AN UNDERGRADUATE THESIS

AN ANALYSIS ON GRAMMATICAL COHESION FOUND IN UNDERGRADUATE THESES OF ENGLISH EDUCATION DEPARTMENT STUDENTS AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

BY:

NIA ZAINIAH

STUDENT.ID. 14121817

Tarbiyah And Teacher Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1440 H / 2018 M

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Presented as a Partial Fulfilment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

In English Education Study Department

BY:

NIA ZAINIAH

STUDENT.ID. 14121817

Tarbiyah And Teacher Training Faculty

English Education Department

Sponsor: Dr. Mahrus As'ad, M.Ag.

Co-Sponsor: Ahmad Subhan Roza, M.Pd.

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1440 H / 2018 M

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

APPROVAL PAGE

Title : AN ANALYSIS ON THE DESCRIPTIVE PARGRAPH WRITING COHESION AMONG THE UNDERGRADUATE THESIS OF THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

Name : Nia Zainiah

Students Number : 14121817

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To bediscussed in the thesis (munaqosyah) in Tarbiyahand Teacher Training Faculty of State Islamic Institute of Metro.

Sponsor

Metro, oktober 2018
Co-sponsor

Dr. Mahrus As'ad, M.Ag
NIP. 19620215 199503 1 001

Ahmad SubhanRoza, M.Pd
NIP. 19750610 200801 1 01

The Head of English Education Department

Ahmad SubhanRoza, M.Pd
NIP. 19750610 200801 1 01

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NOTIFICATION LETTER

Number   :

Appendix   :

Matter   : **In order to hold the munaqosyah**
of Nia Zainiah

To: The Honorable the
Dean of Faculty of Tarbiyah and Teacher
Training
State Islamic Institute ofMetro

Assalamu'alaikum, Wr. Wb

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

Name   : Nia Zainiah

Students Number : 14121817

Title   : AN ANALYSIS ON THE DESCRIPTIVE PARGRAPH WRITING COHESION AMONG THE UNDERGRADUATE THESIS OF THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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

Wassalmu'alaikumWr.Wb

Sponsor

Dr. Mahrus As'ad, M.Ag
NIP. 19620215 199503 1 001

Metro, oktober 2018
Co-sponsor

Ahmad SubbanRoza, M.Pd
NIP. 19750610 200801 1 01

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NOTA DINAS

Nomor   :

Lampiran :

Perihal   : **Mohon dimunaqosyahkan Skripsi**

          Saudari Nia Zainiaah

Kepadayth,

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Institut Agama Islam Negeri(IAIN) Metro

Assalamualaikum Wr.Wb.

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

Name   : Nia Zainiah

Students Number : 14121817

Judul Skripsi   : AN ANALYSIS ON THE DESCRIPTIVE PARGRAPH WRITING COHESION AMONG THE UNDERGRADUATE THESIS OF THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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

Metro, oktober 2018

Sponsor   Co-sponsor

Dr. Mahrus As'ad, M.Ag   **Ahmad SubhanRoza, M.Pd**
NIP. 19620215 199503 1 001   NIP. 19750610 200801 1 01

RATIFICATION PAGE

No. B-3327/In-28-1/D/PP-00-9/10/2018

An Undergraduate thesis entitled: AN ANALYSIS ON GRAMMATICAL COHESION FOUND IN UNDERGRADUATE THESES OF ENGLISH EDUCATION DEPARTMENT STUDENTS AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO, written by Nia Zainiah, student number 14121817, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Wednesday, Oktober 24th 2018 at 10.00-12.00 p.m.

BOARD OF EXAMINERS:

Chairperson	: Dr. Mahrus As'ad, M.Ag.	(.............................)
Examiner I	: Dr. Umi Yawisah, M.Hum.	(.............................)
Examiner II	: Ahmad Subhan Roza, M.Pd.	(.............................)
Secretary	: Eka Yuniasih, M.Pd	(.............................)

The Dean of Tarbiyah and Teaching Training Faculty,

Dr. Akla, M.Pd,
NIP. 19691008 200003 2 005

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AN ANALYSIS ON GRAMMATICAL COHESION FOUND IN UNDERGRADUATE THESES OF ENGLISH EDUCATION DEPARTMENT STUDENTS AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

ABSTRACT

By: Nia Zainiah

The purpose of this research to understand and explain about kinds of grammatical cohesion which found on the descriptive paragraph writing in the undergraduate theses made by students English Education Department in 2017/2018, and to know the dominant kinds of grammatical cohesion that used.

This research is qualitative research. The data collected through *documentation,* and *observation.* Additionally, this research applied Miles and Huberman model, to analyze the research data through some step, namely, *data collection, data reduction, data display* and *drawing conclusion.* In this research the researcher took 10 writing descriptive paragraph on undergraduate theses as her purposive sampling. 9 from writing descriptive paragraph on chapter I consist of one until two paragraph and 1 curriculum vitae.

The result of the research show of the use conjunction on grammatical cohesion types is the highest found in the students' writing descriptive paragraph than other types. Likewise, the kinds of grammatical cohesion written by the students' are 71 reference items (29%), 37 ellipsis items (15%), 5 substitution items (2%), and the last is 131 conjunction items (54%). In conclusion, the student' most dominant used *conjunction* in writing, especially in writing descriptive paragraph.

Keywords: *grammatical cohesion, descriptive paragraph, undergraduate thesis*

ANALISIS KOHESI GRAMATIKAL YANG TERDAPAT DALAM SKRIPSI MAHASISWA BAHASA INGGRIS PADA INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO

ABSTRAK

Oleh: Nia Zainiah

Tujuan penelitian ini adalah untuk memahami dan menjelaskan jenis kohesi gramatikal yang terdapat pada tulisan deskriptif paragrap didalam skripsi yang di buat oleh mahasiswa tadris bahasa inggris tahun 2017/2018, dan untuk mengetahui jenis dominan kohesi gramatikal yang digunakan.

Penelitian ini adalah penelitian kualitatif. Data dikumpulkan melalui dokumentasi dan observasi. Model *Miles* dan *huberman* digunakan untuk menganalisis data penelitian melalui beberapa langkah, seperti, *data collection, data reduction, data display* and *drawing conclusion.* Dalam penelitian ini, peneliti mengambil 10 deskriptif paragrap pada skripsi sebagai sampel. 9 dari tulisan deskriptif pragrap pada BAB I yang terdiri dari satu sampai dua paragrap dan 1 dari biodata.

Hasil dari penelitian ini menunjukan bahwa dalam penggunaan *conjunction* dari tipe-tipe kohesi gramatikal merupakan yang paling banyak ditemukan pada tulisan mahasiswa. Kemudian, persentase dari referenece sebanyak 71 buah (29%), ellipsis sebanyak 37 buah (15%), substitution sebanyak 5 buah (2%), dan yang terakhit adalah conjunction sebanyak 131 buah (54%). Kesimpulannya, para mahasiswa paling dominant menggunakan conjunction dalam menulis, khusus nya menulis deskriptif paragrap.

Kata kunci: *deskriptif paragrap, kohesi gramatika, skripsi.*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name	: NIA ZAINIAH
NPM	: 14121817
Faculty	: Tarbiyah
Department	: English Education Department (TBI)

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

Metro, Oktober 2018

The writer

Nia Zainiah
St. 14121817

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ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama	: NIA ZAINIAH
NPM	: 14121817
Fakultas	: Tarbiyah
Jurusan	: Tadris Bahasa Inggris (TBI)

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

Metro, Oktober 2018

Penulis

Nia Zainiah
St. 14121817

MOTTO

وَهُوَ مَعَكُمْ أَيْنَ مَا كُنْتُمْ

"And he is with you wherever you are"
(QS.Al-Hadid verse 4)

"Smart is what you become, not something you are"
(Anonim)

DEDICATION PAGE

This undergraduate thesis would dedicate to the:

1. My parents bapak Darwito and ibu supiah, who always pray and support to be efficacious in my study.

2. My younger sister, Nur Aristia Wati and my younger brother, Ahmad Marzuki Dausman who always give sweet smile. Thanks for your goodness.

3. Semis' family.

4. All of my family English education department 2014.

5. My beloved Almamater at State Institute for Islamic Studies of Metro.

ACKNOWLEDGEMENT

Bismillaahirrahmaanirrahiim, praises be to Allah SWT, The Most Gracious, The Most Merciful, who has given mercies and blessing to the researcher so that she is able to finish this undergraduate thesis. Shalawat and salaam may always be given to holy world leader, prophet Muhammad SAW, the man of any good deeds who never think it hard for the sake of better way of Islamic life.

This undergraduate thesis entitles "An Analysis on the Descriptive Paragraph Writing Cohesion Among the Undergraduate Thesis of the State Institute for Islamic Studies of Metro".

The greatest who also be addressed to Dr. Hj. Akla, M.Pd as the Dean of Tarbiyah and Teacher Training Faculty, Ahmad Subhan Roza, M.Pd as The head of English Education Department. Beside that, she want to say thankful to Dr. Mahrus As'ad, M.Ag. as Sponsor and Ahmad Subhan Roza, M.Pd. as Co-Sponsor that have guide her give understanding and motivation in the process of completing this undergraduate thesis. The credits also go to English lectures of English Education Program and official employers of State Institute for Islamic Studies of Metro that helped the researcher in this research and do not forget too The researcher would like to express her sincere gratitude to her beloved parents, bapak darwito, ibu supiah, her sister Risti, and her brother Daus, who always give support, motivation and prayer to her study.

Finally, the researcher realizes that this undergraduate thesis is still imperfect.

Therefore, critique and suggestion are needed to build up this

undergraduate thesis to be better. The researcher hopes that the result of the research can be meaningful benefit for the researcher especially and for our campus and all readers generally.

<div align="right">

Metro, 24 oktober 2018

The researcher

Nia Zainiah
14121817

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CHAPTER I

INTRODUCTION

A. Background of study

English becomes an international language that people should know about. In Indonesia there are some foreign languages such as Arabic, Japanese, Mandarin and English. In Indonesia, English is the most widely learnt foreign language. English is learn from elementary school until university. It can be inferred that English is a significant language for Indonesian people.

Because of the importance of English in the world, our government has taken it into curriculum and made it becomes one of subjects included in national final examination. English is taught to provide and enable the students to have four language skills namely; listening, speaking, reading and writing.

Among the four basic skills, writing is one of the most widely used and, in the same time, the most complex skills. It can be seen obviously in daily life that writing can produce a letter, an application letter, a diary book and a script writer. Writing is a process of communication which uses a conventional graphics system to the readers. By writing, the students can explore their ideas and knowledge. Furthermore, the form of communication uses written language forms such as words, sentences, punctuation, and good structure. The messages of writing should be understandable to the reader. There are many kinds of writing such as; narrative, procedure, report, recount and descriptive paragraph etc.

In academic writing, cohesion is an important factor because a good writing needs cohesion well. Cohesion is the correlation between sentences in a paragraph of grammatical cohesion or lexical cohesion. We can understand the paragraph if we understand about cohesion well that not only know about language but also of the knowledge of reality about the paragraph. Paragraph or text is called cohesion if the form of sentences found cohesion on grammatical or lexical aspect. Grammatical cohesion consists of reference, substitution, ellipsis, and conjunction. Lexical cohesion consists of synonym, hyponymy, antonym, repetition and collocation.

Based on the explanation above, the researcher is interested in analyzing grammatical cohesion on descriptive paragraph writing in Undergraduate Thesis by students English education department. The researcher got the data of Grammatical Cohesion on Descriptive Paragraph on undergraduate Thesis result from analyzing several Undergraduate Thesis of the State Institute for Islamic Studies of Metro. It can be seen from the example below:

Written by: YT

Writing is one of the important skills which are taught in the school. **It** is caused that students can share **their** information, experience, and ideas in the written text. In other word, writing is more prioritized by many institutions than other skills. Consequently, writing has been widely applied in almost countries around the world as a standard of English proficiency. Writing is widely incorporated various genders of paragraph namely descriptive, expository, narrative, and argumentative. Argumentative is the essential *one* among of various genres of paragraph. Argumentative paragraph is a genre of writing that requires the student to investigate a topic, collect, generate, and evaluate evidence, and establish a position on the topic in a concise manner. Moreover,

argumentative paragraph is the kind of paragraph composed to give some arguments about an issue.[1]

Based on the paragraph above taken from chapter I paragraph 1 by YT, it can be concluded that, the students used grammatical cohesion in descriptive paragraph.

The researcher found three categories of grammatical cohesion, namely reference, conjunction and substitution. The bold words are reference, the underline words are conjunction and the italic word is substitution. While, there is no another grammatical cohesion, this is ellipsis. The researcher found "reference" in the second sentence **"Writing is one of the important skills which are taught in the school. It is caused that students can share their information, experience, and ideas in the written text."** Referent **it** refers to Writing, and **their** refers students. Beside that, the researcher found "conjunction" in the second sentence **"It is caused that students can share their information, experience, <u>and</u> ideas in the written text."** conjunction <u>and</u> is used to connect the sentence. And the researcher also found "substitution" in the six sentence **"Writing is widely incorporated various genders of paragraph namely descriptive, expository, narrative, and argumentative. Argumentative is the essential *one* among of various genres of paragraph"** substitution *one* is substitute descriptive, expository, narrative, and argumentative. But in this paragraph above, the researcher also found missed used grammatical cohesion

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[1] The result of presurvey *Grammatical Cohesion in Students Writing Descriptive Paragraph in Undergraduate Thesis,* on April 27, 2018, Chapter I. p.1.

in the second sentence "It is <u>caused</u> that students can share their information, experience, and ideas in the written text." Conjunction <u>caused</u> should be change <u>because</u> and the words it is can be delete. Conjunction "caused" is what make something happen and "because" is explanation that people or noun give for why something is done. In this sentence pointed that writing is important to learn it is mean that in the sentence need reason that why writing is important to learn.

Furthermore, to accomplish determination of the writer precisely and excellently, a writing paragraph should be written cohesively. It can be understood that good writing needs cohesion aspect to make the writing is good in order to the readers can understand of the writer purpose easily. In this research, the researcher focuses on grammatical cohesion to be analyzed in the students descriptive paragraph writing from chapter I and curriculum vitae.

Therefore, the researcher is interested to conduct a research entitled an analysis on the descriptive paragraph writing cohesion among the undergraduate thesis of the State Institute for Islamic Studies of Metro in 2017/2018.

B. Focus of Study

In this research the researcher focused on an analyzing grammatical cohesion in the students' descriptive paragraph writing. "An Analysis on the Descriptive Paragraph Writing Cohesion Among the Undergraduate Thesis of the State Institute For Islamic Studies of Metro"

C. Research Question

Regarding the background of the study, the researcher formulated the research question as follows:

1. What kinds of grammatical cohesion are encountered in students descriptive paragraph writing on undergraduate thesis of the State Institute for Islamic Studies of Metro in 2017/2018 ?

2. What is the dominant kind of grammatical cohesion existing in students descriptive paragraph writing on the undergraduate thesis of the State Institute for Islamic Studies of Metro in 2017/2018 ?

D. Objective And Benefit the Study

1. Objective of the Study

    a.   To find out kinds of grammatical cohesion are encountered in students descriptive paragraph writing on undergraduate thesis of the State Institute for Islamic Studies of Metro in 2017/2018.

    b. To know the dominant kinds of grammatical cohesion in students descriptive paragraph writing on undergraduate thesis of the State Institute for Islamic Studies of Metro in 2017/2018.

2. Benefit of the study

    Overall, this research is aimed to be helpful to give good information to increase the quality of descriptive paragraph on undergraduate thesis of the State Institute for Islamic Studies of Metro. Specifically, it hope to have benefit as follows:

    a. Practical

By doing this research, the researcher hopefully could give the contribution knowledge and consciousness about how importance the mastering grammatical cohesion..

b. Theoretical

This research can be used as an additional reference for the next researcher, especially those who are interested in the study of discourse analysis on cohesion.

E. Prior Research

There have been some previous researches on grammatical cohesion. The first is the study by Zuhroul Lailatul Rohmah entitled " An Error Analysis of Grammatical Cohesion in Analytical Exposition Text at The Eleventh Grade of SMA 2 Metro ". This study is conducted in year 2016 that is aimed to identify the error of grammatical cohesion in analytical exposition text. The result showed that frequency of using reference is 44%, substitution is 12%, ellipsis is 12%, and conjunction is 32%.[2]

Additionally, a research by Sari Kusumaningrum entitled " Error Analysis on The Use of Cohesive Devices in the Students' Argumentative Writing" that is aimed to investigate the cohesive errors in students'

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[2] Zuhroul Lailatul Rohmah, *An Error Analysis of Grammatical Cohesion in Analytical Exposition Text at The Eleventh Grade of SMA 2 Metro*, (Metro:2016), p.88.

argumentative writing. The result show that the students' make errors on using reference 62,2%, lexical cohesion 19,2% and conjunction 18,6%.[3]

Another prior research was entitled by Wahyu Dyah Nur Anis Wachidah "An Analysis of Cohesion and Coherence in the Students' Writing Text" that is aimed to identify the types of cohesion and coherence in the students' writing. The result show that cohesion is 1316 items and coherence is 940 items.[4]

The difference between this research and the three above prior researches is that the research is focused on analysis grammatical cohesion meanwhile the prior research are focused on the different type of the text and have similar analysis grammatical cohesion.

Based on the researcher above it indicates that grammatical cohesion is important in writing process. As a result the research will conduct in research in term of analysis grammatical cohesion which progresses in writing product, especially descriptive paragraph writing on undergraduate thesis of the State Institute for Islamic Studies of Metro in 2017/2018.

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[3] Sari Kusumaningrum, *Error Analysis on The Use of Cohesive Devices in the Students' Argumentative Writing*, (Semarang: 2013), p. 96

[4] Wahyu Dyah Nur Anis Wachidah, *An Analysis of Cohesion and Coherence in the Students' Writing Text,* (Salatiga: 2016), p. 92

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Descriptive Paragraph Writing

1. The Definition of Descriptive Paragraph Writing

Etymologically, writing is a method that is used by human to do intercommunication by means, marks or symbols that are usually visible.[9] Terminologically, these are so many experts that have different definitions for writing, but here to avoid too wide discussion, the researcher takes two definition according to the experts as follow:

Barli Bram states in principle, to write means to try to produce or produce writer message. Besides that, Brown stated writing is a process to end up to thinking something you can not started our thinking.[1] Based on the statement the researcher can assume that writing is used for communicating one's idea in written form to readers.

Moreover, Paragraph is a part of written text. A paragraph is a group about 6-12 sentences about single topic.[1] A paragraph can give information, tell an opinion, explain something, or even tell a short story. Furthermore, paragraph is the basic unit of academic writing in English.[1] On the other word, a paragraph is a group of sentences concerned with

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[9] R.R Jordan, *Academic Writing Course,* (England: Longman, 2003), p. 41.
[1] H. Doughlas Brown, *Teaching by Principle,* p. 344.
[1] Dorothy E. Zemach and Carlos Islam, *paragraph writing from sentence to paragraph,* (Oxford : Macmillan Education, 2005), p. 11
[1] Chynthia A. Boardman, *writing to communicate 2: paragraphs and essays, third edition,* (pearson education 2008) p.3

developing or expressing a single topic (one main idea).[1] Likewise, paragraph is a main unit of composition, as important to the writer as the sentence or the phrase.[1] Based on the statement, the researcher assumes that paragraph is about union of some sentences which explain one topic. There are many kinds of paragraph namely; narrative, procedure, report, recount and descriptive paragraph etc. In this time, the researcher will discuss about descriptive paragraph.

Afterwards, Karen Blanchard and Christine Root assert that description is to create a picture using words. The most important part of writing a description is using clear and effective words that create exactly the picture you want.[1] An addition, Allice Oshima stated that descriptive writing appeals to the senses, so it tells how something looks, fells, smells, tastes, and sounds. A good description is a word picture the reader can imagine the object, place or person in his or her mind.[1]

Based on the explanation above, the researcher regards that the descriptive writing is description of particular thing, animal, persons, place, or others in a way to visualize it. The social function of descriptive paragraph is to describe a particular person, place, or thing.

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[1] Gayle Feng-Checket, *the write start sentences to paragraph, fourth edition,* (Wadsworth: 2006) p. 133
[1] Alastair Fowler, *How to write,* (Oxford : University perss), p. 32
[1] Karen Blanchard and Christine Root, *Ready To Write,* (California: Harvard University, 1994), p.57.
[1] Allice Oshima, *Introduction to Academic Writing (Third Edition),* (England: Pearson Longman,2007), p.61.

2. The Characteristics of Descriptive Paragraph

Descriptive paragraph has characteristics as bellow:

a. The Generic Structure of Descriptive Paragraph

- Identification of the phenomenon to be described.

- Description of the phenomenon in parts, qualities, or characteristics.

b. Language Features.

1) Focus on specific participants.

- a particular class or thing, person or place (e.g. The Teacher, My Pet, Garden).

2) Using attributive and identifying process.

- additional adverbs of the subject mentioned (e.g. adjective clause, adjective phrase, and linking verb).

3) Using simple present tense.

- The sentence pattern used is simple present because it tells the fact of the object described.

4) Using action verb.

- verbs that show an activity (e.g. run, sleep, walk, cut and etc).[1]

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[1] **Agustina Prihatiningsih,** *Developing materials for teaching descriptive texts through Facebook for year seven students of junior high school*, (english education journal, vol.1 no.1 november 2011), p. 20

3. The Constructing Good Paragraph

Zemach and Rumisek usually propose that there are three basic parts of a descriptive paragraph, as follow as:[1]

a) The topic sentence

The topic sentence is the important part of a paragraph. It introduces the topic and tells the readers what the writer will say about the topic. It is usually at the beginning of a paragraph, and it is the most general sentence of the paragraph.

b) The supporting sentences

In a paragraph, the supporting sentences are the data of the topic sentence. They contain some relevant information about the topic sentence. They related to the main topic which is introduced by the topic sentence. They develop, explain and give the topic sentence details of a topic.

c) The concluding sentence

The final sentence of a paragraph is called the concluding sentence. The concluding sentence always leaves the readers with something to think about. The concluding sentence restates the main idea. It closes the paragraph. It should not introduce new point.

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[1] Dorothy E Zemach and Lisa A Rumisek, *College Writing From Paragraph tp Essay,opcit,* p. 12

Besides that, Boardman and jia Frydenberg explain the characteristics of a good paragraph are the factors: coherence, cohesion and unity. Furthermore, the explanations of the characteristic of good writing of a descriptive paragraph as follow as:[1]

a) Coherence

A good paragraph must have coherence. It means there is the relationship between one sentence and to the others. If writing is unified and coherent, the readers can easily understand the main points.[2] A paragraph is coherent if the movement from one sentence to the next is logical, smooth and natural.

In addition, to achieve coherence, the writer needs to use the transitions, such as; however, furthermore, although, finally, therefore, then, and, because and others. Without transitions, it is difficult for the writer to produce a coherent paragraph.

b) Cohesion

The other characteristic of a good paragraph of a descriptive paragraph is cohesion. A paragraph has cohesion when all of the supporting sentences connect to each others.[2] That method is called cohesive devices. It is words and phrases that connect sentences and paragraphs together. There are four important cohesive devices, such

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[1] Cynthia A. Boardman and Jia Frydenberg,, *op. cit.,* p. 18
[2] Chynthia A. Boardman, *writing to communicate 2: paragraphs and essays, third edition,* (pearson education 2008) p.18
[2] Ibid, p. 23

as; connectors, definite article, personal pronouns and demonstrated pronoun.

c) Unity

The last characteristic, a paragraph also must have a unity. A paragraph has a unity when all of the sentences support a single idea.[2] It means that all sentences in a paragraph only discuss one main idea. So, all the sentences must discuss the same main idea. If we want to write the others idea, you can write in the next paragraph.

A unity can be achieved as long as the paragraph has a good, clear topic sentence. If not, we might include irrelevant information into the paragraph which we are writing.

People

Jack Collins

TOPIC SENTENCE	Jack Collins is the most amazing person i have ever met. He came to my school and talked about his difficult life in prison.
DESCRIBING SENTENCES	He was in prison for 15 years. He made a lot of mistakes when he was young, but now he has changed his life. He saw a lot of violence in prison, so he uses his experience to help high school students. Jack is tall and strong. He also looks a little scary because he has some spider tattoos. The thing i remember most is his sensitive personality. He really want to help young people. I have never met anyone like jack before. [2]

[2] Ibid, p. 25

[2] Dorothy E. Zemach and Carlos Islam, *paragraph writing from sentence to paragraph,* (Oxford : Macmillan Education, 2005), p. 26

Based on the example above, the first sentence is topic sentence. The topic of the example above is jack Collins. The second until the last sentences is describing sentences that explain about jack Collins.

B. The Concept of Grammatical Cohesion

1. The Definition of Grammatical Cohesion

The term of cohesion has been described in many ways. Many researchers determine that cohesion has relationship to regarding idea which is relevant to connect between sentence and phrase. Cohesion is refers to relation of meaning that exist within the paragraph, and that define it as a paragraph.[2] Cohesion is a more technical matter since[4] it is here that we concentrate on the various linguistic ways of connecting ideas across phrase and sentence.[2] And the other word Cohesion is the relationship[5] between one sentence to the other sentences in a paragraph. The relationship of meaning which happen in a text consist of lexical and grammatical devises. Similarly, study of cohesion is an important aspect of the relationship which concern word, phrase, clause, and sentence. It can be said that study cohesion is very needed to produce sentence or clause in order great writing can be created.

Grammatical cohesion is constructed by the grammatical structures each component tie each other. Furthermore, Grammatical cohesion deals with grammatical and semantic connections. Halliday and

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[2] M.A.K., Halliday and Ruqaiya hasan, *cohesion in english*,[4] (london: Longman Group Limited, 1976), p. 4.
[2] Jeremy Harmer, *The Practice of English Language Teaching Third Edition,*[5] (Longman), P. 246

Hassan state that grammatical cohesion can be divided into reference, substitution, ellipsis and conjunction. This theory is the main theory of this research.

2. **Kinds of grammatical cohesion**

There are four types of grammatical cohesion namely: reference, ellipsis, substitution, and conjunction. Those are:

a. **Reference**

Reference is one of grammatical cohesion device in a paragraph that can only be interpreted with either to some other aspect of the paragraph or to the world experienced by the writer to the reader of the paragraph. Reference refers to systems which introduce and track the identifying of participants through paragraph.[2] Nevertheless, reference is the specific nature of the information that is signaled for retrieval.[2] Likewise, system of reference consents us to track participants through paragraph and to realized where they appear. This is example of reference:

Daus buys **a book**.

He reads **it** accurately.

Based on the sentences of example above, **He** refers to **Daus** and **It** refers **a book**. **He** and **it** show about the information that got

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[2] Gerrot and Wignell, *Making Sense of Functional Grammar,* (Australia: Gerd Stabler.1994), p. 170

[2] M.A.K,Hallyday, *Cohesion in English,* p. 31   7

something back elsewhere in the paragraph or text. Reference divided into two categories as follows:

Exophora consists exercise that need the reader to look out of the paragraph to translate the reference.[2] It indicates situational reference.

Example:

That must have cost a lot of money.

In the example above, we must look out of the situation to got the meaning of the sentence.

Endophora is a general name of reference in the paragraph.[2] this reference divided into two types, namely anaphora and cataphora.

Besides that, Halliday and Hasan identify three sub-types of referential cohesion personal, demonstrative, and comparative.[3] These various devices enable the writer or speaker to make multiple references to people and things in the paragraph.

1) Personal Reference

Personal reference items are indicated through pronouns and determiners.[3] They serve to identify objects and individuals that named at some other point in a sentence or paragraph. this is sample of personal reference.

Risti is a smart student. **She** get a good score.

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[2] M.A.K,Halliday, *Cohesion in English,* p. 33
[2] ibid
[3] David Nuna, *Introducing Discourse Analysis,* (England: Penguin Books, 1993), p. 23
[3] M.A.K,Halliday, *Cohesion in English,* p. 43

The subject **She** in the second sentence is to state the subject of the first sentence **Risti.**

2) Demonstrative Reference

Demonstrative references expressed through determiners and adverb.[3] These items can represent a single word [2] or phrase, or much longer chunks of text – ranging across several paragraphs or even several pages.

This is sample of demonstrative reference.

I like **the birds** and i like **the cats**. **These** are my favorite animals.

Determiner "**these**" in the second sentence is to express the birds and the cats in the first sentence.

3) Comparative Reference

Comparative reference is expressed through adjectives and adverbs and serves to compare items within a paragraph in terms of identity or similarity.[3] This is an example of [3] comparative reference.

It is the same bird as **the one** we saw yesterday.

The one is expressed the similar **bird that they saw yesterday.**

b. **Ellipsis**

Halliday and Hasan deal with substitution and ellipsis separately, although they do point out that these to types of cohesion

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[3] David Nuna, *Introducing Discourse Analysis,* (England: Penguin Books, 1993), p. 23
[3] Ibid, p. 24

are essentially the same.[3] Ellipsis is described as a form substitution[4] in which the original item is replaced by zero. Ellipsis changes a sentence to be a simple and short sentence without misunderstanding on the sentence.

Example:

Dewi **brought** some fruits and Munah some vegetables.

The structure of the second clause is a subject (munah) and complement (some vegetables). The verb bought in the second clause need not to be elicited because the reader or listener will know the meaning of the clause automatically. Same as the substitution, there are three types of ellipsis those are:

1) Nominal Ellipsis

The grammar of nominal ellipsis permits the omission of head nouns in a nominal.[3] This is an example: [5]

John and **smith** play an awful lot of sport. **Both are** incredibly energetic.

In the sentence above, there is a nouns omitted from the sentence. It is **"John** and **smith". John** and **smith** need not to be shown in the second sentence because **both are** also explain **"John** and **smith".**

2) Verbal Ellipsis

[3] Ibid   [4]
[3] M.A.K,Halliday, *Discourse in English,* p. 147   [5]

Verbal ellipsis common in all short from answers and response as in an example below of verbal ellipsis in response.[3]

Can you help me ?. yes, **I can**

In the second sentence there is word omission in the sentence. **'I can'** is represented as **I can help you.**

3) Clausal Ellipsis

The example below illustrates clausal ellipsis.

Get up quickly and open the door, if you **don't,** they will break it down.

In the sentence above, there is word omission in **'if you don't', 'don't'** stand in place of **'don't get up quickly and open the door'.**

c. **Substitution**

Substitution is replacement of one linguistics item by another. It is used when the writer or speaker intend to avoid the repetition of a word. Anyway, Halliday and Hasan state that substitution is replacement of one item by another.[3] Similarly, Miller states that the essential idea behind substitution is that a single word can substitute for a number of words hanging together as a phrase.[3] It indicates that substitution have function to substitute something in a paragraph. Halliday and Hasan classify the substitution into three functions, may

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[3] Ibid 167

[3] M.A.K,Halliday, *Cohesion in English,* p. 88

[3] Jim Miller, *An Introduction Syntax,* (Endinburgh: Endinburgh University Press, 1998), p. 15.

function as a noun, as a verb, or as a clause.[3] The following is a list of the items that occur as substitutes, the list is very short.

Nominal   : one, ones, same.

Verbal   : do, does.

Clausal   : so, not.

1) Nominal Substitution

Nominal substitution is one/ones always has function as head of a nominal group, and can substitute only for an item which is itself head of a nominal group.[4] As a following samples:

a) There are some **oranges** on the table. These **ones** for my brother.

2) Verbal Substitution

Verbal substitution is do or does. It operates as a head of verbal group, in the place that is occupied by the lexical verb and it is position is always final in the group.[4] As a following samples:

a) Alpi says you **drink too much**.

So **do** you.

3) Clausal Substitution

[3] M.A.K,Halliday, *Cohesion in English,* p. 90

[4] Ibid., p. 91

[4] Ibid,. P. 112

There is one of substitution in which what is presupposed is not an element within the clause but an entire clause. The words used as substitutes are so and not.[4] As a following samples:

a) Is it **going to rain**?

I think **so.**

d. Conjunction

Conjunction is the fourth and the last types of cohesive. Conjunction is rather different in nature from the other cohesive relation.[4] Conjunctive elements are cohesive not[3] in themselves but indirectly, by virtue of their specific meanings. With conjunction, we move into different type of semantic relation, one which is no longer any kind of a search instruction, but a specification of the way in which what is to follow is systematically connected to what has gone before.

Conjunction differs from reference, substitution and ellipsis in that it is not a device for reminding the reader of previously mentioned entities, actions and states of affairs.[4] In the other words, it is not what linguists call an anaphoric relation. However, it is a cohesive device because it signal relationship that can only be fully understood through reference to other parts of the paragraph. Below are types of conjunction.

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[4] Ibid,. P. 130
[4] M.A.K,Halliday, *Cohesion in English,* p. 226
[4] David Nuna, *Introducing Discourse Analysis,* (England: Penguin Books, 1993), p. 26

1) Additive Conjunction

      Additive relations simply add or substitute extra alternative clauses to a paragraph.[4] The example as follow:

She is a university student **and** my sister.

2) Adversative Conjunction

      Adversative relations select contrast and similarities between clauses or sentences.[4] An example as follow:

Septa loves Hamdan. **But**, he hates her.

3) Causal Conjunction

      Causal conjunction relations include of result, reason and purpose.[4] An example as follow:

Ana gets a good score in the final examination. **Because** she is a smart student.

4) Temporal Sequence Conjunction

      Temporal relations connect sentences or clauses depending on what the actions they take place at the same time or one after the other.[4] An example as follow:

Brick tea is a blend that has been compressed into a cake. It is taken mainly by the minority groups in china. **First,** it is ground to a dust. **Then** it is usually cooked in milk.

[4] M.A.K,Halliday, *Cohesion in English,* p. 244   [5]
[4] Ibid., p. 250   [6]
[4] Ibid., p. 256   [7]
[4] Ibid., p. 261   [8]

C. The Concept of Undergraduate Thesis

1. The Definition of Undergraduate Thesis

Academic writing at university level deals with undergraduate thesis. According to Alice, academic writing is kind of writing that is required for college or university; it differs from kind of rotting such as personal, literary, journalistic, or business writing.[4] In addition, scientific writing is an activity of exploring and investigating knowledge or information of open problems in scientific field.[5] Based on the explanation, it can be concluded that a scientific writing is used to investigate and explore a particular topic to the researcher.

In addition, undergraduate thesis is one of academic writing or scientific writing. Undergraduate thesis is the culmination of a college experience. Undergraduate thesis is at present, graded on the quality research, the significance of the contributions and the style of presentation.[5] In addition, undergraduate thesis is a type written manuscript, usually 100 to 400 page in length, in which the student addresses a particular problem in his chosen field.[5]

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[4] Alice Oshima and Aan Houge, *Writing English Academic*, (New York: Addision Wesley Longman) P. 2
[5] Baverly Ann Chin, *How to Write,* p. 1
[5] R (Chandra) Chandrasekhar, *How to Write a thesis: A Working Guide*, (AUSTRALIA: the University of Western Australia,2008), p. 2
[5] Umberto Eco, *How to Write a Thesis, (London: the MIT Press Cambridge,2015),p. 1*

Based on the statement above, the researcher considers that undergraduate thesis is activity or process of exploring knowledge or science in written language.

2. The Usefulness of Undergraduate Thesis

There are three ways to write a thesis that is useful after graduation. Those are:[5] [3]

a. Students can write thesis that becomes the foundation of a broader research project that will continue into the years ahead.

b. Writing thesis develops valuable professional skills.

c. To develop expertise in preparing clear and concise research reports useful for decision-making.

3. Element of Undergraduate Thesis

A good writing should completely consists some elements that include of the undergraduate thesis. The elements of the undergraduate thesis are:[5] [4]

a. Title

The title is the main point of the whole contents in the paper. It describes the content of the paper. It is the first part of the readers see from the paper. The title should be appropriate for the intended audience.

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[5] Umberto Eco, *How to Write a Thesis, (London: the MIT Press Cambridge,2015),p.* 5
[5] Ibid., p. 14 [4]

b. Abstract

        Abstract is summary of the paper; it contains general description of every research. It is located before the introduction of the paper. It is giving the reader a "preview" of what is to come.

c. Introduction

        introduction summarizes the relevant literature so that the reader will understand why you were interested in conducting the research in your chosen problem.

d. Theoretical

        In this part, students tackles the concept of social role as it appears in the writings of a chosen set of authors. In addition, theoretical is something that is based on an assumption or opinion by expert.

e. Method

        Method that are used by the researcher in conducting his research. The method includes collecting data, the researcher's role, validating ways, and so on.

f. Results

        Result reports outcome of the research after it is conducted. Generally result is presented in a table or figure. In this part, the researcher should present result clearly and clinically.

g. Discussion

Discussion contains explanation of the problem which is researched. This contains large explanation of the study. It is highlight of the most significant results not repetition of what the research has written in the results section.

h. Conclusion

Conclusion is a separate section as is the introduction. How conclusion are presentenced depends on the research done and it to be draw from the result of the research.

i. Appendices

Appendices includes copies of all correspondence, instrumentation, and other written communication used in carrying out the research.

j. Reference

Opinion of the expert that is cited by the researcher. It is used to empower the truth of the research. In the text, citing the literature should be in the appropriate places. In addition, reference will help the readers in finding their related to what the write research.

D. The Concept of Analysis Grammatical Cohesion

1. The Definition of Analysis

According to Gorys Keraf, analysis is a process to decipher something in parts that relevant others. Beside that, Komarrudin stated analysis is a activity to think to untie something totality become component

so that can able to know a sign of every component, the correlation between others and the function of all component that is integrated. While, Robert J. Schreiter analysis is reading a paragraph and arrange a signs in a message that delivered. In addition analysis is the classification and interpretation of linguistic (or visual) material to make statements about implicit and explicit dimensions and structures of meaning-making in the material and what is represented in it.[5]   [5]

Based on the statement above, the researcher can consider that analysis is a process to understand about something that relevant component. Analysis use to know about element of component in a paragraph, by analyzing we can know the correlation between element there are component in a paragraph.

2. **Theory Analysis**

Halliday and Hassan contribute the theory of analysis cohesion in types of cohesive relationship which can be formally established within a paragraph. Therefore, the main cohesive devices which bind a paragraph together are of two main categories, those are grammatical and lexical devices. The kinds of grammatical cohesive ties discussed by Halliday and Osisianwo are reference, substitution, ellipsis and conjunction.[5] The theory analysis of grammatical cohesion is represented below for explicitness.

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[5] Uwe flick, *Qualitative Data analysis,* (London: Sage, 2014), p. 5.
[5] Iqra Jabeen, et al, *Ellipsis, reference & substitution As cohesive devices the bear by anton chekhov,* (academic research international, vol.4 no.6 november 2013), p. 124-125
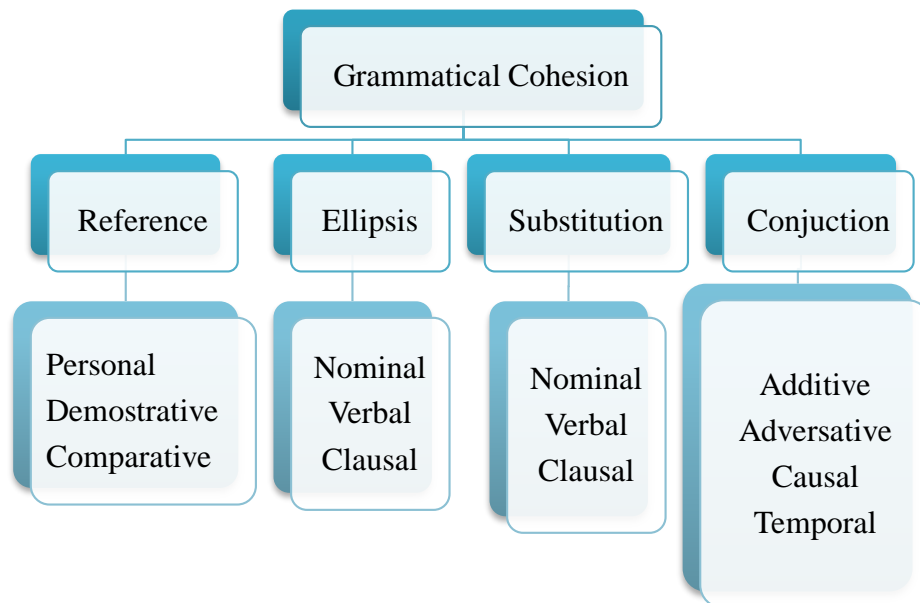
Figure 1. *Theory Analysis of Grammatical Cohesion by Halliday and Osisanwo.*[5]

Based on figure of the theory analysis of grammatical cohesion which is prepared by Halliday and Ossisanwo above, the researcher gathers this theory to analyze grammatical cohesion aspects. The aspect of grammatical cohesion are reference, ellipsis, substitution, and conjunction. Consequently, the researcher has practiced the theory to analyze grammatical cohesion aspects of the result of students descriptive paragraph writing on the undergraduate thesis of the State Institute for Islamic Studies of Metro in 2017/2018.

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[5] Ibid.

CHAPTER III

RESEARCH METHODOLOGY

A. The Types and Characteristics of The Research

This research is qualitative research in nature which according to John W. Creswell, it indicated the researcher's interpretation and created of the data. It included developing a description of an individual or setting, analyzing the data for themes or categories, and finally creating an interpretation or drawing conclusion about its meaning personally and theoretically, stating the lesson learned and offering further questions to be asked.[1]

In addition, a qualitative research took place in the natural setting. This allowed the researcher to develop a level of detail about individual or place and to be highly involved in actual experiences of the participants.[1]   It could be concluded that by qualitative research, the researcher would have more occasion to do her research in many places. Qualitative research is fundamentally interpretive. It means that the research make as interpretation of the data.

Furthermore, the researcher was used qualitative to analyze a phenomenon deeply. The phenomenon that was analyzed by the researcher is grammatical cohesion in descriptive paragraph writing on undergraduate thesis of the State Institute for Islamic Studies of Metro in 2017/2018.

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[1]   John W. Creswell, *research design, the second edition,* (USA: Sage Publication,2003),p.182

[1]   Ibid., p. 181

In fact, there are five types of qualitative research approach to inquiry namely, narrative research, phenomenology, grounded theory, ethnography, and case study. The appropriate approach for this research is case study.

B. Data Source

In gaining the data resource, the researcher divided into primary and secondary data. Primary data is the data resource which directly would be acquired from data collector. The primary data of this research are from the document students descriptive paragraph writing on the undergraduate thesis of the State Institute for Islamic Studies of Metro. The researcher took 10 undergraduate thesis as purposes sampling: 9 from descriptive paragraph writing on chapter I consist of one until two paragraph and 1 curriculum vitae.

In addition, the secondary data is information about the students understanding about grammatical cohesion and the use of it was taken from the books related to the research will be obtained and documents.

C. Data Collecting Technique

In many qualitative studies, inquire multiple forms of data and spend many times in the natural setting gathering information. In this research, the researcher applied the following techniques to collect the data:

1. Documentation

According to John W. Creswell, there are several advantages of using documentation to collect the data. It given the researcher to get the language and words of participants. Also, it represents data which are thoughtful in those participant have given attention to arranging them.[1] In addition, Documentation is an instrument to gain the information in the form of written source or documenter, such as: books, magazines, daily notes, notes, etc.[1] It can be understood that the documentation is exceedingly helpful to collect data which need the research.

Based on the statement above the researcher collected the data from document of English students' descriptive paragraph writing on undergraduate thesis of the State Institute for Islamic Studies of Metro in 2017/2018 that is taken from the library. The researcher took 10 undergraduate thesis that it can be inferred undergraduate thesis.

2. Observation

Observation is the act of looking someone or something carefully for a period of time, especially to learn something. It is purpose to get information directly from the field. It would make observation more pure in collecting data. So, in conducted this research, the researcher applied observation in the library, and took some English descriptive paragraph of students' undergraduate thesis of the State Institute for Islamic Studies of Metro.

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[1] Ibid., P. 180.
[1] AS Hornby, *Oxford Advance Learner's Dictionary Of Current English,* (UK: Oxford University Press, 2010), P.391

D. Analysis Data Technique

The process of data analysis can make sense out the text and imagine data. The researcher would like to apply the Miles and Huberman model to analyze the data. The components of this analysis model were illustrated by this figure.
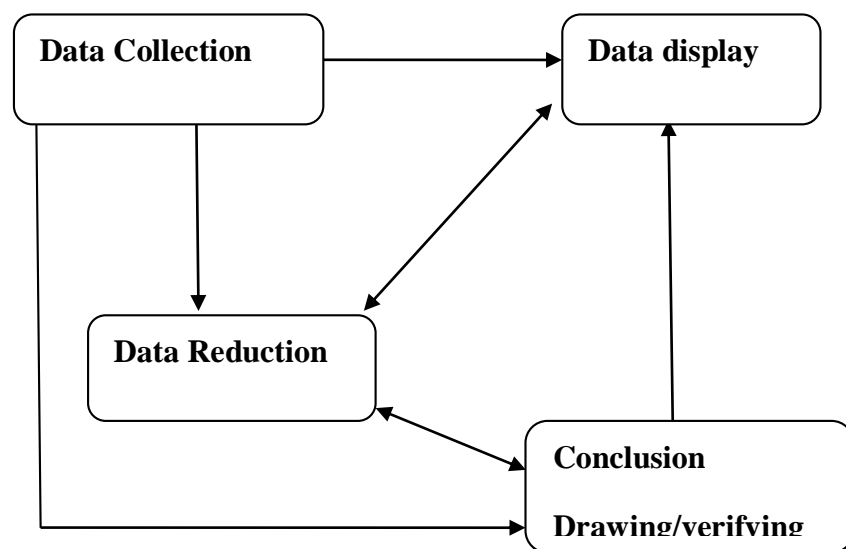
Figure 2. *Analysis Components of Miles and Huberman Model[1]*

Data analysis by Miles and Huberman model consist of the following steps:

1. Data collection is the step when the researcher gathers all data which are used to complete the research.

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[1] Matthew B. Milles and A. Michael Huberman, *Qualitative Data Analysis, Second Edition,* (London: SAGE Publications, 1994), p.12,

2. The researcher reduced the data by summarizing and choosing specific things.

3. To display the data, the researcher used graphics, figures, or charts. The display should be able to describe the content entire the data.

4. Lastly, the researcher verified the analysis by making conclusion of data findings.

E. Research Approach

To conduct this research, the researcher focused on analyzing the data and finally making conduction about the data. In qualitative inquiry, there have been some procedures in conducting this research, as follows:

1. Determining focus to the research and formulating question

    The researcher focused to collect the data taken by writing product on undergraduate thesis of State Institute for Islamic Studies of Metro. The researcher focused to analysis grammatical cohesion which are found in writing descriptive paragraph.

2. Determining case, collecting and analyzing data

    After get the data from writing product of the students writing descriptive paragraph, the researcher determined the case that data was analyze.

3. Supplying collecting data instrument

    The purpose of the researcher on planning to determine several instrument to collect the data format and document the data.

4. Evaluating and analyzing the data

   The researcher evaluated the data and interpreted the data. It is to enactive the data is complete.

5. Making report

   The researcher generated a report to simplify the data collected in the form of resume or summary.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Research

   1. The Historical Background of IAIN Metro

     a. The Brief History of IAIN Metro

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

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

          IAIN Metro was built on April 23 to 25, 1997 based on the decree of president RI No. 11, 1997 on March 21, 1997. The establishment of IAIN cannot be separated from the history of IAIN

Raden Intan Bandar Lampung which was begun from the effort of elite and religion figures from Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was deal to accomplish two faculties, Education faculty and Islamic law faculty, which were domiciled in Tanjung Karang.

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

Similarly, in 1967, the education and Islamic law faculty were established in metro city based on the request of metro society. Correspondingly, based on the handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996, the payment of institutional faculties IAIN outside the central institute should be changed to State Islamic College (STAIN). Then, based on the decree of president RI No. 11, 1997, STAIN was legalized. And finally, in 1st August 2016 changed to be the State Institute for Islamic Studies (IAIN) and was legalized. That was the history of establishment of STAIN Jurai Siwo Metro.

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

b. **The Structural Organization of IAIN Metro**

The structural organization of State Institute for Islamic Studies of Metro in academic year 2017/2018 as follows:

Figure 3
The organization structure of IAIN Metro
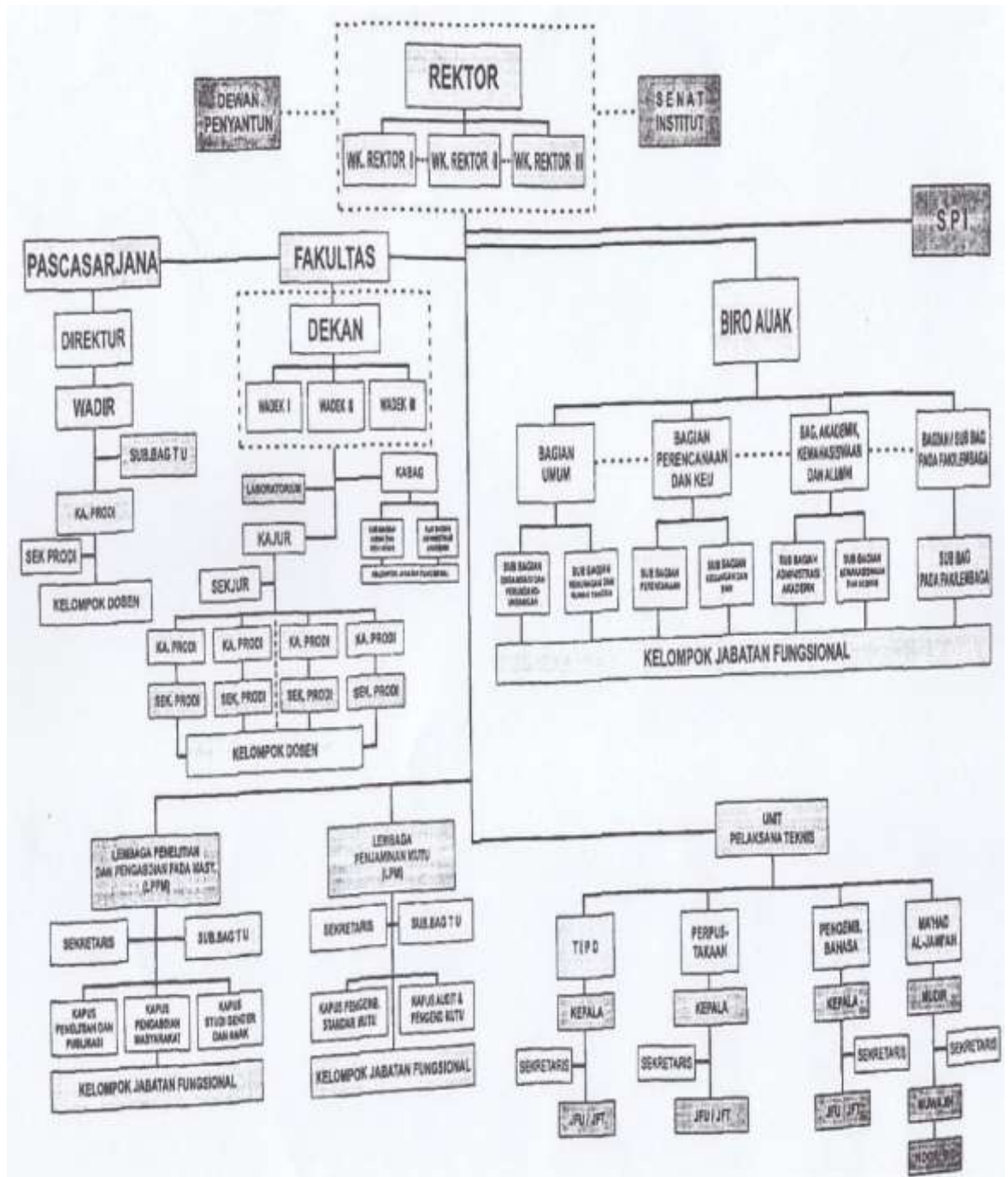
Source: observation of state institute for islamic studies in academic year 2017/2018.

c. **The Facilities of IAIN Metro**

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

Table 1

Facilities in State Institute for Islamic Studies of Metro

No	Facilities	Total of unit	Large (m)
1	Lectures' room	1	556
2	Computer laboratory unit & BMT	1	1000
3	Library unit	1	1000
4	Language laboratory unit	1	180
5	Micro-Teaching laboratory	1	106,8
6	Islamic development unit	1	30
7	Classroom	16	1248
8	Mosque	1	1000
9	Futsal field	1	510
10	Basketball field	1	-
11	Wall climbing field	1	92
12	Volley field	1	-
13	Tennis field	1	650
14	Auditorium	1	-
15	Students activities unit	1	-
16	Students committee office	1	-

Source: Documentation of state institute for Islamic studies of metro

d. The sketch of location of IAIN Metro

Figure 4

The location sketch of IAIN Metro (Campus 1)

Figure 5

The location sketch of IAIN Metro (Campus 2)

A = Gedung Rektorat

B = Perpustakaan

C = laboraturium

D = Gedung Kuliah

E = Gedung Kuliah

F = Gedung Kuliah

G = Gedung Dosen

H = Gedung Kuliah

I = Gedung Kuliah
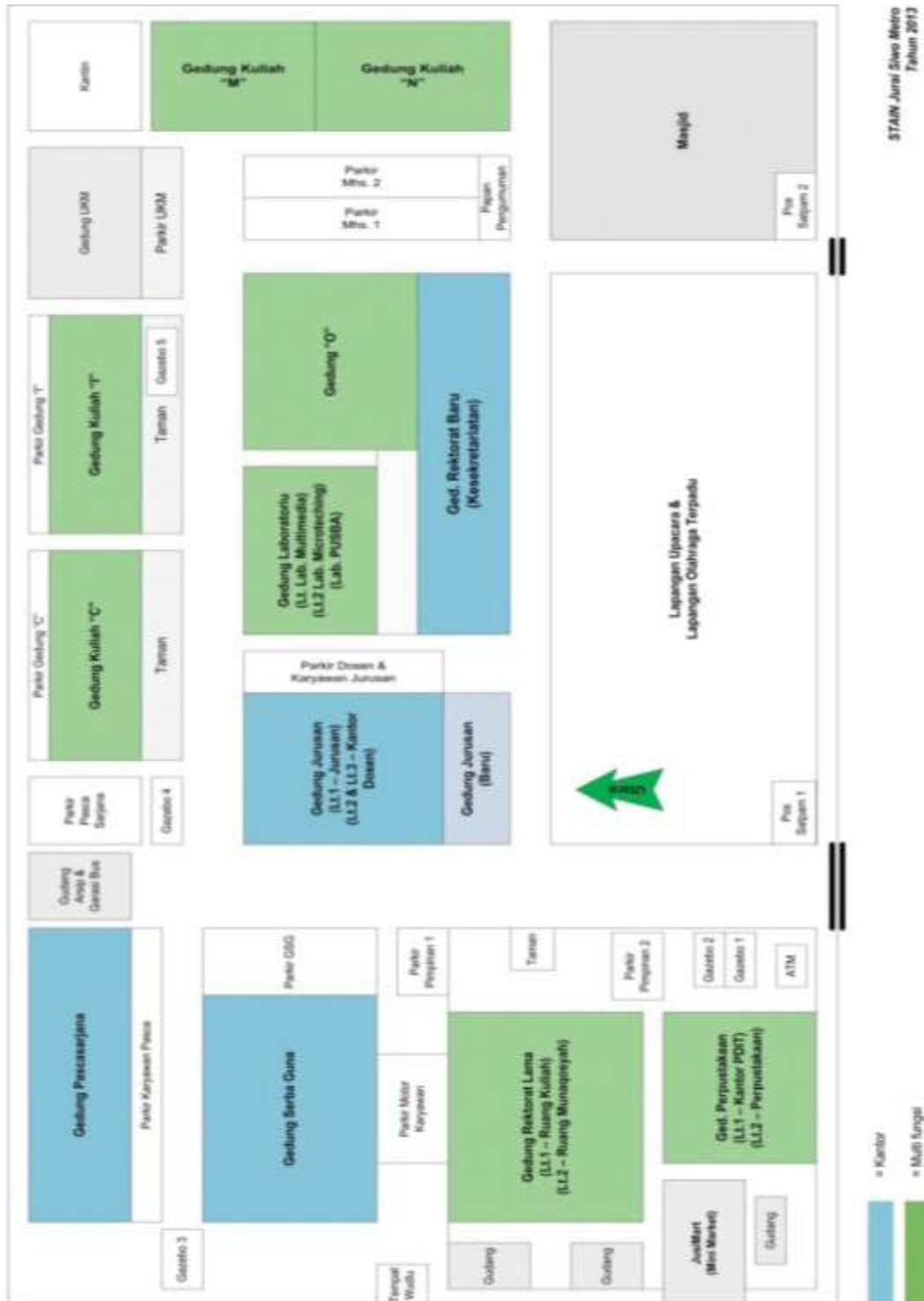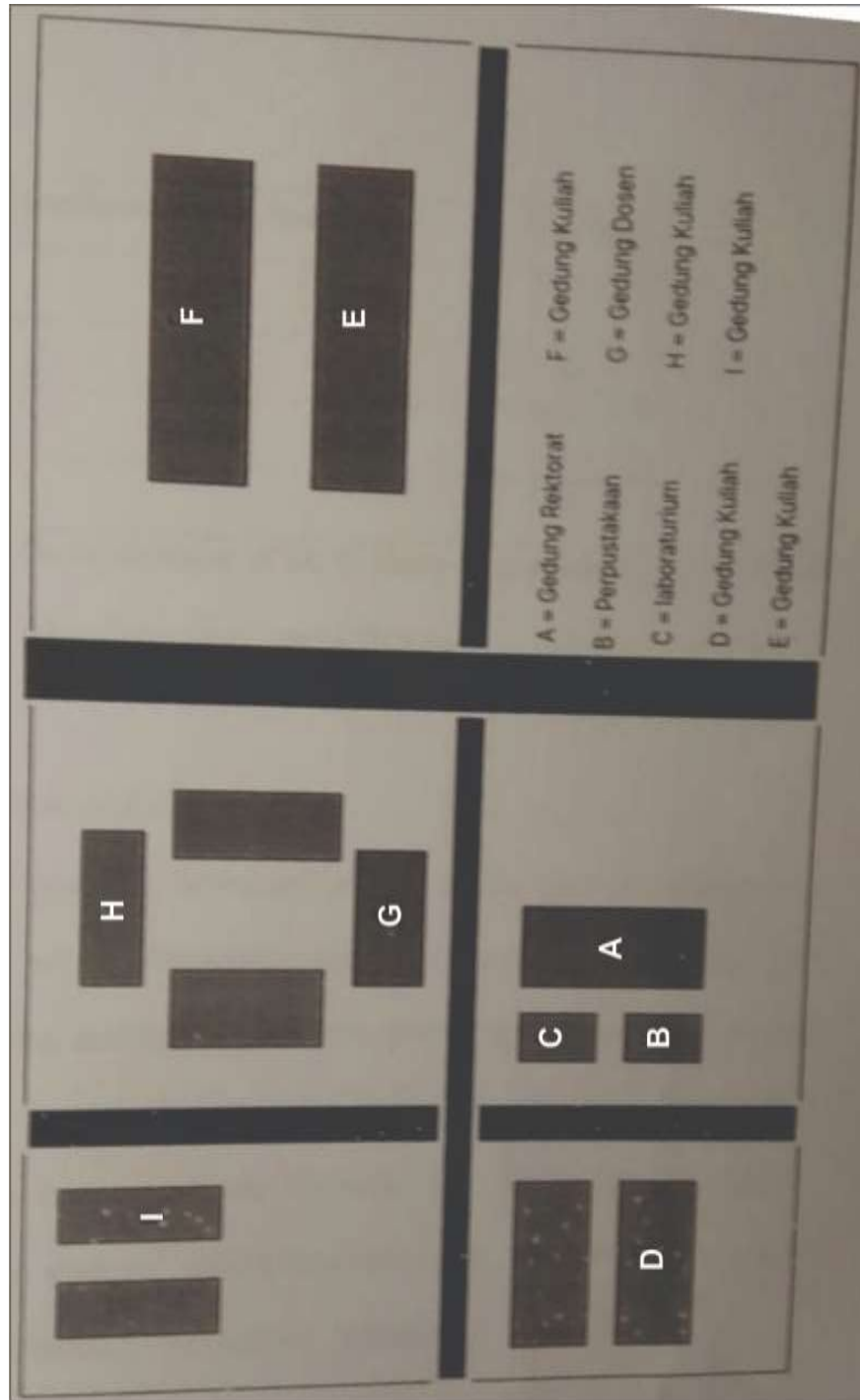
e. **The Students in IAIN Metro**

The total of the Students in State Institute for Islamic Studies of Metro is 7440 students.

Table 2

Total of Students State Institute for Islamic Studies of Metro

No	Departments	Program	Students
1	Tarbiyah Department	English education program (TBI)	1018
		Islamic education program (PAI)	1268
		Arabic education program (PBA)	401
		Islamic elementary school education program (PGMI)	464
		Mathematic education program (TPM)	43
		Biology education program (TPB)	44
		Science social education program	39
		Islamic childhood education program (PIAUD)	146
2	Economy business faculty	D3 Syari'ah banking program (D3 PBS)	307
		S1 Syari'ah banking program (S1 PBS)	924
		Islamic accountant (AKS)	45
		Islamic economy program (Esy)	1179
		Pilgrimage management (MHU)	37
3	Syaria'ah Department	Islamic law program (AS)	422
		Islamic economy law program (HeSy)	708
		Islamic constitutional law (HTNI)	33

4	Islamic announcement and communication Department	Islamic communication and broadcasting program (KPI)	288
		Language and Arabic literature program (BSA)	50
		Islamic extension guidance (BPI)	24

Source: observation on IAIN Metro in Academic year 2017/2018

2. English Education Study Program (TBI)

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

The legal and operational license of TBI based on the explanation letter of Islamic education general director no. Dj.I/220.C/2007 in Jakarta on May 28th, 2007. According the implementation license of study program from the general director, TBI is located in State Institute for Islamic Studies Of Metro in Jl. Ki Hajar Dewantara 15A Metro City.

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

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

a. Building and developing humanist, democratic, and modern academic atmosphere.

b. Growing the professionalism ethic through theoretical knowledge basic mastery.

c. Providing qualified service of education to produce smart and skillful educator candidates who have good attitude.

d. Applying integrated education system which is able to give a significant input for educational development.

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

B. **General Description of Research Data**

1. **Grammatical Cohesion Devices Found in the Descriptive Paragraph Among the Undergraduate Thesis**

Based on the focus of the study that is previously stated in the chapter I, the researcher must be able to find the kinds of the grammatical cohesion. Therefore, to answer the question, here the researcher elaborates the result of the analysis of grammatical cohesion

on the descriptive paragraph writing among the undergraduate thesis Students' of the State Institute for Islamic Studies of Metro.

After analyzing 10 descriptive paragraph on the undergraduate thesis from chapter I that consist of one until two paragraph and curriculum vitae, the researcher found four kinds of grammatical cohesion, namely:

a. Reference

Reference is one of grammatical cohesion in paragraph that can only be constructed with reference either to some other aspect of the paragraph. Reference refers to systems which introduce and track the identifying of participants through paragraph. Here are the examples on using grammatical cohesion devices which found in the descriptive paragraph on the undergraduate thesis made by students, as followed:

1) Descriptive Paragraph 1

"The name of the writer is Rani Swastika. **She** was born in tempuran, on august 02, 1994. **She** is the first child of Mr. Robert and Mrs. Ana. **She** was enrolled **her** study in Kindergarten at TK ABA tempuran, Central Lampung on 1999 and graduated on 2001.

Based on the first example above, *'she'* refers back to *'Rani'*. *'she'* is personal pronoun which refers the personal pronoun *'rani'* and in the fourth sentence *'her'* refers back to *'she'*. *'her'* is possessive pronoun which refers the subject personal pronoun *'she'*.

2) Descriptive Paragraph 2

English is important for Indonesian in order to face the development of the world. **It** has also been a compulsory subject to Indonesian learners from elementary school up to university. (second sentence)

Therefore, it is clear that to reach or to realize purpose in the teaching learning process, so the teacher is not enough just give them the information as much as **they** want, but Descriptive Paragraph s must active too in the teaching learning process. (the last sentence)

Based on the example above from Descriptive Paragraph 2 in the second sentence. *'it'* refers back to *'English'*. *'it'* is personal pronoun which refers noun *'English'*. And in the last sentence *'they'* refers back to *'them'*. *'they'* is personal plural pronoun which refers the personal plural pronoun *'them'*.

3) Descriptive Paragraph 3

Since English has become an international language, English is used by many people in the world, as well as in our country. **It** makes students in Indonesia are demanded to master English, especially, for high school until college students. (second sentence).

English, the students learn four language skills namely listening, speaking, reading and writing. Listening and reading are included into receptive skill where the students receive the language and decode the meaning to understand the message. Based on **those** skills, speaking is one of important skill which should be mastered by the students. (sixth sentence).

Based on the example above in the second sentence. *'it'* refers back to *'English'*. *'it'* is personal pronoun which refers noun *'English'*. And in the sixth sentence is demonstrative reference. *'those'* is pointed to *'listening, speaking, reading and writing'*.

4) Descriptive Paragraph 4

All human being in the world use languages to communicate each other. **It** becomes one of the important aspects in their life. (second sentence)

Based on the descriptive above from Descriptive Paragraph 4 in the second sentence *'it'* is refers back to *'language'*. *'it'* is personal pronoun which refers the noun *'language'*.

5) Descriptive Paragraph 5

English is important because **it** becomes one of international language and almost learned by all of people. (third sentence)
English has four components, **those** are listening, reading, speaking and writing. (eighth sentence)

Based on the example above. *'it'* refers back to *'English'*. *'it'* is personal pronoun which refers noun *'English'*. And in the eighth sentence *'those'* is demonstrative reference. *'those'* is pointed to *'listening, reading, speaking and writing'*.

6) Descriptive Paragraph 6

Therefore, language has a central rule in students' social and emotional development. **It** can support **them** in learning all subject matters. (sixth sentence)

Based on the example above. *'it'* refers back to *'language'*. *'it'* is personal pronoun which refers noun *'English'* and *'them'* is personal plural pronoun.

7) Descriptive Paragraph 7

In Indonesia, English is a foreign language. In **our** education system, **it** was a compulsory subject from junior high school until university level. As a foreign language, **this** language was not easy

to master because **it** had different structure, pronunciation, and others.

Based on the example above *'our'* is possessive plural pronoun and *'it'* is personal pronoun which refers noun *'English'*. Beside that, *'this'* is pointed to *'language'*, language was not easy to master.

8) Descriptive Paragraph 8

Speaking is one of the basic skills that must be mastered by students since **it** is very important for them to communicate in the class or outside the class. (first sentence)
The main aims of most English teachers is to make **their** students able to communicate and convey information effectively in spoken English. (Fifth sentence)

Based on the example above from Descriptive Paragraph 8 *'it'* is personal pronoun which refers noun *'speaking'* and *'their'* is possessive reference which refers noun *'teacher'*.

9) Descriptive Paragraph 9

Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader. **It** is an indulgence that enhances the knowledge acquired, consistently. The habit of reading also helps readers to decipher new words and phrases that **they** come across in everyday conversations.

Based on the example above *'it'* is personal pronoun which refers noun *'reading'* and the subject plural pronoun *'they'* refers to the person plural subject pronoun *'readers'*.

10) Descriptive Paragraph 10

In order to make the clear meaning of translating, **it** is expected that the meaning of target language can be understandable. (fourth sentence)
Learners also often use the knowledge of **their** first language usually translate the text using the rule of Indonesian language. (eighth sentence)

Based on the example above *'it'* is personal pronoun which refers noun *'translating'* and *'their'* is possessive plural pronoun refers to the person plural subject *'learners'*.

b. Ellipsis

Ellipsis is described as a form of substitution in which the original item is replaced by zero. Meaning to say is that there is something omission of word phrase in sentence. Ellipsis makes a sentence to be a simple and short sentence without any less understanding on the sentence. Here are the examples on using grammatical cohesion devices which found in the descriptive paragraph on the undergraduate thesis made by student, as followed:

1) Descriptive Paragraph 1

The name of the writer is Rani Swastika. She was born in tempuran, on august 02, 1994. She is the first child of Mr. Robert and Mrs. Ana. She was enrolled her study in Kindergarten(sic)at TK ABA tempuran, Central Lampung on(sic)1999 and [....] graduated(sic)on(sic)2001. She continued her study at state elementary school 01 tempuran, central Lampung on(sic)2001 and [.....] graduated(sic)on(sic)2006. And then, she continued her study at state junior high school 01 trimurjo, central Lampung on(sic)2006 and [.....] graduated(sic)on(sic)2009. She continued her study at senior high school of muhammadiyah 1 metro on(sic)2009 and [.....] graduated(sic) on(sic)20012. Actually, at the same year, she was registered as a SI student of English education study program of (sic) state Islamic college (STAIN) jurai siwo

metro. At STAIN, the writer actively joined (sic)UKM JSEC and KRONIKA.

Based on the descriptive paragraph 1, it found some ellipsis that used. (*She is the first child of Mr. Robert and* [....] *Mrs. Ana)* the punctuation marks parentheses [....] is omission of the sentence ***She is the first child of*** that the sentence actually is (*She is the first child of Mr. Robert and* [***She is the first child of***] *Mrs. Ana*) in the second sentence. Same with the first sentence, the second sentence until the end sentence also has ellipsis the word that omitted are ***she*** *(for example: She was enrolled her study in Kindergarten at TK ABA tempuran, Central Lampung on 1999 and* [....] *graduated on 2001.)* the punctuation marks parentheses [....] is omission of the word ***She*** that the sentence actually is *(She was enrolled her study in Kindergarten at TK ABA tempuran, Central Lampung on 1999 and* [***she***] *graduated on 2001.)* that descriptive paragraph writing actually:

(The name of the writer is Rani Swastika. She was born in tempuran, on august 02, 1994. She is the first child of Mr. Robert and Mrs. Ana. She was enrolled her study in Kindergarten at TK ABA tempuran, Central Lampung on 1999 and graduated on 2001.She was enrolled her study in Kindergarten at TK ABA tempuran, Central Lampung on 1999 and [***she***] *graduated on 2001. She continued her study at state elementary school 01 tempuran, central Lampung on 2001 and* [***she***] *graduated on 2006. And then, she continued her study at state junior high school 01 trimurjo, central Lampung on 2006 and* [***she***] *graduated on 2009. She continued her study at senior high school of muhammadiyah 1 metro on 2009 and* [***she***] *graduated on 20012. Actually, at the same year, she was registered as a SI student of English education study*

program of state Islamic college (STAIN) jurai siwo metro. At STAIN, the writer actively joined UKM JSEC and KRONIKA).

2) Descriptive Paragraph 2

English is important for Indonesian in order to face the development of the world. It has also been a compulsory subject to Indonesian learners from (sic)elementary school up to (sic)university. The student should have four language skills such as listening, speaking, reading and writing. There are also language components; vocabulary, spelling and structure. The teacher has to always give(sic)the guidance and [....] control the students' learning activities, so that, the function of the teacher in the learning process is the students' guide in the classroom. It needs to be understood that not only the teacher becomes a determiner of good or [...] bad of the studentss' achievement, but also the factors will be coming from the student itself.

Based on the descriptive paragraph 2, it found two ellipsis that used. *(The teacher has to always give the guidance and* [....] *control the students' learning activities, so that, the function of the teacher in the learning process is the students' guide in the classroom.)* the punctuation marks parentheses [....] is omission of the sentence **the teacher has to always give** that the sentence actually is *(The teacher has to always give the guidance and* [**The teacher has to always give**] *control the students' learning activities, so that, the function of the teacher in the learning process is the students' guide in the classroom.)* same with the fifth sentence, the sixth sentence also has *ellipsis (It needs to be understood that not only the teacher becomes a determiner of good or* [...] *bad of the studentss' achievement, but also the factors will*

be coming from the student itself.) the punctuation marks parentheses [....] is omission of the sentence **the teacher becomes a determiner of** that the sentence actually is *(It needs to be understood that not only the teacher becomes a determiner of good or [**the teacher becomes a determiner of**] bad of the students' achievement, but also the factors will be coming from the student itself.).*

3) Descriptive Paragraph 3

In learning English, the students learn four language skills namely listening, speaking, reading and [....] writing. (third sentence)
While speaking and writing are included into productive skill where the students use the language which has been acquired and [.....] produce a message through speech or written text that they wanted others to understand. (fifth sentence)
We could express our feeling and [....] ideas directly, and then we could exchange the information. (seventh sentence)

Based on the descriptive paragraph 3, it found three ellipsis that used. *(In learning English, the students learn four language skills namely listening, speaking, reading and [....] writing.)* the punctuation marks parentheses [....] is omission of the simple sentence **the students learn** that the sentence actually is *(In learning English, the students learn four language skills namely listening, speaking, reading and [**the students learn**] writing.)* same with the third sentence, the fifth sentence also has ellipsis *(While speaking and writing are included into productive skill where the students use the language which has been acquired and*

[.....] *produce a message through speech or written text that they wanted others to understand.)* the punctuation marks parentheses [....] is omission of the sentence **the students use the language which has been** that the sentence actually is (*While speaking and writing are included into productive skill where the students use the language which has been acquired and* [**the students use the language which has been acquired**] *produce a message through speech or written text that they wanted others to understand.)* and (*We could express our feeling and* [....] *ideas directly, and then we could exchange the information.)* the punctuation marks parentheses [....] on the seventh sentence is omission of the word **our** that the sentence actually is (*We could express our feeling and* [**our**] *ideas directly, and then we could exchange the information.).*

4) Descriptive Paragraph 4

All human being in the world use languages to communicate each other. It becomes one of the important aspects in their life. In our modern world everybody accepts that listening is one of the most important skills in language acquisition. Because listening is the receptive use of language, and since the goal is to make sense of the speech. The students does not receive affective listening input; her or she may not perform well in writing and speaking because {sic}the two output abilities are more difficult. Listening is important and it helps students lay the foundations of speaking and [.....] writing. Through listening, students can acquire decent pronunciation and [.....] learn many useful words, phrases, and sentences.

Based on the descriptive paragraph 4, it found two ellipsis that used. The punctuation marks parentheses [....] above is omission of

the sentence **helps students lay the foundations of** in the sixth

sentence and the word **students** in the seventh sentence that the

sentences actually:

*All human being in the world use languages to communicate each other. It becomes one of the important aspects in their life. In our modern world everybody accepts that listening is one of the most important skills in language acquisition. Because listening is the receptive use of language, and since the goal is to make sense of the speech. The students does not receive affective listening input; her or she may not perform well in writing and speaking because the two output abilities are more difficult. Listening is important and it helps students lay the foundations of speaking and [**helps students lay the foundations of**] writing. Through listening, students can acquire decent pronunciation and [**students**] learn many useful words, phrases, and sentences.*

5) Descriptive Paragraph 5

Language is a sign that is used to communicate, to interact and [.....] to share (sic)information each other. There are many language(sic)in the world, every region has different language and one of that is English. English is important because it becomes one of international language and [.....] almost learned by all of people. It is useful for our life especially when we attend {sic}international event. In Indonesia. English increases rapidly, although English becomes foreign language but many people are antusiastic to learn it. It is proved with many course institutation in regions and English becomes one of main lesson in every level of education, although the learning process in (sic)basic level not too complex. Studying language not only how the word is made but also [....] has to pay attention the sound and the fluency when we speak up especially in English that [.....] commonly difficult for some people. English has four components, those are listening, reading, speaking and writing. Speaking is the main component that [....] has to be mastered because it can measure as much as good someone language ability.

Based on the descriptive paragraph 5, it found five ellipsis that

used. The punctuation marks parentheses [....] on the descriptive

paragraph is omission of the word *language* in the first sentence, the word *English* in the third sentence, the word *language* and the verb *speak up* in the seventh sentence, and the word *speaking* in the ninth sentence that the sentences actually:

*Language is a sign that is used to communicate, to interact and [**Language**] to share information each other. There are many language in the world, every region has different language and one of that is English. English is important because it becomes one of international language and [**English**] almost learned by all of people. It is useful for our life especially when we attend international event. In Indonesia. English increases rapidly, although English becomes foreign language but many people are antusiastic to learn it. It is proved with many course institutation in regions and English becomes one of main lesson in every level of education, although the learning process in basic level not too complex. Studying language not only how the word is made but also [**language**] has to pay attention the sound and the fluency when we speak up especially in English that [**speak up**] commonly difficult for some people. English has four components, those are listening, reading, speaking and writing. Speaking is the main component that [**speaking**] has to be mastered because it can measure as much as good someone language ability..*

6) Descriptive Paragraph 6

By using language, people can express their ideas and [....] feeling. Therefore, language has a central rule in students' social and [....] emotional development. (the fourth and fifth sentences)
English is one of the subjects in Indonesia's curriculum for elementary until university level and [....] also become a subject which is examined in (sic)national examinations. (the seventh sentence).
The goals of (sic)teaching English in Indonesia are mainly to enable the students to use English for communication and [....] to read books and [....] references written in English. (the ninth sentence).

Based on the example above of the Descriptive Paragraph 6, it found five ellipsis that used. The punctuation marks parentheses

[....]above is omission of the word ***their*** in the fourth sentence, the

simple sentence ***language has a*** in the fifth sentence, the word

English in the seventh sentence, and the sentence ***The goals of***

teaching English in the ninth sentence that the sentences actually:

(By using language, people can express their ideas and [***their***] *feeling. Therefore, language has a central rule in students' social and* [***language has a***] *emotional development.)* the fourth and fifth sentences.
(English is one of the subjects in Indonesia's curriculum for elementary until university level and [***English***] *also become a subject which is examined in national examinations.)* the seventh sentence.
(The goals of teaching English in Indonesia are mainly to enable the students to use English for communication and [***The goals of teaching English***] *to read books and* [***The goals of teaching English***] *references written in English.)* the ninth sentence.

7) Descriptive Paragraph 7

Moreover the purpose of (sic)teaching and learning of foreign language was the students could communicate in oral and [....] written form. (the fourth sentence)
Vocabulary could help the students to have good listening, speaking, reading, and [....] writing ability. One of the reasons appeared from failure that students still found many difficulties to express their ideas in English.

Based on the descriptive paragraph of the Descriptive

Paragraph 7, it found two ellipsis that used. The punctuation marks

parentheses [....] above is omission of the sentence ***the students***

could communicate in the fourth sentence, and ***Vocabulary could***

help the students to have good in the sixth sentences that the

sentences actually:

*(Moreover the purpose of teaching and learning of foreign language was the students could communicate in oral and [**the students could communicate in**] written form.)* the fourth sentence. *(Vocabulary could help the students to have good listening, speaking, reading, and [**Vocabulary could help the students to have good**] writing ability.)* the sixth sentence.

8) Descriptive Paragraph 8

Speaking is one of the basic skills that [....] must be mastered by students since it is very important for them to communicate in the class or [....] outside the class. (the first sentence)
Speaking is the process of building and [....] sharing meaning through the use of verbal and non-verbal symbols, in a variety of context. By speaking people are able to deliver message orally by using verbal and [....] non-verbal symbol. The main aims of most English teachers is to make their students able to communicate and [....] convey {sic}information effectively in spoken English. (the third, until fifth sentences)

Based on the descriptive paragraph which was written by student, it found five ellipsis that used. The punctuation marks parentheses [....] above is omission of the word *speaking*, and the verb *to communicate* in the first sentence, the word *speaking* in the third sentence, the word *using* in the fourth sentence, and the simple sentence *students able to* in the fifth sentence that the sentences actually:

*(Speaking is one of the basic skills that [**speaking**] must be mastered by students since it is very important for them to communicate in the class or [**to communicate**] outside the class.)* the first sentence.
*(Speaking is the process of building and [**speaking**] sharing meaning through the use of verbal and non-verbal symbols, in a variety of context. By speaking people are able to deliver message orally by using verbal and [**using**] non-verbal symbol. The main aims of most English teachers is to make their Descriptive Paragraph s able to communicate and [**students able to**] convey*

information effectively in spoken English.) the third until fifth sentences.

9) Descriptive Paragraph 9

Since English is a foreign language, English teachers have to use appropriate materials to students' integrative skills; listening, speaking, reading, writing and [....] aspects of (sic)language as well. Among the four skills, reading is the most important language skill to be developed and [....] give particular stress in the classroom. Reading helps in (sic)mental development and [....] is known to stimulate the muscles of the eyes. Reading is an activity that involves greater levels of concentration and [....] adds to the conversational skills of the reader. The habit can become a healthy addiction and [...] adds to the information available on various topics. It helps us to stay in-touch with contemporary writers as well as those from the days of yore and makes us sensitive to global issues. Reading is about looking for information of the text. Reading is not easy to be learned because reading need(sic)maximal reading skill. Many problem(sic)that faced by reader when they want to achieve a purpose of reading.

Based on the descriptive paragraph above, it found five ellipsis that used. The punctuation marks parentheses [....] above is omission of the verb phrase ***to develop*** in the first sentence, then the word ***reading*** in the second, third and fourth sentences, and the word ***the habit*** in the seventh sentence that the sentences actually:

*(Since English is a foreign language, English teachers have to use appropriate materials to develop students' integrative skills; listening, speaking, reading, writing and [**to develop**] aspects of language as well. Among the four skills, reading is the most important language skill to be developed and [**reading**] give particular stress in the classroom. Reading helps in mental development and [**reading**] is known to stimulate the muscles of the eyes. Reading is an activity that involves greater levels of concentration and [**reading**] adds to the conversational skills of the reader. The habit can become a healthy addiction and [**the habit**] adds to the information available on various topics. It helps us to stay in-touch with contemporary writers as well as those from the days of yore and makes us sensitive to global issues. Reading is*

about looking for information of the text. Reading is not easy to be learned because reading need maximal reading skill. Many problem that faced by reader when they want to achieve a purpose of reading).

10) Descriptive Paragraph 10

To put it more simply, in (sic)target language, readability is the most essential part in translation because it makes the reader easier to understand the content of the text.
When the rule is the same, the Indonesian rule will support the translation correctly, but [....] the rule is widely different from the English. (the ninth sentence)
Therefore, to have good mastery in translation either English to Indonesian or [...] to English in translation; learners must learn English not only grammatically, but also [...] culturally. (the eleventh sentence)

Based on the descriptive paragraph above, it found three ellipsis that used. The punctuation marks parentheses [....] above is omission of the word *Indonesian* in the ninth sentence, then the word *Indonesian* and the sentence *learners must learn English* in the eleventh sentence that the sentences actually:

(When the rule is the same, the Indonesian rule will support the translation correctly, but the [***Indonesian***] *rule is widely different from the English.)* the ninth sentence.
(Therefore, to have good mastery in translation either English to Indonesian or [***Indonesian***] *to English in translation; learners must learn English not only grammatically, but also* [***learners must learn English***] *culturally.)* the eleventh sentence.

c. **Substitution**

Substitution is replacement of one linguistics item by another. It is used where a speaker or writer wishes to avoid the repetition of a lexical item and is able to draw on one of the grammatical resources

of the language to replace the item. It indicates that function of substitution is to substitute something in a paragraph. Here are the examples on using grammatical cohesion devices which found in the descriptive paragraph on the undergraduate thesis made by student, as followed:

1) Descriptive Paragraph 1

She continued her study at senior high school of muhammadiyah 1 metro on 2009 and graduated on 2012. Actually, at the same year, she was registered as a SI student of English education study program of state Islamic college (STAIN) jurai siwo metro. (sixth and seventh sentence)

Based on the example above there is substitution in the paragraph. Same replace 2012.

2) Descriptive Paragraph 2

Based on the descriptive paragraph writing 2 which was written by student, there is not use of substitution.

3) Descriptive Paragraph 3

Based on the descriptive paragraph writing 3 which was written by student, there is not use of substitution.

4) Descriptive Paragraph 4

The students does not receive affective listening input; her or she may not perform well in writing and speaking because the two output abilities are more difficult.

Based on the example above there is substitution in the paragraph. The two replace writing and speaking.

5) Descriptive Paragraph 5

Based on the descriptive paragraph writing 5 which was written by student, there is not use of substitution.

6) Descriptive Paragraph 6

Based on the descriptive paragraph writing 6 which was written by student, there is not use of substitution.

7) Descriptive Paragraph 7

As a foreign language, this language was not easy to master because it had different structure, pronunciation, and <u>others</u>.

Based on the descriptive paragraph writing performance of the student, it found using substitution <u>others</u>.

8) Descriptive Paragraph 8

Without mastering speaking, it would be impossible for the people to have a natural communication among <u>others</u>.

Based on the example above, there is substitution <u>others</u>. replace people.

9) Descriptive Paragraph 9

Based on the descriptive paragraph writing 9 which was written by student, there is not use of substitution.

10) Descriptive Paragraph 10

Based on the descriptive paragraph writing 10 which was written student, there is not use of substitution.

d. **Conjunction**

In the last types of cohesion relation that we find in the grammar is conjunction. Moreover, conjunction is the term used to describe the cohesive tie between sentence and section of paragraph in such a way as to demonstrative a meaningful relationship between them. Conjunction is semantic system where by speaker relate clause in term temporal sequence, consequence, comparison, and addition. Here are the examples of using grammatical cohesion devices which found in descriptive paragraph writing on undergraduate thesis made by students, as followed:

1) Descriptive Paragraph 1

   She is the first child of Mr. Robert **and** Mrs. Ana. She was enrolled her study in Kindergarten at TK ABA tempuran, Central Lampung on 1999 **and** graduated on 2001. She continued her study at state elementary school 01 tempuran, central Lampung on 2001 **and** graduated on 2006. **And then**, she continued her study at state junior high school 01 trimurjo, central Lampung on 2006 **and** graduated on 2009. She continued her study at senior high school of muhammadiyah 1 metro on 2009 **and** graduated on 2012. **Actually**, at the same year, she was registered as a SI student of English education study program of state Islamic college (STAIN) jurai siwo metro.

   Based on the example above there are conjunction *temporal, additive,* and *adversative* conjunction. *Temporal* conjunction is connecting clauses depending on whether the actions they take place at the same time **and then**. *Additive* conjunction is additive or addition relation that use **and**. *Adversative* conjunction is

relation contras and similarities between clause or sentence that use

actually.

2) Descriptive Paragraph 2

It needs to be understood that **not only** the teacher becomes a determiner of good **or** bad of the students' achievement, **but also** the factors will be coming from the Descriptive Paragraph itself, the purpose of the education, **and** the means **and** infrastructure of education itself. With the expectance to the knowledge, creativity, **and** attitude. **Therefore**, it is clear **that** to reach **or** to realize purpose in the teaching learning process, so the teacher is not enough just give them the information as much as they want, **but** students must active too in the teaching learning process.

Based on the descriptive paragraph writing 2. There are *additive, causal* and *adversative* conjunction. *Additive* conjunction is additive or addition relation that use ***not only, or, and*** and ***that***. *Causal* conjunction relations include the result, reason and purpose that use ***therefore.*** *Adversative* conjunction is relation contras and similarities between clause or sentence that use ***but also*** and ***but***.

3) Descriptive Paragraph 3

We could express our feeling **and** ideas directly, **and then** we could exchange the information. **However** to speak well was not easy **because** someone who wants to speak should be able to make people who listen them understands what they are talking about.

Based on the descriptive paragraph 3, it found using conjunction. There are *additive, temporal, adversative* and *causal* conjunction. *Additive* conjunction is additive or addition relation

that use ***and***. *Temporal* conjunction is connecting clauses depending on whether the actions they take place at the same time that use ***and then***. *Adversative* conjunction is relation contras and similarities between clause or sentence that use ***however***. *Causal* conjunction relations include the result, reason and purpose that use ***because.***

4) Descriptive Paragraph 4

The students does not receive affective listening input; her or she may not perform well in writing ***and*** speaking ***because*** the two output abilities are more difficult.

Based on the example above, there are conjunction *additive* and *causal* conjunction. *Additive* conjunction is additive or addition relation that use ***and***. *Causal* conjunction relations include the result, reason and purpose that use ***because.***

5) Descriptive Paragraph 5

There are many language in the world, every region has different language **and** one of **that** is English. English is important **because** it becomes one of international language **and** almost learned by all of people. (second and third sentence)

Based on the descriptive paragraph 5, it found using conjunction. There are *additive* and *causal* conjunction. *Additive* conjunction is additive or addition relation that use ***that*** and ***and***. *Causal* conjunction relations include the result, reason and purpose that use ***because.***

6) Descriptive Paragraph 6

Therefore, language has a central rule in students' social **and** emotional development. (fourth sentence)
English is one of the subjects in Indonesia's curriculum for elementary until university level **and also** become a subject **which** is examined in national examinations. (sixth sentence)

Based on the descriptive paragraph 6, it found using conjunction. There are *causal* and *additive* conjunction. *Causal* conjunction relations include the result, reason and purpose that use *therefore*. *Additive* conjunction is additive or addition relation that use ***and, and also*** and ***which***.

7) Descriptive Paragraph 7

As a foreign language, this language was not easy to master **because** it had different structure, pronunciation, **and** others. **Moreover** the purpose of teaching **and** learning of foreign language was the students could communicate in oral **and** written form.

Based on the descriptive paragraph writing 7, there are *causal* and *additive* conjunction. *Causal* conjunction relations include the result, reason and purpose that use ***because***. *Additive* conjunction is additive or addition relation that use ***moreover*** and ***and***.

8) Descriptive Paragraph 8

Speaking is one of the basic skills that must be mastered by students since it is very important for them to communicate in the class **or** outside the class. (first sentence)
Learners, **consequently** often evaluate their success in language learning as well as the effectiveness of their English learning of how well they feel they have improved in their spoken language proficiency. (seventh sentence)

Based on the example above, there are *additive* and *causal* conjunction. *Additive* conjunction is additive or addition relation that use *or*. *Causal* conjunction relations include the result, reason and purpose that use ***consequently.***

9) Descriptive Paragraph 9

Reading is an activity that involves greater levels of concentration **and** adds to the conversational skills of the reader. The habit of reading **also** helps readers to decipher new words **and** phrases **that** they come across in everyday conversations.

Based on the descriptive paragraph 9, there is *additive* conjunction. *Additive* conjunction is additive or addition relation that use ***and also*** and ***that***.

10) Descriptive Paragraph 10

Consequently, it can make various interpretations ***because of*** them is understanding. ***Therefore***, to have good mastery in translation either English to Indonesian ***or*** to English in translation; learners must learn English ***not only*** grammatically, ***but also*** culturally. ***So that***, learners must understand about sociolinguistics, psycholinguistics, semantics, etc.

Based on the example above from 10 Descriptive Paragraph, there are *causal additive* and *adversative* conjunction. *Causal* conjunction relations include the result, reason and purpose that use ***consequently, because of, therefore,*** and ***so that.*** *Additive* conjunction is additive or addition relation that use ***or***. *Adversative* conjunction is relation contras and similarities between clause or sentence that use ***not only*** and ***but also***.

2. The Dominant Kinds of Grammatical Cohesion

The total of grammatical cohesion devices used by the students in their undergraduate thesis is different in each kind of device. The different use of grammatical cohesion device is explained as the following:

Descriptive Paragraph 1:

The grammatical cohesion devices in descriptive paragraph writing in undergraduate thesis written by student 1 are 12 reference, 5 ellipsis, 1 substitution, and 8 conjunction. It means that the dominant kind of grammatical cohesion device written by student is reference.

Descriptive Paragraph 2:

The grammatical cohesion devices in descriptive paragraph writing in undergraduate thesis written by the student 2 are 7 reference, 2 ellipsis, 0 substitution, and 18 conjunction. It means that the dominant kind of grammatical cohesion device written by student is conjunction.

Descriptive Paragraph 3:

The grammatical cohesion devices in descriptive paragraph writing in undergraduate thesis written by the student 3 are 7 reference, 4 ellipsis, 0 substitution, and 15 conjunction. It means that the dominant kind of grammatical cohesion device written by student is conjunction.

Descriptive Paragraph 4:

The grammatical cohesion devices in descriptive paragraph writing in undergraduate thesis written by the student 4 are 7 reference, 3 ellipsis,

1 substitution, and 10 conjunction. It means that the dominant kind of grammatical cohesion device written by student is conjunction.

Descriptive Paragraph 5:

The grammatical cohesion devices in descriptive paragraph writing in undergraduate thesis written by the student 5 are 8 reference, 5 ellipsis, 0 substitution, and 15 conjunction. It means that the dominant kind of grammatical cohesion device written by student is conjunction.

Descriptive Paragraph 6:

The grammatical cohesion devices in descriptive paragraph writing in undergraduate thesis written by student 6 are 3 reference, 5 ellipsis, 0 substitution, and 12 conjunction. It means that the dominant kind of grammatical cohesion device written by student is conjunction.

Descriptive Paragraph 7:

The grammatical cohesion devices in descriptive paragraph writing in undergraduate thesis written by the student 7 are 5 reference, 2 ellipsis, 1 substitution, and 10 conjunction. It means that the dominant kind of grammatical cohesion device written by student is conjunction.

Descriptive Paragraph 8:

The grammatical cohesion devices in descriptive paragraph writing in undergraduate thesis written by the student 8 are 8 reference, 4 ellipsis, 1 substitution, and 10 conjunction. It means that the dominant kind of grammatical cohesion device written by student is conjunction.

Descriptive Paragraph 9:

The grammatical cohesion devices in descriptive paragraph writing in undergraduate thesis written by the student 9 are 8 reference, 5 ellipsis, 0 substitution, and 18 conjunction. It means that the dominant kind of grammatical cohesion device written by student is conjunction.

Descriptive Paragraph 10:

The grammatical cohesion devices in descriptive paragraph writing in undergraduate thesis written by student 10 are 6 reference, 2 ellipsis, 0 substitution, and 15 conjunction. It means that the dominant kind of grammatical cohesion device written by student is conjunction.

After analyzing 10 descriptive paragraph among the undergraduate thesis, the researcher got the frequency of using each grammatical cohesion. The researcher found reference 71 items, ellipsis 37 items, substitution 5 items, and conjunction 131 items. It can be conclude that the dominant kind of grammatical cohesion used by the students' in the descriptive paragraph writing among the undergraduate thesis of the State Institute for Islamic Studies of Metro is conjunction with 131 items.

C. Discussion

The data analysis about the kinds of grammatical cohesion in descriptive paragraph writing among the undergraduate thesis of the State Institute for Islamic Studies of Metro in 2017/2018 is that usually use of the students. After collecting the data, the researcher found all of kinds of grammatical cohesion in the descriptive paragraph on undergraduate thesis

which obtained from 10 students' that consist of 9 Chapter I of one until two paragraph and 1 curriculum vitae . In addition, conjunction becomes the highest type of grammatical cohesion that are usually used by them. The kinds of using grammatical cohesion in descriptive paragraph writing on undergraduate thesis were 71 reference items (29%), 37 ellipsis items (15%), 5 substitution items (2%), and 131 conjunction items (54%) as the highest grammatical cohesion.

Beside that, external analyzing on the grammatical cohesion the researcher found several error that pointed with the punctuation mark (sic). From the descriptive paragraph 1, the researcher found error in using preposition, an error a pattern of the sentence that used, and the lack of the article use. An error of pattern of the sentence that is used, and the lack of the article use from Descriptive Paragraph 2. There is no error on the descriptive paragraph from Descriptive Paragraph 3. An error on the use article from Descriptive Paragraph 4. The lack of the article use, and an error on the plural use from Descriptive Paragraph 5. Then, the researcher found the lack of the article use on Descriptive Paragraph 5, 6, 7, and 8. Furthermore, the lack of the article use and add suffix s,es in verb of the sentence from Descriptive Paragraph 9. In addition, the researcher found the lack of the article use from the Descriptive Paragraph 10.

Based on the clarification of using grammatical cohesion, the students implemented some kinds of grammatical cohesion in their undergraduate thesis. From the collected data, the researcher found 244 kinds of grammatical cohesion which acquired from ten students' writing which were categorized

into four kinds namely reference, ellipsis, substitution, and conjunction. The

following table illustrated the using of grammatical cohesion which they made.

Table 5

The percentage of kinds grammatical cohesion in descriptive

paragraph writing among the undergraduate thesis

| Participants	Kinds of Grammatical Cohesion in Descriptive Paragraph Writing on Undergraduate Thesis				Total	Taken from
	Reference	Ellipsis	Substitution	Conjunction		
DSC P. 1	12	5	1	8	26	Curriculum Vitae
DSC P. 2	7	2	-	18	27	CHAPTER I Paragraph 1
DSC P. 3	7	4	-	15	26	CHAPTER I Paragraph 1
DSC P. 4	7	3	1	10	21	CHAPTER I Paragraph 1
DSC P. 5	8	5	-	15	28	CHAPTER I Paragraph 1
DSC P. 6	3	5	-	12	20	CHAPTER I Paragraph 1
DSC P. 7	5	2	1	10	18	CHAPTER I Paragraph 2
DSC P. 8	8	4	1	10	23	CHAPTER I Paragraph 2
DSC P. 9	8	5	1	18	32	CHAPTER I Paragraph 1-2
DSC P. 10	6	2	-	15	23	CHAPTER I Paragraph 2
Total	71	37	5	131	244	
Percentage	29%	15%	2%	54%	100%	

Based on the table above, it can be defined that there are some

grammatical cohesion in the descriptive paragraph writing among the

undergraduate thesis made by students English education department. It is

concluded that kinds of grammatical cohesion encountered in students'
descriptive paragraph writing in undergraduate thesis of the State Institute
for Islamic Studies of Metro in 2017/2018 are reference, ellipsis,
substitution, and conjunction.

In addition, there was differentiation in the use grammatical
cohesion in students' descriptive paragraph writing in undergraduate thesis
of the State Institute for Islamic Studies of Metro in academic year of
2017/2018. It was provided by the different percentage in each kind of
grammatical cohesion use in descriptive paragraph writing. The following
chart represents the percentage of kinds grammatical cohesion:

Figure 6

**The percentage of kinds on using grammatical cohesion in writing
descriptive paragraph among the undergraduate thesis**
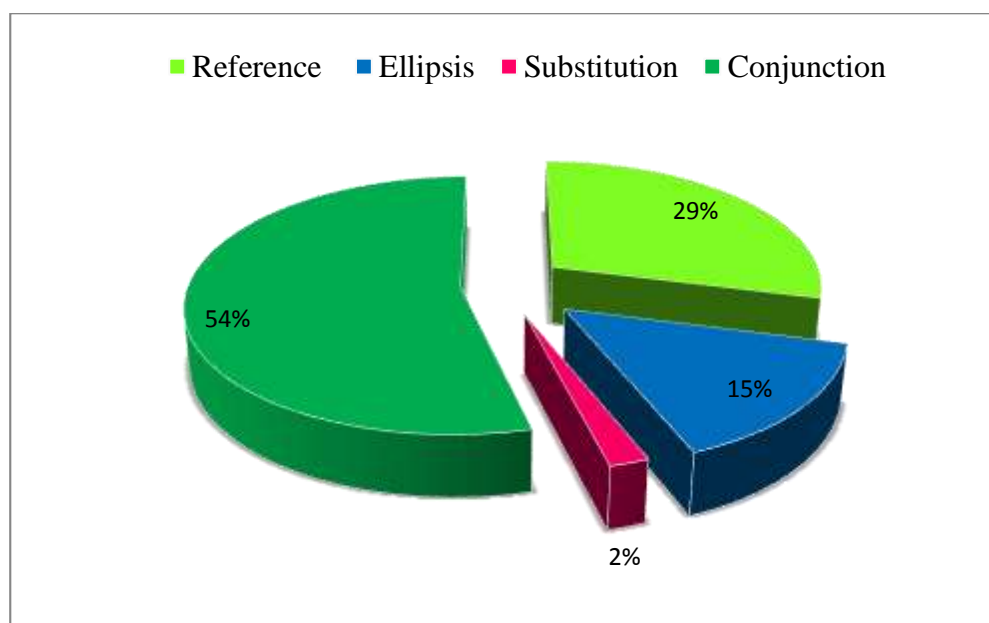
The figure above is the percentage of using grammatical cohesion in descriptive paragraph writing on undergraduate thesis made by students. The using grammatical cohesion in descriptive paragraph were 29% of reference, 15% of ellipsis, 2% of substitution, and 54% of conjunction. The highest percentage of the use grammatical cohesion found in students' writing descriptive paragraph among undergraduate thesis of the State Institute For Islamic Studies of Metro were 54% of the conjunction. In conclusion, the dominant kind of grammatical cohesion existing in the descriptive paragraph wring on the undergraduate thesis of the State Institute for Islamic Studies of Metro in 2017/2018 is conjunction.

CHAPTER V

CONCLUSION AND SUGGESTION

A. **Conclusion**

Based on the result of the data analysis, the researcher was eagerly going to deduce this research that some kinds of grammatical cohesion in descriptive paragraph writing among the undergraduate thesis of the State Institute for Islamic Studies of Metro. All of grammatical cohesion are still found in the 10 descriptive paragraph of students writing among the undergraduate thesis of the State Institute for Islamic Studies of Metro in 2017/2018.

The kinds of grammatical cohesion devices written by student are 85 reference items (33%), 36 ellipsis items (14%), 6 substitution items (2%), and 132 conjunction items (51%). The dominant kinds of grammatical cohesion existing in the descriptive paragraph students writing among the undergraduate thesis of the State Institute for Islamic Studies of Metro is conjunction.

B. Suggestion

After conducting and gaining the result of this research, the researcher is going to constructively give suggestions as follows:

1. The institution and the scientific writers

   a. The institution should pay many attention for the students who want to study about the discourse analysis because little students interest to this case. In fact, discourse ⟶ e of a subject in this institution especially for English ⟶ rtment (TBI). 74

   b. Being aware of this res⟶ ⟶ ⟶ fect enough, the researcher hopes that there will be other researchers who want to investigate in the theme of discourse analysis in the future time.

2. For the researcher

   After analyzing discourse in the topic of grammatical cohesion devices. It is suggested that the researcher should enrich knowledge and dig up various language input related on discourse analysis.

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Zuhroul Lailatul Rohmah, *An Error Analysis of Grammatical Cohesion in Analytical Exposition Text at The Eleventh Grade of SMA 2 Metro*, (Metro:2016).

APPENDICES

Appendix 1

Figure 3
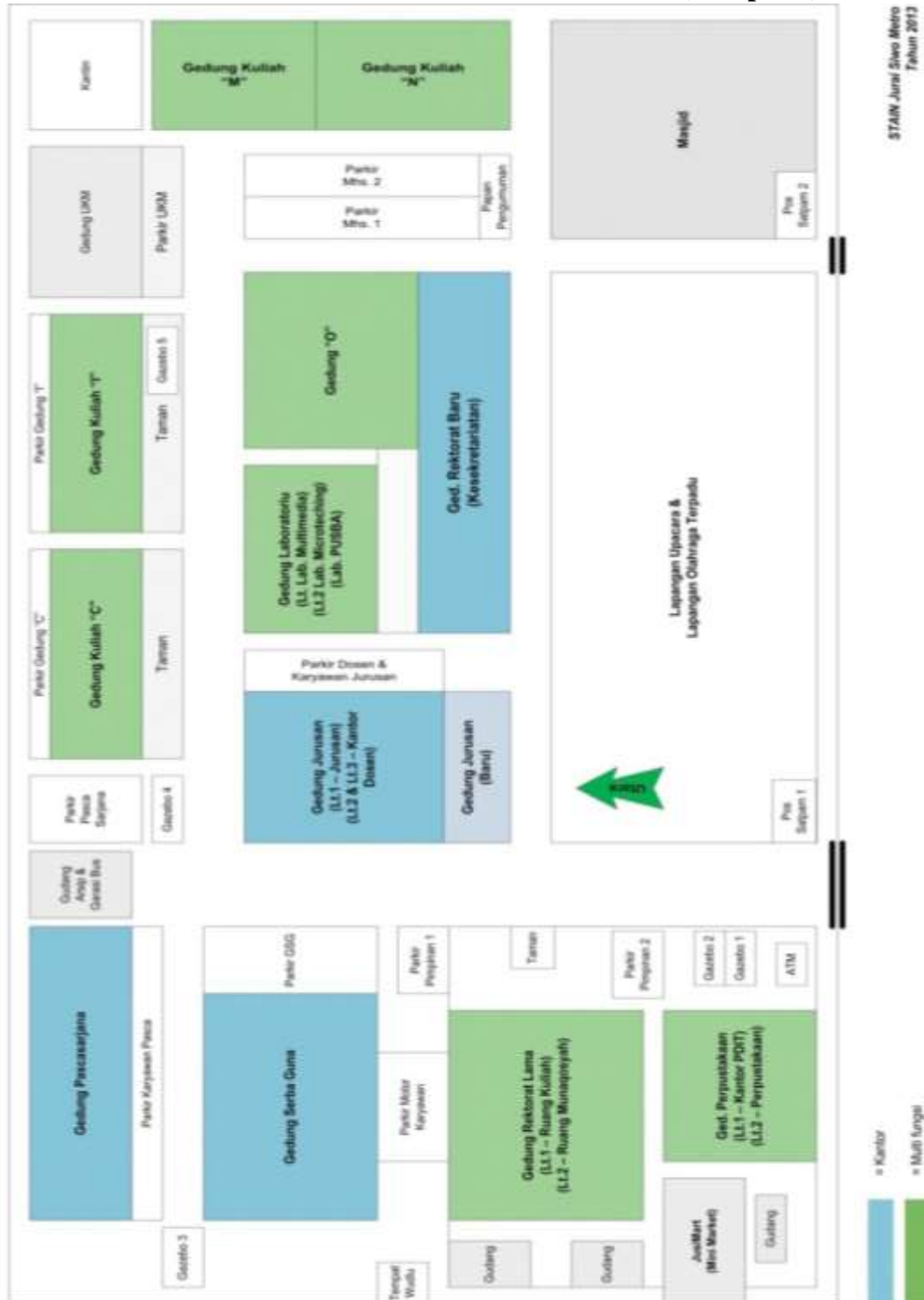The organization structure of IAIN Metro
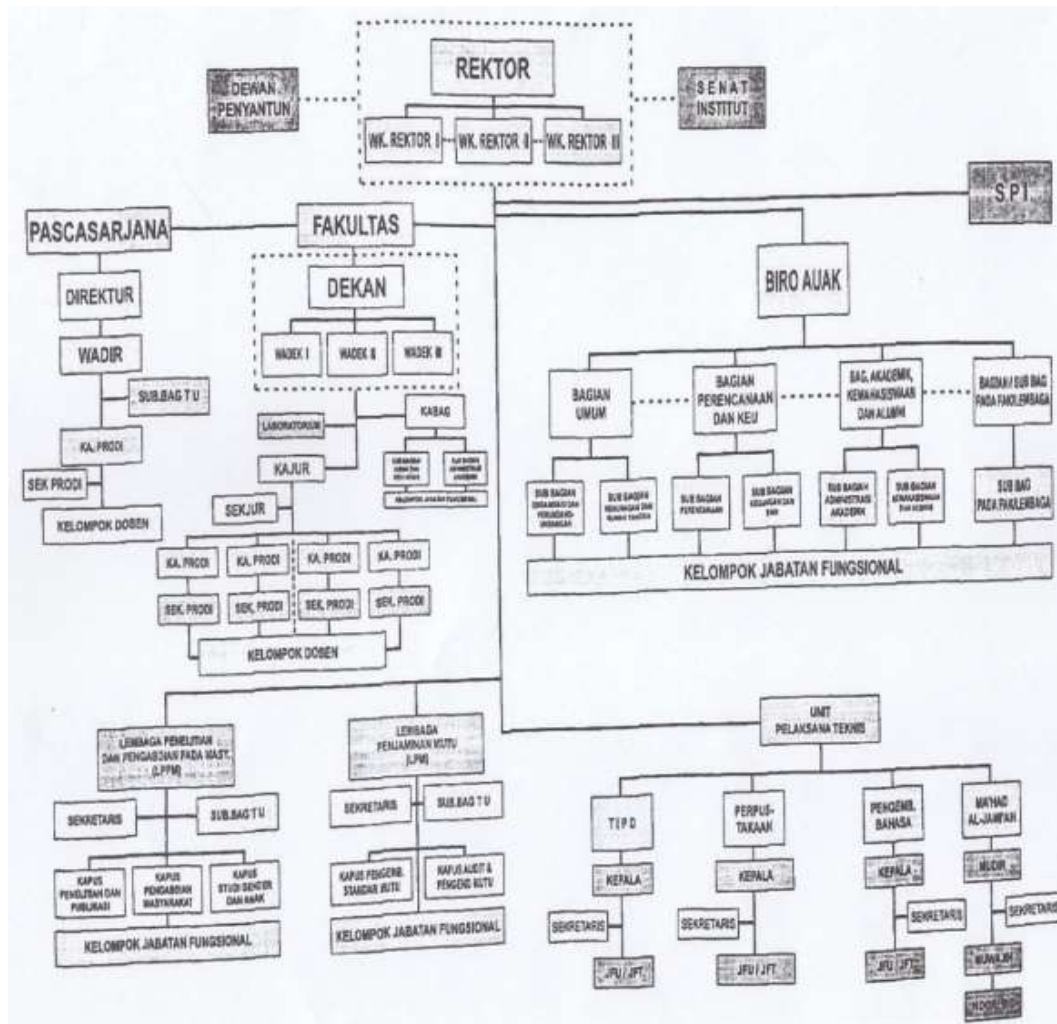
Appendix 2

Table 1

Facilities in State Institute for Islamic Studies of Metro

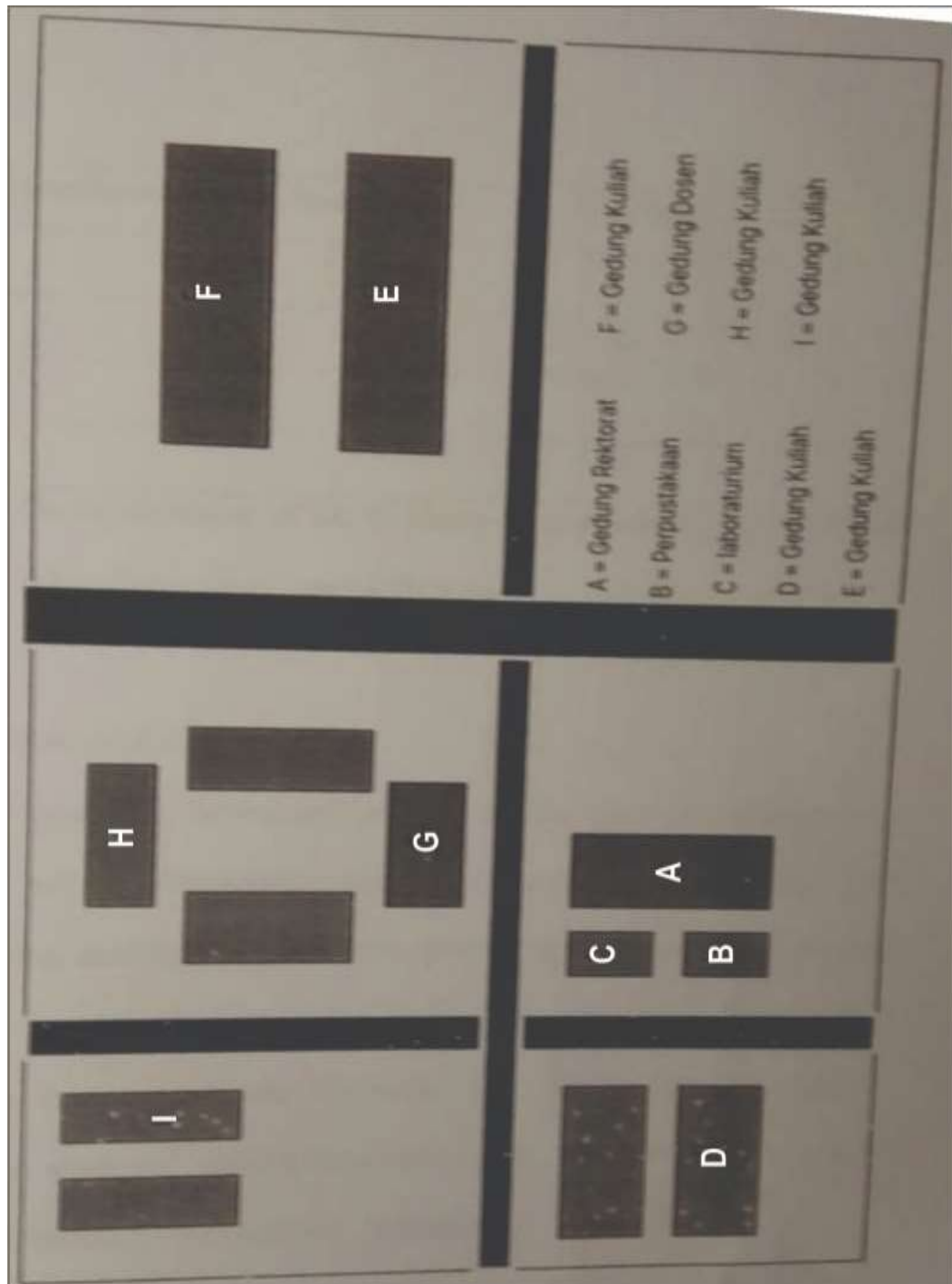| No	Facilities	Total of	Large (m)
1	Lectures' room	1	556
2	Computer laboratory unit & BMT	1	1000
3	Library unit	1	1000
4	Language laboratory unit	1	180
5	Micro-Teaching laboratory	1	106,8
6	Islamic development unit	1	30
7	Classroom	16	1248
8	Mosque	1	1000
9	Futsal field	1	510
10	Basketball field	1	-
11	Wall climbing field	1	92
12	Volley field	1	-
13	Tennis field	1	650
14	Auditorium	1	-
15	Students activities unit	1	-
16	Students committee office	1	-

Appendix 3

Figure 4

The location sketch of IAIN Metro (Campus 1)

Appendix 4

Figure 5

The location sketch of IAIN Metro (Campus 2)

A = Gedung Rektorat   F = Gedung Kuliah

B = Perpustakaan   G = Gedung Dosen

C = laboraturium   H = Gedung Kuliah

D = Gedung Kuliah   I = Gedung Kuliah

E = Gedung Kuliah

Appendix 5

Table 2

Total of Students State Institute for Islamic Studies of Metro

No	Departments	Program	Students
1	Tarbiyah Department	English education program (TBI)	1018
		Islamic education program (PAI)	1268
		Arabic education program (PBA)	401
		Islamic elementary school education program (PGMI)	464
		Mathematic education program (TPM)	43
		Biology education program (TPB)	44
		Science social education program	39
		Islamic childhood education program (PIAUD)	146
2	Economy business faculty	D3 Syari'ah banking program (D3 PBS)	307
		S1 Syari'ah banking program (S1 PBS)	924
		Islamic accountant (AKS)	45
		Islamic economy program (Esy)	1179
		Pilgrimage management (MHU)	37
3	Syaria'ah Department	Islamic law program (AS)	422
		Islamic economy law program (HeSy)	708
		Islamic constitutional law (HTNI)	33
4	Islamic announcement and communication Department	Islamic communication and broadcasting program (KPI)	288
		Language and Arabic literature program (BSA)	50
		Islamic extension guidance (BPI)	24

THE LIST OF PARTICIPANTS

No	Abbreviation	Meaning	Name of DSC P
1	DSC P. 1	Descriptive Paragraph 1	Rani Swastika
2	DSC P. 2	Descriptive Paragraph 2	M. Arif Maheya
3	DSC P. 3	Descriptive Paragraph 3	Zuharoh Ivosari
4	DSC P. 4	Descriptive Paragraph 4	Hesti Indah Pertiwi
5	DSC P. 5	Descriptive Paragraph 5	Nurleni Aryanti
6	DSC P. 6	Descriptive Paragraph 6	Mila Nursila
7	DSC P. 7	Descriptive Paragraph 7	Anggun Trisnawati
8	DSC P. 8	Descriptive Paragraph 8	Shinta Damayanti
9	DSC P. 9	Descriptive Paragraph 9	Nurul Khasanah
10	DSC P. 10	Descriptive Paragraph 10	Yana Yulia

GUIDANCE FOR CODING

Analyzing of grammatical cohesion in descriptive paragraph writing among the undergraduate thesis

Reference	
Ellipsis	
Substitution	
Conjunction	

THE RESULT OF ANALYZING

No	Participants	Kinds of Grammatical Cohesion in Descriptive Paragraph Writing on Undergraduate Thesis				Total	Taken from
		Reference	Ellipsis	Substitution	Conjunction		
1	DSC P. 1	12	5	1	8	26	Curriculum Vitae
2	DSC P. 2	7	2	-	18	27	CHAPTER I Paragraph 1
3	DSC P. 3	7	4	-	15	26	CHAPTER I Paragraph 1
4	DSC P. 4	7	3	1	10	21	CHAPTER I Paragraph 1
5	DSC P. 5	8	5	-	15	28	CHAPTER I Paragraph 1
6	DSC P. 6	3	5	-	12	20	CHAPTER I Paragraph 1
7	DSC P. 7	5	2	1	10	18	CHAPTER I Paragraph 2
8	DSC P. 8	8	4	1	10	23	CHAPTER I Paragraph 2
9	DSC P. 9	8	5	1	18	32	CHAPTER I Paragraph 1-2
10	DSC P. 10	6	2	-	15	23	CHAPTER I Paragraph 2
	Total	71	37	5	131	244	
	Percentage	29%	15%	2%	54%	100%	

AN ANALYSIS ON THE DIFFICULTIES IN DIFFERENTIATING THE FORM
OF VERB AND VERBAL WITHIN TOEFL PREPARATION AMONG THE
EIGHTH SEMESTER STUDENT OF ENGLISH EDUCATION DEPARTMENT
OF IAIN METRO
2017

Name   : Rani Swatika
St. Number   : 1293127

CURRICULUM VITAE

The name of the writer is Rani Swastika. She was born in tempuran, on august 02, 1994. She is the first child of Mr. Robert and Mrs. Ana. She was enrolled her study in Kindergarten at TK ABA tempuran, Central Lampung on 1999 and graduated on 2001. She continued her study at state elementary school 01 tempuran, central Lampung on 2001 and graduated on 2006. And then, she continued her study at state junior high school 01 trimurjo, central Lampung on 2006 and graduated on 2009. She continued her study at senior high school of muhammadiyah 1 metro on 2009 and graduated on 2012. Actually, at the same year, she was registered as a SI student of English education study program of state Islamic college (STAIN) jurai siwo metro. At STAIN, the writer actively joined UKM JSEC and KRONIKA.

Ellipsis		5
Conjunction		8
Reference		12
substitution		1

②

THE INFLUENCE OF USING TOTAL PHYSICAL RESPON METHOD ON
THE STUDENTE SPEAKING SKILL AT THE EIGHTH GRADE OF SMP
MUHAMMADIYAH 3 METRO IN THE ACADEMIC YEAR OF 2017/2018
2018

Name   : M. Arif Maheya
St. Number : 1292497

CHAPTER I
Paragraph 1

English is important for Indonesian in order to face the development of the world. It has also been a compulsory subject to Indonesian learners from elementary school up to university. The student should have four language skills such as listening, speaking, reading and writing. There are also language components; vocabulary, spelling and structure. The teacher has to always give the guidance and control the students' learning activities, so that, the function of the teacher in the learning process is the student' guide in the classroom. It needs to be understood that not only the teacher becomes a determiner of good or bad of the students' achievement, but also the factors will be coming from the student itself, the purpose of the education, and the means and infrastructure of education itself. With the expectance of education, it can change the students' attitute include change to the knowledge, creativity, and attitude. Therefore, it is clear that to reach or to realize purpose in the teaching learning process, so the teacher is not enough just give them the information as much as they want, but students must active too in the teaching learning process.

ellipsis ▢ 2
conjunction ▢ 18
reference ▢ 7
substitution ▢ 0

(3)

THE INFLUENCE OF STORY COMPLETION TECHNIQUE ON THE
STUDENTS' SPEAKING PERFORMANCE AT THE THRID SEMESTER OF
ENGLISH DEPARTMENT OF STATE INSTITUTE FOR ISLAMIC STUDIES
OF METRO
2018

Name   : Zuharoh Ivosari
St. Number   : 13108857

CHAPTER 1
Paragraph 2

Since English has become an international language, English is used by many people in the world, as well as in our country. It makes students in Indonesia are demanded to master English, especially, for high school until college students. In learning English, the students learn four language skills namely listening, speaking, reading and writing. Listening and reading are included into receptive skill where the students receive the language and decode the meaning to understand the message. While speaking and writing are included into productive skill where the students use the language which has been acquired and produce a message through speech or written text that they wanted others to understand. Based on those skills, speaking is one of important skill which should be mastered by the students. We could carry out conversation each other by speaking. We could express our feeling and ideas directly, and then we could exchange the information. However to speak well was not easy because someone who wants to speak should be able to make people who listen them understands what they are talking about.

ellipsis   4
Conjunction   15
Reference   7
substitution   0

④

THE USE OF ENGLISH SONG TO IMPROVE THE STUDENTS' LISTENING
SKILL AT ELEVENTH GRADERS OF SMAN 4 METRO
2017

Name   : Hesti Indah Pertiwi
St. Number   : 1292086

CHAPTER I
Paragraph 1

All human being in the world use languages to communicate each other. It becomes one of the important aspects in their life. In our modern world everybody accepts that listening is one of the most important skills in language acquisition. Because listening is the receptive use of language, and since the goal is to make sense of the speech. The students does not receive affective listening input; her or she may not perform well in writing and speaking because the two output abilities are more difficult. Listening is important and it helps students lay the foundations of speaking and writing. Through listening, students can acquire decent pronunciation and learn many useful words, phrases, and sentences.

ellipsis		3
Conjunction		10
Reference		7
Substitution		1

IMPROVING THE STUDENTS' SPEAKING ABILITY BY USING
QUESTION ANSWER TECHNIQUE AT THE EIGHT GRADE OF SMPN 4
METRO

2018

Name   : Nurleni Aryanti
St. Number   : 13107947

CHAPTER I

Paragraph 1

Language is a sign that is used to communicate, to interact and to share information each other. There are many language in the world, every region has different language and one of that is English. English is important because it becomes one of international language and almost learned by all of people. It is useful for our life especially when we attend international event. In Indonesia. English increases rapidly, although English becomes foreign language but many people are antusiastic to learn it. It is proved with many course institutation in regions and English becomes one of main lesson in every level of education, although the learning process in basic level not too complex. Studying language not only how the word is made but also has to pay attention the sound and the fluency when we speak up especially in English that commonly difficult for some people. English has four components, those are listening, reading, speaking and writing. Speaking is the main component that has to be mastered because it can measure as much as good someone language ability.

ellipsis   5
Conjunction   15
Reference   8
Substitution   0

(b)

THE INFLUENCE OF PREDICTING STRATEGY ON THE STUDENTS'
READING COMPREHENSION AT THE TENTH GRADERS OF SMK 2
GANESA SEKAMPUNG EAST LAMPUNG
2018

Name   : Mila Nursila
St. Number : 13107707

CHAPTER I
Paragraph I

Language is an important aspect. Everybody knows that language cannot
be apart from human life. People need language for communication with each
other. By using language, people can express their ideas and feeling. Therefore,
language has a central rule in students' social and emotional development. It can
support them in learning all subject matters. English is one of the subjects in
Indonesia's curriculum for elementary until university level and also become a
subject which is examined in national examinations. Besides as a compulsory
subject, English is also a need in this globalization era. The goals of teaching
English in Indonesia are mainly to enable the students to use English for
communication and to read books and references written in English. The students
are excepted to have skills of the English language such as reading, writing,
listening, speaking, and other elements of language that must be taught to the
students through the chosen themes.

ellipsis   5
Conjunction   12
Reference   3
Substitution   0

⑦

INCREASING VOCABULARY MASTERY THROUGH SEMANTIC
MAPPING STRATEGY AT THE EIGHT GRADE OF SMP THE DARUL
'ULUM SEKAMPUNG ACADEMIC YEAR 2017/2018

2018

Name   : Anggun Trisnawati
St. Number : 13106567

CHAPTER I

Paragraph 2

In Indonesia, English is a foreign language. In our education system, it was a compulsory subject from junior high school until university level. As a foreign language, this language was not easy to master because it had different structure, pronunciation, and others. Moreover the purpose of teaching and learning of foreign language was the students could communicate in oral and written form. Besides, vocabulary was one of the language aspects that should be learned by students who want to master a language. Vocabulary could help the students to have good listening, speaking, reading, and writing ability. One of the reasons appeared from failure that students still found many difficulties to express their ideas in English. It was caused by the situation that the students pay little attention to the vocabulary mastery.

Ellipsis   ☐ 2
Conjunction   ☐ 10
Reference   ☐ 5
Substitution   ☐ 1

THE USE OF PICTURE SERIES IN TEACHING PROCEDURE TEXT TO
IMPROVING STUDENTS' SPEAKING ABILITY AT THE FIRST GRADERS
OF THE STATE JUNIOR HIGH SCHOOL TARBIYATUL MUALIMIN AL
ISLAMIYAH (TMI) ROUDLOTUL QUR'AN METRO

2017

Name   : Shinta Damayanti
St. Number : 1293497

CHAPTER I
Paragraph 2

Speaking is one of the basic skills that must be mastered by students since it is very important for them to communicate in the class or outside the class. Without mastering speaking, it would be impossible for the people to have a natural communication among others. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context. By speaking people are able to deliver message orally by using verbal and non-verbal symbol. The main aims of most English teachers is to make their students able to communicate and convey information effectively in spoken English. The mastery of speaking skills in English is a priority for many foreign language learners. Learners, consequently often evaluate their success in language learning as well as the effectiveness of their English learning of how well they feel they have improved in their spoken language proficiency. Oral skill has hardly been neglected in English as a foreign language or English as a second language learning through how best to approach the teaching of oral skill has long been the focus of methodological debate.

Ellipsis   ■ 4
Conjunction   ■ 10
Reference   ■ 8
Substitution   ■ 1

9

THE USE OF PROMPTING TECHNIQUE TO IMPROVE THE READING
COMPREHENSION SKILLS AT EIGHTH GRADE OF MTS DARUL A'MAL
METRO IN ACADEMIC YEAR 2017/2018

2018

Name   : Nurul Khasanah
St. Number : 13107977

CHAPTER I

Paragraph 1

Since English is a foreign language, English teachers have to use appropriate materials to develop student's integrative skills; listening, speaking, reading, writing and aspects of language as well. Among the four skills, reading is the most important language skill to be developed and give particular stress in the classroom. Reading helps in mental development and is known to stimulate the muscles of the eyes. Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader. It is an indulgence that enhances the knowledge acquired, consistently. The habit of reading also helps readers to decipher new words and phrases that they come across in everyday conversations. The habit can become a healthy addiction and adds to the information available on various topics. It helps us to stay in-touch with contemporary writers as well as those from the days of yore and makes us sensitive to global issues.

Reading is about looking for information of the text. Reading is not easy to be learned because reading need maximal reading skill. Many problem that faced by reader when they want to achieve a purpose of reading. Those problem are about reading habit, reading technique, easy work, motivation, and reading interest, if still any bad when they are reading. One of the readers' bad habit is interpret word by word of the text. Therefore, it is not effective because they need

ellipsis   ☐ 5
Conjunction ☐ 18
Reference   ☐ 8
substitution ☐ 1

much time to interpret all the word of the text. Maximal reading skill cannot be achieved if do not have mastery of readings' techniques. And then, without motivation and the high of reading interest, maximal reading skill cannot be achieved too.

(10)

AN ERROR ANALYSIS ON BORROWING IN THE INDONESIAN
TRANSLATIONG AMONG THE SIXTH SEMESTER STUDENTS AT THE
ENGLISH EDUCATION PROGRAM OF STAIN JURAI SIWO METRO

2017

Name   : Yana Yulia
St. Number : 1293927

CHAPTER 1
Paragraph 2

Translation is the replacement of textual in one language by equivalent textual material in another language. It means that, in English, translation is so extremely crucial in many fields. Because the result of translation must be clear especially in source language meaning itself. In order to make the clear meaning of translating, it is expected that the meaning of target language can be understandable. To put it more simply, in target language, readability is the most essential part in translation because it makes the reader easier to understand the content of the text. Conversely, when the translation result is not readable, it will make the readers difficult to figure out the content of the text correctly. Whereas, many learners are still doing many errors to understand English well. Learners also often use the knowledge of their first language usually translate the text using the rule of Indonesian language. When the rule is the same, the Indonesian rule will support the translation correctly, but the rule is widely different from the English. Consequently, it can make various interpretations because of them is understanding. Therefore, to have good mastery in translation either English to Indonesian or to English in translation; learners must learn English not only grammatically, but also culturally. So that, learners must understand about sociolinguistics, psycholinguistics, semantics, etc. It is done in transferring equivalent meaning from source language to target language changing the purpose of message sent.

ellipsis   2.
conjunction   15
reference   6
substitution   0

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: iain@metrouniv.ac.id

Nomor : 1762 /In.28.1/J/PP.00.9/5/2018   22 Mei 2018
Lamp : -
Hal   : BIMBINGAN SKRIPSI

Kepada Yth:
1. Dr. Mahrus As'ad, M.Ag
2. Ahmad Subhan Roza, M.Pd
Dosen Pembimbing Skripsi
Di –
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama   : Nia Zainiah
NPM   : 14121817
Fakultas : Tarbiyah dan Ilmu keguruan
Jurusan   : Tadris Bahasa Inggris
Judul   : An Analysis On The Descriptive Paragraph Writing Cohesion Among The Undergraduate Thesis Of The State Institue For Islamic Studies Of 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 TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011014

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

SURAT TUGAS
Nomor: B-2294/In.28/D.1/TL.01/07/2018

AGENDA SURAT MASUK
Tgl : 18 - 7 - 18
No. Agenda : 1714
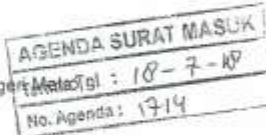
Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro menugaskan kepada saudara:

Nama : **NIA ZAINIAH**
NPM : 14121817
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Untuk :
1. Mengadakan observasi/survey di IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS ON THE DESCRIPTIVE PARAGRAPH WRITING COHESION AMONG THE UNDERGRADUATE THESIS OF THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO".

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

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

Dikeluarkan di : Metro
Pada Tanggal : 11 Juli 2018

Mengetahui,
Pejabat Setempat

Dekan I,

Dra. Fatf 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) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-2295/In.28/D.1/TL.00/07/2018
Lampiran : -
Perihal   : IZIN RESEARCH

Kepada Yth.,
REKTOR IAIN METRO
di-
         Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2294/In.28/D.1/TL.01/07/2018, tanggal 11 Juli 2018 atas nama saudara:

Nama	:	NIA ZAINIAH
NPM	:	14121817
Semester	:	8 (Delapan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di IAIN METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi manasiswa yang bersangkutan dengan judul "AN ANALYSIS ON THE DESCRIPTIVE PARAGRAPH WRITING COHESION AMONG THE UNDERGRADUATE THESIS OF THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 11 Juli 2018
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
Jalan KI. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimill (0725) 47296;
Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

Nomor   : 2377/In.28/B.3/TL.00/07/2018   23 Juli 2018
Lampiran : 1 (satu) bundel
Perihal   : Balasan Permohonan Data Penelitian

Kepada Yth.
Nia Zainiyah
di

    Tempat

Assalamu'alaikum Wr. Wb.

        Menindaklanjuti surat Saudara tanggal 18 Juli 2018 perihal permohonan data penelitian, maka dengan ini kami memberikan data penelitian terlampir kepada:

Nama	: Nia Zainiah
NIM	: 14121817
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul skripsi	: An Analysis on the Descriptive Paragraph Writing Cohesion among the Undergraduate Thesis of the State Institute for Islamic Studies of Metro

Demikian surat ini kami sampaikan, agar dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

Kabag Akademik dan Kemahasiswaan,

Tri Pramasetia

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Nia Zainiah

NPM : 14121817

Fakultas : Tarbiyah dan Ilmu keguruan

Angkatan : 2014

Telah menyerahkan buku berjudul : Text and Practices

Metro,

Ketua Jurusan TBI

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
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-0646/In.28/S/OT.01/08/2018

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

Nama	: Nia Zainiah
NPM	: 14121817
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 14121817.

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, 06 Agustus 2018
Kepala Perpustakaan,

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195806311981031001

KEMENTRIAN AGAMA REPUBLIK INDONESIA
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 SKIRPSI MAHASISWA

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

IAIN METRO

Nama : Nia Zainiah   Jurusan/Fakultas : TBI
NPM : 14121817   Semester/TA   : VIII / 2018

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
1.	Selasa 24-7-2018	✓		Revise instrument menambahkan contoh	
2.	Kamis 26-7-2018	✓		Pbailer Shrive. Acc Angresiler	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

KEMENTRIAN AGAMA REPUBLIK INDONESIA
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; Faksimil (0725) 47296;
Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKIRPSI MAHASISWA

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

IAIN METRO

Nama : Nia Zainiah
NPM : 14121817

Jurusan/Fakultas : TBI
Semester/TA : VIII / 2018

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
1.	Selasa 24-7-2018	✓		Revise instrument	
2.	kamis 26-7-2018	✓		menambahkan contoh	
				Pbaiten Ikenie.	
				Aco Inqurrsiku	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telp. (0726) 41507; Faksimii (0726) 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 : Nia Zainiah Jurusan/Fakultas : TBI
NPM : 14121817 Semester/TA : IX / 2018

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
1.	3/august/2018		✓	Revise Abstract, Revise motto, Add theory of undergraduate thesis, Revise structur organisasi	
2.	10/8/2018		✓	Revise Abstract	
3.	13/8/2018		✓	Revise Abstract	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

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

KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telp. (0726) 41507; Faksimil (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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IAIN METRO

Nama : Nia Zainiah Jurusan/Fakultas : TBI
NPM : 14121817 Semester/TA : IX / 2018

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
1.	senin 13-8-2018	✓		1. Revise Abstrack 2. Revise Aknowledgment.	
2.	Selasa 14-8-2018	✓		1. Revise table of content. 2. Revise chapter II 3. Revise chapter IV	
3.	kamis 16-8-2018	✓		1. change generic structure become the characteristics of descriptive paragraph. 2. Adding the constructing good paragraph.	
4.	senin 20-8-2018	✓		1. showing the footnote. 2. Adding Artick A and The.	
5	kamis 23-8-2018	✓		1. Revisi contoh sesuaikan dengan buku. 2. memperjelas figure.	
6.	Rabu 29-8-2018	✓		1. Revisi ch III 2. Revisi ch IV	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

KEMENTRIAN AGAMA REPUBLIK INDONESIA
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IAIN METRO

Nama : Nia Zainiah   Jurusan/Fakultas : TBI
NPM : 14121817   Semester/TA   : IX / 2018

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
7.	kamis 6 - 9 - 2018	✓		1. Revisi ch III 2. Revisi ch IV	
8.	senin 10 - 9 - 2018	✓		1. Revisi ch IV	
9.	Rabu 13 - 9 - 2018	✓		1. Revisi ch IV	
10.	Rabu 20 - 9 - 2018	✓		1. Revisi ch IV 2. Revisi ch V	
11	Rabu 26 - 9 - 2018	✓		Revisi ch V	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

CURRICULUM VITAE

The writer's name is Nia Zainiah. She was born in Sendangayu, Central Lampung on Augustus 1, 1996. She is the oldest daughter of three children in her family. Her parents are Bapak. Darwito and Ibu. Supiah.

The writer begins her education from SDN 1 Sendagayu, up to 2007. Then, she continued her study in SMP Ma'arif 04 Sendangayu and graduated in 2010. After that, she continued in senior high school SMK Ma'arif 01 Sendangayu and finished in 2013. And the last on 2014 she is continued her study in State Institute For Islamic Studies of Metro, purely at S1 English Education Department (Tadris Bahasa Inggris).