The Word Orders' Error

a. Omission

Omission error is the absence of an item that should appear in a well-formed sentence. The omission can be morpheme or word in a sentence. The table below is the omission errors found in abstract of the undergraduate thesis written by students of English education department of IAIN Metro 2018.

1) Student 1

No	Omission Error	
	Wrong	Correct
1.	Speaking is communication which is determinete file or success on students in English lernaning	Speaking is a communication which is determinete file or success on students in English lernaning
2.	Total Physical Response Method believes in the importance of having their students enjoy their experience in learning to communicate in a foreign language	The Total Physical Response Method believes in the importance of having their students enjoy their experience in learning to communicate in a foreign language
3.	In Physical Response method , students listen and respond to the spoken target language command of their teacher.	In the Physical Response method , students listen and respond to the spoken target language command of their teacher.

2) Student 2

No	Omission Error	
	Wrong	Correct
1.	Moreover, student often ignored to mastering this skill. This condition which was researcher found at the eleventh graders of SMA Metro	Moreover, students often ignored to mastering this skill. This condition which was researcher found at the eleventh graders of SMA Metro

3) Student 3

No	Omission Error	
	Wrong	Correct
1.	The research collect the data use puposive sampling technique. The data analysis this research used by Mile	The research collect the data by using puposive sampling technique. The data analysis this research used by Mile
2.	The data analysis this re-search used by Mile.	The data analysis in this re-search used by Mile.

4) Student 4

No	Omission Error	
	Wrong	Correct
1.	Each cycle consisted planning, acting, observing and reflecting	Each cycle consisted of planning, acting, observing and reflecting

5) Student 5

No	Omission Error	
	Wrong	Correct
1.	Collect the data the re- searcher used test	To collect the data the re- searcher used test

6) Student 6

No	Omission Error	
	Wrong	Correct
1.	Researcher was found some problems the eighth grade of SMPN 4 Metro	Researcher was found some problems at the eighth grade of SMPN 4 Metro
2.	Each cycle was done three meetings	Each cycle was done in three meetings

7) Student 7

No	Omission Error	
	Wrong	Correct
1.	The first criterion was 70% the students could pass the target score ≥ 75 based on the minimum mastery crite- ria (MMC).	The first criterion was 70% of the students could pass the target score ≥ 75 based on the minimum mastery criteria (MMC).
2.	The result observation showed that by using Brain- storming Technique,	The result of observation showed that by using Brain- storming Technique,

8) Student 8

No	Omission Error	
	Wrong	Correct
1.	The researcher want to dis-	The researcher wants to dis-

	cuss about kinds of error in lexical polisemy translation	cuss about kinds of error in lexical polisemy translation
3.	In this research used purposive sampling technique, the researcher took 20 sheet work.	In this research used purposive sampling technique, the researcher took 20 sheets work.
2.	The result of the research show the error of lexical polisemy translation at irregular polisemy is the highest found in students' than other type .	The result of the research show the error of lexical polisemy translation at irregular polisemy is the highest found in students' than other types .

9) Student 9

No	Omission Error	
	Wrong	Correct
1.	The aim of this research was to show that the use of One-To-One teaching learning strategy can improve the descriptive reading ability and learning activity at the eight grade of SMP Negeri 1 Batanghari	The aim of this research was to show that the use of One-To-One teaching learning strategy can improve the descriptive reading ability and learning activities at the eight grade of SMP Negeri 1 Batanghari
2.	The problem which have been identified was the student have low ability in reading learning.	The problem which have been identified was the students have low ability in reading learning.
3.	This research was conducted in 2 cycle .	This research was conducted in 2 cycles .

10) Student 10

No	Omission Error	
	Wrong	Correct
1.	Speaking is one of productive skill in English that should learned by students	Speaking is one of productive skill in English that should be learned by students
2.	Based the data of pre survey	Based on the data of pre survey

11) Student 11

No	Omission Error	
	Wrong	Correct
1.	The writer tries to attest that describing pictures can be one of the teaching media to increase the students' speaking ability.	The writer tries to attest that describing pictures can be one of the teaching medias to increase the students' speaking ability.
2.	The researcher concluded that there was significant improve of using describing picture technique on the speaking ability the eighth grade students of MTS Darussalam Seputih Banyak	The researcher concluded that there was significant improve of using describing picture technique on the speaking ability at the eighth grade students of MTS Darussalam Seputih Banyak

12) Student 12

No	Omission Error	
	Wrong	Correct
1.	Each cycle was done in three meeting .	Each cycle was done in three meetings .
2.	Cloze Procedure strategy could be one of the strategy in teaching learning process	Cloze Procedure strategy could be one of the strategies in teaching learning process
3.	It can be concluded that using cloze procedure strategy can improve students' reading comprehension ability	it can be concluded that by using cloze procedure strategy can improve students' reading comprehension ability

13) Student 13

No	Omission Error	
	Wrong	Correct
1.	It aimed to find out whether by using Scaffolding strategy could influence the students reading comprehension	It aimed to find out whether by using Scaffolding strategy could influence the students' reading comprehension
2.	It mean that Scaffolding Strategy can influence on the students' reading comprehension	It means that Scaffolding Strategy can influence on the students' reading comprehension

14) Student 14

No	Omission Error	
	Wrong	Correct
1.	It consist of 98 errors in agreement or 27.84%, 28 errors in article or 7.96%, 3 errors in thensis 0.85%, and 223 error in spelling or 63.35%.	It consists of 98 errors in agreement or 27.84%, 28 errors in article or 7.96%, 3 errors in thensis 0.85%, and 223 error in spelling or 63.35%.

15) Student 15

No	Omission Error	
	Wrong	Correct
1.	The use of Dyadic Essay technique can improve the students recount text writing skill.	The use of Dyadic Essay technique can improve the students' recount text writing skill.
2.	This research to shows that Dyadic Essay technique improves the students' recount writing skill	This research is to shows that Dyadic Essay technique improves the students' recount writing skill

a. Addition

Addition errors are the opposite of omission. They are characterized by the presence of an item that should not appear in a well-formed sentence. The table below is the addition errors found in abstract of the undergraduate thesis written by students of English education department of IAIN Metro 2018.

1) Student 1

No	Addition Error	
	Wrong	Correct
1.	Total Physical Response Method believes in the importance of having their students enjoy their experience in learning to communicate in a foreign language.	Total Physical Response Method believes that the importance of having their students enjoy their experience in learning to communicate in a foreign language.

2) Student 2

No	Addition Error	
	Wrong	Correct
1.	The purpose of this research was to knows whether the use of PPP strategy can improve the students' reading comprehension ability at the eleventh graders of SMA N 2 Metro	The purpose of this research was to know whether the use of PPP strategy can improve the students' reading comprehension ability at the eleventh graders of SMA N 2 Metro
2.	Moreover, student often ignored to mastering this skill. This condition which was researcher found at the eleventh graders of SMA Metro	Moreover, student often ignore in mastering this skill. This condition which was researcher found at the eleventh graders of SMA Metro
3.	This research conducted with an English teacher of SMA N 2 Metro that was Mrs. Dwi Agusriani, S.S	This research was conducted with an English teacher of SMA N 2 Metro that was Mrs. Dwi Agusriani, S.S

3) Student 3

No	Addition Error	
	Wrong	Correct
1.	The primary goal of this re- search is to know whether the use of code switching con- tained used inlistening sub- ject, to upgrade and refine the learners use of the language by a subject analysis of lan- guage options in the correc- tion of the learners" approximate texts	The primary goal of this re- search is to know whether the use of code switching contained used inlistening subject, to upgrade and re- fine the learners use of the language through a subject analysis of language options in the correction of the learners" approximate texts
2.	It can be know that 50% positive	It can be known that 50% positive

4) Student 4

No	Addition Error	
	Wrong	Correct
1.	It means that the using of Timeline Strategy can im- prove recount text writing skill among the students.	It means that by using of Timeline Strategy can im- prove recount text writing skill among the students.

5) Student 5

No	Addition Error	
	Wrong	Correct
1.	This research involved students with given pre-test, treatment, and post –test. The researcher used Chi-square and T-test formula to analyze the data.	This research involved students by giving pre-test, treatment, and post –test. The researcher used Chi-square and T-test formula to analyze the data.
2.	It mean that Predicting strategy can influences on the students' reading comprehension at the tenth graders of SMK 2 Ganesa Sekampung East Lampung	It mean that Predicting strategy can influence the students' reading comprehension at the tenth graders of SMK 2 Ganesa Sekampung East Lampung

6) Student 6

No	Addition Error	
	Wrong	Correct
1.	In this research the researcher used data collecting methods, by using test, observation, and documentation.	In this research the researcher used data collecting methods, they were test, observation, and documentation.

7) Student 7

No	Addition Error	
	Wrong	Correct
1.	The finding showed that 74.78% of students had al-	The finding showed that 74.78% of students already

	ready more active in the learning process	more active in the learning process
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8) Student 8

No	Addition Error	
	Wrong	Correct
1.	As a problem to the error of lexical polisemy translation which found on the background of the study.	As a problem, the error of lexical polisemy translation which found on the background of the study.
2.	In conclusion, the students' most dominant error on irregular polisemy.	In conclusion, the students' the most dominant error on irregular polisemy.

9) Student 9

No	Addition Error	
	Wrong	Correct
1.	The subject of this research is the students of class VIII grades of SMP negeri 1 Batanghari	The subject of this research is the students of class VIII of SMP negeri 1 Batanghari
2.	The problem which have been identified was the student have low ability in reading learning .	The problem which have been identified was the student have low ability in reading .

10) Student 10

No	Addition Error	
	Wrong	Correct
1.	The primary goal of this	The primary goal of this

	research is to know whether the use of humor video can be increase the students' speaking performance.	research is to know whether the use of humor video can increase the students' speaking performance.
2.	Based on the data that there is significant increasing on the students' in speaking performance.	Based on the data that there is significant increasing on the students' speaking performance.

11) Student 11

No	Addition Error	
	Wrong	Correct
1.	The writer is tries to attest that describing pictures	The writer tries to attest that describing pictures
2.	The researcher was conducts classroom action research	the researcher conducts classroom action research

12) Student 12

No	Addition Error	
	Wrong	Correct
1.	Cloze Procedure strategy is a comprehension reading strategy approach.	Cloze Procedure strategy is comprehension reading strategy approach.

13) Student 13

No	Addition Error	
	Wrong	Correct
1.	The researcher used written test in multiple choice form	The researcher used written test in multiple choice

14) Student 14

No	Addition Error	
	Wrong	Correct
1.	The teacher must be improve the lesson of grammar and writing	The teacher must improve the lesson of grammar and writing

15) Student 15

No	Addition Error	
	Wrong	Correct
1.	The results of the research indicated that the average scores of the students' recount writing skill right now are: 62.47 in pre-test, 68.46 in post-test 1, and 77.17 in post-test 2.	The result of the research indicated that the average scores of the students' recount writing skill right now are: 62.47 in pre-test, 68.46 in post-test 1, and 77.17 in post-test 2.

b. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. In other words, the error of using one grammatical form in the place of another grammatical form or supplies something although it is incorrect. The table below is the misformation errors found in abstract of the undergraduate thesis written by students of English education department of IAIN Metro 2018.

1) Student 1

In abstract of student first, the writer did not find any misformation errors.

2) Student 2

No	Misformation Error	
	Wrong	Correct
1.	Metro where many students had difficult in English learning especially in reading comprehension ability	Metro where many students had difficulties in English learning especially in reading comprehension ability

3) Student 3

In abstract of student third, the writer did not find any misformation errors

4) Student 4

No	Misformation Error	
	Wrong	Correct
1.	It can be prove by the students' average score from pre test to post test	It can be proved by the students' average score from pre test to post test

5) Student 5

No	Misformation Error	
	Wrong	Correct
1.	The researcher used Chi-square and T-test formulation to analyze the data.	The researcher used Chi-square and T-test formula to analyze the data.

6) Student 6

No	Misformation Error	
	Wrong	Correct
1.	Furthermore this research was done in four step that were planning, acting, observing and reflecting	Furthermore this research was done in four steps that were planning, acting, observing and reflecting

7) Student 7

No	Misformation Error	
	Wrong	Correct
1.	The result observation showed that by using Brainstorming Technique, most of the students were involved active in the learning process, so, the students could generate their ideas.	The result observation showed that by using Brainstorming Technique, most of the students were involved actively in the learning process, so, the students could generate their ideas.

8) Student 8

In abstract of student eighth, the writer did not find any misformation errors

9) Student 9

In abstract of student nineth, the writer did not find any misformation errors.

10) Student 10

No	Misformation Error	
	Wrong	Correct
1.	The researcher chose class VIII.1 as the subject in this research and conducted the data analysis by take average from the result of score of pre-test and post test.	The researcher chose class VIII.1 as the subject in this research and conducted the data analysis by taking average from the result of score of pre-test and post test.
2.	It means that the use of humor video can increasing the students' speaking performance	It means that the use of humor video can increase the students' speaking performance

11) Student 11

No	Misformation Error	
	Wrong	Correct
1.	The research is conducted collaboratively with a English teacher of MTS Darussalam Seputih Banyak.	The research is conducted collaboratively with an English teacher of MTS Darussalam Seputih Banyak.

12) Student 12

In abstract of student twelfth, the writer did not find any misformation errors.

13) Student 13

No	Misformation Error	
	Wrong	Correct
1.	To collected the data the re- searcher used test, observation and documentation.	To collect the data the re- searcher used test, observa- sion and documentation.
2.	The data collecting method used are documentation, ob- servation and interview.	To collect the data the re- searcher used documenta- tion, obsevation and inter- view.
3.	The conclusion in this re- search shows that the students often made grammatical er- rors in writing descriptive text.	The conclusion of this re- search shows that the stu- dents often made grammati- cal errors in writing descrip- tive text.

14) Student 14

No	Misformation Error	
	Wrong	Correct
1.	The research types is quali- tative research in the form of case study.	The type of this research is qualitative research in the form of case study.
2.	The researcher Analyzes the data by Creswell analysis te chnique.	The researcher analyzed the data by Creswell analysis te chnique.
3.	The total error made by stu- dent were 352 errors.	The total of grammars' errors made by students were 352 errors.

15) Student 15

In abstract of student one, the writer did not find any misformation errors.

c. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morpheme in a sentence. The table below is the misordering errors found in introduction of the undergraduate thesis written by students of English education department of IAIN Metro 2017.

1) Student 1

In abstract of student first, the writer did not find any misordering errors.

2) Student 2

In abstract of student second, the writer did not find any misordering errors.

3) Student 3

In abstract of student third, the writer did not find any misordering errors.

4) Student 4

In abstract of student fourth, the writer did not find any misordering errors.

5) Student 5

In abstract of student fifth, the writer did not find any misordering errors.

6) Student 6

In abstract of student sixth, the writer did not find any misordering errors.

7) Student 7

In abstract of student seventh, the writer did not find any misordering errors.

8) Student 8

No	Misordering Error	
	Wrong	Correct
1.	In this research used sampling purposive technique	In this research is used purposive sampling technique

9) Student 9

In abstract of student ninth, the writer did not find any misordering errors.

10) Student 10

In abstract of student tenth, the writer did not find any misordering errors.

11) Student 11

In abstract of student eleventh, the writer did not find any misordering errors.

12) Student 12

In abstract of student twelfth, the writer did not find any misordering errors.

13) Student 13

In abstract of student thirteenth, the writer did not find any misordering errors.

14) Student 14

In abstract of student fourteenth, the writer did not find any misordering errors.

15) Student 15

In abstract of student fifteenth, the writer did not find any misordering errors.

B. Documentation







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

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Nomor : B-0415/In.28/J/TL.01/02/2021
Lampiran : -
Perihal : **IZIN PRASURVEY**

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, atas nama :

Nama : **SEPTIANI**
NPM : 1701070142
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris
Judul : AN ANALYSIS OF BASIC WORD ORDER ON THE
ABSTRACT OF STUDENTS' UNDERGRADUATE
THESIS IN STATE ISLAMIC INSTITUTE OF METRO IN
ACADEMIC YEAR OF 2018/2019

untuk melakukan prasurvey di PERPUSTAKAAN IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 19 Februari 2021
Ketua Jurusan,



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



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

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

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**SURAT KETERANGAN IZIN RISET
Nomor : P.09/In.28/U.1/OT. 1/02/2021**

Berdasarkan Surat Ketua Jurusan Nomor : B-0415/In.28/J/TL.01/02/2021 tanggal 19 Februari 2021 tentang Permohonan izin prariset penelitian di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

Nama : SEPTIANI
NPM : 1701070142
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Untuk mengadakan riset penelitian yang berjudul : "AN ANALYSIS OF BASIC WORD ORDER ON THE ABSTRACT OF STUDENTS UNDERGRADUATE THESIS IN STATE ISLAMIC INSTITUTE OF METRO IN ACADEMIC YEAR OF 2018/2019" di Perpustakaan IAIN Metro.

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

Metro, 26 Februari 2021

Kepala Perpustakaan,



[Signature]
Drs. Mokhtardi Sudin, M.Pd.
NIP. 195808311981031001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : B-2392/In.28.1/J/TL.00/06/2021
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Trisna Dinillah Harya (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

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

Nama : **SEPTIANI**
NPM : 1701070142
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : AN ANALYSIS OF WORD ORDER ON THE ABSTRACT OF STUDENTS' UNDERGRADUATE THESIS IN STATE ISLAMIC INSTITUTE OF METRO 2018

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, 24 Juni 2021

Ketua Jurusan
Tadris Bahasa Inggris

Andianto, M.Pd

NIP. 19871102 201503 1 004





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT TUGAS

Nomor: B-3197/In.28/D.1/TL.01/08/2021

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

Nama : **SEPTIANI**
NPM : 1701070142
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

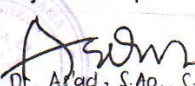
- Untuk :
1. Mengadakan observasi/survey di PERPUSTAKAAN IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF WORD ORDER ON THE ABSTRACT OF STUDENTS' UNDERGRADUATE THESIS IN STATE ISLAMIC INSTITUTE OF METRO 2018".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal : 02 Agustus 2021

Mengetahui,
Pejabat Setempat




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

Wakil Dekan Akademik dan
Kelembagaan,



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



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

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

Nomor : B-3196/In.28/D.1/TL.00/08/2021
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA PERPUSTAKAAN IAIN
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3197/In.28/D.1/TL.01/08/2021,
tanggal 02 Agustus 2021 atas nama saudara:

Nama : **SEPTIANI**
NPM : 1701070142
Semester : 9 (Sembilan)
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 menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF WORD ORDER ON THE ABSTRACT OF STUDENTS' UNDERGRADUATE THESIS IN STATE ISLAMIC INSTITUTE OF METRO 2018".

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

Wassalamu'alaikum Wr. Wb.

Metro, 02 Agustus 2021
Wakil Dekan Akademik dan
Kelembagaan,



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



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

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

**SURAT KETERANGAN IZIN RISET
Nomor : P.59/In.28/U.1/OT. 1/08/2021**

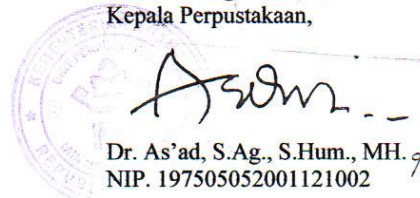
Berdasarkan Surat Wakil Dekan Akademik dan Kelembagaan Nomor : B-3196/In.28/D.1/TL.00/08/2021 tentang Permohonan izin riset penelitian di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

Nama : SEPTIANI
NPM : 1701070142
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Untuk mengadakan riset penelitian yang berjudul : "AN ANALYSIS OF WORD ORDER ON THE ABSTRACT OF STUDENTS' UNDERGRADUATE THESIS IN STATE ISLAMIC INSTITUTE OF METRO 2018" di Perpustakaan IAIN Metro.

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

Metro, 16 Agustus 2021
Kepala Perpustakaan,



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



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

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 website: www.metrouniv.ac.id Email: iainmetro@metrouniv.ac.id

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

Nama : Septiani
NPM : 1701070142

Jurusan : TBI
Semester / T A : VIII

No	Hari/ Tanggal	Pembimbing	Bimbingan Yang Dikonsultasikan	Tanda Tangan Mahasiswa
	Selasa 30/3-2021	✓	Acc ch-I	Septiani
	Senin 28/3/21	✓	Acc ch-II	Septiani
	Senin 29/3/21	✓	Acc ch-III	Septiani

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP.19871102 201503 1 004

Dosen Pembimbing

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



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

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

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

Nama : Septiani
NPM : 1701070142

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Senin 19/12/2021	✓	Acc APO	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

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



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

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

Nama : Septiani
NPM : 1701070142

Jurusan : TBI
Semester : IX/2021

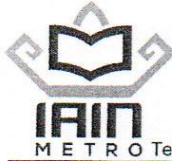
No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Rabu 29 sept 2021		Revise chapter v Acc chapter IV	<i>Septiani</i>
	Kamis 14 oktober 2021		Acc chapter V	<i>Septiani</i>

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing,

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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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UNIT PERPUSTAKAAN**

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M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-788/In.28/S/U.1/OT.01/08/2021**

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

Nama : Septiani
NPM : 1701070142
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 1701070142

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, 09 Agustus 2021
Kepala Perpustakaan



Asad
Dr. Asad, S. Ag., S. Hum., M.H.
NIP. 19750505 200112 1 002 1



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

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

SURAT KETERANGAN BEBAS PUSTAKA

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

Nama : Septiani
NPM : 1701070142
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, 01 November 2021
Ketua Jurusan TBI

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

AN ANALYSIS OF WORD ORDER
ON THE ABSTRACT OF
STUDENTS' UNDERGRADUATE
THESIS IN STATE ISLAMIC
INSTITUTE OF METRO 2018

by Septiani 1701070142

Submission date: 11-Nov-2021 01:48PM (UTC+0700)

Submission ID: 1699582366

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Word count: 12529

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AN UNDERGRADUATE THESIS

AN ANALYSIS OF WORD ORDER ON THE **ABSTRACT OF STUDENTS'**

UNDERGRADUATE THESIS IN STATE ISLAMIC INSTITUTE OF

METRO 2018

By:

SEPTIANI

Student Number: 1701070142



Tarbiyah & Teacher Training Faculty

English Education Department

THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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AN ANALYSIS OF WORD ORDER ON THE ABSTRACT OF STUDENTS' UNDERGRADUATE THESIS IN STATE ISLAMIC INSTITUTE OF METRO 2018

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CURRICULUM VITAE



The name of the writer is Septiani. She was born in Tejosari, Metro city on September 10th, 1997. She is the third child in her family. Her parents are Mr. Danuri and Mrs. Wartiyah. The writer began her study at Elementary School 8 Metro East Metro at her vilage and finished her study in 2010. Then, she continued her study in Junior High School 7 East Metro and finished in 2013. She took her marketing major in Vocational High School 1 Metro then finished in 2016. After that, she was enrolled to be a Bachelor student of English Education Department (Tadris Bahasa Inggris) of State Islamic Institute of Metro.