

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF STUDENTS DIFFICULTIES
ON USING PREFERENCE ORGANIZATION
IN ENGLISH DEPARTMENT OF IAIN METRO**

By:

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TARBIYAH AND TEACHER TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE OF THE ISLAMIC STUDIES OF METRO

1443 H / 2022 M

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**AN ANALYSIS OF STUDENTS DIFFICULTIES
ON USING PREFERENCE ORGANIZATION
IN ENGLISH DEPARTMENT OF IAIN METRO**

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

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

Wassalamu 'alaikumWr. Wb.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: AN ANALYSIS OF STUDENTS DIFFICULTIES ON USING PREFERENCE ORGANIZATION IN ENGLISH DEPARTMENT OF IAIN METRO. Written by: Firdha Aulia Rachma, Student Number 1801070026, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, June 10th, 2022 at 08.00 – 10:00 p.m

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**AN ANALYSIS OF STUDENTS DIFFICULTIES
ON USING PREFERENCE ORGANIZATION
IN ENGLISH DEPARTMENT OF IAIN METRO**

ABSTRACT

By: Firdha Aulia Rachma

The objectives of this research was to know the use of preference organization in conversation, to find out the causes of students' difficulties of using preference organization in conversation and to analyze overcome students' difficulties of using preference organization in conversation. The researcher was analyzing the phenomena of preference organization because it is very important to explore. Therefore, it is hoped that this research is beneficial in illustrating the phenomena of preference organization.

The method of this research was qualitative research in the form of a case study carried out at IAIN Metro. The primary sources of this research are the 8th semester of English department students at IAIN Metro that consists of twenty students. The researcher used observation, documentation, and interview in collecting the data. The observation was conducted to know difficulties on using preference organization in English department students. The interview was conducted to investigate the factors and the solutions to overcome the student's difficulties in using preference organization of the research objectives.

The research results show students' difficulties on using preference organization dominated by the appropriate use. In addition, the second research result is about the causes of preference organization including of the stimulus given by the first speaker isn't detail, so it leads to problem of understanding for the recipients; hence they didn't give acceptance directly; the response given by the second speaker to the stimulus of the first speaker is unclear in giving statement; and the second speaker felt difficulty in expressing the condition to respond an expression or invitation from the first speaker. Furthermore, the third research question is about the solution of the use preference organization that the speakers should give a simple question in order to be easy in understanding the message, the speakers should have a good listening skill in conversation, and to know how to begin and exit a conversation. The last research result is about the dominant types of preference organization in English student's conversation are dominated by preferred type of preference organization.

Keywords: Preference Organization, Conversation, Qualitative Research

ANALISIS KESULITAN MAHASISWA DALAM MENGGUNAKAN PREFERENCE ORGANIZATION DI JURUSAN TADRIS BAHASA INGGRIS IAIN METRO

ABSTRAK

Oleh: Firdha Aulia Rachma

Tujuan dari penelitian ini adalah untuk mengetahui penggunaan preference organization, untuk mengetahui penyebab kesulitan-kesulitan mahasiswa dalam menggunakan preference organization di percakapan, dan untuk menganalisis cara untuk mengatasi kesulitan mahasiswa dalam menggunakan preference organization di percakapan. Peneliti menganalisis fenomena preference organization karena ini sangat penting untuk dieksplor. Oleh karena itu, penelitian ini diharapkan bermanfaat dalam menggambarkan fenomena preference organization.

Metode pada penelitian ini adalah penelitian kualitatif berupa studi kasus yang dilaksanakan di IAIN Metro. Sumber utama dari penelitian ini adalah 20 mahasiswa jurusan pendidikan bahasa inggris semester 8 di IAIN Metro. Peneliti menggunakan pengamatan, dokumentasi, dan tanya jawab untuk mengumpulkan data. Pengamatan dilakukan untuk mengetahui kesulitan dalam menggunakan preference organization pada mahasiswa jurusan Tadris Bahasa Inggris. Tanya jawab dilakukan untuk menginvestigasi factor dan solusi untuk mengatasi kesulitan mahasiswa dalam menggunakan preference organization

Hasil penelitian menunjukkan bahwa kesulitan mahasiswa dalam menggunakan preference organization di dominasi oleh tipe preferred yang tepat. Selain itu, hasil penelitian yang kedua adalah tentang penyebab kesulitan dalam menggunakan preference organization yaitu stimulus yang diberikan oleh pembicara pertama tidak lengkap, sehingga menimbulkan masalah pemahaman bagi penerima respon. Respon pembicara kedua kepada pembicara pertama tidak jelas; dan pembicara kedua merasa kesulitan dalam mengungkapkan kondisi untuk menanggapi suatu ungkapan atau ajakan dari pembicara pertama. Selanjutnya, pertanyaan penelitian ketiga adalah tentang solusi dalam menggunakan preference organization adalah pembicara harus memberikan pertanyaan yang mudah di dalam proses percakapan agar mudah dalam menyampaikan pesan, pembicara harus mempunyai skill pendengaran yang baik di dalam percakapan, dan ini sangat penting untuk pelajar untuk mengetahui bagaimana cara untuk memulai dan menutup sebuah percakapan. Hasil penelitian yang terakhir adalah tipe yang paling dominan di dalam percakapan mahasiswa adalah tipe preferred.

Kata Kunci: Preference Organization, Percakapan, Penelitian Kualitatif

STATEMENT OF RESEARCH ORIGINALITY

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MOTTOS

يُسْرًا أَلْتَسِرَ مَعَ إِنَّ

In fact, after difficulty there are amenity (Q.S Al Insyirah:6)

DEDICATION PAGE

This undergraduate thesis is especially dedicated to:

1. My beloved parents (Mr. Abib, and Mrs. Siti) who always pray and support me in their endless love.
2. My beloved sister (Kayla Muthia Azzahra).
3. My sponsor (Trisna Dinillah Harya, M.Pd.) thanks for guiding me.
4. My best person (Dhea, Tiwi Mayang, Intan, Noviana, Putri, Rizki, Yesi and Ronal) who always give me a support and love.
5. My beloved Almamater *of State Institute for Islamic Studies of Metro (IAIN METRO)*.

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I am very thankful to Allah SWT, who always gives the researcher blessing to complete this undergraduate thesis entitled “AN ANALYSIS OF STUDENTS DIFFICULTIES ON USING PREFERENCE ORGANIZATION IN ENGLISH DEPARTMENT OF IAIN METRO”. Shalawat and salam given to our prophet Muhammad SAW, the lord of Muslims in the world, who has guided us from the darkness to the brightness.


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

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3. Andianto, M.Pd, as the Chief of English Education Department of IAIN Metro Lampung.
4. Trisna Dinillah Harya, M.Pd, as the sponsor who has provided valuable knowledge and support in finishing this undergraduate thesis.

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

Metro, 31 May 2022

The researcher,



Firdha Aulia Rachma

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CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is an active skill that necessitates active participation in interpersonal communication¹. In other word, a speaker who is active in speaking practice will have a good conversation, and speaking is a productive skill that requires the speaker to be actively involved in communicating the message to the other speaker. Speaking is a daily activity that involves the production of tens of thousands of words per day². People need to communicate with others in order to convey messages or information in their daily lives.

Moreover, one form of activity that explore speaking skill is conversation. Conversation is a social activity between two or more people. It usually involves the speech between some speakers over a period of anything from a few minutes to several hours.³ In learning English, conversation is very important aspects because, it can help students to communicate their ideas and feelings, student's will have many options to voice their opinions with others. To operate efficiently in conversation, our knowledge must stretch far beyond an awareness of individual sounds or words. One of the phenomena in conversation is preference organization. Preference organization is the

¹ Geoffrey Broughton et al, *Teaching English as a Foreign Language*. (London: Routledge, 1980) p.5.

² Scott Thornburry, *How to Teach Speaking* (United Kingdom: Pearson Education Limited, 2005) p.1

³ Sandra Cornbleet and Ronald Carter, *The Language of Speech and Writing* (London: Routledge, 2001). P.3.

treatments of alternatives that fit into a specific slot in a sequence as non-equivalent.

Both the first and second pair-parts are preference.⁴ In this preference, the second speaker responds to the first speaker. In the preference organization, the second speakers may choose to like or dislike, receive or not receive, agree or disagree. Furthermore, if the second speaker like or agree, then the preference is positive, and if the second speaker dislike or rejects an order, or rejects an invitation, it is negative. In this preference organization, the response from the second speaker is very important to continuing the conversation. Difficulty in expressing their condition to response an expression or invitation, can make affect in conversation, and unclear in giving a statement also make affect in the process of conversation.

The importance of preference organization is to make sentences in a conversation more structured. By the preference organization, conversation will have a neat structure that will also direct the conversation line between the speakers, because the pattern tends to follow questions by answering according to the preference.

In line with the explanation above, the researcher has already conducted a pre-survey by interview with a speaking lecturer on October 18th, 2021 and investigating 6 student's English conversation. In the pre-survey process, the researcher gets the students' English assignment document, especially in the form of a video recording of English department students at

⁴ Jean Wong and Hansun Zhang Waring, *Conversation Analysis and Second Language Pedagogy*. (New York: Routledge, 2020), P.62.

IAIN Metro. According to English department lecturer, students who have taken speaking classes still have difficulty creating ideas in conversation and they are afraid to speak in English because of a lack of vocabulary and in the speaking class, just five until six students who have a good speaking. Another data from pre-survey was taken from English speaking assignments. In the pre-survey process, the researcher found the preference organization phenomenon in the student's conversation. The pre-survey result is illustrated in the following table.

Table 1.1

The pre-survey results

No	Types of Preference	Appropriate	Inappropriate	Total
1	Preferred	3	2	5
2	Dis-preferred	2	1	3
Total				8

Based on the information from the pre-survey table, the researcher come across several preference organization phenomena 8 consisting of preferred and dis-preferred. The most dominant type in this pre-survey is appropriate use in preferred type. One of the phenomena of preference organization in these conversations is response from second speaker is positive or negative. Therefore, it can be concluded that there is a phenomenon of preference organization in conversation of English

department students at IAIN Metro. Based on the pre-survey, the researcher found the problem with the student's English conversation process demonstrated by the student's tape in an unintentional manner between the first speaker and the response given by the second speaker.

Relating to all of the above descriptions, the researcher intends to dig deeper into the preference organization phenomenon in the conversation of English education departments to reveal the students' difficulties of using preference organization in conversation and to find out how to overcome students' difficulties using preference organization. In this regard, the researcher was undertaking a qualitative study entitled "An Analysis of Students Difficulties on Using Preference Organization in English Department of IAIN METRO".

B. Research Question

To show the purpose of research, the researcher had decided the research questions including of:

1. How is the use of preference organization?
2. Why do students get difficulties of using preference organization?
3. How to overcome student's difficulties of using preference organization?
4. What are the most dominant types of preference organization?

C. Objectives and Benefits of the Study

1. Objectives of the Study

Based on research questions, the researcher sets out the goal of the study.

These include:

- a. To know the use of preference organization.
- b. To find out the causes of students' difficulties of using preference organization.
- c. To analyze overcome students' difficulties of using preference organization.
- d. To know the most dominant type of preference organization

2. Benefits of the Study

It is hoped this study may benefit not only for researcher but also students, lecturers and other researchers. As for these benefits, these include:

a. For the English Education Department

The study is also expected to benefit for students by providing information on the facts underlying their use of preference organization in English speaking. With that information students could be aware of the condition or quality of English conversation affected by the use of the preference organization in the speaking process. Therefore, from this research student can take further actions to address the phenomenon. By practicing good English, their conversations are more structured and organized.

b. For the Lecturer

The benefits of this study are to be expected to benefit lecturer by presenting the information that the author draws from the theories

and facts of the study about the preference organization in the conversation. In particular, the information that lecturer will receive regarding the dominant type of type and about the quality of the use of the preference organization in student conversations. The fact that a lecturer can take an action to address the preference organization phenomena of students.

c. For the Other Researchers

It is hoped that the study will benefit other researchers who will be conducting the study on the same topic of the preference organization in conversation. Through this study, other researchers were able to collect vital information not only regarding of preference organization theories but also the actual study practice. Therefore, it is hoped that this study may be one reference to the other researchers.

D. Prior Research

This research was undertaken considering some previous research conducted by other researchers on specific research topic. The first previous research was conducted by Dita Nur Umami, Asrul Munazar, Dini Wulansari. “An Analysis of Preference Organization as Seen in Calibri Movie”.⁵

The goal of this study is to figure out how to represent several sorts of preference used by the characters in the film calibre. A descriptive qualitative method was used in this study. They were obtained from the movie’s

⁵ Dita Nur Umami, Asrul Munazar dan Dini Wulansari, “An Analysis of Preference Organization As Seen in Calibre Movie” Bangka Belitung: Scripta Journal Mahasiswa 2020, Vol.2 (2) 174-185

transcript and utilized as a context interpretation. The researcher who assisted with the movie and its transcript was the major instrument. This research finally explains that the preferred acts can also be characterized using several ways of conveying the type of preference, as well as the preferred acts.

This study and their research have the similarity in the topics and research methods particularly similar to the study of the preference organization in conversations by using qualitative research methods. Whereas the differences are the research objectives. That is because the purpose of the study is to figure out how to represent several sorts of preference used by the characters in the film calibre. While the goal of this study is to know the use of preference organization in conversation, to find out the student's difficulties of using preference organization in conversation, and to analyze overcome student's difficulties of using preference organization in conversation.

The second prior research was conducted by Tampubolon, Trihartina. "A Conversation Analysis of Adjacency Pairs in the Ellen DeGeneres's Talk Show with Malala Yousafzai ".⁶ The goal of this study is to see how different sorts of adjacency pairs are used in a dialogue script about "Malala Yousafzai" on Ellen DeGeneres' talk show. In order to support research and data analysis, the writer adopted the conversation analysis approach. The qualitative descriptive method was applied in this study. The writer took the data from the "Malala Yousafzai" conversation script on Ellen DeGeneres' talk show. The

⁶ Trihartina Tampubolon, "A Conversation Analysis of Adjacency Pairs in the Ellen DeGeneres's Talk Show with Malala Yousafzai," Jakarta: Journal of Language Learning and Research 2019, Vol.3 (1) 24-40

video and script data have a duration of 8:09 minutes. The writer examined the data by reading the content script and then categorizing it into different sorts of adjacency pairings. And then concluded.

This study and their research have the similarity of the topics and research methods particularly similar to the study of the preference organization in conversations by using qualitative research methods. Whereas differences are research objectives. That is because the purpose of their study is to give additional knowledge on conversation analysis, especially on the study of adjacency pairs, to the students of English department. While the goal of this study is to know the use of preference organization in conversation, to find out the student's difficulties of using preference organization in conversation, and to analyze overcome student's difficulties of using preference organization in conversation.

The third prior research was conducted by Agnes Lerch, "The Concept of Preference and its Manifestation in Hungarian Verbal Conflict Sequences".⁷ This research aims to clarify the nature of preference, considering that the use of this classical concept of conversational analysis (CA). After reviewing the role of preference, we provide a critical survey of the interpretations of the term in the efficient literature. As a result of a reconsideration of the approaches to this issue, they suggest a complex interpretation of preference that unifies the different views from the perspective of pragmatic principles

⁷ Agnes Lerch, "The Concept of Preference and its Manifestation in Hungarian Verbal Conflict Sequences" *Acta Linguistica Hungaria*,: Vol.52 (1), pp. 41-75 (2005)

This study and their research have the similarity of the topics and research methods particularly like the study of the preference organization in conversations by using qualitative research methods. Whereas differences are research objectives. That is because the purpose of their study is to give additional knowledge on conversation analysis especially on the study of adjacency pairs to the students of English department especially. While the goal of this study is to know the use of preference organization in conversation, to find out the student's difficulties of using preference organization in conversation, and to analyze overcome students' difficulties of using preference organization in conversation.

Based on the whole description prior research above, it could suggest that some researchers have been conducting a study with the topic preference organization. In this case, the researcher would conduct studies on previous research, particularly those conducted by Dita Nur Umami, Asrul Munazar and Dini Wulansari. "An Analysis of Preference Organization as Seen in Calibri Movie". With the objectives of research is to know the use of preference organization, to find out the student's difficulties of using preference organization, and to analyze overcome student's difficulties of using preference organization through qualitative research.

CHAPTER II

LITERATURE REVIEW

A. Concept of Conversation

1. Nature of Conversation

Conversation is a social activity between two or more people. It usually involves the speech between some speakers over a period of anything from a few minutes to several hours.⁸ The conversation must involve more than one speaker to convey important information. Conversation is an informal interaction involving two or more participants, differing.⁹ In informal interaction, the language is often used for daily conversation with a peer when speaking casually. With the activity of conversation, an important message between the speaker and informal activity can go well.

Conversation is generally happening if some speakers and listeners have their respective roles.¹⁰ The first step in establishing this communication, however, is to increase one's personal integrity or trust in another's self. Therefore, between the speaker and the activity of the conversation should respond to each other according to the topic at hand. Conversation is the informal, interactive talk between two or more people,

⁸ Sandra Cornbleet and Ronald Carter, *The Language of Speech and Writing* (London: Routledge, 2001), 3

⁹ Robert Barrass, *Speaking for Yourself* (London: Routledge, 2006), 16

¹⁰ Dita Nur Umami, Asrul Munazar dan Dini Wulansari, "An Analysis of Preference Organization as Seen in Calibre Movie" Bangka Belitung: Scripta Journal Mahasiswa2020, Vol.2 (2) 174-185

which happens in real time, is spontaneous, has a largely interpersonal function, and in which participants share symmetrical rights.¹¹

Based on all the above descriptions, it is concluded that conversation is a speaking activity requiring interaction between some speakers who have the main purpose of communicating information by exchanging ideas.

2. Function of Conversation

Predham explains three function of conversation:¹²

- a. Conversations satisfy a practical need, either to service relationships with others or to regulate behavior.
- b. Conversation is used to learn either about world or to learn about the message and express personalities.
- c. Conversation is used to entertain the participants, represent new possibilities and propositions or to create imaginary worlds.

3. Components of Conversation

There are three components of conversation:¹³

- a. Speakers

The speakers don't have the same amount of time to choose the words that would best explain their opinion or idea. Speakers give some information to each other, and the speaker is successful when he

¹¹ Diana Slade, *Conversation: From Description to Pedagogy* (New York: Cambridge University Press, 2006), 25

¹² Francesca Pridham, *The Language of Conversation* (London: Routledge, 2001), 5

¹³ Arina Nikitina, *Successful Public Speaking* (Denmark: Ventus Publishing ApS, 2011)

gives something new and benefits to his audience based on the credibility, preparation, and knowledge.

b. Listeners

Listeners must rely only on their cognitive skills to recall and analyze the message. Cognitive skills in daily life were used in thinking, reading, learning, and remembering.

c. Meaning

Expressing the meaning in verbal communication can be significantly more effective to delivery message to the audience. Verbal communication by a form of communication conveyed by speaker to communion by written or oral means.

4. Characteristics of Conversation

There are three characteristics of conversation:¹⁴

- a. Conversation reflects the communicative competence of the participants and may reveal the cognitive mapping between their linguistic knowledge and pragmatic ability.
- b. Conversation is the most unmarked form of communication in our daily lives. This is the form of communication to which children are most likely to be exposed in their first language acquisition.

¹⁴ Hiroko Furo, *TURN-TAKING IN ENGLISH AND JAPANESE* (London: Routledge),27

- c. Conversation is carried out in cultural and social contexts, it indicates not only the participants ability to use the language appropriately in context, but also the interactional norms that the participants follow when they interact with other members of the society.

B. Concept of Preference Organization

1. Nature of Preference Organization

Preference is structural in which alternatives that fit into a specific slot in a sequence are considered non-equivalent (i.e. Preferred vs. dis-preferred).¹⁵ Preference is that participants follow principles, often implicit, when they act and react in a variety of interactional situations.¹⁶ With that preference in conversation, the speakers make decisions that contributes to the effectiveness of communication. Thus, conversation plays a key role in achieving effective communication.

Preference organization describes a type of sequential organization that applies to certain second pair parts such as disagreements and refusal, which occur as responses to social actions like giving an opinion or making a request.¹⁷ Preference organization refers to how speakers plan their activities in a systematic way to either promote or undermine the

¹⁵ Jean Wong and Hansun Zhang Waring, *Conversation Analysis and Second Language Pedagogy* (London: Routledge), 62

¹⁶ Tanya Stivers and Jack Sidnell, *The Handbook of Conversation Analysis* (UK: Blackwell Publishing, 2013)

¹⁷ Arline Burgmeier, *Inside Reading Second Edition: Student Book Intro Level* (Oxford: Oxford University Press, 2017)

encounter.¹⁸ Effectiveness of interactions between speakers effectively plays a role. Because of good preference in conversation, interactions reach the goal of communication.

Preference organization hinges on there being alternative sets of possibly relevant next actions. When the initial pair-part makes conditionally relevant distinct alternative forms of responding behaviors, preference becomes meaningful. Effectiveness of speech will be presented by the speaker in line with expectations of the topic of conversation.

Based on the definitions above, the researcher concludes that preference organization is organizational principles that instruct speakers in how to structure their speeches, and how to understand what they hear when interacting in socially. It informs the organization of agreements and disagreements, acceptances and declinations and a variety of other actions.

2. Types of Preference Organization

Preference organization divides second parts into preferred and dis-preferred social acts.¹⁹ The general patterns are presented in the table.

¹⁸ Danielle M. Pillet-Shore, *Preference Organization*. (Oxford: Oxford University Press, 2017)

¹⁹ Yule, George. *Pragmatics* (Oxford: Oxford University Press, 1996), 78

Table 2.1
Types of Preference Organization

First part	Second part	
	Preferred	Dis-preferred
Assessment	Agree	Disagree
Invitation	Accept	Refuse
Offer	Accept	Decline
Proposal	Agree	Disagree
Request	Accept	Refuse

- a. The preference organization in the types of assessment is appropriate, if the speaker give relevant response to the stimulus of the previous speaker by giving the agreement or dis-agreements. The preference organization is inappropriate, if the speaker doesn't give relevant response to the stimulus of the previous speaker.
- b. The preference organization in the types of invitation is appropriate, if the speaker give a relevant response to the stimulus of the previous speaker, by giving acceptance or refusing. The preference organization is inappropriate, if the speaker doesn't give relevant response to the stimulus of the previous speaker.

- c. The preference organization in the types of offer is appropriate, if the speaker give a relevant response to the stimulus of the previous speaker by giving acceptance and declining. The preference organization is inappropriate, if the speaker doesn't give relevant response to the stimulus of the previous speaker.
- d. The preference organization in the types of proposal is appropriate, if the speaker give a relevant response to the stimulus of the previous speaker by giving agreement and disagreement. The preference organization is inappropriate, if the speaker doesn't give relevant response to the stimulus of the previous speaker.
- e. The preference organization in the types of request is appropriate, if the speaker give a relevant response to the stimulus of the previous speaker by giving acceptance and refusing. The preference organization is unappropriated, if the speaker doesn't give relevant response to the stimulus of the previous speaker.

There are two types of preference organization:

- a. Preferred

Preferred acts are frequently, but not always, carried out without delay.²⁰ Preferred is a wording that tends to imply that the content obtained as input is a match. To put it another way, the stimulus output is in the form of approbation or acceptance of the input received. Regularity of occurrence, sequence- closing potential, and unmarked turn form are

²⁰ Jean Wong and Hansun Zhang Waring, *Conversation Analysis and Second Language Pedagogy* (London: Routledge,), 100

three criteria that can be employed. Preferred interaction distances for individual communicators vary. Individuals who prefer greater interaction distances become uncomfortable much sooner as a stranger approach them than do individuals who prefer shorter interaction distances (nonverbal communication that works). Preferred response to a request is a granting and not a rejection.²¹

Example 1 of the preferred act:

A : *Could you help me with something?*

B : *Anything.*

Example 2 of the preferred act:

A : *Oh, so we don't need to worry about Hans*

B : *No, we don't.*

Example 3 of the preferred act:

A : *Can you come to my birthday party?*

B : *Yes, I can. When will it be?*

Example 4 of the preferred act:

A : *Could I give you my card?*

B : *Yeah, sure.*

²¹ Laura Alba Juez, *Perspective on Discourse Analysis: Theory and Practice* (Cambridge: Cambridge Scholars Publishing, 2009), 116

b. Dis-preferred

Dis-preferred is actions with a defined timeline, mitigation, and accounting produced in a specified manner (i.e., explanations).²² Speakers frequently postpone the production's response on purpose. Dis-preferred refers to a group of expression content patterns that suggest a disagreement or discrepancy with the input received. In other words, the output is in the form of statements that indicate a disagreement with the received input. As a general statement, it may be said that actions such as disagreements, rejections, and declinings are dis-preferred.²³ Silence in the second part is always an indication of a dis-preferred response.²⁴

Example 1 of dis-preferred act:

A : *You need to re(.)write.*

(0.8)

: *If that's what you (.) want to do.*

B : *I'll think a.....*

Example 2 of dis-preferred act:

A : *Where did you hunt night?*

B : *Uh Gunn's Wood*

(3 seconds pause)

²² *Ibid.*, 62

²³ Anthony J. Liddicoat. *An Introduction to Conversation Analysis: Second Edition* (Bloomsbury, 2011)

²⁴ Yule, George. *Pragmatics* (New York: Oxford University Press, 1996), 78

Example 3 of dis-preferred act:

A : *Don't go.*

B : *I have to go. I promised him*

Example 4 of dis-preferred act:

A : *Can I not just use yours?*

B : *No, you can't just use mine*

3. Advantages and Disadvantages of Preference Organization

There are advantages and disadvantages of preference organization, such as:

a. Advantages:²⁵

- 1) Being the alternatives that fit in a certain slot in a sequence
- 2) Minimize obstacles to the conversation that normally appears in the speaker's facial expression or gestures.
- 3) Preference is relevant to that sequence.

b. Disadvantages

- 1) Preference organization is often understood in a dogmatic way.
- 2) Preference organization demands extremely complex language activities, which requires time and much of the language produced in conversation.

²⁵ Jean Wong and Hansun Zhang Waring, *Conversation Analysis and Second Language Pedagogy* (London: Routledge), 65

4. Problem and Solution of Preference Organization

There are problem and solution of preference organization, as follow:

a. Problem:²⁶

- 1) The stimulus given the first speaker is not detail so, it leads to problems of understanding for the recipients hence, they didn't give acceptance directly.
- 2) The response given by the second speaker to the stimulus of the first speaker was unclear in giving a statement.

b. Solution:

- 1) Learners should be made aware of type-specific sequences and should know how to use response for various purposes.
- 2) The speakers should have a good listening skill in conversation. both of the speakers give a simple question in the process of conversation. in order to be easy in understanding the message.
- 3) It is important for learners to know how to begin and exit a conversation.

²⁶ Muhammad Shohibussiri, *Preference Organization in Indonesian* (Australia: Australian National University, 2014)

CHAPTER III

RESEARCH METHOD

A. Types and Characteristics of Research

The researcher was taken into consideration to apply of preference organization of English department students. The researcher was made up one's mind to exert qualitative research to analyze the use of preference organization in conversation of English department students at IAIN Metro. According to Creswell, qualitative research is used to investigate and comprehend the meaning of an individual or a group in relation to a social or human problem.²⁷ Qualitative research is undertaken in a naturalistic setting with deep and sustained contact with individuals, groups, societies, and organizations to explore their everyday or exceptional lives.²⁸ Qualitative data is that it focuses on organically occurring, everyday experience in natural contexts, giving us a good idea of what "real life" is like.²⁹ In other word, qualitative research is identify the phenomenon naturally experienced by the research subject.

The characteristics of this research focus on descriptive qualitative research. The researcher was conducting an analysis that describes the phenomenon. The purpose of analyzing preference organizations is for descriptive research. Qualitative descriptive research is beneficial because it

²⁷ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* 3rd Ed, (New Delhi: Sage Publication, 2003), 4.

²⁸ Matthew B. Miles, A. Michael Huberman and Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook* (USA: SAGE Publications, Inc.2014), 28

²⁹ *Ibid.*, 30.

has the potential to give necessary information about a group's average member.³⁰ In line with that clarification, the goal of this study is to express the prevailing type of preference organization and to analyze the use of preference organization of English department students at IAIN Metro. The researcher was conducting a survey that will be utilized to describe various phenomena and summarize.

B. Data Resources

The researcher separates the sources into two categories in this research, consists of primary and secondary.

1. Primary sources

Primary sources are the original resources on which research is based. They are firsthand proof or testimony about the subject under discussion. Primary sources present the information in its original shape, not interpreted, summarized or evaluated by other researchers. The main resources of this research are ten recordings of the twenty students from the 8th semester.

In addition, the primary source of this research is the result of an interview which was done with the speaking lecturer in order to get the data about the reason of using preference organization in English department students of IAIN Metro.

³⁰ Geoffrey Marczy, David DeMatteo and David Festinger, *Essentials of Research Design and Methodology* (USA: John Wiley & Sons, Inc. 2005), 16.

2. Secondary Sources

An analysis based on primary sources is secondary source. They may explain primary sources and often uses them to support a specific thesis or argument, and to persuade the reader to accept a certain point of view. Secondary sources in this research include journal material, e-books, and articles related to research, all of which are used as secondary sources in this research.

C. Data Collection Techniques

The data accumulation taken from process analyzing data become theory or interpretations. According to Creswell “many qualitative studies collect various types of data and spend a significant amount of time obtaining information in a natural context”.³¹ The data collection is the gathering of particular evidence that will allow the writer to properly analyze the outcomes of all actions carried out according to his study design and processes.

The data are needed in a research work to serve the raw material that is used in the production of data. It gives a clear path and a clear response to a study question. Any inquiry must provide a definitive response to an investigation. Data are very essential for a scientific research. In addition, the data are required to back up the numerous claims made in the research findings.³² Qualitative research have a variety of data collection approaches at

³¹John W. Creswell, *Research Design* (California: Sage Publications, 2000), 84.

³²Yogesh Kumar Singh, *Fundamental of Research Methodology and statistics*(New Delhi: New Age International Publisher, 2006), 212.

their disposal, including participant observation, and document analysis.³³ The writer was take recording from the result of the using preference organization in English department students of IAIN Metro.

The researcher collects the results of conversation students for analysis and identify uses of preference organization during the data collection method. In this research, the researcher uses three techniques to collect the data. There is observation, documentation and interview.

1. Observation

Observation is the practice of acquiring open-ended, firsthand knowledge by seeing people and places at a study site.³⁴ In this research, the writer was look for the recording conversation at IAIN Metro. The researcher was analyzing the use of preference organization in the part of background of study. When the researcher will discover the use of preference organization, the researcher was taking the recording from English department student at IAIN Metro. After that, the researcher was analyzing how the use of preference organization in English department students of IAIN Metro.

³³Donald Ary et al., *Introduction to Research in Education Eight Edition* (USA: Wadsworth Cengage Learning, 2010), 32.

³⁴John W. Creswell, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research*(England: Pearson Education, 2002), 53.

2. Documentation

To learn more about the phenomenon they're examining, qualitative researchers use written papers or other artifacts.³⁵ The researcher collects data in this research using the documents technique. In qualitative research documents can be a rich source of information. Documents reflect both public and private documents, according to Creswell. Meeting minutes, government memos and newspaper articles are examples of public records. Private documents include individual journals and diaries, literature, and personal transcription.³⁶ As a result, the secondary data required is specified as a data resource in the data form. In addition, the researcher was get the data from the document result conversation of English department students at IAIN Metro.

3. Interview

One of the most common and fundamental ways for gathering qualitative data is the interview. People's thoughts, beliefs, and feelings regarding situations are gathered through interviews in their own words.³⁷ In this study, the researcher was interview students of English department students at IAIN Metro to know how the use of preference organization in their English conversations.

³⁵*Ibid.*, 432.

³⁶*Ibid.*, 180.

³⁷Donald Ary et al., *Introduction to Research in Education.*, 438.

D. Data Analysis Technique

Analyzing data is the important part in research study, because the result becomes a conclusion from all of the research. To examine the data, the researcher was use models by Miles and Huberman.³⁸ This diagram depicts the components of the analytical model.

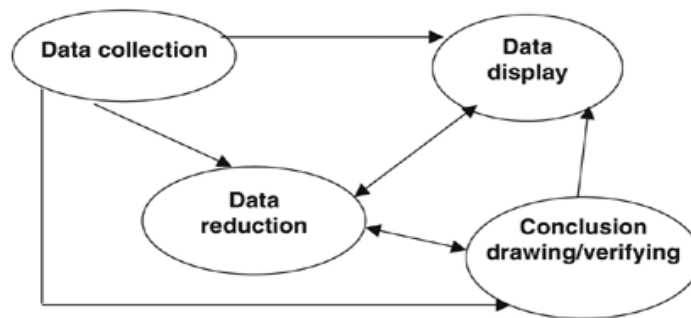


Figure II. *Analysis Components of Miles and Huberman Model*

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

- 1) Data collection is the step when the researcher will gather all data which are used to complete the research.
- 2) The writer will reduce the data he had gotten by summarizing and choosing specific things.
- 3) To display the data, the writer usually will use graphics, figures, or charts. The display should be able to describe the content entire the data.

³⁸Matthew B. Miles and A Michael Huberman, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), 12.

³⁹*Ibid.*

- 4) Finally, the writer will validate his research by drawing conclusions from the data.

In this research, the researcher was collected ten conversation of English department students at IAIN Metro, to know the use of preference organization, to find out the student's difficulties of using preference organization, and to analyze overcome student's difficulties of using preference organization. In addition, in the process of data collection, the researcher was an interview the lecturer and students of English department with information about how the use of preference organization in their English conversation. After data collection, the researcher was sort out the data of conversation by focusing on research questions with concentrating on the use of preference organization, the student's difficulties of using preference organization and how to overcome student's difficulties of using preference organization. After each data selection, the researcher was displaying the data by describing the research as words complemented by the use of the chart. At the end of this step, the researcher was draw conclusions to answer the purpose of actual research.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Description of Research

1. The Historical Background of IAIN Metro

a. The Brief History of IAIN Metro

IAIN Metro is located in Metro city, Lampung province. It is the only State Institute for Islamic Studies in this city. As an Islamic institute which is one of favorite universities, IAIN Metro has vision and mission. Its vision is to create a qualified and competitive Islamic institution. Then, to accomplish the vision, it composes some missions, namely: developing three pillars of university (education, research and development, and service society), developing and spreading technology in Islamic culture, and creating academic people who are smart, competent, and have good moral.

Likewise, as an Islamic institute, IAIN prepares the academic culture not only in developing Islam religious science but also developing general science. In addition, Islamic culture is a special characteristic in academic culture of this institute as compared to general universities. Furthermore, IAIN Metro as the Islamic institute has an education system which is based on the Islamic values.

IAIN Metro was built on April 23 to 25, 1997 based on the decree of president RI No. 11, 1997 on March 21, 1997. The establishment of IAIN cannot be separated from the history of IAIN Raden Intan Bandar Lampung which was begun from the effort of elite and religion figures from Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was deal to accomplish two faculties, Education faculty and Islamic law faculty, which were domiciled in Tanjung Karang.

Referring to the decision of Indonesian President No. 27.1963, in order to accomplish Al-Jami'ah, YKIL should at least have three faculties. Therefore, YKIL opened Ushuludin faculty that was domiciled in Tanjung Karang. Lastly, it realized the dream of Lampung society to find IAIN Al-Jami'ah based on the Minister of Religious Affair Decree No. 187/68 which was named "State Islamic Institute Raden Intan Tanjung Karang". Of the year 1993, IAIN Raden Intan Tanjung Karang was changed to IAIN Raden Intan Bandar Lampung.

Similarly, in 1967, the education and Islamic law faculty were established in metro city based on the request of metro society. Correspondingly, based on the handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996, the payment of institutional faculties IAIN outside the central institute should be changed to State Islamic College (STAIN). Then, based on the decree of president RI

No. 11, 1997, STAIN was legalized. And finally, in 1st August 2016 changed to be the State Institute for Islamic Studies (IAIN) and was legalized. That was the history of establishment of STAIN Jurai Siwo Metro.

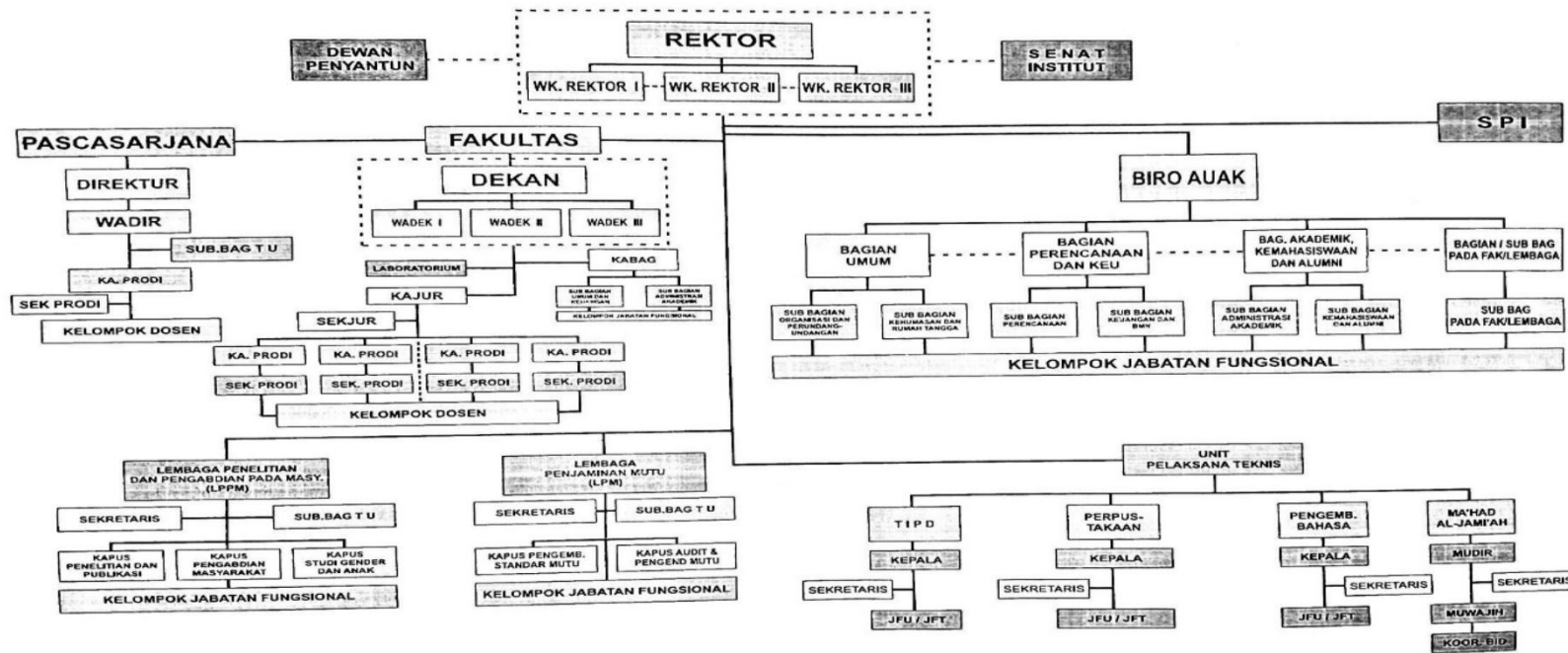
Now, IAIN Metro has four faculties namely Tarbiya Faculty, Economy Business Faculty, Syari'ah Faculty and Islamic Announcement and Communication Faculty. Firstly, tarbiyah and teacher training faculty covers Islamic education study program (PAI), Arabic education study program (PBA), English education study program (TBI), Islamic elementary school education study program (PGMI), Islamic childhood education study program (PIAUD), Mathematic education study program (TPM), biology education study program (TPB), social science education study program (IPS). In addition, Syari'ah faculty includes Islamic law department (AS), Islamic economy law (Hesy), and Islamic constitutional law (HTNI). Furthermore, Islamic Economy and business faculty comprise D3 syari'ah banking (D3 PBS), bachelor's degree of syari'ah banking (S1 PBS), Islamic economy study program (ESy), Islamic accountant (AKS), and pilgrimage management (MHU). At the same time, Islamic announcement and communication faculty covers Islamic communication and broadcasting program (KPI), language and Arabic literature (BSA), and Islamic extension guidance (BPI)

b. The Structural Organization of IAIN Metro

The structural organization of State Institute for Islamic Studies of Metro as follows:

Figure 4.1

The Organization Structure of IAIN Metro



Explanation:**Principals of IAIN Metro**

1. Dr. Siti Nurjanah, M.Ag. PIA (Principal of IAIN Metro)
2. Prof. Dr. Ida Umami, M.Pd.Kons (Vice Principal I)
3. Dr. Dri Santoso, M.H. (Vice Principal II)
4. Dr. Mahrus As'ad, M.Ag (Vice Principal III)

Tarbiyah and Teacher Training**Faculty**

1. Dr. Zuhairi, M.Pd (Dean)
2. Dr. Yudiyanto, M.Si. (Vice Dean I)
3. Dra. Isti Fatonah, MA. (Vice Dean II)
4. Drs. Kuryani, M.Pd. (Vice Dean III)
5. Muhammad Ali, M.Pd.I. (Head of PAI)
6. Novita Rahmi, M.Pd (Head of PBA)
7. Andianto, M.Pd (Head of TBI)
8. H, Nindia Y, M.Pd. (Head of PGMI)
9. Edo Dwi Cahyo, M.Pd (Head of PIAUD)
10. Endah Wulantina, M.Pd (Head of T-MTK)
11. Nasrul Hakim, M.Pd (Head of T-Biologi)
12. TB. Ali Rochman P, M.Pd (Head of T-IPS)

c. The Facilities of IAIN Metro

In order to support lecture and students, there are some facilities in state institute for Islamic studies of metro, namely; lecture room, computer laboratory unit and baitul mal wa tanwil, library unit, language laboratory unit, micro teaching laboratory, Islamic development unit, classroom, mosque, futsal field, basketball field, wall climbing field, volley field, tennis field, auditorium, students activities unit (UKM) room, students committee office. For getting the details of facilities, it can be shown in the table below:

Table 4.1

Facilities in IAIN Metro

No	The Facilities	Total
1	Lecture' room	4
2	Computer laboratory unit & BMT	4
3	Library unit	1
4	Language laboratory unit	2
5	Micro-Teaching laboratory	1
6	Islamic development unit	1
7	Classroom	38
8	Mosque	1
9	Futsal field	1
10	Basketball field	1
11	Wall climbing field	1
12	Volley field	1
13	Tennis field	1
14	Auditorium	1
15	Students activities unit	1
16	Students committee office	1
17	Canteen	1

Source: Documentation of state institute for Islamic studies of metro

d. The Students in IAIN Metro

The total of the students in State Institute for Islamic Studies of Metro is 6.982 students.

Table 4.2

Total of Students State Institute for Islamic Studies of Metro

No.	Departments	Program	Students
1	Tarbiyah and Teaching Faculty	English education	653
		Islamic education	1067
		Arabic education	200
		Islamic elementary school education program (PGMI)	504
		Mathematic education	238
		Biology education	231
		Science social	246
		Islamic childhood education program (PIAUD)	190

No.	Departments	Program	Students
2	Islamic Business Economics Faculty	S1 Syari'ah banking	743
		Islamic accountant (AKS)	328
		Islamic economy	1098
		Pilgrimage	134
3	Syaria'ah Department	Islamic law program	304
		Islamic economy law	377
		Islamic constitutional law (HTNI)	166
4	Islamic announcement and communication	(KPI)	331
		Language and Arabic literature program (BSA)	73
		Islamic extension	119

2. English Education Department (TBI)

English education program (TBI) is one of strata 1 (S1) majors Of Tarbiya Faculty in State Institute for Islamic Studies Metro (IAIN) which has established in 2007. Historically, S1 TBI State Institute for Islamic Studies of Metro came from diploma 3 (D3) English education that was opened in 2002.

The legal and operational license of TBI based on the explanation letter of Islamic education general director no. Dj.I/220.C/2007 in Jakarta

on May 28th, 2007. According the implementation license of study program from the general director, TBI is located in State Institute for Islamic Studies of Metro in Jl. Ki Hajar Dewantara 15A Metro City.

English education study program (TBI) has a vision in implementing education, namely: creating professional students in English education who can integrate Islamic values and academic dimensions. The vision then is enlarged in some mission, those are:

Developing the students' privacy through knowledge reinforcement, and actualization toward religious, national, and civil life in Islamic culture.

- a. Building and developing humanist, democratic, and modern academic atmosphere.
- b. Growing the professionalism ethic through theoretical knowledge basic mastery.
- c. Providing qualified service of education to produce smart and skillful educator candidates who have good attitude.
- d. Applying integrated education system which is able to give a significant input for educational development.

Based on the statement above, English education department (TBI) continuously tries to develop quality in learning and teaching process. Actually, it will create dynamic, opened, and polite relationship among the stakeholders in TBI IAIN Metro

3. Library of IAIN Metro

The library was established in IAIN Metro as an effort to support the dynamics of academic. Gradual development continues to maximize the role of the library as one of sources of information and knowledge and to achieve institutional objectives as expected.

Vision:

The realization of the library as an information center based on socio-eco- techno-preneurship.

Mission:

- a. Providing information resources that support the implementation of Tri Dharma Perguruan Tinggi.
- b. Developing an information technology-based library for the creation of a productive and innovative academic culture.
- c. Developing a partnership program with strategic partners oriented to socio-eco-techno-preneurship.

Library of IAIN Metro located in campus 1. It has 2 sections. The first section that located in second floor is for various books of different types. All the students can come to do their assignment or just

to read the books here. The second section located in third floor. Here is where the undergraduate thesis was collected. Usually the students who come here are the old students who are writing an undergraduate thesis to find the additional references.

4. Description of the Research Result

The description of the study refers to the results of the analysis of the purpose of the research which including to investigate the use of preference organization in English department students of IAIN Metro, the student's difficulties in using preference organization in conversation, and the solutions to overcoming the student's difficulties in using preference organization in conversations. Descriptions of the results of the study are given out in the following results:

a. How the use of Preference Organization in Conversation

The use of preference organization in English conversations of IAIN Metro in analysis using an observation sheet. Observation was made by observing conversations carried out online through the WhatsApp application. That was done by twenty English students from IAIN Metro. In other words, there are ten pairs of students who engage in English conversations online with the theme "invitation".

In this regard researcher reviewed the use of the preference organization in the conversations by conducting reducing the data or data selection. By coding the script of English conversation, whether the preference organization practiced on the student's appropriate use or inappropriate use. The results of such analysis of preference organization use of English student conversation in IAIN Metro are set out in the following results:

1) The Appropriate use of Preference Organization

The use of preference organization in students' conversation is made by observing ten pairs of students who conducted English conversation on the "invitation" theme online through the WhatsApp application. In this case, the researcher had examined by observation techniques, by coding whether the preference organization is appropriate or inappropriate. Analysis results in researcher find that there are twenty-five appropriate of preference organization in all of thirty-one preference organization. As for the next complete data of preference organization with the script of conversations in appendix.

a) Pairs of Y and EAA

The appropriate preference organization in conversation conducted by pairs of Y and EAA is presented as follow:

Y : *Hello, good morning, Erika.*

EAA : *Hi, Yuli. Good morning*

The above conversation shows the correct preference organization use in the type of preferred. *EAA* responds to *Y* stimulus with the right response. It was indicated when *Y* give greetings and *EAA* responded with greeting too.

Y : *What are you doing, Erika?*

EAA : *Emmm... I'm reading a book*

The above conversation shows the appropriate use of preference organization in the type of dis-preferred. *EAA* responds to *Y* stimulus with the right response but *EAA* made dis-preferred respond. It was indicated when *EAA* said “emmm (3 seconds)” to answer *Y* questions.

b) Pairs of ENK and FM

The appropriate preference organization in conversation conducted by pairs of ENK and FM is presented as follow:

FM : *How are you today?*

ENK : *I am pretty good. How about you?*

The above conversation shows the appropriate use of preference organization, in the type of preferred. *ENK* responds to *FM* stimulus with the right response. It was indicated when *F* asking about *ENK* condition, and *ENK* give right response.

FM : *Don't go, please.*
 ENK : *I have to go. I promised him*

The above conversation shows the appropriate use of preference organization, in the type of dis-preferred. ENK responds to FM stimulus with the right response. It was indicated when ENK clearly refused the request from FM.

c) Pairs of UK and RY

The appropriate preference organization in conversation conducted by pairs of UK and RY is presented as follow:

UK : *It's okay, Ki. I would like to invite you to my moment.
 Will you come?*
 RY : *Of course, sure. I will come to your wedding*

The above conversation shows the appropriate use of preference organization, in the type of preferred. It was indicated when RY accepted UK invitation with the right and clearly response.

d) Pairs of RS and SZ

The appropriate preference organization in conversation conducted by pairs of RS and SZ is presented as follow:

RS : *I will be very happy if you're come.*
 SZ : *Ya. I will come.*

The above conversation shows the appropriate use of preference organization, in the type of preferred. It was indicated when SZ accepted RS statement with the right response.

2) The Inappropriate use of Preference Organization

a) Pairs of UK and RY

The inappropriate preference organization in conversation conducted by pairs of UK and RY is presented as follow:

UK : *Do you know, this Saturday will be my wedding day?*
 RY : *What? Today?*

The above conversation shows the inappropriate use of preference organization, in the type of dis-preferred. RY respond to UK statement with the wrong response. It was indicated that UK wedding is Saturday, but RY response is today UK wedding day.

b) Pairs of HA and RKW

The appropriate preference organization in conversation conducted by pairs of HA and RKW is presented as follow:

RKW : *I have good news, Hijri, that I won the swimming contest.*
 HA : *Congratulation, Resi for winning the running contest.*

The above conversation shows the inappropriate use of preference organization, in the type of dis-preferred acts. HA

response to RKW stimulus with the wrong response. It was indicated that RKW won swimming contest and HA response is running contest.

c) Pairs of FP and YM

The inappropriate use of preference organization in conversation conducted by pairs of FP and FM is presented as follow:

FP : *Yesi, I would like to invite you to watching movie together. Are you free now?*

YM : *I don't like a tea, Putri.*

The above conversation shows the inappropriate use of preference organization, in the type of dis-preferred acts. YM response to FP stimulus with the wrong response. it was indicated that FP invite to YM to watching movie together. However, YM response is her doesn't like tea.

d) Pairs of N and NM

The inappropriate use of preference organization in conversation conducted by pairs of FP and FM is presented as follow:

NM : *I will make a little party next Sunday. Come on girl, it will be fun.*

N : *I wish I could. But My mom goes to hospital.*

The above conversation above shows the inappropriate use of preference organization, in the type of dis-preferred acts. N response to NM stimulus with the unclear response. It was indicated that NM invite to N to come in a little party. However, N response is show that unclear response. N hope that she can come in NM party, but NM must go to hospital with her mother. The overall explanation of the results of the research on the use of preference organization is illustrated in the following table:

Table 4.3

The Use of Conversation

No	The Use of Conversation	Frequency	Percentage
1	The appropriate use	25	81 %
2	The inappropriate use	6	19 %
Total		31	

Based on the results of observation from the research process the use of preference organization in English student conversation of IAIN Metro is dominated by the appropriate use of preference organization (81%). While the inappropriate use of preference organization is (19%).

b. The Causes of Students' Difficulties in Preference Organization

In collecting data related to the causes of students' difficulties in using preference organization, the researcher used an interview instrument which was conducted by interviewing 20 students' online. In analyzing the causes of students' difficulties in using preference organization, the causes of these difficulties, including: the lack of detail on the stimulus given by the first speaker and the response given by the first speaker is not clear.

1) The unclear stimulus given by the first speaker

The theory that causes students' difficulties in conducting preference organization, the first is the unclear stimulus given by the first speaker. The results of research related to this cause are illustrated in the following data:

a) Data of YM

Results of interview with YM students about the causes of difficulties in using preference organization related to the unclear stimulus of the first speaker is stated in the following interview script:

Interviewer : *Does the first speaker in the conversation process give a vague answer?*

Interviewee : *There are things that are not clear, such as a lack of focus on the other person when giving statements such as using the words, emmm and eee.*

Based on the results of interview with YM students, information was obtained that when the first speaker giving a question, there was confusion with the appearance of disturbances caused by fillers such as emmm and eee. This causes the first speaker to not focus on asking questions. Therefore, it affects the student in giving response to the question.

b) Data of FP

Results of interview with FP students about the causes of difficulties in using preference organization related to the unclear stimulus of the first speaker is stated in the following interview script:

Interviewer : *Does the first speaker in the conversation process give a vague answer?*

Interviewee : *Yes, in conversation process sometimes there are some unclear statements.*

Based on the result of interviewing with FP student, information was obtained that when the first speaker giving a question, there was confusion with the appearance of disturbances. Therefore, that is influence the student in responding to the questions.

c) Data of AI

Results of interview with AI students about the causes of difficulties in using preference organization related to the unclear stimulus of the first speaker is stated in the following interview script:

Interviewer : *Does the first speaker in the conversation process give a vague answer?*

Interviewee : *Ya. Sometimes, you find a partner for English conversation but the partner is nervous. Therefore, your partner become nervous in doing conversation*

Based on the results of interview with AI students, information was obtained that during conversations. Between the first speaker and the second speaker, they have a sense of nervousness caused lack of confidence when they are doing conversation. Therefore, it affects the student in responding to the questions given by another speaker.

2) Unclear response given by the second speaker

The cause of students' difficulties in doing preference organization is the unclear response given by the second speaker. The results of research result related to this cause are illustrated in the following data:

a) Data of RKW

The results of interview with RKW students about the causes of difficulties in using preference organization, related to the

ambiguity of the responses given by the second speaker are stated in the following script interview:

Interviewer : *In the process of English conversation whether the first speaker is having difficulty expressing his or her condition in the process of responding to a statement?*

Interviewee : *Ya. Sometimes. The speaker having difficulty in expressing the statement because of lack of vocabulary and maybe forgetting about a word that's the speaker want to say with another speaker.*

Based on the results of interview with RKW students, information was obtained that when having a conversation, the first speaker sometimes had difficulty to deliver the content to the first speaker, sometimes the speaker forgets about the words want to say with second speaker because lack of vocabulary. Therefore, this affects the students in conveying his intentions the second speaker.

b) Data of RY

The results of interview with RY students about the causes of difficulties in using preference organization, related to the ambiguity of the responses given by the second speaker are stated in the following script interview:

Interviewer : *In the process of English conversation whether the first speaker is having difficulty expressing his or her condition in the process of responding to a statement*

Interviewee : *Ya, I think they're have the difficulty expression on their condition or them can notexpress what they have*

to say in speaking or in conversation. sometimes, so do I because it's to struggle to express what I feel.

Based on the results of interview with RY students, information was obtained that when carrying out a conversation. The first speaker sometimes has difficulty to express their condition because they cannot express what they have to say in conversation. therefore, it affects the students in responding to a statement.

c) Data of RS

The results of interview with RS students about the causes of difficulties in using preference organization, related to the ambiguity of the responses given by the second speaker are stated in the following script interview:

Interviewer : *In the process of English conversation whether the first speaker is having difficulty expressing his or her condition in the process of responding to a statement*

Interviewee : *Yes. Because, maybe she/he was afraid to do mistake in conversation. Therefore, sometimes they just keep silence before answer the question or statement.*

Based on the results of interview of RS student, getting information that when doing a conversation, the first speaker sometimes feels afraid to do a mistake. Therefore, sometimes the first speaker just silence or make a silent pause to thinking about the responses to their

questions. Therefore, that is affects students in responding to a statement from another speaker.

c. The solution to overcome students' difficulties of using preference organization in conversation

In collecting data related to solutions for overcoming student difficulties in using preference organization, the researcher conducted interview with English lecture in the speaking class by asking questions that referred to the theory expressed by Muhammad Shohibussiri ⁴⁰. In using preference organization, among others as follows:

1) The speakers should give a simple question in the process of conversation in order to be easy in understanding the message

The solution to difficulties in preference organization can be in the form of constructing simple questions, so that they're easily understood by another speaker. This was revealed by English lecturer based on the results of interviewing with the following interview script:

Interviewer : *What are the roles of repair in overcoming students' problems in conducting conversations, especially with regard to preference organization?*

Interviewee : *As usual, in conversation student will understand each other between the first speaker and the second speaker, if their partner has a weakness in conversation. The*

⁴⁰ Shohibussiri, Muhammad. "Preference Organization in Indonesian". DOI: 10.13140/RG.2.1.4319.3845

partner will try to understand what does he or she means about the questions if the partner of the speaker doesn't understand about the questions. I always suggest for the students to make a simple question or to make another question that the partner will understand of how he or she mean in conversation.

Based on the interview script, it can be seen that constructing simple questions can be one of the solutions to difficulties in using preference organization. This is because simple questions can minimize students' confusing in understanding the meaning of the questions given by the first speaker. therefore, other speaker can easily give appropriate response according to the question given.

2) The speakers should have a good listening skill in conversation

Another solution to overcome student difficulties in using preference organization is to hone good listening skills in the English conversation process. This was also expressed by the English lecturer as stated in the following interview script:

Interviewer : *How are the efforts to guide students can respond to conversations appropriately?*

Interviewee : *The student's effort, how to respond their partner in conversation. Yes, sometimes that the most students still hard to understand from the partner speaker. About giving the respond, actually I've given the suggestion for them. Firstly, make a simple question if, your partner didn't understand about the first question from the speaker. For the second one, that the partner of the speaker they have to listen inventively. Therefore, they will get more understanding about the question from the speaker.*

Based on the results of the interview listed in the interview script, it can be seen that one solution in dealing with student difficulties in using preference organization is the ability to have good listening skills in the English conversation process. Having good listening skills will minimize misunderstanding in interpreting the questions and answer from each speaker. therefore, in the process of speaking English, each speaker must listen to the other speaker who is talking carefully and focus. So that there are no errors in capturing the contents of the conversation message.

3) It is important for learners to know how to begin and exit a conversation

Another solution in dealing with students' difficulties in using preference organization is to understand the construction of good conversation. This was stated by the English lecturer as stated in the following script:

Interviewer : *How should efforts be made to make students more aware of conversations so they can respond well to stimulus?*

Interviewee : *I am as a lecturer. I always give a suggestion for them to have an effort for making a good conversation. Yes, at the first that as a concept as a theory about of the role of a good conversation. Like, make a good opening and then how to make a good closing in the conversation. And then for second one, that based on the weakness or difficulties in speaking, they have to improve for their problem*

Based on the information contained in the interview script, it can be seen that by knowing the construction or components of a good English conversation, each speaker can take the best attitude in how to open a conversation, construct the main content of the conversation well and also close the conversation in the best way. Therefore, it is necessary to provide understanding given to students, so that they know the correct arrangement of English conversation.

d. The Most Dominant Types of Preference Organization

In collecting data related to the most dominant types of preference organization, the researcher used the table to analyze the data of student's English conversation. The overall explanation of the results of the research on the use of preference organization is illustrated in the following table:

Table 4.4

Total of the use Preference Organization

No	Types of Preference Organization	Appropriate	Inappropriate	Percentage
1	Preferred	20	0	65%
2	Dis-preferred	5	6	35%
		25	6	
	Total	31		

Based on information in the research table above, it can be concluded that the results of research on the use of preference organization are dominated by the appropriate use of the preference organization. This is due to the percentage of the appropriate use is big more than the percentage inappropriate use in preference organization. That is indicated by an 81% percentage appropriate use in preference organization. Inappropriate use, however, only 19%. That, too, is the appropriate use in preference organization is preferred type. Preferred type in conversation indicated by 65% and 35% indicated by dis-preferred. This is because the percentage of preferred in preference organization is quite well, because the use of preference organization is dominated by appropriate use.

B. Discussion

Based on the result of this research, the phenomena preference organization that is dominated by preferred types (65 %). According to Arline Burgemejer, preference organization describes a type of sequential organization that applies to certain second pair parts such as agreement and disagreement, which occur as responses to social actions like giving an opinion or making a request⁴¹. In the previous research, the result explains that the preferred acts can also be characterized using several ways of conveying the type of preference.

⁴¹ Arline Burgmeier, *Inside Reading Second Edition: Student Book Intro Level* (Oxford: Oxford University Press, 2017)

1. The Use of Preference Organization in Conversation

The using of preference organization in English conversation students of IAIN Metro analyzed based on observation instrument. Analysis of the using preference organization was done by observing audios conversation by WhatsApp application. It was adopted from Theory taken from Yule George about the appropriate use and the inappropriate use of preference organization.⁴²

Based on the results of observation from the research process the use of preference organization in English student conversation of IAIN Metro is dominated by the appropriate use of preference organization (81%). While the inappropriate use of preference organization is (19%). The appropriate use of preference organization in English student conversations including of twenty preferred (65%) and five dis-preferred (16%). While the inappropriate use of preference organization in English student conversation only consist of dis-preferred shown by six of dis-preferred inappropriate 19%

Therefore, from all the explanations above it can be concluded that the use of preference organization in English student conversation of IAIN Metro dominated by appropriate use and dominated by the appropriate preferred types.

⁴² Yule, George. *Pragmatics*. Cambridge University Press, 2006

2. The Causes of Using Preference Organization

The causes of preference organization in English conversation students of IAIN Metro analyzed based on interview instrument. Analysis of the causes of using preference organization was done by interviewing the students by WhatsApp application. It was adopted from Theory taken from Muhammad Shohibussiri⁴³ that explains that the stimulus given by the first speaker is not detail, so it leads to problems of understanding for the recipients hence they did not give acceptance directly, the response given by the second speaker to the stimulus of the first speaker is unclear in giving statement and the second speaker felt difficulty in expressing the condition to respond an expression or invitation from the first speaker.

Based on the results interviewing of twenty English department students of IAIN Metro, we know that almost students give a same response with the theory of causes of using preference organization are the stimulus given by the first speaker is not detail, so it leads to problems of understanding for the recipients hence they didn't give acceptance directly, the response given by the second speaker to the stimulus of the first speaker is unclear in giving statement and the last, second speaker felt difficulty in

⁴³ Shohibussiri, Muhammad. "Preference Organization in Indonesian". DOI: 10.13140/RG.2.1.4319.3845

expressing the condition to respond an expression or invitation from the first speaker.

In addition, to these three causes, based on the results of interview, several students also stated other causes of difficulty in using preference organization are the students feel nervous in doing conversations and the students lack of vocabulary, so make the students is unconfident to give a statement or response a question.

Therefore, it can be concluded that the causes in using preference organization is the response given by the second speaker to the stimulus of the first speaker is unclear in giving statement and the last, second speaker felt difficulty in expressing the condition to respond an expression or invitation from the first speaker.

3. The Solution to Overcome Students Difficulties of using Preference Organization in Conversation

The solution to overcome students' difficulties of preference organization in English conversation students of IAIN Metro analyzed based on interview instrument. Analysis of the solution to overcome students' difficulties of using preference organization was done by interviewing the English lecturer by WhatsApp application. It was adopted from Theory taken from Muhammad Shohibussiri who explains that learners should be made aware of type-specific sequences and should know how to use response for

various purposes, the speakers should have a good listening skill in conversation.⁴⁴ Both of the speakers give a simple question in the process of conversation, in order to be easy in understanding the message, and it is important for learners to know how to begin and close a conversation.

Based on the result of interviewing with English lecturer, we know that the solution said by the lecturer is asking students to hone their listening skills, noticing a good English conversation structure by knowing how to open and close conversation, and asking the students to practice make a simple questions so that understanding with other speaker.

Therefore, it is concluded that the solution to overcome students' difficulties of using preference organization in conversation is learners should be made aware of type-specific sequences, should know how to use response for various purposes, the speakers should have a good listening skill in conversation. both of the speakers give a simple question in the process of conversation. in order to be easy in understanding the message, and know how to begin and close a conversation.

4. The Most Dominant Types of Preference Organization

The most dominant types of preference organization are dominated by the appropriate use of the preference organization. This is due to the percentage of the appropriate use is big, more than the percentage

⁴⁴ Shohibussiri, Muhammad. "Preference Organization in Indonesian". DOI: 10.13140/RG.2.1.4319.3845

inappropriate use in preference organization. That is indicated by an 81% percentage appropriate use in preference organization. Inappropriate use, however, only 19%. That, too, is the appropriate use in preference organization is preferred type. This is because the percentage of preferred in preference organization is quite well, because the use of preference organization is dominated by preferred type.

Therefore, it is concluded that the most dominant types of preference organization in student's English conversation is dominated by preferred types.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher briefly illustrates the conclusion of the research that provides the research results. The first one is about the use of preference organization in English conversation conducted by the students of IAIN Metro dominated by the appropriate use in the type of preferred.

In addition, the second research result is about the causes of preference organization including of the stimulus given by the first speaker isn't detail, so it leads to problem of understanding for the recipients; hence they didn't give acceptance directly; the response given by the second speaker to the stimulus of the first speaker is unclear in giving statement; and the second speaker felt difficulty in expressing the condition to respond an expression or invitation from the first speaker.

Furthermore, the third research question is about the solution of the use preference organization that the speakers should give a simple question in the process of conversation in order to be easy in understanding the message, the speakers should have a good listening skill in conversation, and it is important for learners to know how to begin and exit a conversation. And the last research result is about the most

dominant types of preference organization is preferred in appropriate use. It shows that, preferred in the total 65% and dis-preferred in the total 35% in student's English conversation.

B. Suggestion

The researcher provides some suggestion for the English education department, and the other researchers, as follows: the first, it is suggested that the students to more practicing English conversation with other people and by practicing good English conversations, their conversations are more structured and organized. The second, it is suggested that the English lecturer more motivated the students in doing English conversation by giving a more assignment so that the students more active in speaking.

The last, it is suggested for the other researchers to further develop this research into other forms of research and make this research as one of basic phenomena to be followed up into better research.

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APPENDICES

1. Blueprint of Interview

No	Aspect	Sub Aspect	Reference
1	The student's difficulties of using preference organization in conversation	<p>1. The stimulus given by the first speaker isn't detail, so it leads to problems of understanding for the recipients hence they didn't give acceptance directly.</p> <p>2. The response given by the second speaker to the stimulus of the first speaker is unclear in giving statement.</p> <p>3. The second speaker felt difficulty in expressing the condition to respond a expression or invitation from the first speaker.</p>	Shohibussiri, Muhammad. "Preference Organization in Indonesian". DOI: 10.13140/RG.2.1.4319.3845
2	The solution to overcome student's difficulties of using preference organization in conversation	Learners should be made aware of type-specific sequences and should know how to use response for various purposes	Shohibussiri, Muhammad. "Preference Organization in Indonesian". DOI: 10.13140/RG.2.1.4319.3845
		The speakers should have a good listening skill in conversation. both of the speakers give a simple question in the process of conversation. in order to be easy in understanding the message.	
		It is important for learners to know how to begin and close a conversation	

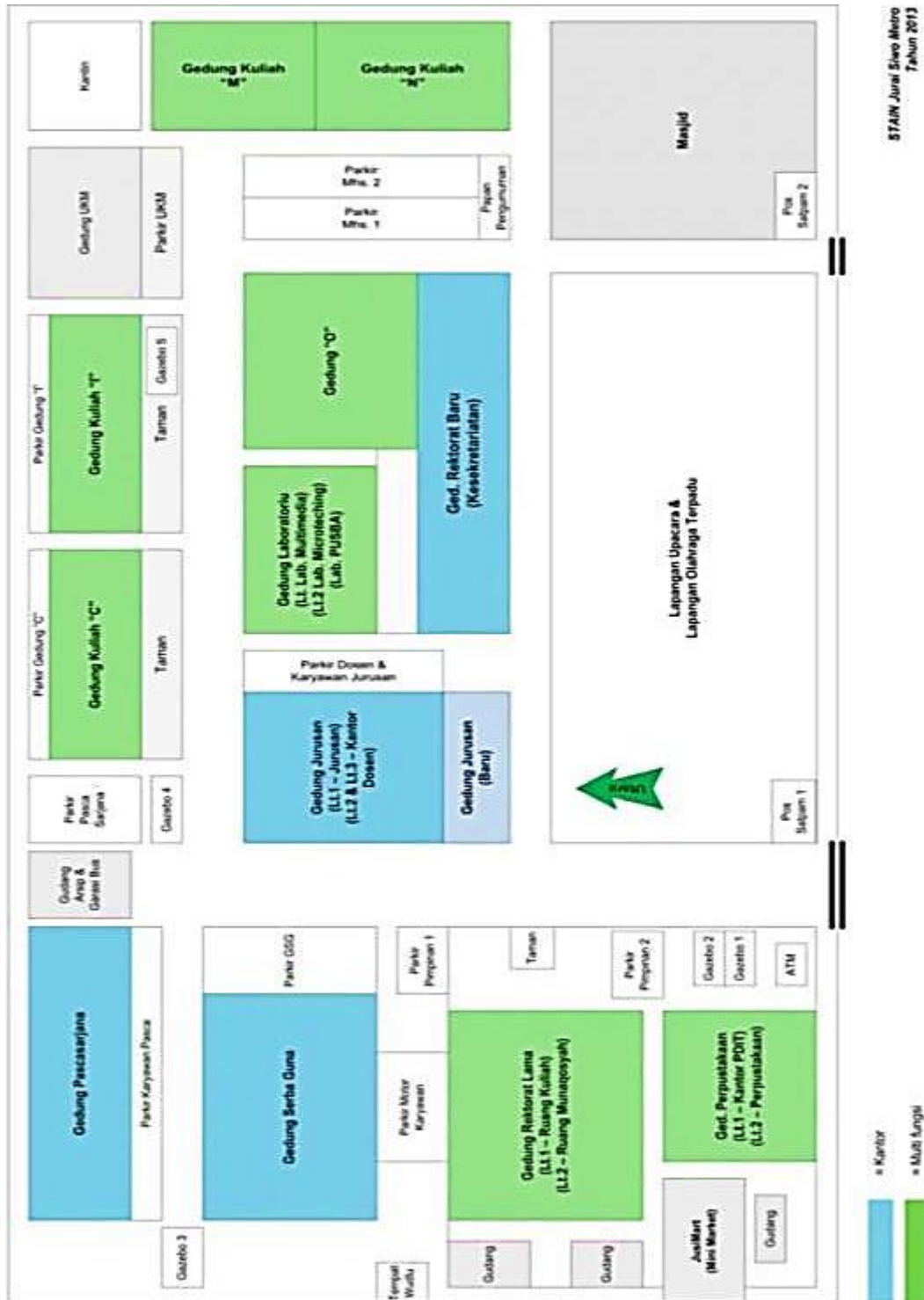
1. Blueprint of Observation

No	Aspect	Sub Aspect	Reference
1	The appropriate use of preference organization in conversation	<p>1. The preference organization in the types of assessment is appropriate, if the speaker give relevant response to the stimulus of the first speaker by giving the agreement or disagreements.</p> <p>2. The preference organization in the types of invitation is appropriate, if the speaker give a relevant response to the stimulus of the first speaker, by giving acceptance or refusing.</p> <p>3. The preference organization in the types of offer is appropriate, if the speaker give a relevant response to the stimulus of the first speaker by giving acceptance or declining.</p>	Yule, George. <i>Pragmatics</i> . Cambridge University Press, 2006
		4. The preference organization in the types of proposal is appropriate, if the speaker give a relevant response to the stimulus of the first speaker by giving agreement or disagreement.	
		5. The preference organization in the types of request is appropriate, if the speaker give a relevant response to the stimulus of the first speaker by giving acceptance or refusing.	

2	The inappropriate use of preference organization in conversation	1. The preference organization in the types of assessment is inappropriate, if the speaker doesn't give relevant response to the stimulus of the first speaker by giving agreement or dis-agreement.	
		2. The preference organization in the types of invitation is inappropriate, if the speaker doesn't give relevant response to the stimulus of the first speaker by giving acceptance or refusing.	
		3. The preference organization in the types of offer is inappropriate, if the speaker doesn't give relevant response to the stimulus of the first speaker by giving acceptance or declining.	
		4. The preference organization in the types of proposal is inappropriate, if the speaker doesn't give relevant response to the stimulus of the first speaker by giving agreement or disagreement.	
		5. The preference organization in the types of request is inappropriate, if the speaker doesn't give a relevant response to the stimulus of the first speaker by giving acceptance or refusing.	

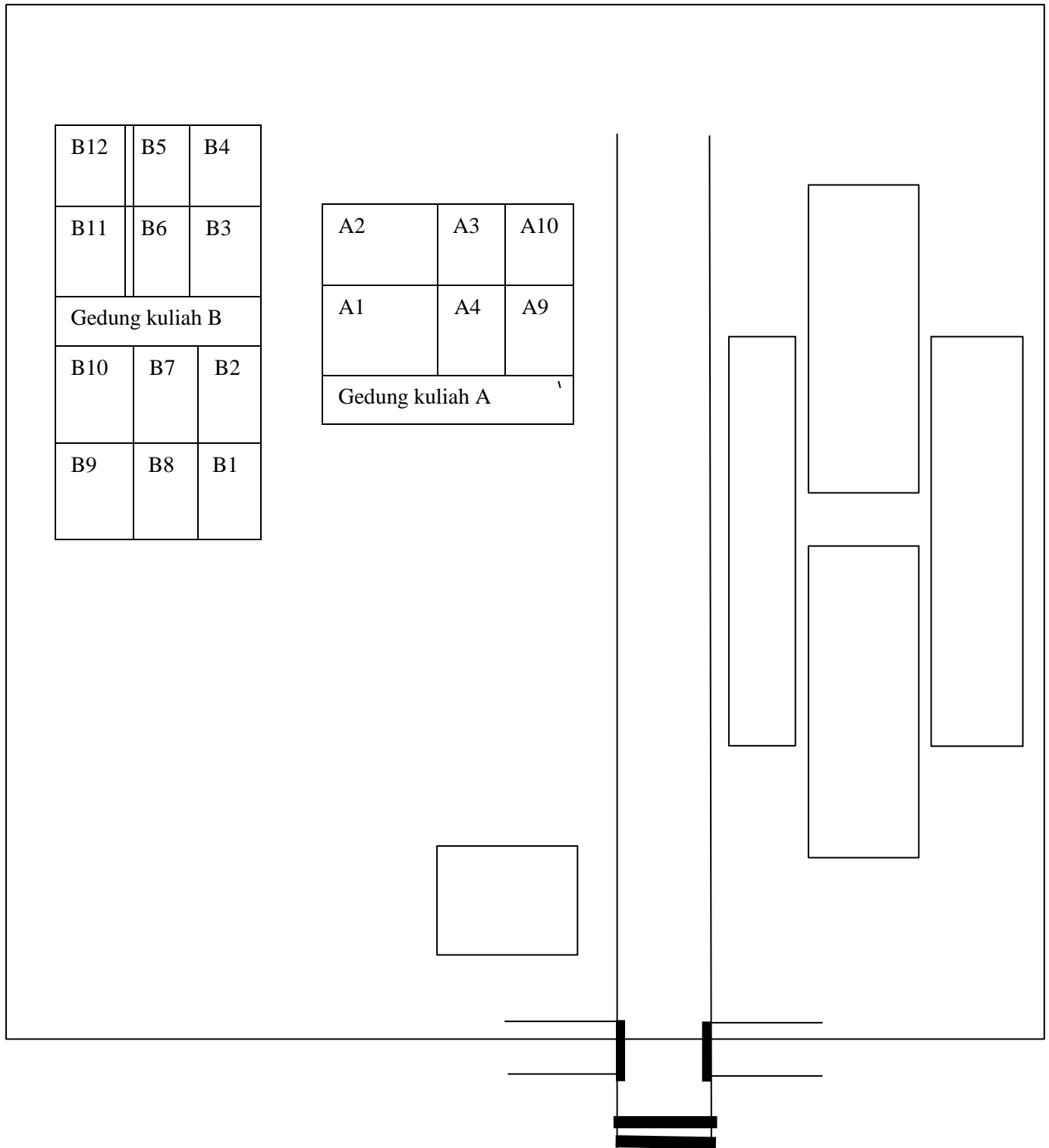
2. The Condition of IAIN Metro

The location sketch of IAIN Metro (Campus 1)



The location sketch of IAIN Metro

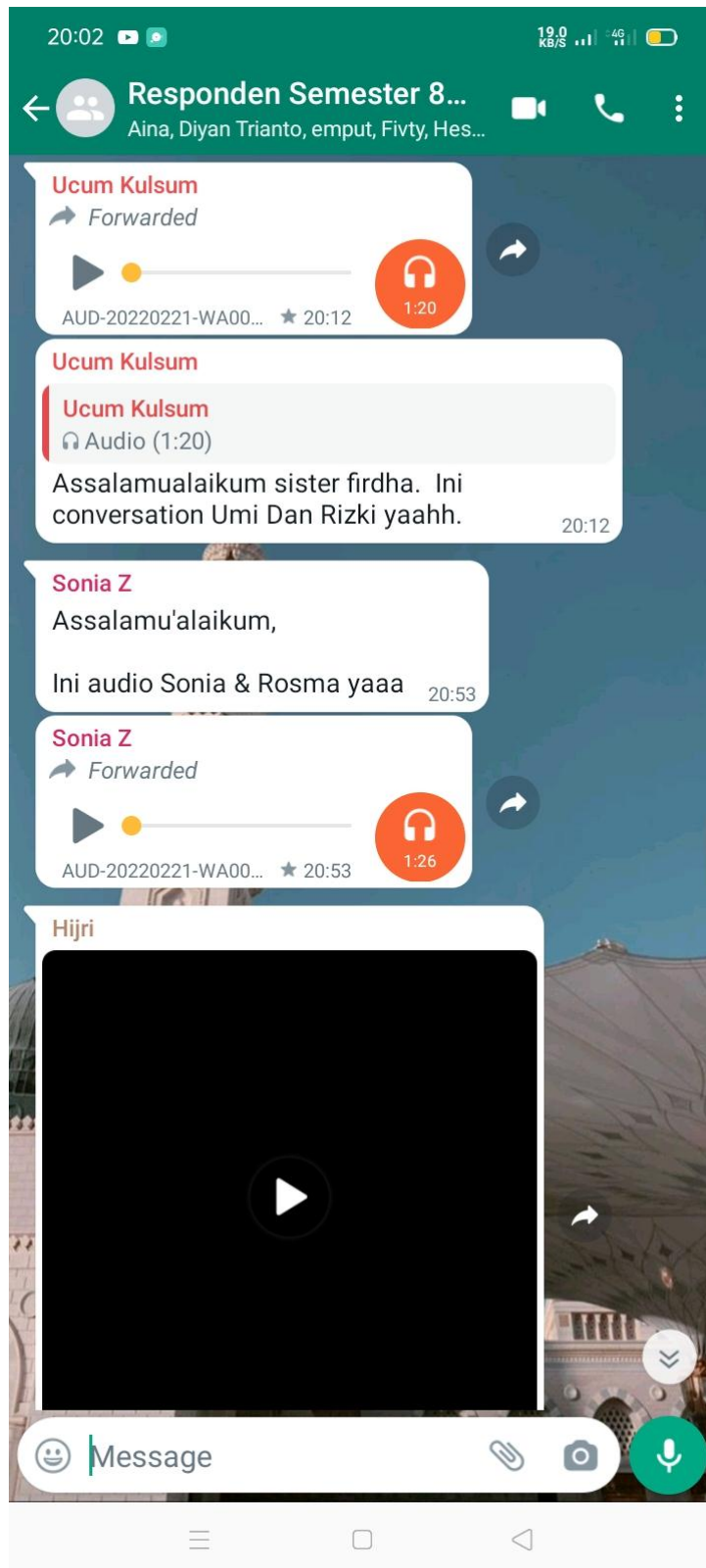
(Campus 2)



3. The Documentation Research of 8th semester in english education department students at IAIN Metro by Online

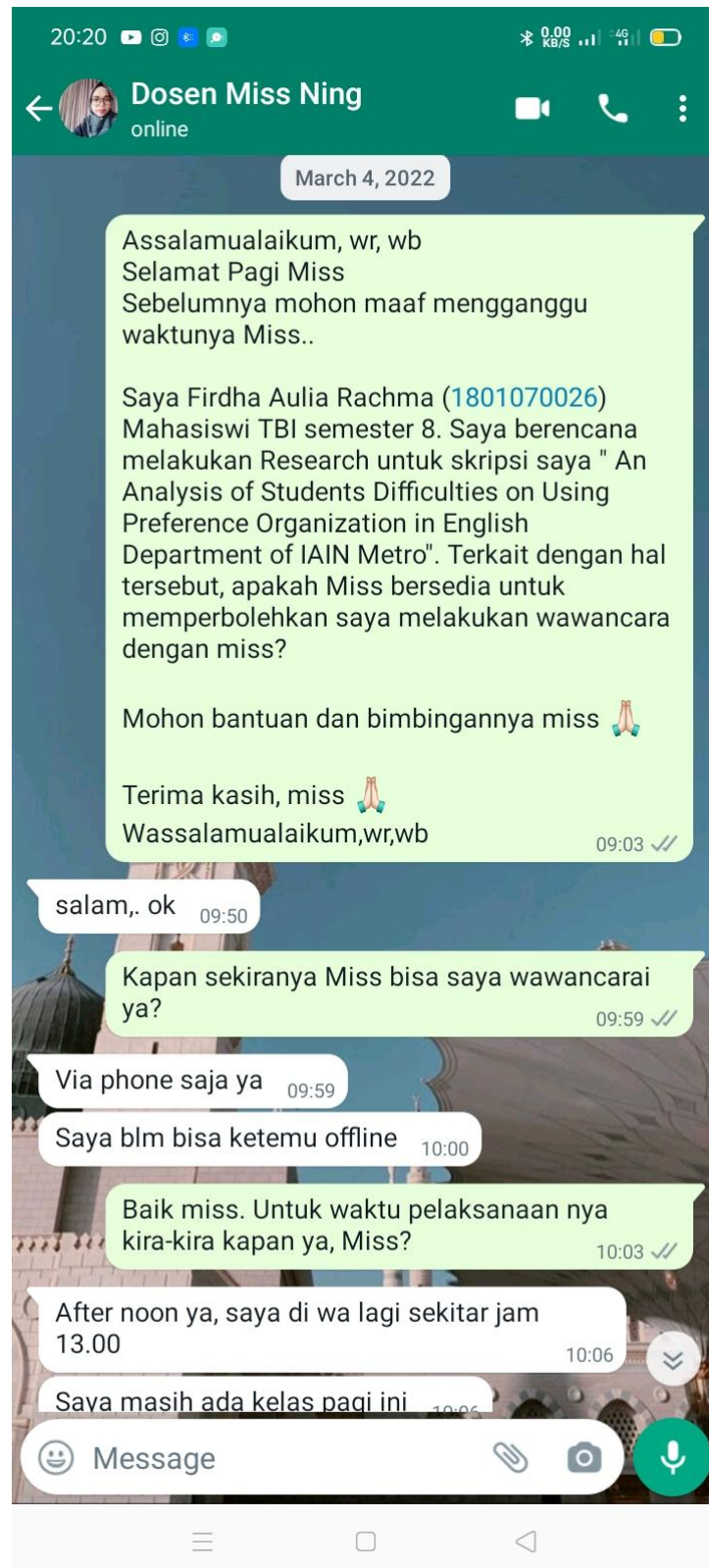


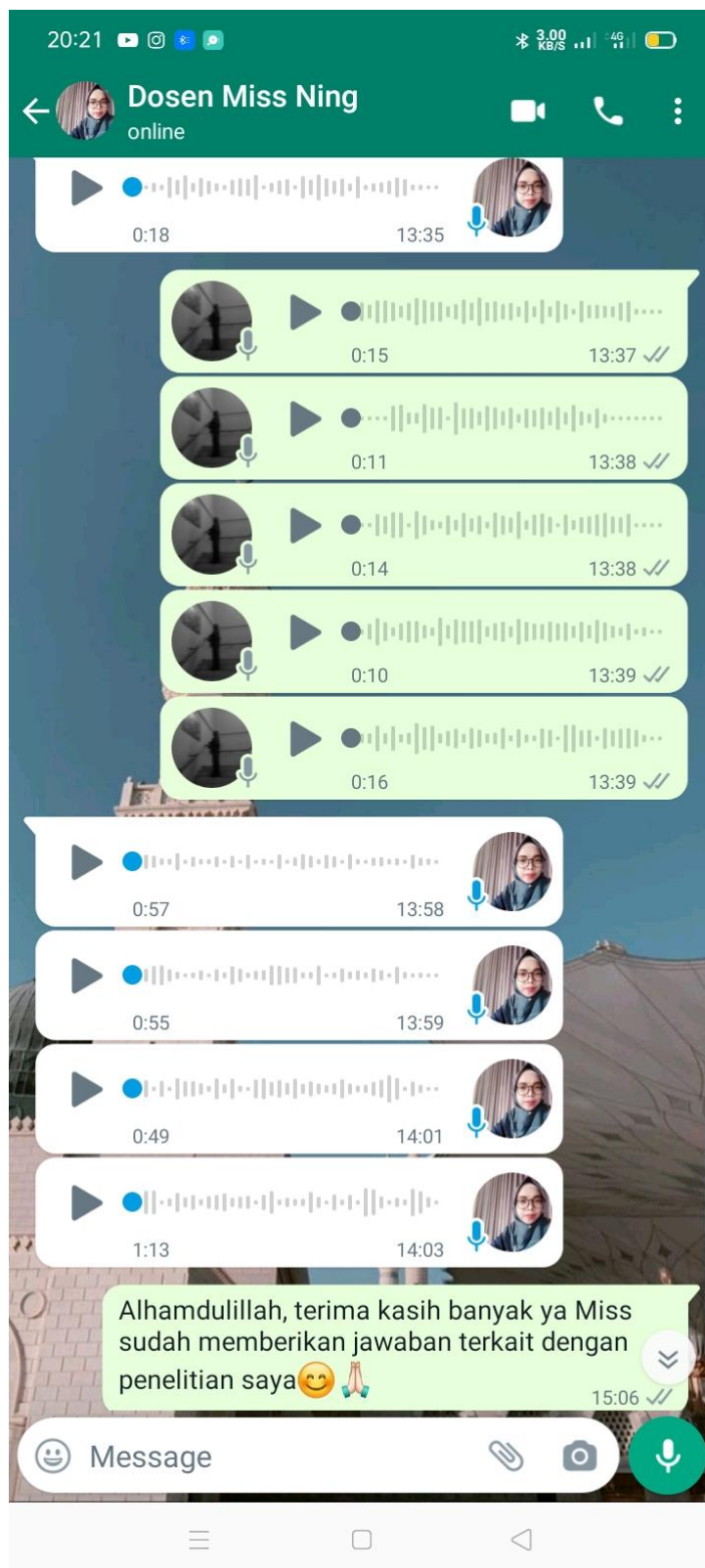












4. The result of an interviewing with speaking lecturer in English Department of IAIN Metro

- 1) The speakers in the process in conversation comprehend the content core of questions.

Interviewer: *How should efforts be made to make students more aware of conversations so they can respond well to stimulus?*

Interviewee: *I am as a lecturer. I always give a suggestion for them to have an effort for making a good conversation. Yes, at the first that as a concept as a theory about of the role of a good conversation. Like, make a good opening and then how to make a good closing in the conversation. And then for second one, that based on the weakness or difficulties in speaking, they have to improve for their problem.*

- 2) Learners should be made aware of type-specific sequences and should know how to use response for various purposes.

Interviewer: *How are the effort to guide students can respond to conversations appropriately?*

Interviewee: *The student's effort, how to respond their partner in conversation. Yes, sometimes that the most students still hard to understand from the partner speaker. About giving the respond, actually I've given the suggestion for them. Firstly, make a simple question if, your partner didn't understand about the first question from the speaker. For the second one, that the partner of the speaker they have to listen inventively. So, they will get more understanding about the question from the speaker.*

- 3) The speakers should have a good listening skill in conversation. both of the speakers give a simple question in the process of conversation. in order to be easy in understanding the message.

Interviewer: *How are the effort to guide students can respond to conversations appropriately?*

Interviewee: *The student's effort, how to respond their partner in conversation. Yes, sometimes that the most students still hard to understand from the partner speaker. About giving the respond,*

actually I've given the suggestion for them. Firstly, make a simple question if, your partner didn't understand about the first question from the speaker. For the second one, that the partner of the speaker they have to listen inventively. So, they will get more understanding about the question from the speaker.

5. The result of interviewing student's in English department of IAIN Metro

1) Does the first speaker in the conversation process give a vague answer?

- a. AI : *Ya. Sometime you find a partner for English conversation but there's nervous. So, your partner become nervous too.*
- b. RKW : *Yes. I have a problem sometimes. In the process of speaking because incompleteness the question by another speakers. It's me little bit a confuse when did the conversation with other people.*
- c. RY : *Yes. Sometimes, I don't get what they say. They here mean the first speaker. So, sometimes I did mishearing from my conversation with others.*
- d. FP : *Yes. In a conversation process sometimes there are some unclear a statements.*
- e. HA : *I don't know*
- f. YM : *There are things that are not clear, such as lack of focus on the other person when giving statements such as using the words (emmm and eee)*

2) In the process of English conversation whether the first speaker is having difficulty expressing his or her condition in the process of responding to a statement?

- a. AI : *The people is afraid to make a mistake in conversation because they didn't know something to tell such as the topic or content.*
- b. RKW : *The speaker having difficulty in expressing the statement because of a lack of vocabulary and maybe forgetting about a word that's the speaker want to say with another speaker.*
- c. RY : *Ya, I think they are have the difficulty to expressing their expression or their can't express what they have to say in speaking or in conversation. Sometimes, so do I because it's to struggle to express what I feel. So, until now we get struggle to do conversation clearly and fluently*

- d. FP : *Yes, the interlocutor often has difficulty speaking in the process of responding to questions.*
- e. HA : *Yes, of course.*
- f. YM : *We carry out the conversations process, the other person gives an expression of difficulty expressing his condition, such as when speaking the other person stops talking and think first.*

6. Observation sheet

No	Data	The Script of Conversation	Types of Preference Organization		The Use of Preference Organization	
			Preferred	Dis-preferred	Appropriate	Inappropriate
1	Y&EAA	Y: Hello, good morning, Erika. E: Hi, Yuli. Good morning	V		V	
		Y: What are you doing, Erika? E: Emmm... I'm reading a book		V	V	

		<p>Y: Wow. It's looks like fun. Erika, I'd like to invite you to come in my mother birthday party in my home at 5 p.m. can you come?</p> <p>E: I don't know. I will go to the bookstore with Puput.</p>		V	V	
2	ENK&FM	<p>F: How are you today?</p> <p>E: I am pretty good. How about you?</p>	V		V	
		<p>E: I am pretty good. How about you?</p> <p>F: I am good</p>	V		V	

		<p>F: Are you have a free time for tomorrow? I would like to inviting you to come in my anniversary wedding party?</p> <p>E: No, I don't have a free time for tomorrow. Because, I have promise with my lecturer in the college.</p>		V	V	
		<p>F: Don't go, please.</p> <p>E: I have to go. I promised him</p>		V	V	
3	UK&RY	<p>U: Hi, how are you, Ki?</p> <p>R: Hallo, I am good. How about you, Umi?</p>	V		V	

		R: How about you, Umi? U: I am great, Ki	V		V	
		U: Do you know, this Saturday will be my wedding day? R: What? Today?		V		V
		U: It's okay, Ki. I would like to invite you to my moment. Will you come? R: Of course, sure. I will come to your wedding.	V		V	
4	RKW&HA	R: Good morning, Hijriah.	V		V	

		H: Morning, Resi.				
		R: I have good news, Hijri, that I won the swimming contest. H: Congratulation, Resi for winning the running contest.		V		V
		R: Would you like to come to restaurant to celebrate my achievement? H: Sure. Where and when?	V		V	
5	RS&SZ	R: Hallo, Sonia. S: Hallo, Rosma	V		V	

		R: Good evening S: Good evening, too.	V		V	
		R: I will be very happy if you're come S: Ya, I'll come.	V		V	
6	AI&DT	A: Are you free this Saturday? D: Yeah, I think so.	V		V	
		A: I'll prepare at noon but, maybe you can come over at five or six. D: Ok then, I'll take my little brother, too.	V		V	

7	WS&HK	<p>W: Hi, Kartika. How are you?</p> <p>K: Hi, Widya. I am fine. Long time no see you</p>	V		V	
		<p>W: Well, I'd like to invite you in my celebration on Sunday. Because, I buy a new house.</p> <p>K: Oh, really? Thank you for inviting me, and I am not passion to see your new house</p>	V		V	
8	FP&YM	<p>P: Hallo, Yesi. Good morning.</p> <p>Y: Hi, Putri. Morning. What's up, you call me in the morning?</p>	V		V	

		<p>P: Yesi, I would like to invite you to watching movie together. Are you free now?</p> <p>Y: I don't like a tea, Putri.</p>		V		V
		<p>P: Could you come in my house?</p> <p>Y: Yes, of course.</p>	V		V	
9	N&NM	<p>NM: Hi, Novia. Are you free night Sunday?</p> <p>N : Hi, Rani. I'm not sure.</p>		V	V	
		<p>NM: I will make a little party next Sunday. Come on girl, it will be fun.</p> <p>N : I wish I could. But, My mom to hospital.</p>		V		V

		NM: Yes, can you?				
		N : Alright. I'll be there.	V		V	
10	FTS&S	F: Hallo, Uci. What are you doing?				
		S: Hallo, Fivty. I am still wanna eat some food	V		V	
		F: Actually, I wanna invite you to go to my wedding party. Oh, no. I mean birthday party. Do you wanna join with me?				
		S: Oh. Who's birthday party?		V		V
		S: Sorry. I really forgot. What time?				

		F: Eeee.. I don't know maybe at 8 a.m.		V		V
		F: Don't forget to breakfast before you go to my birthday party. Okay? S: Okay	V		V	

No	Types of Preference Organization	Appropriate	Inappropriate
1	Preferred	20	0
2	Dis-preferred	5	6
		25	6
Total		31	

Difficulties on using preference organization

No	Types of Preference Organization	Frequency	Percentage
1	Preferred	20	65 %
2	Dis-preferred	11	35 %
Total		31	

7. Scripts of Conversation

No	Data	The Script of English Conversation
1	Y& EAA	<p>Y: Hello, good morning Erika.</p> <p>E: Hi, Yuli. Good morning</p> <p>Y: What are you doing, Erika?</p> <p>E: Emmm...I'm reading a book</p> <p>Y: Wow, it looks like fun. Erika, I'd like to invite you to come in my mother birthday party in my home at 5p.m. Can you come?</p> <p>E: I don't know. I will go to the bookstore with Puput.</p> <p>Y: Emmmm...okay Erika. No problem.</p> <p>E: I'm sorry, Yuli.</p> <p>Y: It's okay, Erika. No need to sorry. I'll go to market. See you next time, Er.</p> <p>E: See you.</p>

2	ENK& FM	<p>F : Hello, anybody here?</p> <p>E : Yes, of course. I am Eka Kasih</p> <p>F : I am good. Are you have a free time for tomorrow? I would like to inviting you to come in my anniversary wedding party?</p> <p>E : No, I don't have a free time for tomorrow. Because, I have promise with my lecturer in college.</p> <p>F : Don't go, please.</p> <p>E : I have to go. I promised him.</p> <p>F : Hmm... okay, Eka.</p> <p>E : Sorry, next time I'll come in your anniversary wedding party.</p> <p>F : It's okay, no problem.</p>
3	UK&RY	<p>U : Hai, how are you, Ki?</p>

		<p>R : Halo, I am good. How about you, Umi?</p> <p>U : I am great, Ki. Do you know this Saturday will be my wedding day?</p> <p>R : What? Today?</p> <p>U : This Saturday, Ki. Not today.</p> <p>R : Oh, I see I see. Sorry for my mishearing.</p> <p>U : It's okay, Ki. I would like to invite you to my moment. Will you come?</p> <p>R : Of course, sure. I will come to your wedding. Is there any dress code that I have to wear?</p> <p>U : Thank you, Ki. For dress code, that's up to you. Make yourself pretty.</p> <p>R : Okay, Umi. Thank you for your invitation. Sorry, but i've to continue working. See you on your wedding day!</p> <p>U : Don't forget. It will be on Griya Kebun, at 9 a.m. Saturday morning. See you soon.</p>
4	RKW&HA	R : Good morning, Hijjriah.

		<p>H : Morning Resi, what's up?</p> <p>R : I have good news, Hijri, that i won the swimming contest</p> <p>H : Congratulations Resi for winning the running contest</p> <p>R : Thanks, hijri, but it is swimming contest. Would you like to come to restaurant to celebrate my achievement?</p> <p>H : Sure, where and when?</p> <p>R : Tonight, at Korean restaurant near my house.</p> <p>H : Wow that's a viral restaurant. What time should I get there?</p> <p>R : At 8 p.m. I will wait you on there.</p>
5	RS&SZ	<p>R : Halo, Sonia.</p> <p>S : Halo, Rosma.</p> <p>R : Good Evening</p>

		S : Good evening, too.
		R : Mmm.. I call you to night. I'd like to tell you that I will inviting you to my graduation party.
		S : Wow... graduation party? Congratulations!
		R : Yaaa.. thank you. will you come to my party?
		S : mmm... by the way, where does the party will be held?
		R : My party will be held in my house.
		S : At your house? Yes, I know your house, and what time the party will be held?
		R : The party will be held at 3p.m. would you come before 3 p.m. with ur friends or maybe just you.
		S : So, Wednesday at 3 p.m. okey.. I'll come.
		R : Ya, thank you so much. I'll be very happy if you're come.
		S : Ya, I'll come. Congratulations yaaa

		<p>R : Okey, thank you. See you.</p> <p>S : See you, good evening.</p>
6	AI&DT	<p>A : Are you free this Saturday?</p> <p>D : Yeah, I think so. Why?</p> <p>A : I'd like to invite you to my exhibition this Saturday.</p> <p>D : Oh, you have your own exhibition?</p> <p>A : Yes.</p> <p>D : What time the exhibition starts?</p> <p>A : I'll prepare at noon but maybe you can come over at five or six.</p> <p>D : Ok then, I'll take my little brother, too. Thank you for inviting me, Dika.</p> <p>A : Yeah, glad you can come over, too.</p>

7	WS&HK	<p>W : Hi, Kartika. How are you?</p> <p>K : Hi, Widya. I am fine. Long time no see you</p> <p>W : Oh, yaa I am very busy. At the end of the month of the weekend. I want you know, are you busy now?</p> <p>K : Of course. I am busy. I spend my day with lay in my bed hehe</p> <p>W : It's so funny. Well I'd like to invite you in my celebration on Sunday. Because I buy a new house.</p> <p>K : Oh really? Thank you for invite me, and I am not passion to see your new house.</p> <p>W : I hope you to see my house</p> <p>K : With my pleasure.</p>
8	FP&YM	<p>P : Halo yesi. Good morning.</p> <p>Y : Hai, Putri. Morning. What's up, you call me in the morning?</p> <p>P : Yesi, I would like to invite you to watching movie together. Are you free now?</p>

		<p>Y : I don't like a tea, Putri.</p> <p>P : Oh no yesi. I mean movie</p> <p>Y : Oh, really? I am sorry, Putri. Mmm.. sure, I have free time now.</p> <p>P : It's okay, Yesi. Could you come in my house?</p> <p>Y : Yes, of course. I'll take a bath, then go to your house.</p> <p>P : Take care, Yesi. I'll waiting for you. See you.</p> <p>Y : See you</p>
9	N&NM	<p>R : Hi, Novia. Are you free night Sunday?</p> <p>N : Hi, Rani. I'm not sure. What's up, Ran?</p> <p>R : Well.. my birthday party on Sunday.</p> <p>N : Wow, congratulations, Rani. Wish all the best for you.</p> <p>R : Thank you. So, can you come on Sunday? Come on girl, it will be fun.</p>

N : I wish I could. But I take care my mom to hospital.

R : Oh, I am sorry.

N : That's okay. It just regular medical check up

R : Well. What time will you finished?

N : It will be around 3 p.m.

R : Oh, that's perfect. Come to my house at half past 3 p.m.

N : Oh, really?

R : Yes, can you?

N : Alright. I'll be there. Could I bring present for you?

R : That's up to you, girl. But, please wearing red dress. Because the dress code is red.

N : Yes, I'll wear it. See you at half past 3 p.m. Rani

		<p>R : Okay, Novia. See you then</p> <p>N : See you</p>
10	FTS&S	<p>F : Halo, Uci. What are you doing?</p> <p>S : Halo, Fivty. I am still wanna eat some food.</p> <p>F : What food do you eat today?</p> <p>S : I eat noodles</p> <p>F : Noodle? Oh my god. That's so delicious. Are you free anyway are you free tomorrow? I mean at 8 a.m.</p> <p>S : Mmm.. I think I have no idea for tomorrow.</p> <p>F : Okay. Actually, I wanna invite you to go to my wedding party. Oh, no. I mean birthday party. Do you wanna join with me?</p> <p>S : Oh. Who's birthday party?</p> <p>F : Mine. Me. I have birthday party</p>

S : Really?

F ; Yes. Oh my god. How did you didn't know my birthday?

S : Sorry. I really forgot. What time?

F : eee... I don't know maybe at 8 a.m. I don't know because my mom has prepared and I don't know the time is. Ya, you can go to my house around 8 a.m. in the morning I think, and don't forget to breakfast before you go to my birthday party. Okay?

S : Okay. Eee.. is there any some dress code that I need to use?

F : You can wear whatever you want. But, my theme is about vampire so maybe you can wear just simple like Halloween costume or something that's totally amazing. Thank you.

S : Thnak you for inviting me

8. Table of Pre-Survey

No	Types of Preference	Appropriate	Inappropriate	Total
1	Preferred	3	2	5
2	Dis-preferred	2	1	3
Total				8



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-0274/In.28/D.1/TL.00/02/2022
 Lampiran : -
 Perihal : **IZIN RESEARCH**

Kepada Yth.,
 KEPALA PRODI TADRIS BAHASA
 INGGRIS IAIN METRO
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0275/In.28/D.1/TL.01/02/2022, tanggal 02 Februari 2022 atas nama saudara:

Nama : **FIRDHA AULIA RACHMA**
 NPM : 1801070026
 Semester : 8 (Delapan)
 Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di PRODI TADRIS BAHASA INGGRIS IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS DIFFICULTIES ON USING PREFERENCE ORGANIZATION IN ENGLISH DEPARTMENT OF IAIN METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 02 Februari 2022
 Wakil Dekan Akademik dan
 Kelembagaan,



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



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SURAT KETERANGAN

Nomor: B-0649/In.28.1/J/TL.00/02/2021

Assalamu'alaikum Wr. Wb.

Yang betanda tangan di bawah ini:

Nama : Andianto, M.Pd
NIP : 19871102 201503 1 004
Jabatan : Ketua Jurusan
Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama : Firdha Aulia Rachma
NPM : 1801070026
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul **"AN ANALYSIS OF STUDENTS DIFFICULTIES ON USING PREFERENCE ORGANIZATION IN ENGLISH DEPARTMENT OF IAIN METRO "** yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamualaikum Wr. Wb

Metro, 24 Februari 2022
Ketua Jurusan TBI



Andianto, M.Pd
NIP.19871102 201503 1 004



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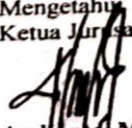
**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Firdha Aulia Rachma
NPM : 1801070026


Jurusan : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	Jumat/ 30 september 2021	Trisna Dinillah Harya, M.Pd	Bab 1	
2.	Jumat/ 8 oktober 2021	Trisna Dinillah Harya, M.Pd	Acc bab 1	
3.	Senin/ 18 oktober 2021	Trisna Dinillah Harya, M.Pd	Bab 2 dan Acc bab 2	
4.	Senin/ 25 oktober 2021	Trisna Dinillah Harya, M.Pd	Bab 3 (revisi research method)	
5.	Senin/ 1 november 2021	Trisna Dinillah Harya, M.Pd	Bab 3 (revisi data sources)	
6.	Senin/ 11 november 2021	Trisna Dinillah Harya, M.Pd	Acc ch. III	

Mengetahui
Ketua Jurusan TBI


Andhika M.Pd
NIP. 198711022015031004

Dosen Pembimbing


Trisna Dinillah Harya, M.Pd
NIP. 198305112009122004



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 www.tarbiyah.metrouniv.ac.id

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

Nama: Firdha Aulia Rachma

Jurusan : Tadris Bahasa Inggris (TBI)

NPM : 1801070026

Semester : VIII/ 2022

No	Hari / Tanggal	Pembimbing	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
1	Senin, 10/1/2022	✓	ACC APD	
2.	Kamis, 30/3/2022	✓	Revisi Ch.4	
3.	Senin, 11/04/2022	✓	Acc Ch. 9	
4.	Selasa, 29/5/2022	✓	Acc Ch.5	

Mengetahui,
 Ketua Jurusan TBI

Andianto, M.Pd
 NIP. 19871102201503 1 004

Dosen Pembimbing

Trisna Dinillah Harva, M.Pd
 NIP. 198305112009122004



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Nomor : B-0171/In.28.1/J/TL.00/01/2022
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	: FIRDHA AULIA RACHMA
NPM	: 1801070026
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: AN ANALYSIS OF STUDENTS DIFFICULTIES ON USING PREFERENCE ORGANIZATION IN ENGLISH DEPARTMENT OF IAIN METRO

Dengan ketentuan sebagai berikut :

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

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

Wassalamu'alaikum Wr. Wb.

Metro, 25 Januari 2022
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



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

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SURAT TUGAS

Nomor: B-0275/In.28/D.1/TL.01/02/2022

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

Nama : FIRDHA AULIA RACHMA
NPM : 1801070026
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di PRODI TADRIS BAHASA INGGRIS IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS DIFFICULTIES ON USING PREFERENCE ORGANIZATION IN ENGLISH DEPARTMENT OF IAIN METRO".

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

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

Dikeluarkan di : Metro
Pada Tanggal : 02 Februari 2022

Mengetahui,
Pejabat Setempat

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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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-526/In.28/S/U.1/OT.01/05/2022**

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

Nama : Firdha Aulia Rachma
NPM : 1801070026
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1801070026

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 24 Mei 2022
Kepala Perpustakaan

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

CURICULUM VITAE



The name of writer is Firdha Aulia Rachma. She was born in Kotagajah, January 16, 2000. She is the first child of married couple Mr. Abib and Mrs. Siti Halimah.

She was enrolled her study at TK Bratasena Adiwarna 2004-2006. She continued her study at SD N 1 Bratasena Adiwarna on 2006-2012. She continued her study at SMP N 2 Kotagajah on 2012-2015. She continued her study at SMA N 1 Punggur on 2015 and completed in 2018.

After graduating of SMAN 1 Punggur, the writer continued her study at Metro. In 2018, she was registered as a student of S1 English education Department State Institute for Islamic (IAIN) Metro. Then, the writer takes study as an S1 Students of English Education Department State Institute for Islamic (IAIN) Metro.