

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF THE DISJUNCTION
USED IN UNDERGRADUATE THESIS
OF ENGLISH DEPARTMENT AT IAIN METRO**

By:

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ENGLISH EDUCATION DEPARTMENT**

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

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**AN ANALYSIS OF THE DISJUNCTION
USED IN UNDERGRADUATE THESIS
OF ENGLISH DEPARTMENT AT IAIN METRO**

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

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ABSTRACT

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The purposes of this research are to inventorize the types of disjunction that are frequently used in undergraduate thesis of English department students and to find out the use of disjunction in undergraduate thesis of English department students at IAIN Metro in the Academic Year of 2018/2019. This research is expected to be beneficial in informing the useful of disjunction. It is because the concept of disjunction is very important in studying the writing skill.

This research is a qualitative research. The type of research is a case study. Meanwhile, the qualitative design used in this study is a descriptive study. Data was taken from the primary sources that are fifteen undergraduate thesis of English department students IAIN Metro in the Academic Year of 2018/2019, particularly in the part of background of study.

The results of this research prove that the most frequently used disjunction type in undergraduate thesis of English department students IAIN Metro in the Academic Year of 2018/2019 is attitudinal disjunction including 28 use, while using style disjunction is not found. There are 21 appropriate uses of disjunction because there are comma after the use of disjunction that has been used appropriately to convey the meaning of writer. There are 7 inappropriate use of disjunction because there is not comma after the disjunction. It was investigated that the most unavailable disjunction used in the undergraduate-thesis in the the English Department Student Thesis at IAIN Metro 2018/2019 is the disjunction that has function to show comment on/ reaction towards the clause content. So it can be concluded that the use of disjunction is rarely found in the undergraduate thesis, the benefits of disjunction can strengthen the meaning and beautify the writing.

Key word: Writing, Disjunction, Undergraduate Thesis

ANALISIS PENGGUNAAN DISJUNGI PADA SKRIPSI DI JURUSAN BAHASA INGGRIS IAIN METRO

ABSTRAK

**Oleh:
INDAH DWI AGUSTIN**

Tujuan dari penelitian ini adalah untuk menginventarisasi jenis disjungsi yang sering digunakan dalam skripsi mahasiswa jurusan bahasa Inggris dan untuk mengetahui penggunaan disjungsi dalam skripsi mahasiswa jurusan bahasa Inggris di IAIN Metro tahun akademik 2018/2019. Penelitian ini diharapkan bermanfaat dalam memunculkan penggunaan disjungsi. Karena konsep disjungsi sangat penting dalam mempelajari keterampilan menulis.

Penelitian ini adalah penelitian kualitatif. Jenis penelitian adalah studi kasus. Sementara itu, desain kualitatif yang digunakan dalam penelitian ini adalah penelitian deskriptif. Data diambil dari sumber utama yaitu lima belas skripsi dari mahasiswa jurusan bahasa Inggris IAIN Metro di Tahun Akademik 2018/2019, terutama di bagian latar belakang masalah.

Hasil penelitian ini membuktikan bahwa jenis disjungsi yang paling sering digunakan dalam skripsi mahasiswa bahasa Inggris IAIN Metro di Tahun Akademik 2018/2019 adalah disjungsi sikap termasuk 28 penggunaan, sedangkan penggunaan disjungsi gaya tidak ditemukan. Ada 21 penggunaan disjungsi yang tepat karena ada koma setelah penggunaan disjungsi yang telah digunakan secara tepat untuk menyampaikan makna penulis. Ada 7 penggunaan disjungsi yang tepat karena tidak ada koma setelah disjungsi. Diselidiki bahwa disjungsi yang paling tidak tersedia yang digunakan dalam skripsi mahasiswa jurusan bahasa Inggris di IAIN Metro 2018/2019 adalah disjungsi yang memiliki fungsi untuk menunjukkan komentar / reaksi terhadap konten klausa. Sehingga dapat disimpulkan bahwa penggunaan disjungsi jarang ditemukan dalam skripsi, manfaat dari disjungsi dapat memperkuat makna dan memperindah tulisan.

Kata kunci: *Penulisan, Disjungsi, Skripsi*



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

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Assalamualaikum Wr.Wb.

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

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

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RATIFICATION PAGE

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An Undergraduate thesis entitled: AN ANALYSIS OF THE DISJUNCTION USED IN UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT AT IAIN METRO, written by INDAH DWI AGUSTIN, student number 1501070256, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Thursday, 26 th December 2019 at 01.13 – 15.00 am.

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

Metro, December 2019
The researcher



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Metro, December 2019
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MOTTO

وَكُلُّ صَغِيرٍ وَكَبِيرٍ مُسْتَطَرٌّ

And Everything Small and Great is Written Done
(Qs. Al-Qalam: 53)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to :

My beloved parents, Mr. Syamsudin and Mrs. Kartini who always support and do everything for me My lovely sisters Gita Tri anggraini and Jodi

ariyanto who always support me

All my beloved friend

My beloved Almamater State Institute For Islamic Study Of Metro.

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

This undergraduate thesis entitle "AN ANALYSIS OF THE DISJUNCTION USED IN UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT AT IAIN METRO.

Regarding to the undergraduate thesis, the researcher would like to express the gratitude to the sponsor Dr. Umi Yawisah, M.Hum and the co-sponsor, Eka Yuniasih M.Pd who have sincerely guided the researcher to accomplish the undergraduate thesis. Finally, the researcher realizes that this undergraduated thesis is far from perfect. The researcher hopes that at least the result of this research can provide the significant contribution in the teaching learning English be it in school or college.

Metro, December 2019
The Researcher



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CHAPTER I

INTRODUCTION

A. Background of the Study

English is the most widely used foreign language used in communicating internationally. English in Indonesia is generally taught as a foreign language. Foreign languages are not used as communication tools in certain countries where the language is taught. Indirectly people are required to be able to communicate through a foreign language so that they can keep up with the progress of an increasingly advanced era. English mastery can help people in most of aspects of life such as means of communication, trade, social culture, science, education, entertainment and technology.

As one of the English language skills, writing is the process of describing a language so that the message conveyed by the writer can be understood by the reader. Writing in essence is a knowledge. Knowledge is not only in the form of words or phrases but can also be pictures and a combination of ideas, and everything in mind.

In addition, writing skills in English can add vocabulary. People can also train the ability to describe or explain something through writing. Besides that, it can also expand knowledge because of reading a lot of information about English. Therefore, people can explore words in English that have never been known before.

However, writing is not an easy language skill to master. There are many problems got by beginner writers in the writing process. These problems include of the limitations of English vocabulary, and the low grammar mastery. Most of the students also have difficulty in developing writing ideas in accordance with the right topic. The low mastery of the writing mechanism is also the cause of the low quality of writing. The problems in writing are also caused by non-linguistic factors such as poor motivation in writing, low self-confidence in the writing process. One of the writing problems is the insufficient mastery of disjunction. The students are not able to apply the concept of disjunction in their writing appropriately.

Furthermore, disjunction tends to not only explain the verb but the whole sentence. Disjunction is considered as the attitude of the speaker or writer or descriptive statement, propositional content from the sentence, express for example, the speaker's honestly level or the way he speaks. The example of disjunction in the sentence is as in the following sentence: *Fortunately*, it's easy to get rid of your debt.

In fact, the researcher had conducted pre-survey on June 28th, 2019 at the library IAIN Metro by investigating the students' by doing documentation of undergraduate thesis written by the students of *Tadris Bahasa Inggris (TBI)*. After observing the students' undergraduate thesis, the researcher found the use of disjunction. It was investigated that the use of disjunction in students' undergraduate thesis was insufficient.

The researcher found the use of disjunction in the part of background of the study written by English Department students in the Academic Year of 2017/2018, as follows:

1. The first Data

The researcher found the use of disjunction “actually, clearly, in fact”.

The researcher found the inappropriate use of disjunction in the first data.

The sentence that contains inappropriate use of disjunction is, as follows:

Actually writing is a tool for the students to express their ideas through the paper, book and file until blog that is provided in internet facility.

In fact there are some problem usually found in the students blog.

The use of disjunction *actually* and *in fact* in sentence above is inappropriate because there is not comma after the disjunction *actually* and *in fact*. Disjunction is a kind of adverb that acts as if it is evaluating the rest of the sentence and it is usually set off by a comma or a series of commas.¹

2. The second Data

The researcher found used of disjunction “in fact, in fact and actually. The researcher found the inappropriate use of disjunction the inappropriate use of comma in disjunction.

The sentence that contains inappropriate use of disjunction is, as follows:

In fact there are some kinds of reading strategy.

¹ Kevin Wilson and Jennifer Wauson, *The AMA HANDBOOK of BUSSINESS WRITING* (Broadaway: Amacom, 2010), 58.

In fact some students reading comprehension interpret word which inefficient in reading comprehension.

The use of disjunction *actually and in fact* in sentence above is inappropriate because there is not comma after the disjunction *actually and in fact*.

Briefly, based on the illustration above the researcher would like to analyze disjunction in undergraduate thesis of English Department students IAIN Metro. Therefore, the researcher to constructs a research proposal entitled of “An Analysis of the Disjunction Used in Undergraduate Thesis of English Department at IAIN Metro” .

B. Research Questions

The research questions of this qualitative study is as follows:

1. What types of disjunction are frequently used in the students Undergraduate thesis of English Department at IAIN Metro in the Academic Year of 2018/ 2019?
2. How are the use of disjunction in the students Undergraduate thesis of English Department at IAIN Metro in the Academic Year of 2018/ 2019?

C. Objectives and Benefits of the Research

1. Objectives of the Research

The objective of this research are as follows:

- a. To inventorize the types of disjunction are frequently used in undergraduate thesis of English Department students at IAIN Metro in the Academic Year of 2018/ 2019.

- b. To find out the use of disjunction in Undergraduate thesis of English Department students at IAIN Metro in the Academic Year of 2018/2019.

2. Benefits of the Research

a. For the Students

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

b. For the English Lecturer

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

c. For the Other Researchers

The research is expected to be one of the reference for other researchers to develop the research in the topic of disjunction. It is because the concept of disjunction is very important in studying the writing skill. In addition, this research can also be the basis for policy

making in the form of teaching materials and teaching media for institutions.

D. Prior Research

This research conducted by considering several prior researches. The first prior research is carried out by Irena Hůlková with the research is title of *Conjuncts Versus Disjunctions: What Exactly Distinguishes*. The purpose of the first prior research is two in considerable detail, and debate differences as well as possible similarities that may exist between these two functions. The method of research used by the first prior research is qualitative. The first prior research sample describes, and analyzes the two categories above in more detail (in terms of their grammatical qualities), and attempt to debate what exactly distinguishes the two, and/or what they have in common. The results of research from the first prior research are two grammatical functions of adverbials, namely ‘conjuncts’ and ‘disjunctions’, are compared in terms of their syntactic properties. Relevant sections outline these features with regard to their general characteristics, occurrence in clause types, and function within a clause.

This research and the first prior research have similarities and differences. The similarity between this research and the first prior research lies in the similarity of language skills and the components studied. This research and the first prior research focus on writing skills in English. The first prior research concentrated on the use of disjunction and conjunction in

writing. The difference between research and the first prior research lies in the differences in the sample and difference in research methods.

Furthermore, the second prior research was carried out by González Álvarez, María Dolores. In their work entitled “Disjunction adverbs: a scale of disjunctioniveness”. The method of paragraph research used by the second prior research is qualitative. Type of the second prior research is a library research that analysis primary sources in the form of english book related to disjunction theory. Based on the results of research from the second prior research, it is clear that though the overall nature of the semantic contribution that a disjunction imparts to the utterance determines its hierarchical position, semantic differences among disjunctions of apparently the same levels which are accompanied by syntactic and distributional contrasts warrant at least sub-level divisions.

This research and the second prior research have similarities and differences. The similarity between this research and the second prior research lies in the similarity of language skills and the components studied. This research and the second prior research focus on writing skills in English. The second prior research concentrated on the use of disjunction in writing. The difference between research and the second prior research lies in the differences in the sample and difference in research methods.

Furthermore, the third prior research was carried out by Abbas Jassim Abbas and Jwan Iqbal Mirza in their work entitled “ Disjunctions and Conjuncts: A Syntactic Type of Study to Evaluate Kurdish Students' Writing

in English (At University Level)". The purpose of the third prior research is sets out to explore and clarify the types, nature and structure of disjunctions and conjuncts. It also aims at testing students performance to evaluate the use and usage of the disjunctions and conjuncts in their written performance. The research method used by the third prior research is qualitative. The third prior research sample is was collected through written tests given to 50 students (third/& year classes) at the college of languages - Department of English in the University of Sulaimani. The results of the third prior research of show that the frequency of using "Disjunctions and Conjuncts" was notably low. The students were able to produce certain types of disjunctions (unfortunately, actually and simply) and conjuncts (in addition to, so, and also) which they are familiar with; but not others which they are unfamiliar with.

This research and the third prior research have similarities and differences. The similarity between this research and the third prior research lies in the similarity of language skills and the components studied. This research and the third prior research focus on writing skills in English. The third prior research concentrated on the use of disjunction and conjunction in writing. The difference between research and the first prior research lies in the differences in the sample and difference in research methods.

Briefly, The first prior research is attempt to debate what exactly distinguishes the two, and or what they have in common. The second prior research is a library research that analysis primary sources in the form of

english book related to disjunction theory. The the third prior research is sets out to explore and clarify the types, nature and structure of disjunctions and conjuncts. It also aims at testing student's performance to evaluate the use and usage of the disjunctions and conjuncts in their written performance. In this research, the researcher will an analysis of the disjunction used in undergraduate thesis of English Department at IAIN Metro in the Academic Year of 2018/ 2019 , particularly in the part of background of the study.

CHAPTER II REVIEW OF LITERATURE

A. Concept of Writing

1. Nature of Writing

According to David Nunan, writing is both a physical as well as mental act. On the surface, writing is a manual process of committing symbols (letters of the alphabet, etc.) to paper or a computer screen by manipulating a pencil, pen, or keys on a keyboard². It means that writing is a mental process of delivering ideas and thinking about how to present them effectively in the form of a written text.

Furthermore, writing is organized or shaped as with what you are actually doing as you write. In other words, we are concerned with the work that the particular type of organization is doing³. It can be said, writing must be in accordance with grammar rules and in accordance with the objectives to be written.

Based on the explanation above, the writer concludes that through writing, someone can explore his or her mind (idea) through the media such as paper, that has a certain purpose to convey messages to the reader.

2. Context in Writing

² David Nunan, *Teaching English to speakers of other languages* (New York: Routledge, 2015), 78.

³ Phyllis Creme and Mary R. Lea, *Writing at University A guide for students* (New York: McGraw-Hill Education, 2008), 79.

1. Definition of Context

According to Lichao, context is the environment (circumstances or factors by some other scholars) in which a discourse occurs.⁴ In other words, context is a schematic construct the achievement of pragmatic meaning is a matter of matching up the linguistic elements of the code with the schematic elements of the context.

Furthermore, context is just a form of knowledge the world and “the term context“ can be used in a broad and narrow sense⁵. In the narrow sense, it refers to (knowledge of) factors outside the text under consideration. In the broad sense, it refers to (knowledge of) these factors and to (knowledge of) other parts of the text under consideration, sometimes referred to as co-text.

Based on the explanation above, the researcher focusing his studies on the meaning of language, thinking "context" as considered to meaning.

2. The Role of Context in Writing

There are three roles of context in writing, as follows:⁶

1) Eliminating Ambiguity

Ambiguity refers to a word, phrase, sentence or group of sentences with more than one possible interpretation or meaning.

⁴ Lichao Song,” The Role of Context in Discourse Analysis,”Journal of Teaching and Research 1, no.6 (2010): 1.

⁵ Ibid.

⁶ Ibid.

There are two kinds of ambiguities: lexical ambiguity and structural ambiguity.

- a. Lexical ambiguity is mostly caused by homonymy and polysemy. For example, these four words, right, rite, write and wright, are all pronounced as [rait], but they are quite different from each other. Let's also have a look at the following sentence: They passed the port at midnight.
- b. Structural ambiguity arises from the grammatical analysis of a sentence or a phrase. For example, the phrase young men and women can be analyzed as either "young /men and women/" (i.e. both are young) or "/young men/ and women" (i.e. only the men are young). Let us also examine the following sentence: I like Bill more than Mary.

2) Indicating Referents

To avoid repetition, we usually use such words like I, you, he, this, that, etc. to replace some noun phrases, or words like do, can, should, etc. to replace verb phrases, or then, there, etc. to replace adverbial phrase of time and place.

Therefore, context is of great importance in understanding the referents of such words. The following dialogue is written by the well-known linguist:

- 1) Do you think he will?
- 2) I don't know.
- 3) He might.
- 4) I suppose he ought to, but perhaps he feels he can't.

3. Coherence in Writing

Coherence of a text can be perceived only if the receiver's background knowledge is sufficient enough to interpret the linkage of messages in the discourse.⁷ The examples below show the coherent, and non-coherent texts:

- a. text with coherence:

John: Did you bring the car?

Smith: Yes, I brought it yesterday.

- b. text with no coherence:

John: Where did you go last week?

Smith: That sounds good. My brother paints it.

4. Cohesion in Writing

Cohesion is the intra-text connectedness of the items.⁸ there can be two types of cohesion: grammatical cohesion, and lexical cohesion. Grammatical cohesion is the cohesive tie that is expressed through the grammatical system of a language such as reference, substitution, ellipsis,

⁷ Ambika Prasad Poudel, "Academic Writing : Coherence and Cohesion in Paragraph," dalam https://www.academia.edu/35687243/Academic_writing_Coherence_and_Cohesion_in_Paragraph diunduh pada 27 Desember 2019.

⁸ Ibid., 4.

and conjunction. Followings are the illustrative examples that show the cohesive tie in italics in each:

- a. Wow, how beautiful *flower vessel!* How much does *it* cost? [reference].
- b. *You are going to attend the party?* If *so*, what about these agenda? [substitution].
- c. We can *buy those apples* if we need to (*buy those apples*). [ellipsis].
- d. *He passed the exam.* *However*, he did not obtain A plus. [conjunction] .

B. Concept of undergraduate Thesis

1. Nature of Undergraduate Thesis

According to Robert V. Smith, the undergraduate thesis or dissertation is generally encyclopedic in nature that contains an extensive survey of the literature, including historical background⁹. It means that undergraduate thesis should cover an comprehensive analysis of the article, include historical culture.

An undergraduate thesis is a major a accomplishment of sustained concentration that represents setting and achieving a high academic goal¹⁰. It means that an undergraduate thesis is the highest achievement or final

⁹ Robert V. Smith et al., *Graduate Research A Guide for The Students In The Sciences* (tokyo: Elsevier, 2016), 142.

¹⁰ Lorrie Blair, *Writing a Graduate Thesis or Dissertation* (Canada: Sense Publisher, 2016), 1.

project. In addition, an undergraduate thesis is a type written manuscript in which the student addresses a particular problem in his chosen field¹¹. It can be said, the results of this thesis are written about how students solve problems in the chosen field.

Based on the above, thesis is a term used to illustrate a scientific paper that contains research results that discuss a topic or phenomenon in a particular field of science by using the rules used.

2. Function of Undergraduate Thesis

The function of undergraduate-thesis: ¹²

- a. A student can write a thesis that becomes the foundation of a broader research project that will continue into the years ahead, if he has the means and desire to do so.
- b. Additionally, writing a thesis develops valuable professional skills that are useful after graduation.
- c. Writing a thesis requires a student to organize ideas and data, to work methodically, and to build an “object” that in principle will serve others.

Based on the explanation above, the undergraduate thesis function is a reference for students, supervisors, reviewers, examiners, managers, and other parties involved in the thesis or dissertation preparation process starting from the thesis proposal writing project course, thesis proposal

¹¹ Umberto Eco, *How to Write a Thesis* (Cambridge: MIT Press, 2015), 1.

¹² Umberto Eco, *How to Write a Thesis.*, 5.

writing project, proposal, research, report preparation, exams, up to the assessment stage.

3. Elements of Undergraduate Thesis

Elements of undergraduate thesis typically, the thesis will include the following:¹³

a. Introduction

Introduction is general justification for the study, the hypothesis or purpose behind the study, and a specific statement of objectives. It can be said, introduction is a general description of research that helps the reader to know the outline of the research.

b. Literature review

Literature review is a detailed report from the library search about what has already been done on the subject (sometimes combined with the introduction). It means that literature review is detailed explanation of what has already been on the subject.

c. Materials and methods

Materials and methods are the account of the specific techniques used in the study, including materials needed, statistical designs, and data collection and analyses. That in other words, materials and methods that constitute notes or explanations of specific techniques used in the research.

¹³ Martha Davis, *Scientific Papers And Presentation* (Tokyo: Academic Press, 2005), 68-69.

d. Results

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

e. Discussion

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

f. Conclusions

Conclusion is a summary of the findings and their significance and perhaps suggestions for further research or applications for the findings. It means that the conclusion is a complete record made from the result of research.

g. Bibliography

Bibliography is references or literature cited.

h. Appendices

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

i. Abstract

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

Briefly, in this research the researcher will investigate the use of disjunction in students undergraduate thesis, particularly in the part background of the study.

C. Concept of Disjunction

1. Nature of Disjunction

According to Noel Burton-Roberts disjunction adverbials provide some comment by the speaker or writer about what she is reporting or about how she feels she herself is expressing what she has to say¹⁴. It means that disjunction can be used the opinion of the speaker or writer. Disjunction is a kind of adverb that acts as if it is evaluating the rest of the sentence and it is usually set off by a comma or a series of commas¹⁵. It means that said to be disjunction when the adverb does not match the sentence.

Futhermore, disjunction is a type of adverb which acts evaluate the rest of a sentence and is usually marked with a comma or series of commas. Example: Honestly [Disjunction or conjunctive adverb],

¹⁴ Noel Burton-Roberts, *An analysis sentence An introduction to English syntax* (London: Routledge, 2016), 98.

¹⁵ Kevin Wilson and Jennifer Wauson, *The AMA HANDBOOK of BUSINESS WRITING.*, 58.

Rebecca, I don't really care¹⁶. A disjunction is used to express the writer's attitude toward something being described in a sentence. Example: Happily [shows the writer's attitude], I agreed to his marriage proposal¹⁷.

Disjunction sentences are those which contain other sentences as components, so they too may appear to be making more than one claim¹⁸. It means that sentences containing disjunction reinforce a meaning. Disjunction are claimed to express an evaluation of what is being said concerning the form or the content of a preceding utterance¹⁹. It means that disjunction is used to express a statement of the previous utterances. When an adverb does not fit into the sentence flow, it is said to be disjunction.

Briefly, disjunction tends to explain not only the verb but also the whole sentence. Disjunction is considered as the attitude of the speaker or writer, descriptive statement, propositional content from the sentence, express. Disjunction usually marked with a comma or series of commas.

¹⁶ Ibid.

¹⁷ Ibid., 169.

¹⁸ Ronald Munson and Andrew Black, *The Elements of Reasoning* (Boston: 2012), 22.

¹⁹ Karin Pittner et al., *Adverbs Functional and Diahchronic Aspect* (philapdenia: John Benyamin Publishing Company, 2015), 23.

2. Function of Disjunction

Disjunction has some great functions including as follows:²⁰

- a. Disjunction to show the degree of certainty or doubt

This type of disjunction is used to assess the degree of certainty or doubt surrounding the factual content of the clause. The examples of this type are as follows:

- 1) Jill has probably/possibly gone by bus.
- 2) *Apparently/clearly* there was some confusion.

- b. Disjunction to show comment on/reaction towards the clause content

This type of disjunction is used to express comment or reaction towards the whole content of sentence. The examples of this type are as follows:

- 1) *Amazingly/luckily*, no-one was hurt.
- 2) *Unfortunately/regrettably*, the car failed its MOT.

- c. Disjunction of reference

This type of disjunction is used as the term that refers for the clause. The example of this type is as follows:

Briefly/basically, it doesn't meet our demands.

Based on the explanation, it is concluded that disjunction has great function as the way to provide additional information to frame an entire clause, which denotes the attitude of the speaker toward or

²⁰ G. David Morley, *Syntax in Functional Grammar* (London: Continuum, 2000), 41.

judgements of the proposition such as truthfulness of manner of speaking or writing.

In addition, disjunction has some great functions including as follows²¹:

1) Disjunction to Show the Degree of Certainty or Doubt

a) Those expressing certainty:

Admittedly, assuredly (rare, formal), avowedly (formal), certainly, decidedly (rare, formal), definitely, incontestably (rare, formal), incontrovertibly (formal), indeed, indisputably (formal), indubitably (rare, formal), surely, unarguably (rare, formal), undeniably, undoubtedly, unquestionably, clearly, evidently, manifestly (rare, formal), obviously, patently (rare, formal), plainly, in fact, of course.

b) Those expressing some degree of doubt:

Arguably, allegedly, conceivably, doubtless, quite (etc) likely, maybe (informal), perhaps, possibly, presumably, purportedly (formal), reportedly, reputedly (formal), supposedly, apparently, seemingly.

²¹ Randolph Quirk et al., *A Grammar of contemporary of English* (England, Longman Group, 1992), 432.

2) Disjunction to Show Comment/ Reaction towards the Clause

Content:

a) These do not normally express the view that the speaker's judgment applies also to the subject of the clause to which the disjunction is attached.

(1) What is said in clause content is judged to be strange or unexpected;

Amazingly, astonishingly, curiously, funnily enough, incredibly, ironically, oddly, remarkably, strangely, suspiciously, unexpectedly.

(2) What is said in clause content is judged to be appropriate or expected:

Appropriately, inevitably, naturally, not unnaturally, predictably, typically, understandably, hopefully.

(3) What is said in clause content is judged to cause satisfaction or the reverse:

Annoyingly, delightfully, disappointingly, disturbingly, refreshingly, regrettably

(4) What is said in clause content is judged to be fortunate or unfortunate:

Fortunately, unfortunately, happily (formal), unhappily (formal), luckily, unluckily, sadly (formal), tragically.

- b) Other judgments: *amusingly, conveniently,, mercifully, preferably, significantly, thankfully.*

These express a judgment on what is being said as a whole normally apply the same judgment simultaneously to the subject of the clause.

- (1) Judgment is passed on whether what is said is right or wrong;

such as *correctly, incorrectly, justly, unjustly, rightly, wrongly*

- (2) Judgment is passed on the wisdom or skill of what is described:

artfully, cleverly, cunningly, foolishly, prudently, reasonably, unreasonably, sensibly, shrewdly, wisely, unwisely.

3) Disjunction of Reference

There is usually a reference to the reality or lack of reality in what is said.

- a) Those asserting the reality of what is said:

actually, really, factually.

- b) Those expressing a contrast with reality:

only apparently, formally, hypothetically, ideally, nominally, officially, ostensibly (formal), outwardly, superficially, technically, theoretically.

- c) Those expressing that what is being said is true in principle;
such as *basically, essentially, fundamentally, ideally*.

3. Types of Disjunction

According to Sidney Greenbaum and Randolph Quirk, disjunction can be divided into two main classes: Style disjunction and Attitudinal disjunction that are explained as follows:²²

a. Style disjunction

Style disjunction that is a type of disjunction conveys the speaker or writer's comment on the form of what he is saying, defining in some way under what conditions he is speaking.

Examples of the use of style disjunctions:

- 1) Seriously, do you intend to resign?
- 2) Personally, I don't approve of her.
- 3) Strictly speaking, nobody is allowed in here.

The adverb phrase as style disjunction implies a verb of speaking of which the subject is theory of the speaker. Common adverbs as style disjunction include: *bluntly, candidly, confidentially, frankly, generally, honestly, personally, seriously, incredibly, 'naturally', to be precise, may say so, literally, truthfully, truly, roughly, flatly, broadly, crudely, metaphorically²³, sensibly,*

²² Randolph Quirk, *A University Grammar of the English.*, 219-221.

²³ Ibid.

(un)surprising, true (or not) and whatever the reason²⁴. Style disjunction normally appear initially.

b. Attitudinal disjunction

Attitudinal disjunction is a type disjunction that conveys the speaker or the writer's comment on the content of what he is saying.

They can generally appear only in declarative clauses:

- 1) *Obviously*, nobody expected us to be here today.
- 2) *Of course*, nobody imagines that she will act so foolishly.
- 3) *To be sure*, we have heard many such promises before.

While attitudinal disjunction can appear in almost any position, the normal position for most is initial. The attitudinal disjunction includes of *Obviously, understandably, wisely, to our surprise, of course, to be sure, actually, admittedly, certainly, really, in fact, in reality, clearly, definitely, indeed, apparently, plainly, surely, for certain, for sure, fortunately, unfortunately, more important, fairly, assuredly, avowedly, decidedly, incontrovertibly, simply, indisputably, surely, unarguably, undeniably, undoubtedly, unquestionably, arguably, allegedly, conceivably, doubtless, quite(etc) likely, maybe, perhaps, possibly, presumably, purportedly, reportedly, reputedly, supposedly, evidently, manifestly, patently, seemingly, factually, only apparently, formally, hypothetically, ideally, nominally*

²⁴ Anita Fetzer, "Theme zones in English media discourse: Forms and functions," A. Fetzer: Journal of Pragmatics no 40 (2008):1563.

*officially, ostentatiously, outwardly, superficially, technically, theoretically, principle- basically/ briefly, essentially, fundamentally, surprisingly, amazingly, astonishingly, curiously, funnily enough, incredibly, ironically, oddly, remarkably, strangely, suspiciously, unexpectedly, appropriately, inevitably, naturally, not unnaturally, predictably, typically, annoyingly, delightfully, disappointingly, disturbingly, refreshingly, regrettably, happily, unhappily, luckily, sadly, tragically, amusingly, conveniently, hopefully, mercifully, significantly, thankfully, correctly, incorrectly, justly, unjustly, rightly, wrongly, artfully, cleverly, cunningly, foolishly, prudently, reasonably, sensibly, shrewdly, wisely, unwisely.*²⁵

Based on the explanation above, it is concluded that style disjunction is an adverbial that comments on the way in which the statement to which it is attached is being. Meanwhile, attitudinal disjunction is convey to speaker's comment on the content of what is saying. Generally appear only on declarative clause.

²⁵ Randolph Quirk et al., *A Grammar of contemporary of English* (England, Longman Group, 1992), 256.

CHAPTER III RESEARCH METHOD

A. The Types and Characteristics of Research

In this case, the researcher considered the use of disjunction in students' undergraduate thesis. The researcher decided to use qualitative research to analyze the use of disjunction in Undergraduate thesis of English Department at IAIN Metro in the Academic Year of 2018/ 2019, particularly, in the part of background of the study

According to Creswell, a qualitative research study is needed to explore this phenomenon from the perspective of distance education students²⁶. It can be said, that qualitative research reveals phenomenon from an educational perspective.

Qualitative research is a research that is aimed to describe, learn, and explain the phenomenon. The understanding of phenomenon can be reached by describing and exploring through narration. It means that the research procedure that result descriptive data written or spoken from the participants and the behavior that is observed. It also belongs to descriptive study that proposes to collect current information, to identify problem, to make comparison or evaluation and to learn from others' experience to establish decision.

²⁶ John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches 4th Ed* (New Delhi: Sage Publications, 2012), 16.

The characteristic in this research focuses on the descriptive qualitative research. The researcher took a survey that it can be used to describe phenomena and summarize. The aim of using survey for descriptive research is getting a good step of certain things. Descriptive qualitative analysis involves describing the common underlying characteristics of data. Descriptive qualitative research is useful because it can provide important information regarding the average member of a group.²⁷

Briefly, the purpose of this research to know the disjunction used in Undergraduate thesis of English Department at IAIN Metro in the Academic Year of 2018/2019.

B. Data Resources

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

1. Primary sources

Primary sources are original materials on which research is based. They are testimony or direct evidence concerning a topic under consideration. The primary sources present information in its original form, neither interpreted nor condensed nor evaluated by other writers. The primary sources of this research are fifteen Undergraduate thesis of English Department students IAIN Metro in the Academic Year of 2018/2019, particularly in the part of background of study.

²⁷ Geoffrey Marczy, David DeMatteo and David Festinger, *Essentials of Research Design and Methodology* (USA: John Wiley & Sons, Inc. 2005), 16.

2. Secondary sources

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

C. Data Collecting Technique

The data collection taken from process analyzing data become theory or interpretations. Creswell said that “in many qualitative studies, inquiries collect multiple forms of data and spend a considerable time in the natural setting gathering information”²⁸. The data collection is the accumulation of specific evidence that was enable the researcher to properly analyse the results of all activities by his research design and procedures.

The data are needed in a research work to serve the raw material that is used in the production of data. It provides a definite direction and definite answer to a research inquiry. Whatever inquiry has to give a definite answer to an investigation. Data are very essential for a scientific research. In addition, the data are needed to substantiate the various arguments in research findings.²⁹ Qualitative researchers also have a toolbox of data-gathering techniques, including participant observation, and document

²⁸John W. Creswell, *Research Design*(California: Sage Publications, 2000), 84.

²⁹Yogesh Kumar Singh, *Fundamental of Research Methodology and statistics* (New Delhi: New Age International Publisher, 2006), 212.

analysis.³⁰ The researcher in this research used document to collect the data. The researcher took documents from the result of the use of disjunction in undergraduate thesis of English Department students IAIN Metro.

In the process of collecting the data, the researcher collected the results of writing disjunction students to analyze and to identify the using of writing disjunction. In this research, the researcher used three techniques to collect the data. There are observation, documentation and field note.

1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site³¹. As a form of data collection, observation has both advantages and disadvantages. Advantages include the opportunity to record information as it occurs in a setting, to study actual behavior, and to study individuals who get difficulty verbalizing their ideas. Some of the disadvantages of observations are that you will be limited to those sites and situations where you can gain access, and in those sites, you may have difficulty developing rapport with individuals. This can occur if the individuals are unaccustomed to formal research (e.g., a nonuniversity setting). In this research, the writer observed fifteen Undergraduate thesis of English Department students IAIN Metro in the Academic Year of 2018/2019, particularly in the part of background of study.

³⁰ Donald Ary et al., *Introduction to Research in Education Eight Edition* (USA: Wadsworth Cengage Learning, 2010), 32.

³¹ John W. Creswell, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research* (England: Pearson Education, 2002), 53.

The researcher looked for the newest English undergraduate-thesis in the library at IAIN Metro. The researcher analyzed the use of disjunction in the part of background of study. When the researcher discovered the use of the disjunction in undergraduate thesis, the researcher took the photo. After that, the researcher analyzed related to inappropriate and missing use of disjunction.

2. Documentation

Qualitative researcher used written documents or other artifacts to gain an understanding of the phenomenon under study.³² In this research, the researcher uses documents technique to collect the data. Documents can be a valuable source of information in qualitative research. Creswell cited that documents represent public and private documents. Public documents provide in the form of minutes from meeting, official memos and newspaper. Example of private documents is personal journal and diaries, letters and personal notes.³³ Accordingly, the secondary data needed are documented as data resource in the form of documentation.

Furthermore, the researcher got the data form the document result of fifteen Undergraduate thesis of English Department IAIN Metro in the Academic Year of 2018/ 2019, particularly in the part of background of study.

³² Ibid., 432.

³³ Ibid., 180.

3. Field Note

In this research, the researcher listened, watched and assimilated real-life events at the same time to note the verbatim principle and the richness of what is occurring in this field.³⁴In this study the writer used the field note to record the phenomenon that occurs disjunction use in Undergraduate thesis of English Department at IAIN Metro.

D. Data Analysis Technique

The important part in research study is analyzing data, because the result becomes a conclusion from all of the research. Analysis of data means studying the tabulated material in order to determine character facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of interpretation. Qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the like). The researcher must organize and categorize or code the large mass of data so that they can be described and interpreted. In qualitative research, data analysis includes of two aspects, the aspects consists of text analysis and involve developing a description and themes.

To determine the sample of this research, the researcher used purposive sampling technique. In qualitative research, the samples are likely

³⁴Robert K. Yin, *Qualitative Research from start to finish*, (London: The Guildford Press, 2011), 30.

to be chosen in a deliberate manner known as purposive sampling.³⁵ The goal or purpose for selecting the specific study units is to have those that has the most relevant and plentiful data, given your topic of study. Purposive sampling involves the deliberate selection of individuals or elements by the researcher on the basis of predefined criteria.³⁶ The researcher applied Miles and Huberman model to analyze the data.³⁷ The componets of this analysis model are pictured by this figure.

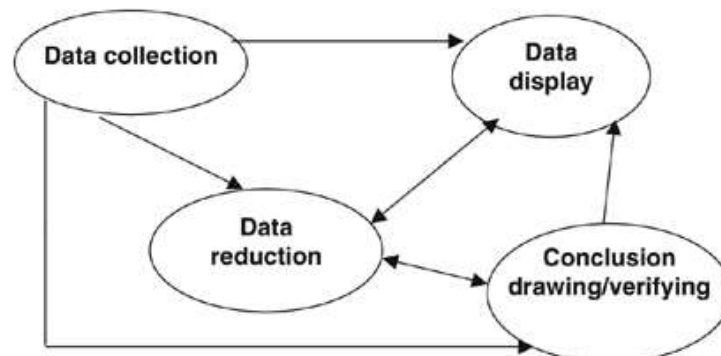


Figure II. Analysis Components of Miles and Huberman Model

Data analysis by Miles and Huberman model conducts the following steps:³⁸

1. Data collection is the step when the researcher gathers all data which are used to complete the research.
2. The researcher reduces the data he had gotten by summarizing and choosing specific things.

³⁵ Ibid., 88.

³⁶ Elizabeth DePoy and Laura N. Gitlin, *Introduction to research: understanding and applying multiple strategies, 5th edition*(St. Louis: Elsevier,2016), 199.

³⁷ Matthew 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.

³⁸Ibid.

3. To display the data, the researcher usually uses graphics, figures, or charts.

The display should be able to describe the content entire the data.

4. Lastly, the researcher verifies his research by making conclusion of data findings.

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

E. Research Approach

In this research the researcher use six steps of research approach, as follows:³⁹

1. Identifying a Research Problem

Writer begins a research study by identifying a topic to study typically an issue or problem in education that needs to be resolved. Identifying a research problem consists of specifying an issue to study, developing a justification for studying it, and suggesting the importance of the study for select audiences that read the report.

2. Reviewing the Literature

Skills required for reviewing the literature develop over time and with practice. The writer can learn how to locate journal articles and books in an academic library, access computerized databases, choose and

³⁹John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*(New York: Pearson Education, 2002), 7.

evaluate the quality of research on your topic, and summarize it in a review. Library resources can be overwhelming, so having a strategy for searching the literature and the review is important.

3. Specifying a Purpose for Research

If the research problem covers a broad topic of concern, writer needs to focus it so that writer can study it. A focused restatement of the problem is the *purpose statement*. This statement conveys the overall objective or intent of the research. As such, it is the most important statement in your research study.

4. Collecting Data

Evidence helps provide answers to the research questions and hypotheses. To get these answers, the writer engages in the step of collecting or gathering data. Collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors.

5. Analyzing and Interpreting the Data

During or immediately after data collection, the writer needs to make sense of the information supplied by individuals in the study. Analysis consists of “taking the data apart” to determine individual responses and then “putting it together” to summarize it.

6. Reporting and Evaluating Research

After conducting the research, the writer developed a written report and distribute it to select audiences that can use the information.

CHAPTER IV RESULT OF THE RESEARCH

A. Description of the Research Setting

1. The Historical Background of IAIN Metro

a. The Brief History of IAIN Metro

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

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

IAIN Metro was built on April 23 to 25, 1997 based on Decree of President RI No. 11, 1997 on March 21, 1997. The establishment of

⁴⁰ Taken from <http://metrouniv.ac.id>, accessed on August 2nd, 2018.

IAIN couldnot be separable with the history of IAIN Raden Intan Bandar Lampung which has begun from the effort of elite and religion figures from Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was dealt to accomplish two facilities, Education faculty and Islamic Law faculty, which are were domiciled in Tanjung Karang.

Referring to decision of President of Indonesia No. 27, 1963, in order to accomplish Al-Jami'ah, YKIL should at least had three faculties. In line with, YKIL opened Ushuludin faculty that was domiciled in Tanjung Karang. Finally, it realized the dream of Lampung society to find IAIN Al-Jami'ah based on the Minwaster of Religious Affair Decree No. 187/68 which was named "State Islamic Institute Raden Intan Tanjung Karang". In the year of 1993, IAIN Raden Intan Tanjung Karang was changed to IAIN Raden Intan Bandar Lampung.⁴¹

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

⁴¹*Ibid..*

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

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

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

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

The year 2016 was the transition year of STAIN to IAIN. This status change was contained in Presidential Regulation No.71 dated August 1, 2016, according to the Presidential Regulation, the establishment of IAIN Metro was a change of form from the State Islamic College (STAIN) Jurai Siwo Metro.

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

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

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

b. Organization Structure of IAIN Metro

The Organization Structure of IAIN Metro in the academic year 2018/ 2019, as follows:

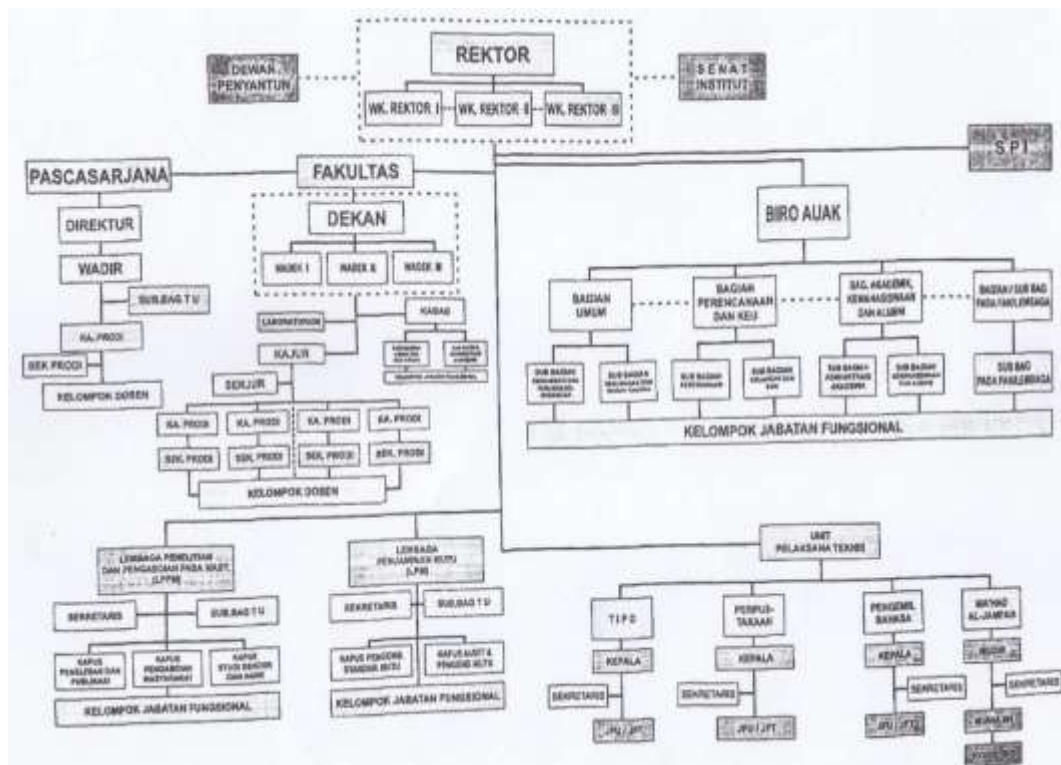
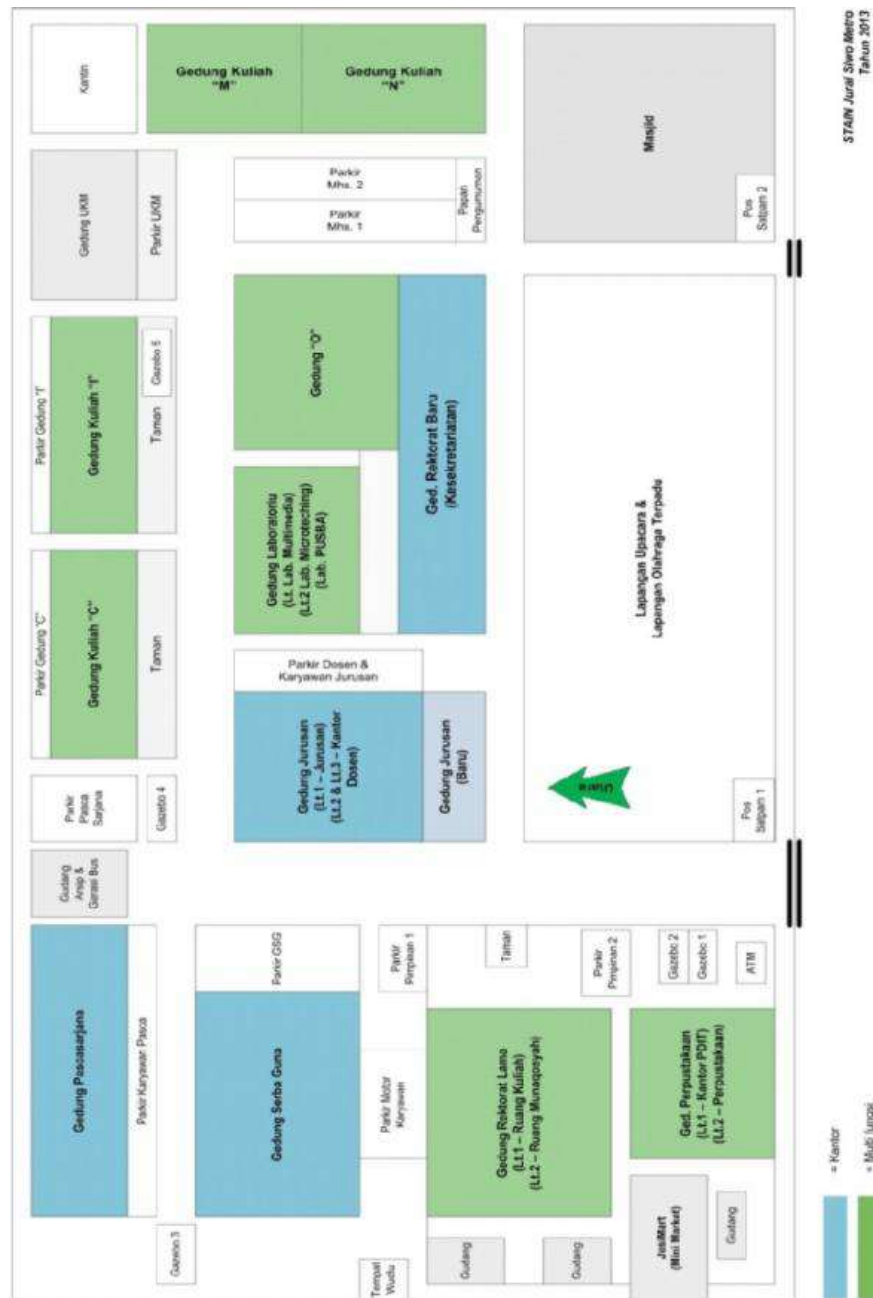


Figure 1: The Organization Structure of IAIN Metro

c. The Location Sketch of IAIN Metro

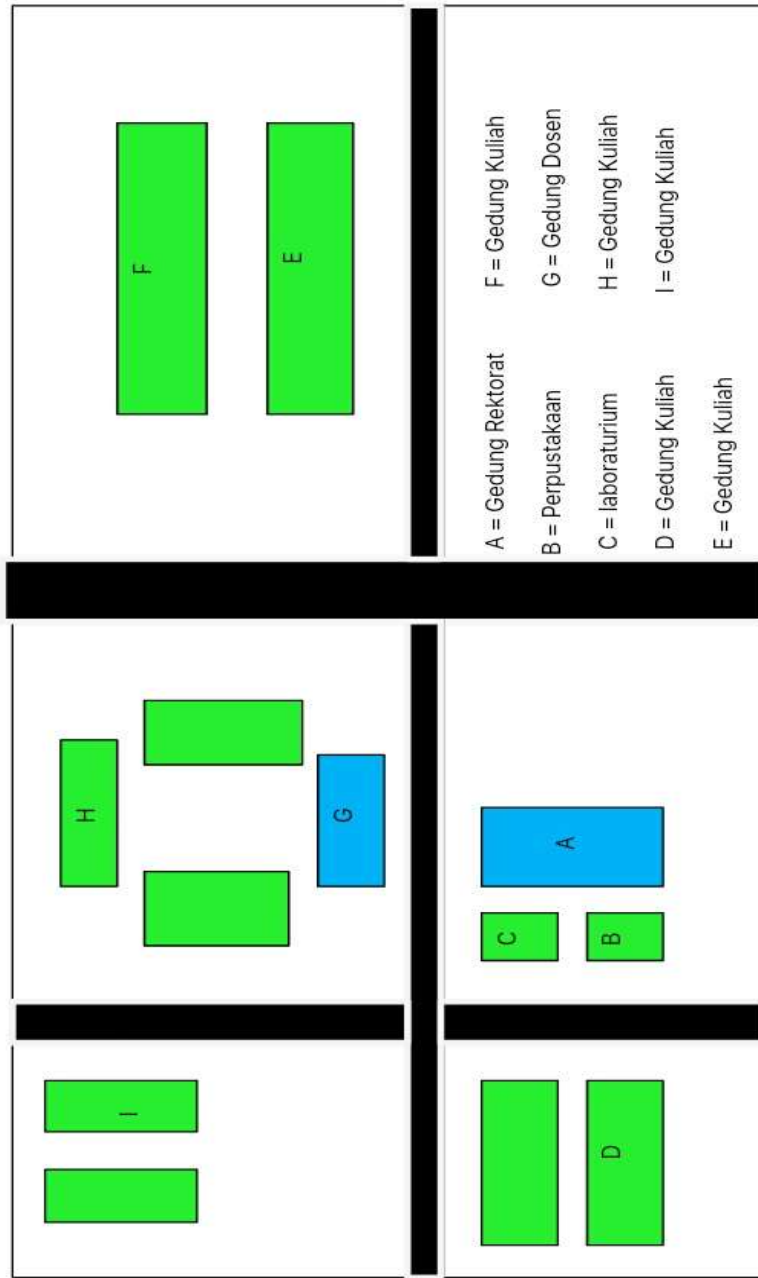


STAIN Jural Sivo Metro Tahun 2013

Figure 2: Location Sketch of IAIN Metro Campus 1

Figure 3: The Location Sketch of IAIN Metro Campus 2

The Location Sketch of IAIN Metro 2



d. Condition of Lecturer of TBI

The condition of lectures of TBI IAIN Metro in the academic year 2018/2019 based on the educational background as follows:

Table 3

Total of lecturers educational background of TBI in IAIN Metro

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

Source: Documentation of IAIN Metro in academic year 2018/2019 taken from The General Bureau

2. Description of Research Results

The researcher conducted a qualitative research to answer two research questions, as follows:

- a. What types of disjunction are frequently used in the students undergraduate thesis of the English Department at IAIN Metro in the Academic Year 2018/ 2019?
- b. How are the use of disjunction in the students undergraduate thesis of the English Department at IAIN Metro in the Academic Year 2018/ 2019?

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

- a. The most frequently used disjunction type in undergraduate thesis of the English Department students at IAIN Metro in the Academic Year of 2018/ 2019.

The most frequently used disjunction type in undergraduate thesis of the English Department students at IAIN Metro in the Academic Year of 2018/ 2019 is illustrated in the following table:

Table 4.1
The Most Frequently Used Disjunction
Type in Undergraduate Thesis of the English Department
Students at IAIN Metro in the Academic Year of 2018/ 2019

No	Data	Style Disjunction		Attitudinal Disjunction	
		Names of Disjunction	Total	Names of Disjunction	Total
1	DP	-	-	<i>Of course</i>	1
				<i>In fact</i>	2
				<i>Basically</i>	1
2	TA			<i>Theoretically</i>	1
				<i>In fact</i>	1
				<i>Hopefully</i>	1
3	R			<i>In fact</i>	1
4	RPS			<i>Unfortunatley</i>	1

5	AK			<i>In fact</i>	1
				<i>Indeed</i>	1
6	RW			<i>Actually</i>	1
7	WTW			<i>In fact</i>	1
8	DAA			<i>Unfortunately</i>	1
9	S			<i>In fact</i>	1
				<i>Of course</i>	1
10	LM			<i>Ideally</i>	1
				<i>Actually</i>	1
11	KO			<i>Obviously</i>	1
				<i>In fact</i>	1
12	BO			<i>Basically</i>	1
13	NR			<i>Hopefully</i>	1
14	DC			<i>Actually</i>	2
				<i>unfortunately</i>	1
				<i>In fact</i>	1

				<i>Basically</i>	1
15	TA			<i>In fact</i>	1

The description of each data in table above is as follows:

1) The first Data (DP)

It is analyzed that in the first data (DP), there is no style disjunction. In addition, there are three attitudinal disjunctions that are one *of course*, two *in fact* and one *basically*.

The sentence that contains attitudinal disjunction “of course” is

Of course other factors such as availability of adequate material, capable and dedicated instructor, and motivation is high enough to learn from those who also need to be taken into account.

The sentence that contains attitudinal disjunction “in fact” is

In fact, there are some kinds of reading technique. However, they do not choose and use one of the effective techniques in reading.

In fact some students with reading comprehension ability interpret word by word which inefficient in reading comprehension ability.

The sentence that contains attitudinal disjunction “basically” is

Basically, reading needs carefulness in understanding the purpose of the text.

2) The Second Data (TA)

It is analyzed that in the second data (TA), there is no style disjunction. In addition, there are four attitudinal disjunctions that are *theoretically, clearly, in fact* and *hopefully*.

The sentence that contains attitudinal disjunction “theoretically” is

Theoretically, English has been taught in all levels of Indonesian educational units, recently from kindergarten, elementary school, junior high school, senior high school up to university.

The sentence that contains attitudinal disjunction “*In fact*” is

In fact there are some factors that influence the students in mastering English, especially in listening comprehension.

The sentence that contains attitudinal disjunction “Actually” is

Actually, there are many methods that can help students to improve their listening comprehension.

The sentence that contains attitudinal disjunction “hopefully” is

This method *hopefully* can make the students have more motivation to learn, and comprehend in listening.

3) The Third Data (R)

It is analyzed that in the second data (R), there is no style disjunction. In addition, there is one attitudinal disjunction that is “*in fact*”.

The sentence that contains attitudinal disjunction “In fact” is

In fact, this objective is very hard to achieve. Most of the students’ skills are far away from their learning target.

4) The Fourth Data (RPS)

It is analyzed that in the second data (RPS), there is no style disjunction. In addition, there is one attitudinal disjunction that is “*unfortunately*”.

The sentence that contains attitudinal disjunction “unfortunately” is

Unfortunately, there are many problems that are faced by the students in learning process.

5) The Fifth Data (AK)

It is analyzed that in the second data (AK), there is no style disjunction. In addition, there are two attitudinal disjunctions that is “*in fact*” and “*indeed*”.

The sentence that contains attitudinal disjunction “In fact” is

In fact, speaking is used by the students to communicate with other people in daily activity.

The sentence that contains attitudinal disjunction” *indeed*” is

Indeed, teaching speaking is not an easy task to do.

6) The sixth Data (RW)

It is analyzed that in the second data (RW), there is no style disjunction. In addition, there is one attitudinal disjunction that is “*actually*”.

The sentence that contains attitudinal disjunction “Actually” is

Actually, the students understand English text but they have no skill to speak English fluently.

7) The seventh Data (WTW)

It is analyzed that in the second data (WTW), there is no style disjunction. In addition, there is one attitudinal disjunction that is “*in fact*”.

The sentence that contains attitudinal disjunction “In fact” is

In fact, most English teachers found difficulties in speaking ability there are one of the problems is that the students do not know how to communicate well even though they have that ability.

8) The Eighth Data (DAA)

It is analyzed that in the second data (DAA), there is no style disjunction. In addition, there is one attitudinal disjunction that is “*unfortunately*”.

The sentence that contains attitudinal disjunction “*unfortunately*” is

Unfortunately, some students have difficulty in writing recount text. It is shown from the result of pre-survey revealed that most of students are afraid in expressing their ideas by using English.

9) The Ninth Data (S)

It is analyzed that in the second data (S), there is no style disjunction. In addition, there is one attitudinal disjunction that are “*in fact*” and “*of course*”.

The sentence that contains attitudinal disjunction “In fact” is

In fact, this object is very hard to achieve. Most of the students’ skill is far away from their learning target because the students know or have the ideas what they are going to write but they do not know how to put them into words.

The sentence that contains attitudinal disjunction “of course” is

Mastering English as a foreign language, *of course*, is not as simple as learning English as a national language.

10) The tenth Data (LM)

It is analyzed that in the second data (LM), there is no style disjunction. In addition, there are two attitudinal disjunctions that is “*ideally*” and “*actually*”.

The sentence that contains attitudinal disjunction “*ideally*” is

Ideally, English teachers have to use appropriate material to develop the students’ integrative skills; listening, speaking, reading, writing, and aspects of language as well.

The sentence that contains attitudinal disjunction “*actually*” is

Actually, there are many approaches, strategy, and method used in reading to get more what they have read because, sometimes the students can read the text but they do not know what they have read.

11) The Eleventh Data (KO)

It is analyzed that in the second data (KO), there is no style disjunction. In addition, there is one attitudinal disjunction that are “*obviously*” and *in fact*.

The sentence that contains attitudinal disjunction “*obviously*” is

Obviously, this research be held at the eighth grade of SMP N 2 Batanghari East Lampung which is consist of one class for about 28 students.

The sentence that contains attitudinal disjunction “*in fact*” is

In fact, there are only 4 students who get score ≥ 70 or 14, 29% and 24 students who get score < 70 or 85, 71%.

12) The Twelfth Data (BO)

It is analyzed that in the second data (KO), there is no style disjunction. In addition, there is one attitudinal disjunction that is “basically”.

The sentence that contains attitudinal disjunction “basically” is

even when one, *basically* he still uses language it means used to form thought and feeling, will and activity.

13) The Thirteenth Data (NR)

It is analyzed that in the second data (NR), there is no style disjunction. In addition, there is one attitudinal disjunction that is “hopefully”.

The sentence that contains attitudinal disjunction “hopefully” is

By using macromedia flash animation in the learning process, the researcher *hopefully* it can support students to increase their understanding, help and also motivate the students mastering English speaking skill.

14) The Fourteenth Data (DC)

It is analyzed that in the first data (DC), there is no style disjunction. In addition, there are three attitudinal disjunctions that are two *actually*, *unfortunately* and one *basically*.

The sentence that contains attitudinal disjunction “*actually*” are

Actually, most of students faced some problems in writing skill. They get stuck when gathering information what should they write to.

In teaching writing *actually*, PBL (Problem Based Learning) is regarded as the appropriate methods, it has its advantages and disadvantages as the method used for achieving students’ writing ability.

The sentence that contains attitudinal disjunction “*unfortunately*” is

Unfortunately, many students find difficult to master it.

The sentence that contains attitudinal disjunction “*in fact*” is

in fact most of students have low result especially in writing. The table below is the data :

The sentence that contains attitudinal disjunction “*basically*” is

Basically, there are two elements of writing.

15) The Fifteenth Data (TA)

It is analyzed that in the second data (TA), there is no style disjunction. In addition, there is one attitudinal disjunction that is “*in fact*”.

The sentence that contains attitudinal disjunction “*In fact*” is

In fact, there are some kinds of reading technique.

Table 4.2
Total Each Disjunction
Type in Undergraduate thesis of the English Department students
at IAIN Metro in the Academic Year 2018/2019

No	Students Name	Total of Style Disjunction	Total of Attitudinal disjunction
1	DP	-	4
2	TA	-	3
3	R	-	1

4	RPS	-	1
5	AK	-	2
6	RW	-	1
7	WTW	-	1
8	DAA	-	1
9	S	-	2
10	LM	-	2
11	KO	-	2
12	BO	-	1
13	NR	-	1
14	DC	-	5
15	TA	-	1
TOTAL		0	28

Based on the information of table above, the most frequently used disjunction type in undergraduate thesis of the English

Department at IAIN Metro in the Academic Year 2018/ 2019 is attitudinal disjunction.

- b. The use of disjunction in undergraduate thesis of the English Department at IAIN Metro in the Academic Year 2018/ 2019.

In this research, the researcher analyzed the use of disjunction in undergraduate thesis of the English Department at IAIN Metro in the Academic Year 2018/ 2019. Investigated based on the availability and the inavailability of disjunction used in students undergraduate thesis. The description of each use of disjunction in undergraduate thesis of the English Department at IAIN Metro in the Academic Year 2018/ 2019 is explained as follows:

- 1) The Inavailable Disjunction in Undergraduate Thesis of the English Department Students at IAIN Metro 2018/ 2019 based on the Function of Disjunction.

In analyzing the inavailability of disjunction based on the function of disjunction stated by G. David Morley and Randolph Quirk. Illustration of the inavailable disjunction in students undergraduate thesis of the english Department 2018/ 2019 is provided in the following table, as follows:

Table 4.3
The Inavailable Disjunction in Undergraduate Thesis of the
English Department Students at IAIN Metro
in the Academic Year 2018/ 2019

No	Data	Disjunction used to show the degree of certainty or doubt	Disjunction used to show comment on/ reaction towards the clause content	Disjunction used to show of reference
1	DP	<i>of course, in fact</i>	-	<i>Basically</i>
2	TA	<i>In fact,</i>	-	<i>Theoretically, actually</i>
3	R	<i>In fact</i>	-	-
4	RPS	-	<i>unfortunately</i>	-
5	AK	<i>In fact, indeed</i>	-	-
6	RW	-	-	<i>Actually</i>
7	WTW	<i>In fact</i>	-	-
8	DAA	-	<i>unfortunately</i>	-
9	S	<i>In fact, of course</i>	-	-
10	LM	<i>In fact</i>	-	<i>Ideally, actually</i>
11	KO	<i>Obviously, in fact</i>	-	-
12	BO	-	-	<i>Basically</i>
13	NR	-	-	-
14	DC	<i>In fact</i>	<i>unfortunately</i>	<i>Actually, basically</i>
15	TA	<i>In fact</i>	-	-

a) The First Data (DP)

The unavailable disjunction in the first data is as follows:

Disjunction used to show comment on/ reaction towards the clause content. The original sentence that does not consist of disjunction

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

Ideally, the appropriate disjunction that should be used in the above sentence is provided in the following sentence.

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

The function of disjunction *unfortunately* is to show the comment of the writer toward the clause content that is judged to be unfortunate.

b) The Second Data (TA)

The unavailable disjunction in the first data is as follows:

Disjunction used to show comment on/ reaction towards the clause content.

The original sentence that does not consist of disjunction

But, so far, the students still find difficulties to improve their listening because they seldom do the listening activity at school and material for listening is not interesting for them.

Ideally, the appropriate disjunction that should be used in the above sentence is provided in the following sentence.

Unfortunately, so far the students still find difficulties to improve their listening because they seldom do the listening activity at school and material for listening is not interesting for them.

The function of disjunction *unfortunately* is to show the comment of the writer toward the clause content that is judged to be unfortunate.

c) The Third Data (R)

The unavailable disjunction in the third data are as follows:

(1) Disjunction used to show comment on/ reaction towards the clause content. The original sentence that does not consist of disjunction

The students are difficult to analyse the text and difficult to get the main idea from the material and they are not active during teaching learning process.

Ideally, the appropriate disjunction that should be used in the above sentence is provided in the following sentence.

Unfortunately, the students are still low in reading skill. The students are difficult to analyse the text and difficult to get the main idea from the material and they are not active during teaching learning process.

The function of disjunction *unfortunately* is to show the comment of the writer toward the clause content that is judged to be unfortunate.

(2) Disjunction used to show of reference

The original sentence that does not consist of disjunction

Based on the explanation above, the writer assumed that TAI method can improve students reading skill.

Ideally, the appropriate disjunction that should be used in the above sentence is provided in the following sentence.

Briefly, based on the explanation above the writer assumed that TAI method can improve students reading skill.

The function of disjunction *briefly* is to show of the reference those expressing that is what is being said is true in principle.

d) The Fourth Data (RPS)

The unavailable disjunction in the fourth data are as follows:

(1) Disjunction used to show the degree of certainty or doubt

The original sentence that does not consist of disjunction

On the pre-survey on October 20th 2017 the researcher got the data of the students' Narrative writing at tenth grade of State Senior High School 1 Metro as follows:

Ideally, the appropriate disjunction that should be used in the above sentence is provided in the following sentence.

In fact, on the pre-survey on October 20th 2017 the researcher got the data of the students' Narrative writing at tenth grade of State Senior High School 1 Metro as follows:

The function of disjunction *in fact* is to show of the used to show the degree of certainty or doubt that is those expressing certainty.

(2) Disjunction used to show of reference

The original sentence that does not consist of disjunction

Thus, the researcher uses graphic organizers as the technique to solve the problems in writing narrative text.

Ideally, the appropriate disjunction that should be used in the above sentence is provided in the following sentence.

Briefly, the researcher uses graphic organizers as the technique to solve the problems in writing narrative text.

The function of disjunction *briefly* is to show of the reference those expressing that is what is being said is true in principle.

e) The Fifth Data (AK)

The unavailable disjunction in the fifth data are as follows:

(1) Disjunction used to show comment on/ reaction towards the clause content.

The original sentence that does not consist of disjunction

They can be several difilculties met by the teacher in concluding teaching speaking. In English subject, speaking seems more difficult than the other skill.

Ideally, the appropriate disjunction that should be used in the above sentence is provided in the following sentence.

Unfortunately, they can be several difficulties met by the teacher in concluding teaching speaking. In English subject, speaking seems more difficult than the other skill.

The function of disjunction *unfortunately* is to show the comment of the writer toward the clause content that is judged to be unfortunate.

(2) Disjunction used to show of reference

The original sentence that does not consist of disjunction

From the explanation above, the researcher uses pair work technique to solve the students speaking problems at the eleventh grade of SMA Negeri 1 Trimurjo.

Ideally, the appropriate disjunction that should be used in the above sentence is provided in the following sentence.

Basically, the researcher uses pair work technique to solve the students speaking problems at the eleventh grade of SMA Negeri 1 Trimurjo.

The function of disjunction *basically* is to show of the reference those expressing that is what is being said is true in principle.

f) The sixth Data (RW)

The unavailable disjunction in the sixth data are as follows:

(1) Disjunction used to show the degree of certainty or doubt

The original sentence that does not consist of disjunction

Based on the result of pre-survey on April 17th among the tenth grade of Senior High School 1 Trimurjo, the researcher got the data about the English score. The data can be seen as follows:

Ideally, the appropriate disjunction that should be used in the above sentence is provided in the following sentence.

In fact, pre-survey on April 17th among the tenth grade of Senior High School 1 Trimurjo, the researcher got the data about the English score. The data can be seen as follows:

The function of disjunction *in fact* is to show of the used to show the degree of certainty or doubt that is those expressing certainty.

- (2) Disjunction used to show comment on/ reaction towards the clause content.

The original sentence that does not consist of disjunction

In learning speaking the students often find some problems.

Ideally, the appropriate disjunction that should be used in the above sentence is provided in the following sentence.

Unfortunately, in learning speaking the students often find some problems.

The function of disjunction *unfortunately* is to show the comment of the writer toward the clause content that is judged to be unfortunate.

- g) The Seventh Data (WTW)

The unavailable disjunction in the seventh data are as follows:

- (1) Disjunction used to show comment on/ reaction towards the clause content.

The original sentence that does not consist of disjunction

From 33 students, only 3 students or 09,09 % who completed the Standard Minimum Requirement (SMR) which the standard minimum requirement was 70 for speaking.

Ideally, the appropriate disjunction that should be used in the above sentence is provided in the following sentence.

Unfortunately, from 33 students, only 3 students or 09,09 % who completed the Standard Minimum Requirement (SMR) which the standard minimum requirement was 70 for speaking.

The function of disjunction *unfortunately* is to show the comment of the writer toward the clause content that is judged to be unfortunate.

(2) Disjunction used to show of reference

The original sentence that does not consist of disjunction

Based on the description above, the researcher would like to conduct a research entitled, "Improving The Students' Speaking Ability By Using Speech Community Strategy at The Third Semester Of State Institute For Islamic Studies Metro."

Ideally, the appropriate disjunction that should be used in the above sentence is provided in the following sentence.

Basically, the researcher would like to conduct a research entitled, "Improving The Students' Speaking Ability By Using Speech Community Strategy at The Third Semester Of State Institute For Islamic Studies Metro."

The function of disjunction *basically* is to show of the reference those expressing that is what is being said is true in principle.

h) The Eight Data (DAA)

The unavailable disjunction in the eight data are as follows:

(1) Disjunction used to show the degree of certainty or doubt

The original sentence that does not consist of disjunction

Based on data pre- surveyconducted on March, 19th 2018 the researcher found that students' ability in writing recount texts was still low.

Ideally, the appropriate disjunction that should be used in the above sentence is provided in the following sentence.

In fact, pre- surveyconducted on March, 19th 2018 the researcher found that students' ability in writing recount texts was still low.

The function of disjunction *in fact* is to show of the used to show the degree of certainty or doubt that is those expressing certainty.

(2) Disjunction used to show of reference

The original sentence that does not consist of disjunction

Based on the problems found in teaching recount text and the importance of timeline strategy, the writer attempts to conduct a research aimed to improve the writing ability of the First year student by using timeline strategy, especially in writing recount text.

Ideally, the appropriate disjunction that should be used in the above sentence is provided in the following sentence.

Briefly, problems found in teaching recount text and the importance of timeline strategy, the writer attempts to conduct a research aimed to improve the writing ability of the First year student by using timeline strategy, especially in writing recount text.

The function of disjunction *briefly* is to show of the reference those expressing that is what is being said is true in principle.

i) The Ninth Data (S)

The unavailable disjunction in the ninth data are as follows:

- (1) Disjunction used to show comment on/ reaction towards the clause content.

The original sentence that does not consist of disjunction

They still could not understand or create a recount text although the teacher had explained it.

Ideally, the appropriate disjunction that should be used in the above sentence is provided in the following sentence.

Unfortunately, they still could not understand or create a recount text although the teacher had explained it.

The function of disjunction *unfortunately* is to show the comment of the writer toward the clause content that is judged to be unfortunate.

- (2) Disjunction used to show of reference

The original sentence that does not consist of disjunction

Referring the problems, above, the writer interacted to find out whether the use of coop-coop method can improve the student's writing of the eighth MTS AL-HIKMAH Batanghari.

Ideally, the appropriate disjunction that should be used in the above sentence is provided in the following sentence.

Basically, the writer interacted to find out whether the use of coop-coop method can improve the student's writing of the eighth MTS A-HIKMAH Batanghari.

The function of disjunction *basically* is to show of the reference those expressing that is what is being said is true in principle.

j) The Tenth Data (LM)

The unavailable disjunction in the tenth data is as follows:

Disjunction used to show comment on/ reaction towards the clause content

The original sentence that does not consist of disjunction

The students have many difficulties in learning English.

Ideally, the appropriatedisjunction that should be used in the above sentence is provided in the following sentence.

Unfortunately, the students have many difficulties in learning English.

The function of disjunction *unfortunately* is to show the comment of the writer toward the clause content that is judged to be unfortunate.

k) The Eleventh Data (KO)

The unavailable disjunction in the eleventh data are as follows:

(1) Disjunction used to show comment on/ reaction towards the clause content.

The original sentence that does not consist of disjunction

The students have many difficulties in learning English

Ideally, the appropriate disjunction that should be used in the above sentence is provided in the following sentence.

In fact, the students have many difficulties in learning English

The function of disjunctionun fortunately is to show the comment of the writer toward the clause content that is judged to be unfortunate.

(2) Disjunction used to show of reference

The original sentence that does not consist of disjunction

Based on the statement above, the writer applythe Know Want to Know Learned strategy in teaching reading comprehension of the eighth grade students of SMP N 2 Batanghari East Lampung to increase the students reading comprehension.

Ideally, the appropriate disjunction that should be used in the above sentence is provided in the following sentence.

Basically, the writer apply the Know Want to Know Learned strategy in teaching reading comprehension of the eighth grade students of SMP N 2 Batanghari East Lampung to increase the students reading comprehension.

The function of disjunction *basically* is to show of the reference those expressing that is what is being said is true in principle.

1) The Twelve Data (BO)

The unavailable disjunction in the twelve data are as follows:

(1) Disjunction used to show the degree of certainty or doubt.

The original sentence that does not consist of disjunction

The pre survey had done on December 4th 2017 at the eighth graders of SMP PGRI 04 Pubian Central Lampung.

Ideally, the appropriate disjunction that should be used in the above sentence is provided in the following sentence.

In fact, the pre survey had done on December 4th 2017 at the eighth graders of SMP PGRI 04 Pubian Central Lampung.

The function of disjunction *in fact* is to show of the used to show the degree of certainty or doubt that is those expressing certainty.

(2) Disjunction used to show comment on/ reaction towards the clause content.

The original sentence that does not consist of disjunction

The researcher get the data of speaking ability, that is the students mostly have difficulties in speaking, many of the students feel unconfident, and they have low score in speaking.

Ideally, the appropriate disjunction that should be used in the above sentence is provided in the following sentence.

Unfortunately, the researcher get the data of speaking ability, that is the students mostly have difficulties in speaking, many of the students feel unconfident, and they have low score in speaking.

The function of disjunctionun fortunately is to show the comment of the writer toward the clause content that is judged to be unfortunate.

m) The Thirteenth Data (NR)

The unavailable disjunction in the thirteenth data are as follows:

(1) Disjunction used to show the degree of certainty or doubt

The original sentence that does not consist of disjunction

The pre survey had done on December 4th 2017 at the eighth graders of SMP PGRI 04 Pubian Central Lampung.

Ideally, the appropriate disjunction that should be used in the above sentence is provided in the following sentence.

In fact, the pre survey had done on December 4th 2017 at the eighth graders of SMP PGRI 04 Pubian Central Lampung.

The function of disjunction *in fact* is to show of the used to show the degree of certainty or doubt that is those expressing certainty.

(2) Disjunction used to show comment on/ reaction towards the clause content.

The original sentence that does not consist of disjunction

The researcher get the data of speaking ability, that is the students mostly have difficulties in speaking,

many of the students feel unconfident, and they have low score in speaking.

Ideally, the appropriate disjunction that should be used in the above sentence is provided in the following sentence.

Unfortunately, the researcher get the data of speaking ability, that is the students mostly have difficulties in speaking, many of the students feel unconfident, and they have low score in speaking.

The function of disjunctionun fortunately is to show the comment of the writer towardthe clause content that is judged to be unfortunate.

n) The Thirteenth Data (DC)

available

o) The Fifteenth Data (TA)

(1) Disjunction used to show comment on/ reaction towards the clause content.

The original sentence that does not consist of disjunction.

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

Ideally, the appropriate disjunction that should be used in the above sentence is provided in the following sentence.

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

The function of disjunctionun fortunately is to show the comment of the writer toward the clause content that is judged to be unfortunate.

(2) Disjunction used to show of reference

The original sentence that does not consist of disjunction

In this research, the researcher want to investigate whether problem based learning strategy gives the positive effect on the reading comprehension.

Ideally, the appropriate disjunction that should be used in the above sentence is provided in the following sentence.

Briefly, in this research, the researcher want to investigate whether problem based learning strategy gives the positive effect on the reading comprehension.

The function of disjunction*briefly* is to show of the reference those expressing that is what is being said is true in principle.

2) The available disjunction in students undergraduate thesis of the English Department at IAIN Metro in the Academic Year 2018/2019.

The available disjunctions in stuent's undergraduate thesis are categorized in to the appropriate and the inappropriate disjunction stated ilustration of the available disjunction is providedin the following table:

Table 4.4
The available disjunction in students undergraduate thesis
of the English Department at IAIN Metro
in the Academic Year 2018/ 2019

No	Data	Names of Disjunction	The appropriate use of disjunction	The inappropriate use of disjunction
1	DP	Of course	-	√
		In fact	√	-
		In fact	-	√
		Basically	√	-
2	TA	Theroretically	√	-
		In fact	-	√
		Hopefully	-	√
3	R	In fact	√	-
4	RPS	Unfortunately	√	-
5	AK	In fact	√	-
		Indeed	√	-
6	RW	Actually	√	-
7	WTW	In fact	√	-
8	DAA	Unfortunately	√	-

9	S	In fact	√	-
		Of course	√	-
10	LM	Ideally	√	-
		Actually	√	-
11	KO	Obviously	√	-
		In fact	√	-
12	BO	Basically	-	√
13	NR	Hopefully	-	√
14	DC	Actually	√	-
		Actually	-	√
		Unfortunately	√	-
		In fact	√	-
		Basically	√	-
15	TA	In fact	√	-

Explanation of the available disjunction in students' undergraduate thesis of English Department at IAIN Metro in the Academic Year 2018/ 2019.

a) The First Data (DP)

Two appropriate disjunctions include of *in fact* and *basically*.

a. In fact

The sentence that contains the disjunction in fact is:

In fact, there are some kinds of reading technique.

The use of in fact is appropriate in that sentence because is comma after the use of disjunction in fact that has been used appropriately to convey the meaning of writer.

b. Basically

The sentence that contains the disjunction basically is:

Basically, reading needs carefulness in understanding the purpose of the text.

The use of basically is appropriate in that sentence because there is comma after the use of disjunction basically that has been used appropriately to convey the meaning of writer.

Two appropriate disjunctions include of “of course” and “in fact”.

(1) Of course

The sentence that contains the disjunction of course is:

Of course other factors such as availability of adequate material, capable and dedicated instructor, and motivation is high enough to learn from those who also need to be taken into account.

The use of of course is inappropriate because there is not comma after the disjunction of course. Disjunction is usually set off by a comma or a series of commas⁴²

(2) In fact

The sentence that contains the disjunction of *in fact* is:

In fact some students with reading comprehension ability interpret word by word which inefficient in reading comprehension ability.

The use of in fact is inappropriate because there is not comma after the disjunction of course. Disjunction is usually set off by a comma or a series of commas.

b) The Second Data (TA)

In the second data, the researcher found 5 available disjunctions. Two appropriate disjunctions include of “*theoretically*” and “*actually*”.

(1) Theoretically

The sentence that contains the disjunction theoretically is:

Theoretically, English has been taught in all levels of Indonesian educational units, recently from kindergarten, elementary school, junior high school, senior high school up to university.

The use of theoretically is appropriate in that sentence because there is comma after the use of disjunction

⁴² Kevin Wilson and Jennifer Wauson, *The AMA HANDBOOK of BUSSINESS WRITING.*, 58.

theoretically that has been used appropriately to convey the meaning of writer.

(2) Actually

The sentence that contains the disjunction actually is:

Actually, there are many methods that can help students to improve their listening comprehension.

The use of actually is appropriate in that sentence because there is a comma after the use of disjunction actually that has been used appropriately to convey the meaning of writer.

Two inappropriate disjunctions include of “clearly”, “in fact” and “hopefully”.

(1) In fact

The sentence that contains the disjunction in fact is :

In fact there are some factors that influence the students in mastering English, especially in listening comprehension.

The use of in fact is inappropriate because there is not a comma after the disjunction in fact. Disjunction is usually set off by a comma or a series of commas⁴³

(2) Hopefully

The sentence that contains the disjunction hopefully is :

This method hopefully can make the students have more motivation to learn, and comprehend in listening.

⁴³ Ibid.

The use of *in fact* is inappropriate because the disjunction actually should be set off by series of comma.

c) The Third Data(R)

One appropriate disjunction in the third data is *in fact* that was found in the sentence, as follows:

In fact, there are some kinds of reading technique.

The use of *in fact* is appropriate in that sentence because there is comma after the use of disjunction *in fact* that has been used appropriately to convey the meaning of writer.

d) The Fourth Data (RPS)

One appropriatedisjunction in the fourth data is unfortunately that in the sentence, as follows:

Unfortunately, there are many problems that are faced by the students in learning process.

The use of *unfortunatelly* is appropriate in that sentence because there is comma after the use of disjunction *unfortunately* that has been used appropriately to convey the meaning of writer.

e) Fifth Data (AK)

Two appropriate disjunctions include of *in fact* and in *basically*.

(1) In fact

The sentence that contains the disjunction *in fact* is:

In fact, speaking is used by the students to communicate with other people in daily activity.

The use of *in fact* is appropriate in that sentence because there is comma after the use of disjunction *in fact* that has been used appropriately to convey the meaning of writer.

(2) Indeed

The sentence that contains the disjunction *indeed* is:

Indeed, teaching speaking is not an easy task to do.

The use of *indeed* is appropriate in that sentence because there is comma after the use of disjunction *indeed* that has been used appropriately to convey the meaning of writer.

f) The Sixth Data (RW)

One appropriate disjunction in the sixth data is actually that was found in the sentence, as follows:

Actually, the students understand English text but they have no skill to speak English fluently.

The use of *actually* is appropriate in that sentence because there is comma after the use of disjunction *actually*

that has been used appropriately to convey the meaning of writer.

g) The Seventh Data (WTW)

One appropriate disjunction in the third data is in fact that was found in the sentence, as follows:

In fact, most English teachers found difficulties in speaking ability there are one of the problems is that the students do not know how to communicate well even though they have that ability.

The use of in fact is appropriate in that sentence because there is comma after the use of disjunction in fact that has been used appropriately to convey the meaning of writer.

h) The Eighth Data (DAA)

One appropriatedisjunction in the third data is unfortunately that was found in the sentence, as follows:

Unfortunately, some students have difficulty in writing recount text.

The use of unfortunately is appropriate in that sentence because there is comma after the use of disjunction actually that has been used appropriately to convey the meaning of writer.

i) The Ninth Data (S)

Two appropriate disjunctions include of in fact and of course.

(1) In fact

The sentence that contains the disjunction in fact is:

In fact, this object is very hard to achieve. Most of the students' skill is far away from their learning target because the students know or have the ideas what they are going to write but they do not know how to put them into words.

The use of *in fact* is appropriate in that sentence because there is comma after the use of disjunction *in fact* that has been used appropriately to convey the meaning of writer.

(2) Of course

The sentence that contains the disjunction *of course* is:

Mastering English as a foreign language, *of course*, is not as simple as learning English as a national language.

The use of "of course" is appropriate in that sentence because is comma after the use of disjunction actually that has been used appropriately to convey the meaning of writer.

j) The tenth Data (S)

Two appropriate disjunctions include of *ideally* and in *actually*.

(1) Ideally

The sentence that contains the disjunction *ideally* is:.

Ideally, English teachers have to use appropriate material to develop the students' intregative skills; listening, speaking, reading, writing, and aspects of language as well.

The use of ideally is appropriate in that sentence because there is comma after the use of disjunction actually that has been used appropriately to convey the meaning of writer.

(2) Actually

The sentence that contains the disjunction *actually* is:

Actually, there are many approaches, strategy, and method used in reading to get more what they have read because, sometimes the students can read the text but they do not know what they have read.

The use of actually is appropriate in that sentence because there is comma after the use of disjunction actually that has been used appropriately to convey the meaning of writer.

k) The Eleventh Data (KO)

Two appropriate disjunctions include of obviously and in fact

(1) Obviously

The sentence that contains the disjunction *obviously* is:.

Obviously, this research be held at the eighth grade of SMP N 2 Batanghari East Lampung which is consist of one class for about 28 students.

The use of obviously is appropriate in that sentence because there is comma after the use of disjunction obviously that has been used appropriately to convey the meaning of writer.

(2) In fact

The sentence that contains the disjunction *obviously* is:

In fact, there are only 4 students who get score ≥ 70 or 14, 29% and 24 students who get score < 70 or 85, 71%.

The use of in fact is appropriate in that sentence because there is comma after the use of disjunction in fact that has been used appropriately to convey the meaning of writer.

l) The Twelfth Data (BO)

One inappropriate disjunction in the eleventh data is basically that was found in the sentence, as follows:

even when one, *basically* he still uses language it means used to form thought and feeling, will and activity.

The use of basically is inappropriate in that sentence because the disjunction basically should be set of by series of comma.

m) The thirteenth Data (NR)

One inappropriate disjunction in the eleventh data is hopefully that was found in the sentence, as follows:

By using macromedia flash animation in the learning process, the researcher *hopefully* it can support students to increase their understanding, help and also motivate the students mastering English speaking skill.

The use of hopefully is inappropriate in that sentence because the disjunction basically should be set of by series of comma.

n) The fourteenth Data (DC)

In the fourteenth data, the researcher found 4 available disjunctions.

Three appropriate disjunctions include of actually, unfortunately and basically.

(1) Actually

The sentence that contains the disjunction actually is:

Actually, most of students faced some problems in writing skill. They get stuck when gathering information what should they write to.

The use of actually is appropriate in that sentence because there is comma after the use of disjunction actually that has been used appropriately to convey the meaning of writer.

(2) Unfortunately

The sentence that contains the disjunctionun fortunately is:

Unfortunately, many students find difficult to master it.

The use of unfortunately is appropriate in that sentence because there is comma after the use of disjunction unfortunaely that has been used appropriately to convey the meaning of writer.

(3) Basically

The sentence that contains the disjunction basically is

Basically, there are two elements of writing.

The use of *basically* is appropriate in that sentence because there is comma after the use of disjunction *basically* that has been used appropriately to convey the meaning of writer.

Two inappropriate disjunctions include of “*actually* and “*in fact*”.

(1) *Actually*

The sentence that contains the disjunction *actually* is :

In teaching writing *actually*, PBL (Problem Based Learning) is regarded as the appropriate methods, it has its advantages and disadvantages as the method used for achieving students’ writing ability.

The use of *actually* inappropriate because the *actually* should be set comma by series of comma.

(2) *in fact*

The sentence that contains the disjunction *in fact* is:

in fact most of students have low result especially in writing. The table below is the data :

The use of *in fact* appropriate because there is not comma after the disjunction *in fact*. Meanwhile disjunction is usually set of by comma or a series of comma.

o) The fifteenth Data (TA)

One appropriate disjunction in the eleventh data is *basically* that was found in the sentence, as follows:

In fact, there are some kinds of reading technique.

The use of actually appropriate because there is comma after the use disjunction in fact. That has been used appropriately to convey the meaning of writer.

B. Discussion

1. The Type of Disjunction is Frequently used in Undergraduate-Thesis of the English Department Students at IAIN Metro in the Academic Year 2018/ 2019.

The most frequently used disjunction type in undergraduate thesis of the English Department students at IAIN Metro in the Academic Year of 2018/ 2019 is illustrated in the following table:

Table 4.5
The Most Frequently Used Disjunction Type in Undergraduate Thesis of the English Department Students at IAIN Metro in the Academic Year of 2018/ 2019

No	Data	Style Disjunction		Attitudinal Disjunction	
		Names of Disjunction	Total	Names of Disjunction	Total
1	DP	-	-	<i>Of course</i>	1
		-	-	<i>In fact</i>	2
		-	-	<i>Basically</i>	1
2	TA	-	-	<i>Theoretically</i>	1
		-	-	<i>In fact</i>	1
		-	-	<i>Hopefully</i>	1
3	R	-	-	<i>In fact</i>	1

4	RPS	-	-	<i>Unfortunatey</i>	1
5	AK	-	-	<i>In fact</i>	1
		-	-	<i>Indeed</i>	1
6	RW	-	-	<i>Actually</i>	1
7	WTW	-	-	<i>In fact</i>	1
8	DAA	-	-	<i>Unfortunately</i>	1
9	S	-	-	<i>In fact</i>	1
		-	-	<i>Of course</i>	1
10	LM	-	-	<i>Ideally</i>	1
		-	-	<i>Actually</i>	1
11	KO	-	-	<i>Obviously</i>	1
		-	-	<i>In fact</i>	1
12	BO	-	-	<i>Basically</i>	1
13	NR	-	-	<i>Hopefully</i>	1
14	DC	-	-	<i>Actually</i>	2
		-	-	<i>unfortunately</i>	1
		-	-	<i>In fact</i>	1
		-	-	<i>Basically</i>	1
15	TA	-	-	<i>In fact</i>	1

Table 4.6
Total EachDisjunction
Type in Undergraduate thesis of theEnglish Department students
at IAIN Metro in the Academic Year 2018/ 2019

No	Students Name	Total of Style Disjunction	Total of Attitudinal disjunction
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1	DP	-	4
2	TA	-	3
3	R	-	1
4	RPS	-	1
5	AK	-	2
6	RW	-	1
7	WTW	-	1
8	DAA	-	1
9	S	-	2
10	LM	-	2
11	KO	-	2
12	BO	-	1
13	NR	-	1
14	DC	-	5
15	TA	-	1
TOTAL		0	28

Based on the information of table above, the most frequently used disjunction type in undergraduate thesis of the English Department at IAIN Metro in the Academic Year 2018/ 2019 is attitudinal disjunction.

According to Randolph Quirk, there are two types of disjunction that are style and attitudinal disjunction.⁴⁴ Style disjunction that is a type of disjunction conveys the speaker or writer's comment on the form of

⁴⁴ Randolph Quirk, *A University Grammar of the English.*, 219-221.

what he is saying, defining in some way under what conditions he is speaking.⁴⁵ In addition, attitudinal disjunction is a type disjunction that conveys the speaker or the writer's comment on the content of what he is saying.⁴⁶ In this study, no disjunction style was found, while in the undergraduate thesis, English Department students at IAIN Metro in Academic Year 2018/2019 found 28 uses of attitudinal disjunction found in 15 thesis, including 2, *of course*, 10 *in fact*, 3 *basically*, 1 *basically theortically*, 2 *hopefully*, 3 *unfortunately*, 1 *indeed*, 4 *actually*, 1 *ideally*, and 1 *clear*.

2. The Use of Disjunction in Undergraduate Thesis of the English Department at IAIN Metro in the Academic Year of 2018/ 2019.

In this research, the researcher analyzed the use of disjunction in undergraduate thesis of the English Department at IAIN Metro in the Academic Year 2018/ 2019. It was investigated based on the availability and the inavailability of disjunction used in students undergraduate thesis. The description of each use of disjunction in undergraduate thesis of the English Department at IAIN Metro in the Academic Year 2018/ 2019 is explained as follows:

- a. The Inavailable Disjunction in Undergraduate Thesis of the English Department Students at IAIN Metro 2018/ 2019 based on the Function of Disjunction

⁴⁵ Ibid.

⁴⁶ Ibid.

In analyzing the inavailability of disjunction based on the function of disjunction stated by G. David Morley and Randolph Quirk In addition, the functions of disjunction are disjunction to show the degree of certainty or doubt, disjunction to show comment on/reaction towards the clause content and disjunction of reference.⁴⁷

Illustration of the inavailable disjunction in students undergraduate thesis of the english Department 2018/ 2019 is provided in the following table, as follows:

Table 4.8
The Use of Disjunction in Undergraduate Thesis of the English Department Students based on the Function of Disjunction at IAIN Metro 2018/ 2019

No	Data	Disjunction used to show the degree of certainty or doubt	Disjunction used to show comment on/ reaction towards the clause content	Disjunction used to show of reference
1	DP	of course, in fact	-	Basically
2	TA	In fact,	-	Theoretically, actually
3	R	In fact	-	-
4	RPS	-	unfortunately	-
5	AK	In fact, indeed	-	-
6	RW	-	-	Actually
7	WTW	In fact		--

⁴⁷ Randolph Quirk et al., *A Grammar of contemporary of English*, 432.

8	DAA	-	unfortunately	-
9	S	In fact, of course	-	-
10	LM	In fact	-	Ideally, actually
11	KO	Obviously, in fact	-	-
12	BO	-	-	Basically
13	NR	-	Hopefully	-
14	DC	In fact	unfortunately	Actually, basically
15	TA	In fact	-	-

Based on the table above, the disjunction is not used in the Undergraduate Thesis of the English Department Students. Based on the Function of Disjunction at IAIN Metro 2018 / 2019. Explained in the following table:

Table 4.9
The Use of Disjunction in Undergraduate Thesis of the English Department Students based on the Function of Disjunction

at IAIN Metro 2018/ 2019

No	Data	The inavailable Function of disjunction in undergraduate thesis		
		Disjunction used to show the degree of certainty or doubt	Disjunction used to show comment on/ reaction towards the clause content	Disjunction used to show of reference
1	DP	-	√	-
2	TA	-	√	-
3	R	-	√	√
4	RPS	√	-	√
5	AK	-	√	√
6	RW	√	√	-
7	WTW	-	√	√
8	DAA	√	-	√
9	S	-	√	√
10	LM	-	√	-
11	KO	-	√	√
12	BO	√	√	-
13	NR	√	-	√
14	DC	-	-	-
15	TA	-	√	√
Total		5	11	9

- b. The available disjunction in students undergraduate thesis of the English Department at IAIN Metro in the Academic Year 2018/ 2019.

The available disjunctions in students' undergraduate thesis are categorized in to the appropriate and the inappropriate disjunction stated illustration of the available disjunction is provided in the following table:

Table 4.7
The Available Disjunction
in Undergraduate Thesis of the English Department
at IAIN Metro in the Academic Year of 2018/ 2019

No	Data	Names of Disjunction	The appropriate use of disjunction	The inappropriate use of disjunction
1	DP	Of course	-	√
		In fact	√	-
		In fact	-	√
		Basically	√	-
2	TA	Theroretically	√	-
		In fact	-	√
		Hopefully	-	√
3	R	In fact	√	-
4	RPS	Unfortunately	√	-
5	AK	In fact	√	-
		Indeed	√	-
6	RW	Actually	√	-

7	WTW	In fact	√	-
8	DAA	Unfortunately	√	-
9	S	In fact	√	-
		Of course	√	-
10	LM	Ideally	√	-
		Actually	√	-
11	KO	Obviously	√	-
		In fact	√	-
12	BO	Basically	-	√
13	NR	Hopefully	-	√
14	DC	Actually	√	-
		Actually	-	√
		Unfortunately	√	-
		In fact	√	-
		Basically	√	-
15	TA	In fact	√	-

The available disjunctions in students undergraduate thesis are categorized in to the appropriate and the inappropriate disjunction. Kevin and Jenifer states that the use of an appropriate disjunction must be disjunction is a kind of adverb that acts as if it is evaluating the rest

of the sentence and it is usually set off by a comma or a series of commas and carries out the function in the right context.⁴⁸ The appropriate use of disjunction in the students' undergraduate thesis are *in fact, basically, theoretically, in fact, unfortunately, in fact, indeed, actually, in fact, unfortunately, in fact, of course, ideally, actually, obviously, in fact, actually, unfortunately, in fact, basically and in fact*. All of the disjunctions above are appropriate because there is a comma after the use of disjunction that has been used appropriately to convey the meaning of the writer.

In addition, the inappropriate use of disjunction in the students' undergraduate thesis are *of course, in fact, in fact, hopefully, basically, hopefully, actually* because there is not a comma after the disjunction of course. Disjunction is usually set off by a comma or a series of commas.

Based on the information in the table above, it was investigated that the most unavailable disjunction used in the Students undergraduate of the English Department at IAIN Metro 2018/2019 is the disjunction that has function to show comment on/ reaction towards the clause content including 5. It is because there are 11 data of 15 data do not contain it.

⁴⁸ Kevin Wilson and Jennifer Wauson, *The AMA HANDBOOK of BUSINESS WRITING*, 58.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis result of disjunction in undergraduate thesis of the English Department at IAIN Metro in the Academic Year 2018/ 2019, the researcher would like to describe the conclusion of this research. The conclusion is related with the research results that cover the most frequently used disjunction type in undergraduate thesis and disjunction use in undergraduate thesis of the English Department at IAIN Metro in the Academic Year 2018/ 2019.

Furthermore, the most frequently used disjunction type in undergraduate thesis of the English Department at IAIN Metro in the Academic Year 2018/ 2019 is attitudinal disjunction including 28 use of attitudinal disjunction found in 15 thesis including 2 *of course*, 10 *in fact*, 3 *basically*, 1 *theoretically*, 2 *hopefully*, 3 *unfortunately*, 1 *indeed*, 4 *actually*, 1 *ideally*, 1 *obviously*.

Moreover, the second research result of disjunction use in undergraduate thesis of the English Department at IAIN Metro in the Academic Year 2018/ 2019 was investigated based on the unavailability of disjunction used in students' undergraduate thesis based on the function of disjunction. It was investigated that the most unavailable disjunction used in the undergraduate-thesis in the the English Department Student Thesis at IAIN

Metro 2018/2019 is the disjunction that has function to show comment on/ reaction towards the clause content.

B. Suggestion

Based on the conclusion above, it can delivered some suggestion to be shared more attention in teaching and learning process go to:

a. For the Students

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

b. For the English Lecturer

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

c. For the Other Researchers

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

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APENDICES



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No.	Hari/Tanggal	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
1.	29 Juli 2019	✓	- Revise Background of the Study - Organizing - Mechanic - add the prior research - Grammatical	
2.	23/ 2019 / 8	✓	- Add data pra Survey BAB II.	
3.	10/ 2019 / 9	✓	Revise Chapter II. - feasible - kognitif - psikomotor - sosio kultural.	

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No.	Hari/Tanggal	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
4.	16/2019 9	✓	- Revisi Chapter III - Revisi Bibliography	
5.	20/2019 9	✓	- Revisi us. dt.	

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No.	Hari/Tanggal	Pembimbing I	Materi yang dikonsultasikan	Tanda Tangan
1.	20 / 19 9	✓	<ul style="list-style-type: none"> Revise the construction of the title Revise background of the study Revise the acknowledgement 	
2.	25 / 19 9	✓	<ul style="list-style-type: none"> Revise the table of pre survey Revise the research questions Revise the benefits of research Revise the prior research Prepare the reference 	
3	30 / 19 9	✓	<ul style="list-style-type: none"> revision is OK Acc for seminar 	

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		I	II		
1.	28/2019 10		✓	Kele	
2.	04/2019 11		✓	Culture	

Mengetahui,
 Ketua Jurusan TBI


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

Dosen Pembimbing II,


Eka Yuniasih, M. Pd
 NIDN. 0210078702



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

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

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

Nama : Indah Dwi Agustin
 NPM : 1501070256

Jurusan : TBI
 Semester : IX / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Senin 4/11-19			acc for research instrument	

Mengetahui,
 Ketua Jurusan TBI

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

Dosen Pembimbing I,

Dr. Umi Yawisah, M.Hum
 NIP. 19620424 199903 2 001



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

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: iain@metrouniv.ac.id Website: www.metrouniv.ac.id

RATIFICATION PAGE

No:

Research proposal entitled: AN ANALYSIS OF THE DISJUNCTION USED IN UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT AT IAIN METRO, Written by Indah Dwi Agustin, student number 1501070256, English Education Department, has been examined (Seminar proposal) in Tarbiyah and Teacher Training Faculty on October 17th, 2019 at 08.00-09.30

BOARD OF EXAMINERS:

Chairperson	: Dr. Umi Yawisah, M.Hum	()
Reader I	: Syahreni Siregar, M.Hum	()
Reader II	: Eka Yuniasih, M.Pd	()
Secretary	: Yeasy Agustina, M.Pd	()

The Head of English Education Department



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



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

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

APPROVAL PAGE

Title : AN ANALYSIS OF THE DISJUNCTION USE IN
UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT AT
IAIN METRO

Name : Indah Dwi Agustin

Students Number : 1501070256

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To bediscussed in the Proposal (seminar) in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

Pembimbing I

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Metro, September 2019

Pembimbing II

Eka Yuniasih, M. Pd
NIDN. 0210078702

The Head of English Education Department

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014



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

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

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

NOTIFICATION LETTER

Number :
Appendix : -
Matter : **In order to hold the seminar of Indah Dwi Agustin**

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

Assalamu'alaikum, Wr. Wb

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

Name : Indah Dwi Agustin
Students Number : 1501070256
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
Title : AN ANALYSIS OF THE DISJUNCTION USE IN
UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT AT
IAIN METRO

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

Wassalmu'alaikum Wr. Wb

Pembimbing I

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Metro, September 2019
Pembimbing II

Eka Yuniasih, M. Pd
NIDN. 0210078702



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

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

NOTA DINAS

Nomor :
Lampiran :
Perihal : **Mohon di seminarkan Proposal**
Indah Dwi Agustin

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

Assalamualaikum Wr. Wb.

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

Name : Indah Dwi Agustin
Students Number : 1501070256
JudulSkripsi : AN ANALYSIS OF THE DISJUNCTION USE IN
UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT AT
IAIN METRO

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

Pembimbing I

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Metro, September 2019
Pembimbing II

Eka Yuniasih, M. Pd
NIDN. 0210078702



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

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

Nama : Indah Dwi Agustin
 NPM : 1501070256

Jurusan : TBI
 Semester : IX / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	13/2019 "		✓	Revise Chapter 10 - give academic reason why you take 15 gata. - Check grammar. - Check quotation. - Elaborate for tabel 2	
2.	Rabu 20/2019 "			- Revise Chapter I, II, III - Underlining for their writing for teach metodologi - Perhatikan sistematika penulisan. - Cecepra menghap.	

Mengetahui,
 Ketua Jurusan TBI

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

Dosen Pembimbing II,

Eka Yuniasih, M. Pd
 NIDN. 0210078702



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

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

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

Nama : Indah Dwi Agustin

Jurusan : TBI

NPM : 1501070256

Semester : IX / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
3.	Kamis 21/2019 " "			Pahami apa yang anda tulis! Chapter 1 - V dt.	
4.	Jumat 22/2019 " "			- Revise your abstract - Revise your outline - Revise your motto. - ... - Revise your file name - Revise your CV - Give representative Parts. Berhatikan Sistematika Penulisan	
5	Jumat 29/2019 " "			- lengkapi dan rapikan	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II,

Eka Yuniasih, M. Pd
NIDN. 0210078702



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

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

Nama : Indah Dwi Agustin
 NPM : 1501070256

Jurusan : TBI
 Semester : IX / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
6.	Selasa 3/2019 / 12			Revisi is ok Continue to the advisor	

Mengetahui,
 Ketua Jurusan TBI

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

Dosen Pembimbing II,

Eka Yuniasih, M.Pd.
 NIDN. 0210078702



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

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

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

Nama : Indah Dwi Agustin
 NPM : 1501070256

Jurusan : TBI
 Semester : IX / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	9/12-19	✓		Tulisan → perbaiki sesuai grammar	
2.	13/12-19	✓		abstrak → revise conclusion → ~	
3.	19/12-19	✓		revisi is ok ACC for munaqosyah	

Mengetahui,
 Ketua Jurusan TBI

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

Dosen Pembimbing I,

Dr. Umi Yawisah, M.Hum
 NIP. 19620424 199903 2 001



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

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

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

Nomor : B-2924/In.28.1/J/TL.00/09/2019
 Lampiran : -
 Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
 KEPALA PERPUSTAKAAN IAIN METRO
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **INDAH DWI AGUSTIN**
 NPM : 1501070256
 Semester : 9 (Sembilan)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Pendidikan Bahasa Inggris
 Judul : AN ANALYSIS OF DISJUNCTION IN UNDERGRADUATE THESIS
 OF ENGLISH DEPARTMENT STUDENTS AT IAIN METRO

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

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

Wassalamu'alaikum Wr. Wb.

Metro, 15 September 2019
 Ketua Jurusan
 Tadris Bahasa Inggris

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



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

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

**SURAT KETERANGAN IZIN RISET
Nomor : P. 32/In.28/S/OT.01/09/2019**

Berdasarkan Surat Tugas Nomor : B-2924/In.28.1/J/TL.00/09/2019 tanggal 16 September 2019 tentang Permohonan izin Pra-Survey di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

Nama : INDAH DWI AGUSTIN
NPM : 1501070256
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

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

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

Metro, 27 September 2019
Kepala Perpustakaan,



Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001



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

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

SURAT TUGAS

Nomor: B-3642/In.28/D.1/TL.01/11/2019

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

Nama : **INDAH DWI AGUSTIN**
NPM : 1501070256
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

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

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

Dikeluarkan di : Metro
Pada Tanggal : 06 November 2019

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47298; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3643/In.28/D.1/TL.00/11/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KETUA UPT PERPUSTAKAAN IAIN
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3642/In.28/D.1/TL.01/11/2019, tanggal 06 November 2019 atas nama saudara:

Nama : **INDAH DWI AGUSTIN**
NPM : 1501070256
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di UPT PERPUSTAKAAN IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF DISJUNCTION USED IN UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT AT 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, 06 November 2019
Wakil Dekan I,

[Signature]
Dra. Asti Fatonah MA
NIP. 19670531 199303 2 003



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

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

**SURAT KETERANGAN IZIN RISET
Nomor : P.41/In.28/U.1/OT.01/11/2019**

Berdasarkan Surat Tugas Nomor : B-3643/In.28/D.1/TL.01/11/2019 tanggal 06 November 2019 tentang Permohonan izin Riset di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

Nama : INDAH DWI AGUSTIN
NPM : 1501070256
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Untuk mengadakan Izin Riset penelitian yang berjudul : "AN ANALYSIS OF DISJUNCTION USED IN UNDERGRADUATE THESIS OF ENGLISH DEPARTMENT AT IAIN METRO" di Perpustakaan IAIN Metro.

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

Metro, 22 November 2019
Kepala Perpustakaan,



Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808511981031001



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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

Nomor : B-3457 /In.28.1/J/PP.00.9/10/2019
 Lamp : -
 Hal : **BIMBINGAN SKRIPSI**

24 Oktober 2019

Kepada Yth:

1. Dr. Umi Yawisah, M.Hum (Pembimbing I)
 2. Eka Yuniasih, M.Pd (Pembimbing II)
- Dosen Pembimbing Skripsi
 Di -
 Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Indah Dwi Agustin
 NPM : 1501070256
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris
 Judul : An Analysis Of Disjunction In Undergraduate Thesis Of English Departement Students At IAIN Metro

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan ± 1/6 bagian
 - b. Isi ± 2/3 bagian
 - c. Penutup ± 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan



A. Subhan Roza, M.Pd
 NIP. 1975081052006091049



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

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

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1148/ln.28/S/U.1/OT.01/12/2019**

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

Nama : INDAH DWI AGUSTIN
NPM : 1501070256
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070256.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 18 Desember 2019
Kepala Perpustakaan

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



Observation Sheet

No	Students Name	Aspect	Sub-Aspect	Available	Not Available
		The Types of Disjunction Frequently Used in Undegraduate Thesis of English Department Students at IAIN Metro in the Academic Year of 2018/ 2019	a. Style Disjunction		
			1) Seriously		
			2) Strictly		
			3) Personally		
			4) Bluntly		
			5) Generally		
			6) Confidentially		
			7) Frankly		
			8) Honestly		
			9) To be precise		
			10) May say so		
			11) Literally		
			12) Truthfully		
			13) Truly		
			14) Roughly		
			15) Flatly		
			16) Broadly		
			17) Crudely		
			18) Metaphorically		
			19) Naturally		
			20) Incredibly		
			21) Sensibly		
			22) (un)surprising		
			23) True (or not)		
			24) Whatever the reason		
			b. Attitudinal Disjunction		
			1) Obviously		
			2) Understandably		
		3) Wisely			
		4) To our Surprise			
		5) Of Course			
		6) To be Sure			
		7) Actually			
		8) Admittedly			
		9) Certainly			
		10) Really			
		11) In fact			
		12) In reality			
		13) Clearly			
		14) Definetely			

			15) Indeed		
			16) Apparently		
			17) Plainly		
			18) Surely		
			19) For certain		
			20) For sure		
			21) Fortunately		
			22) Unfortunately		
			23) More Important		
			24) Fairly		
			25) Assuredly		
			26) Avowedly		
			27) Decidedly		
			28) Incontestably		
			29) Incontrovertibly		
			30) Simply		
			31) Indisputably		
			32) Surely		
			33) Unarguably		
			34) Undeniably		
			35) Undoubtedly		
			36) Unquestionably		
			37) Arguably		
			38) Allegedly		
			39) Conceivably		
			40) Doubtless		
			41) Quite (etc) Likely		
			42) Maybe		
			43) Perhaps		
			44) Possibly		
			45) Presumably		
			46) Purportedly		
			47) Reportedly		
			48) Reputedly		
			49) Supposedly		
			50) Evidently		
			51) Manifestly		
			52) Patently		
			53) Seemingly		
			54) Factually		
			55) Only Apparently		
			56) Formally		
			57) Hypothetically		
			58) Ideally		

			59) Nominally Officially		
			60) Ostensibly		
			61) Outwardly		
			62) Superficially		
			63) Technically		
			64) Theoretically		
			65) Principle-Basically		
			66) Essentially		
			67) Fundamentally		
			68) Surprisingly		
			69) Amazingly		
			70) Astonishingly		
			71) Curiously		
			72) Funnily Enough		
			73) Incredibly		
			74) Ironically		
			75) Oddly		
			76) Remarkably		
			77) Strangely		
			78) Suspiciously		
			79) Unexpectedly		
			80) Appropriately		
			81) Inevitably		
			82) Naturally		
			83) Not Unnaturally		
			84) Predictably		
			85) Typically		
			86) Annoyingly		
			87) Delightfully		
			88) Disappointingly		
			89) Disturbingly		
			90) Refreshingly		
			91) Regrettably		
			92) Happily		
			93) Unhappily		
			94) Luckily		
			95) Unluckily		
			96) Sadly		
			97) Tragically		
			98) Amusingly		
			99) Conveniently		
			100) Hopefully		
			101) Mercifully		
			102) Significantly		

			103) Thankfully		
			104) Correctly		
			105) Incorrectly		
			106) Justly		
			107) Unjustly		
			108) Rightly		
			109) Wrongly		
			110) Artfully		
			111) Cleverly		
			112) Cunningly		
			113) Foolishly		
			114) Prudently		
			115) Reasonably		
			116) Unreasonably		
			117) Sensibly		
			118) Shrewdly		
			119) Wisely		
			120) Unwisely		

Field Note Table

Field Note Result		
No	Date	Notes
1	06/11/2019	I went to IAIN Metro library to ask permission research by attaching an assignment letter and research permit that I gave to the officer.
2	07/11/2019	I asked the library officer for permission to conduct research by showing the research permit. I analyzed undergraduate thesis 2018/2019 including DP, TA, R, RPS, and AK.
3	08/11/2019	I asked the library officer for permission to conduct research by showing the research permit. I analyzed undergraduate thesis 2018/2019 including RW, WTW, DAA, S, and LM.
4	11/11/2019	I asked the library officer for permission to conduct research by showing the research permit. I analyzed undergraduate thesis 2018/2019 including KO, BO, NR, DC, and TA.

DOCUMENTATION RESEARCH

1. The researcher collected data undergraduate thesis of English Department at IAIN Metro in the Academic Year 2018/ 2019.



2. The researcher analyzed the use of disjunction in undergraduate thesis 2018/ 2019 including DP, TA, R, RPS, and AK.



3. The researcher analyzed the use of disjunction in undergraduate thesis 2018/ 2019 including RW, WTW, DAA, S, and LM.



4. The researcher analyzed the use of disjunction undergraduate thesis 2018/ 2019 including KO, BO, NR, DC, and TA.



CURRICULUM VITAE



The name of a researcher is Indah Dwi Agustin. She was born in Metro on August 12th, 1996. She is the second child of happy couple Mr. Syamsudin and Mrs. Kartini. She has graduated from Elementary school (SD N 5 Metro Pusat) on 2009. And then she continued her study in Junior High School (SMP Kartikatama Metro) and graduated on 2011. After graduated from Junior High School, she continued to Senior high school (SMA Negeri 4 Metro) and graduated on 2014. And on 2015 she continued her study as a student of S-1 English Education Department of State Institute for Islamic Studies Metro (IAIN Metro).