

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF ATTITUDE MARKERS
IN ENGLISH DEPARTMENT STUDENTS' UNDERGRADUATE THESIS
AT IAIN METRO**



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**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H / 2023 M**

**AN ANALYSIS OF ATTITUDE MARKERS
IN ENGLISH DEPARTMENT STUDENTS' UNDERGRADUATE THESIS
AT IAIN METRO**

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

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APPROVAL PAGE

Title : AN ANALYSIS OF ATTITUDE MARKERS IN
ENGLISH DEPARTMENT STUDENTS'
UNDERGRADUATE THESIS AT IAIN METRO

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NOTIFICATION LETTER

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Matter : In order to hold the Munaqosyah of Asih Qurniawati

To:
The Honorable the Head of Tarbiyah Department
Of State Institute for Islamic Studies of Metro
Assalamu'alaikum, Wr. Wb

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

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

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NOTA DINAS

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di_
Metro

Assalamu'alaikum Wr.Wb

Setelah kami mengadakan pemeriksaan dan bimbingan seperlunya, maka skripsi yang telah disusun oleh :

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THESIS AT IAIN METRO

Sudah kami setuju dan dapat di munaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb

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RATIFICATION PAGE

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An Undergraduate thesis entitled: AN ANALYSIS OF ATTITUDE MARKERS IN ENGLISH DEPARTMENT STUDENTS' UNDERGRADUATE THESIS AT IAIN METRO. Written by: ASIH QURNIAWATI, Student Number 1601070140, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday June 22, 2023, at 13:00 – 14:00

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**AN ANALYSIS OF ATTITUDE MARKERS
IN ENGLISH DEPARTMENT STUDENTS' UNDERGRADUATE THESIS
AT IAIN METRO**

ABSTRACT

BY:

ASIH QURNIAWATI

This research is conducted to analyze Attitude Markers in English Department Students' Undergraduate Thesis at IAIN Metro. The purpose of this research is to analyze the most dominant types of Attitude Markers used in chapter IV of English Department Students' Undergraduate Thesis At IAIN Metro and the common errors in the use of Attitude Markers in chapter IV of English Department Students' Undergraduate Thesis at IAIN Metro. This research using qualitative method with English Department Students' Undergraduate Thesis at IAIN Metro as the subject of research and books, e-book and journals as the secondary source of research. This research using observasion as the data collection technique, the researcher will collect English Department Students' Undergraduate Thesis and then analyzing the most dominant types of Attitude Markers used and the errors in the use of Attitude Markers and. After conducting the research, it is found that from 10 Undergraduate thesis of English department students at IAIN Metro in Chapter IV that have been analyzed, the most dominant types of attitude markers used are the medial position with 66%, end position with 30% and occupying initial with 4% percentage. Meanwhile, the common errors found are how the students put the position of attitude markers or the place for attitude markers.

Keywords: Attitude Markers, Academic Writing, Thesis

**ANALISIS PENGGUNAAN ATTITUDE MARKERS PADA SKRIPSI
MAHASISWA TADRIS BAHASA INGGRIS IAIN METRO**

ABSTRAK

**OLEH:
ASIH QURNIAWATI**

Penelitian ini dilakukan untuk menganalisis Attitude Markers pada skripsi mahasiswa tadaris bahasa Inggris (TBI). Tujuan dari penelitian ini untuk menganalisis kesalahan umum dalam penggunaan Attitude Markers pada bab 4 skripsi mahasiswa tadaris bahasa Inggris (TBI) IAIN Metro dan untuk mencari tahu tipe Attitude Markers yang paling banyak digunakan pada bab 4 thesis mahasiswa tadaris bahasa Inggris (TBI) IAIN Metro. Penelitian ini menggunakan metode qualitative dengan skripsi mahasiswa tadaris bahasa Inggris (TBI) IAIN Metro sebagai sumber utama dan buku, e-book dan jurnal sebagai sumber tambahan. Penelitian ini menggunakan observasi sebagai metode pengumpulan data, peneliti akan mengumpulkan skripsi mahasiswa tadaris bahasa Inggris (TBI) IAIN Metro, kemudian menganalisis kesalahan umum dalam penggunaan Attitude Markers dan tipe Attitude Markers yang paling banyak digunakan. Setelah melakukan penelitian, ditemukan dari 10 bab IV skripsi mahasiswa TBI IAIN Metro jenis attitude markers yang paling sering digunakan adalah medial position dengan presentasi 66%, end position 30% dan occupying initial 4%. Sementara, kesalahan yang paling sering ditemukan adalah bagaimana mahasiswa menempatkan attitude markers pada kalimat.

Kata Kunci: Attitude Markers, menulis Akademik, Skripsi

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Asih Qurniawati

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Study program : English Education Department

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Stated that this undergraduate thesis is original work from the researcher, except for certain part in thesis that mentioned in bibliography.

Metro, 07 June 2023
Researcher


Asih Qurniawati
S N. 1601070140

PERNYATAAN KEASLIAN PENELITIAN

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Nama : Asih Qurniawati

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Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa tugas akhir skripsi ini merupakan hasil asli penelitian peneliti, kecuali beberapa bagian yang telah dicantumkan dalam daftar isi.

Metro, 27 Mei 2023
Peneliti,



Asih Qurniawati
NPM. 1601070140

MOTTO

ليس العلم م حفظ، إنما العلم م نفع

*“Ilmu adalah yang Memberikan Manfaat, Bukan yang Hanya Sekedar
Dihafal.”*

~Imam Syafi’i~

*“Penemuan Terbesar Sepanjang Masa Adalah Bahwa Seseorang
Dapat Mengubah Masa Depan nya Hanya Dengan Mengubah
Sikap nya”*

~Marie Osmond~

DEDICATION PAGE

This undergraduate thesis is presented and dedicated to:

1. Researcher's parents who always support and cheered researcher with endless love until this point.
2. Researcher's friends which always give support.
3. Researcher's almamater from State Islamic Institute Metro (IAIN Metro)

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To start with, the researcher would like to extend her gratitude to Allah SWT for blessing, health, and also mercy because the researcher can finally accomplish an undergraduate thesis entitled: “An Analysis of Attitude Markers in English Department Students’ Undergraduate Thesis at IAIN Metro”. Shalawat is also revealed to Prophet Muhammad SAW who had delivered the truth to human beings in general and Muslim in particular.

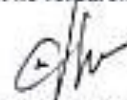
In this opportunity, the researcher would like to express her deepest gratitude especially to:

1. Dr. Hj. Siti Nurjanah, M.Ag, as the Head of IAIN Metro.
2. Dr. Zuhairi, M.Pd, as the dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro.
3. Andianto, M.Pd, as the chief of English Education Department of IAIN Metro.
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The researcher do apologizes for all mistakes that she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this research.

Metro, 27 May 2023

The researcher,



Asih Qurniawati
S.N. 1601070140

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CHAPTER I

INTRODUCTION

A. Background of Study

Writing is an activity to make a coherent idea or concept that is in one's mind into something. It is easily comprehended and understood not only by oneself, but also by others who may have different backgrounds. Moreover, in writing there are term of Academic writing. Academic writing is the kind of writing that required doing in college or university¹. This kind of writing differs from other kinds of writing such as personal, literary, journalistic, or in business writing.

Academic writing remains one of the main ways you will be assessed in University, so it is an important skill to master. Furthermore, the students are knowingly required to prepare and write a Final Project Report (thesis) with the provisions of writing in each college. Unfortunately, writing a thesis involves a work to produce knowledge or something that can be scientifically justified and carried out according to certain rules and procedures.

The purpose of the thesis in general is to develop knowledge of various knowledges during lectures. The thesis is expected that the students are able to summarize and apply all educational experiences to solve problems in a particular area of expertise in study systematically, logically,

¹ D. Turmudi, "Rethinking Academic Essay Writing: Selected Genres in Comparison", *Premise: Journal of English Education*, Vol. 6, No. 2, 2017, 119-137.

critically, creatively and meaningfully, based on accurate information and supported by appropriate analysis and put it in the form of academic writing.

The other important part is to ensure that the work is fully and correctly referenced. Academic writing covers many different areas. For example, the writer needs to pay attention to spelling, grammar, and punctuation. The writer also needs to consider sentences and paragraph structures, as well as the layout of their work. So, thesis should uses authentic texts and examples taken from a wide range of disciplines such as; content, organizing, grammar, and writing evaluation².

By using the correct structure, a sentence will be perfect. This structure is also used in all English to make good and meaningful sentences. One of aspect of grammar is attitude marker which writers usually use in writing an essay or thesis. According to Hyland, attitude marker is a sentence that shows the meaning of a person's attitude or feeling that is manifested through one of the adverbial clauses, which is a dependent clause that functions as adverb.³

According to hedges, appropriate stance marking of attitude marker in academic writing depends on a deep understanding of two main parameters: (1) naturally occurring patterns of use of stance in academic writing and (2) novice ESL academic writers' stance-marking patterns. While Parameter 1 is crucial in understanding the nature of stance in academic writing and thus

² Stephen Bailey, *Academic Writing A Handbook for International Students Third Edition*, (New York: Routledge, 2011).

³ K. Hyland & G. Diani, *Academic Evaluation: Review Genres in University Settings*. (Hampshire: Palgrave Macmillan, 2009), 5.

what to teach ESL writers, Parameter 2 is equally important so as to provide ESL writing instructors an understanding of the needs of their students. To address the first parameter, there has been plenty of research in the last three decades or so, with a range of methodologies and approaches such as those that focused on; (a) authors' personal feelings and emotions and (b) the status of the knowledge the authors present⁴.

Moreover, Students at IAIN Metro who have taken the final project proposal seminar exam, technically they will continue research and write a research report into a scientific work in final project form as the final project. In the preparation of the final project, each student will conduct research, either qualitative or quantitative. In terms of In this case, the product that has been made will be documented into a written work. That is the final project. In the description process, each student experiences difficulties in using linguistic aspects, especially in writing and arranging sentences using correct stance markers.

This is because writing in English has many aspects to consider starting from vocabulary, phrases, conjunctions, grammar, and also stance markers. Therefore, a guide is essentially needed to develop a suitable final project with the rules of writing in good and correct English and in accordance with the rules of preparation for the final project.

⁴ D. Biber and B. Gray, *The Historical Shift Of Scientific Academic Prose In English Towards Less Explicit Styles Of Expression: Writing Without Verbs*. In Bathia, V., Sánchez, P., Perez-Paredes, P. (Eds.), *Researching Specialized Languages*, (Amsterdam, Netherlands: John Benjamins, 2012), 11-24.

Furthermore, the researcher had conducted a pre-survey by analyze the use of attitude marker in chapter IV of undergraduate thesis written by the English department students at IAIN Metro. Following are the results of the pre-survey illustrated in the table 1:

Table 1
The data pre-survey from type position use attitude markers
in Chapter IV of Undergraduate Thesis at IAIN Metro

| No | Name | The use of attitude markers | Types position of attitude markers | Appropriate of use attitude markers | Inappropriate of use attitude markers |
|----|------|---|------------------------------------|-------------------------------------|---------------------------------------|
| 1 | LS | <i>Content analysis is potentially one of the most important research techniques in the social sciences.</i> | Medial | ✓ | |
| 2 | FN | <i>Simultaneously, the students must focus on their writing and background knowledge</i> | Occupying initial | | ✓ |
| 3 | FNR | <i>The students must write the undergraduate thesis especially</i> | End position | | ✓ |

| | | | | | |
|--|--|---------------------|--|--|--|
| | | <i>introduction</i> | | | |
| | | <i>thoroughly</i> | | | |

According to data pre-survey above, attitude markers used on chapter IV student's undergraduate thesis in English department of IAIN Metro. To the table above, there are inappropriate attitude markers on chapter IV student's undergraduate thesis of English IAIN Metro. Problem that the researcher wants to focus is analyze the use of attitude markers in chapter IV of student's undergraduate thesis of English IAIN Metro. So that in the future efforts can arise to produce quality academic writing. To overcome the problem above, it is important to pay attention to the use of attitude markers in writing undergraduate thesis of English department students at IAIN Metro.

Based on explanation above. The researcher want to conduct a qualitative research in order to analyze the use of attitude markers in chapter IV of undergraduate thesis written by the English department students at IAIN Metro.

Therefore, it is necessary to conduct research that analyzes the use of **“An Analysis of Attitude Markers in English Department Students’ Undergraduate Thesis at IAIN Metro”**.

B. Research Question

1. What are the common errors in the use of Attitude Markers In English Department Students’ Undergraduate Thesis At IAIN Metro?

2. What are the most dominant types of Attitude Markers In English Department Students' Undergraduate Thesis At IAIN Metro?

C. Objective and Benefit of Study

1. Objective of the study

Based on the research questions, the researcher determines the objectives of the research as follows:

- a. To know the common errors in the use of Attitude Markers In English Department Students' Undergraduate Thesis At IAIN Metro.
- b. To know the most dominant types of Attitude Markers In English Department Students' Undergraduate Thesis At IAIN Metro.

2. Benefits of the research

This research is expected to provide benefits not only for students but also for lecturers and other research.

- a. For the students

Through this research, students especially in English study programs are expected to know and understand the concept of attitudes markers and examples of their use in academic writing, especially in thesis writing. Besides that students can also realize the difficulty in using attitudes markers in thesis writing. Students can also find out information about the most dominant type of attitude markers used in the thesis.

b. For the other researchers

Through this research, it is expected to provide benefits for lecturers by providing information about the difficulties of English study program students in using attitudes markers in the thesis. In addition, lecturers also get information about the most dominant types of attitudes markers used by students in their thesis. Therefore, lecturers can provide alternative solutions that are given to students for the better quality of student writing.

D. Prior Research

The first is from Rahman Sahragard⁵ conducted the research in 2017 about markers in academic writing of journal. This research entitle “English Engagement Markers: A Comparison of Humanities and Science Journal Articles” that thee reasercher’ profession is Professor of Foreign Languages and Linguistic Department, Shiraz University, Iran. The present study provides a quantitative and contrastive analysis based on two corpora consisting of four disciplines of Humanities RAs (Psychology, Sociology, Economics and Law) and four disciplines of science RAs (Mathematics, Geology, Physics and Biology). Sixteen articles from each discipline were selected randomly from a pool of journal RAs. All sections of the articles were scrutinized for the purpose of the study. The obtained results indicate that Humanities RAs make use of more EMs than Science RAs. Also, the findings of this study suggest that directives are used more than other markers

⁵ Rahman Sahragard, “English Engagement Markers”, *A Comparison of Humanities and Science Journal Articles*. Professor of Foreign Languages and Linguistic Department, Shiraz University, Iran. Language Art, Vol. 2, No. 1, 2017, 111.

both in Humanities and Science RAs. Regarding the use of EMs in the decades of 1990s and 2000s, a significant increase in the use of EMs was observed with the passage of time, both in Humanities and Science RAs.

The second research is Hamid Allami⁶ is the student of English Department, College of Language & Literature, Yazd University, Yazd, Iran. He conducted the research entitle “Engagement Markers: a Technique for Improving Writing Skills” in 2012. The present study aimed at exploring the use of engagement markers as related to the quality of texts produced by IELTS student writers. To this end a quasi-experimental design was conducted through which 30 university level IELTS student writers were selected to comprise an experimental group which received instruction on the use of engagement markers. Another group of 30 students was selected to form the control group which received instruction on developing compositions only through a process method. The results indicate significant differences between the performance of experimental group and that of control group in terms of effectiveness of produced texts.

The third prior research from The research entitle “Stance And Engagement Discourse Markers In Journal’s “Author Guidelines” at 2015 was conducted by Raouf Moini⁷. He is Assistant Professor University of Kashan. This corpus-based study had three main aims: 1) to delve deep into the types, frequencies and functions of stance and engagement markers based

⁶ Hamid Allami, “Engagement Markers: a Technique for Improving Writing Skills. English Department, College of Language & Literature, Yazd University, Yazd, Iran”, *Journal of Language, Culture, and Translation* (LCT), Vol. 1, No. 1, 2012, 71–83

⁷ Raoufmoini, “Stance and Engagement Discourse Markers in Journal’s “Author Guidelines. Assistant Professor University of Kashan”, *The Journal of Teaching Language Skills* (JTLS), Vol. 7, No. 3, 2015.

on Fu's (2012) interactional meta discourse taxonomy, 2) to compare the distribution of stance and engagement features in journal author guidelines and 3) to investigate whether there is a significant difference between macro/micro interactional meta discourse markers in journal author guidelines. A corpus of 280 author guidelines produced by seven leading international academic publishers in eight academic sub-disciplines in the humanities and social sciences was compiled and analyzed. The results of the analysis showed that engagement features (reader-oriented) enjoyed higher frequency of use in journal author guidelines. Moreover, the difference between the frequency of stance and engagement features was statistically significant. Furthermore, differences reported between macro and micro interactional meta discourse were statistically significant. The extensive use of macro interactional meta discourse markers indicated a high degree of internationality of journal author guidelines. The present study gives us considerable insight into the dialogic nature of a totally neglected academic genre.

There are differences and similarities of this research with previous research to prove that this research is original research. The first is Rahman's research in 2017. This study had the variable about analysis marker in science journal while in this study is analysis marker on students of IAIN Metro. in Hamid's research in 2012, the difference lies in the variables, that is analysis markers on Iran student university of writing skills, while in this study analyzing marker on IAIN Metro students. Next, Raouf 2015, the variable lies in analysis marker in an author's journal, the difference lies in the subject or

the analysis variable then the same equation from the three previous studies involves both analyzing about marker in the content or article.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Undergraduate Thesis

1. Definition of Undergraduate Thesis

Undergraduate thesis is scientific papers written according to rules based on the principles of science and English, under the supervision or direction of the supervisor. Thesis requires the quality criteria established in the graduation. Thesis is prepared as one of the requirements for completing a course of study¹. An undergraduate thesis generally consists of six chapters,

Academic writing is writing which is done by scholars (students or academics) for other scholars to read. It can take many forms: journal, articles, textbooks, dissertations, group project reports, etc. Although students are increasingly being asked to write different types of academic text, the essay still remains the most popular type of assignment.²

According to Smith³, thesis writing also describes a planned approach to experimental work. Experienced researchers relate how to design and conduct experiments. This type of planning helps the students

¹ Team UI, *Technical Guidance on Undergraduate Thesis Writing*, (Depok: Universitas Indonesia, 2008), 55.

² Els Van Geyte, *Writing: Learn To Write Better Academic Essays*, (London: Harper Collins Publishers Limited, 2013), 9.

³ Smith V Robert, et. al. *Graduate Research A Guide for Students In The Sciences*, (London: Elsevier, 2016), 142.

to the final thesis. Blair⁴ adds the explanation that thesis a detailed description of the study and defends their proposal to guidance. Students must make proposals with high quality research.

Importantly, the proposal is an explanation for the topic and methodology, and, once accepted, is a written agreement between students and their guidance. Hardling⁵ states that “Writing a thesis is an exercise in carrying out research and writing an account of that research activity. Oshima and Hogue⁶ added that academic writing is formal, so the writer should not use slang or contractions.

In addition, the writer should take care to write complete sentences and to organize them in a certain way. For all students, writing a thesis is a challenge; for those writing in English whose first language is not English, the challenges are even greater. No doubt, that thesis writing is not an easy project to be done and it is more challenging among the other types of writing for the students.⁷

Based on the theory above, it can be concluded that a thesis is a scientific work written by undergraduate students who discuss a particular topic or field based on the results of a literature review written by experts, the results of field research, or the results of development (experimental).

⁴ Blair Lorrie, *Writing a Graduate Thesis or Dissertation*, (Canada: Sense Publishers, 2016), 23.

⁵ Sandra Harding. *Feminism and Methodology: Social Sciences Issue*. (Bloomington and Indianapolis: Indiana University Press, 2004), 77.

⁶ Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, (USA: Pearson Education), 3.

⁷ B. Paltridge & S. Starfield, *Thesis and Dissertation Writing in a Second Language*, (New York: GreenGate, 2007), 25.

Thesis writing is also part of the disciplinary deepening activity science through writing activities for college students must consider writing with appropriate rules in writing such as using vocabulary correctly, compiling appropriate paragraphs and using appropriate connectors.

2. Structure of Undergraduate Thesis

The structure of undergraduate thesis is as follows:

a. Introduction

In academic writings, introduction is the first section to write. It explains the scope of the research and describes what the research is all about⁸. Generally, it presents the structure of the thesis, the objectives and scope of the research, the problem that is investigated, and the limitation on the scope of the study. However, in some fields, the introduction covers an overview of the research findings. It can help the readers to understand the context of the research by presenting illustrative examples.

b. Literature review

Literature review is detailed report from your library.

c. Methods and Materials

Research method that used to produces a specific product and test the effectiveness of the product the. According to Sugiyono⁹, producing learning products is used to test the effectiveness of the

⁸ D. Evans, P. Gruba, & J. Zobel, *How to Write a Better Thesis* (3rd ed.), (New York: Springer International Publishing Switzerland, 2014), 40.

⁹ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif dan R&D*, (Bandung: Alfabeta, 2009), 297.

product so that it can function in the wider community. Based on this opinion, it can be concluded that the method is a research model. The research produces learning products, then tests the quality of the media.

d. Results

Sugiyono¹⁰ states that the result of the research is the process of organizing and grouping well information on an activity based on facts through the efforts of the researcher's mind in processing and analyzing research objects or topics systematically and objectively to solve a problem or test a hypothesis so that general principles or theories are formed. The results section in a scientific work is not meant to interpret the research results, because the interpretation is included in the discussion or discussion section. In the results section you should aim to share your findings without trying to interpret or evaluate them, other than to provide a link to the discussion section.

e. Analysis and Discussion / Conclusion

Sugiyono, explains that the discussion of the research is the researcher's step in ensuring various things. Make sure the writing of the discussion of the research results is in harmony with the systematics, framework of thinking, and research questions. Make sure the research results have answered all research questions. Make sure the research is in accordance with the stated research objectives. Make sure the conclusions have answered the benefits/usefulness of the research.

¹⁰ Sugiyono, *Metode Penelitian Kualitatif.*, 44

Zinsser,¹¹ explains that all writing is ultimately a question of solving a problem. It may be a problem of where to obtain the facts or how to organize the material. It may be a problem of approach or attitude, tone or style. Whatever it is, it has to be confronted and solved. Unity is the anchor of good writing. So, first, get your units straight. Unity not only keeps the reader from straggling off in all directions; it satisfies the readers' subconscious need for order and reassures them that all is well at the helm.

B. Concept of Writing

1. The Definition of Writing

Writing as the act of one who writes, which is written, literary production or composition. Therefore, the term 'creative writing' may be defined as: Having the power to create an imaginative, original literary production or composition and can be applied to a very broad spectrum of writing genres¹². Taylor¹³ explains that writing is an extremely difficult task if they are trying to grapple in their language with new ideas and new ways of looking at them. Sitting down to write can be an agonizing experience, which doesn't necessarily get easier with the passage of time and the accumulation of experience.

¹¹ William Zinsser, *On Writing Well cssao The Classic Guide To Writing Nonfiction, 25th Anniversary Edition*, (New york: Quill A Harper Resource Book, 2001), 49.

¹² Adele Ramet, *Creative Writing How to Unlock Your Imagination, Develop Your Writing Skills and Get Published*, (UK: How To Content A division of How To Books Ltd, 2007), IX.

¹³ S. E. Taylor, *Health Psychology, 6th Edition*. (New York: McGraw-Hill Inc, 2009), 88.

Writing can help achieve increased communication, self-understanding and well-being, alleviate stress and anxiety¹⁴, dramatically support positive self-image, and can have significant the rapeutic effects (Help the Hospices, 2005).

2. The Process of Writing

When you wrote shorter essays, it may have been possible to sit down, think, plan, write and check in one go. Longer essays are very different in nature, because of: their length: more organization and signposting is required their research component / referencing conventions their increased levels of formality and sophistication of language¹⁵.

Golton¹⁶ explains that the writing has a clear beginning, middle and end writing this, and my new decision to put a circle around what I am willing to How to Begin talk about, has created a defined boundary around the shifting and unstable situation. Every piece of writing, no matter its style, they go from notion to concept to reality. At every step along the way, and in every line and paragraph write.¹⁷

¹⁴ S. K.Abell, G. Anderson, dan J. Chezem, *Science As Argument and Explanation: Exploring Concepts of Sound in Third Grade dalam Inquiring into Inquiry Learning and Teaching in Science*, (Washington: American Association for the Advance of Science, 2000), 88.

¹⁵ Els Van Geyte, *Writing: Learn to Write Better Academic Essays*, (London: Harper Collins Publishers Limited, 2013), 133.

¹⁶ Gordon Taylor, *A Student's Writing Guide*, 41.

¹⁷ Wendy Burt-Thomas, *The Everything Creative Writing Book*, Second Edition, (London: Adams Media, a division of F+W Media, Inc., 2010), 26.

a. Pre-writing,

Prewriting is the process of planning and outlining information so that you can write effectively regarding your topic. This worksheet includes prewriting strategies such as clustering/mind mapping, brainstorming, free writing, and questioning. Begin by thinking about three key elements: audience, purpose and material. Ask yourself: Who is the text for? Why is the text needed? What resources - what data, evidence, reference material, and so on. The following text is written in an informal style. Rewrite it as a more formal text by making changes to the grammar and vocabulary.

1) Planning

Planning is better to try and decide what we are going to say before starting to write. The author must decide on the topic. First, they must define a goal or their writing, language used and sources of information. Second, writers will think the impact of their writing on their audience is not only from the content but also from the choice of language. Third, the writer must consider the content structure by ordering the facts, ideas, or arguments they have decided on to write¹⁸.

Hansley's Ideas for starting an academic text the following are some ideas for getting started with developing your own academic text.

¹⁸ Jerem Harmer, *How To Teach Writing. England*, (Oxford: Person Education Limited, 2004), 22.

- a) **Start with 'material'**. Make sure you have all your research materials in one place. Read quickly through the texts and use (if permitted) highlighters to indicate material that you think you can use in your own writing. Use one color highlighter for ideas, another for evidence, and another for arguments. Make sure you use the same color for the same idea wherever it appears. You'll end up with some related points from different texts. That suggests these are important aspects of the topic. Write one or two rough sentences (don't worry about language correctness at this stage) to state one of the ideas or arguments in your own way. Now move on to do the same with another highlighted area.
- b) **Start with 'purpose'**. Find out what your text is going to be used for. For example, are you expected to *report* or to *argue*? When you read reports, you will see that they are not written in the same way as essays or arguments. (We will look at these differences in Unit
- c) **Start with 'audience'**. Think about who will read what you have written. How much do they know about the topic? What will *they* use the text for? What kinds of writing are they used to reading?

2) Drafting

After planning, the writers will make a piece writing as a draft. In drafting, the writers will put the concept of their writing such as topic, theme, thesis statement and the controlling ideas.

3) Editing

After writers have produced a draft, they should read through what they have written. It is important in order to know the writing errors. Reflecting and revising are often held with the help of other readers by giving comments and making suggestions. Then, from the other reader's reaction will help the author to make appropriate revisions on the piece of writing.

4) Evaluating.

People set about the writing process in many different ways. They require all kinds of different situations in which to feel 'comfortable' when writing. Writing is commonly seen as a three-stage process: pre-writing, writing and rewriting.¹⁹

b. Pre-writing,

Prewriting is the process of planning and outlining information so that you can write effectively regarding your topic. This worksheet includes prewriting strategies such as clustering/mind mapping, brainstorming, free writing, and questioning. Begin by thinking about three key elements: audience, purpose and material.

¹⁹ R. C. Feldt & Hensley,R., "Recommendations for use of SQ3R in Introductory Psychology Writing Textbooks". *Journal of Education*, No. 129, Vol. 4, 2009, 12.

c. Writing

Writing is a way of thinking. In other words, the quality of your writing depends on the quality of thinking you do about your topic or task. This chapter discusses the types of thinking you need to do before you start writing, when you write your first draft, and when you are rewriting your draft.

d. Rewriting

Rewriting includes various methods of substituting a sub term of a formula with another term. Rewrite is one of the rules for rewriting a term that can be applied in various ways to that term, or more than one rule can be applied. The rewrite system then provides not an algorithm for converting one term to another, but a set of possible application of the rules.

C. Concept of Attitude Marker

1. The Definition of Attitude Marker

Attitude marker used to convey the speaker's attitudes, feelings, or value judgments about what is said or written (e.g. *surprisingly*, *unfortunately*); Attitudinal stance markers seem to play a prominent role in the rhetorical machinery of the RAs analyzed here: they are not simply aimed at qualifying the information presented from the authors' point of view in various ways; most importantly, they aim to create affective appeals or, in other words, appeals to readers' emotions, inviting them to accept their discourse in the same way the authors entertain it.

According to Hyland²⁰, self-mentions and attitude markers, the two major features of meta discursal stance, lead to the development of relationship between authors and readers. Essentially, attitude markers are words (i.e. agree, surprisingly, significantly, only, important, issue, need) which assist writers to convey their evaluation, feeling, and attitude towards the discussion in the text. Besides, these markers inform the readers about the author's point of view and his position in the text.

2. The Element Of Attitude Marker

Attitudinal adverbial stance markers convey the speaker's attitudes, feelings, or value judgments towards the propositional elements as in the examples below:

- a. *Unfortunately*, as the women enacted their choices by engaging with their arsenal of material and discursive resources, they activated powerful 'strategic' elements which perpetuated their inability to realize their dreams of meaningful participation in the socio-economic mainstream.
- b. *Surprisingly*, little academic attention has been paid to one of the root causes of witness unavailability in domestic violence cases—state spousal privilege statutes.
- c. A third common assumption is that for international free markets to function to their potential, *ideally* there should be an equivalent level of

²⁰ K. Hyland & G. Diani, *Academic Evaluation*, 5.

intellectual property protection for all those operating in the same market.

- d. *Curiously*, though, Sullivan nowhere uses the phrase “post modern censorship theory” in the article cited, although she does discuss a group of leftist legal theorists she dubs “the new speech regulators”, arguing that they “demand a response [...]”
- e. Such separate protection is what was intended by the majority of jurisdictions in adopting peremptory challenges, and their interests should be respected and facilitated by allowing for reversal of cases involving the impairment of those interests. *Hopefully*, the Supreme Court will do so in Martínez-Salazar.
- f. *Simultaneously*, the students must focus on their writing and background knowledge.
- g. Though technological and traffic management improvements over the ensuing decades have eliminated much of the original justification for such regulations at many airports, and despite the fact that they *effectively* thwart efforts to achieve airline entry and pricing deregulation, they stubbornly linger on.
- h. Content analysis is *potentially* one of the most important research techniques in the social sciences
- i. The students must write the undergraduate thesis especially introduction *throroughtly*.

Greenbaum²¹ provides a very detailed subdivision of adverbs like the following: *conveniently, curiously, fortunately, happily, interestingly, ironically, luckily, oddly, paradoxically, regrettably, sadly, surprisingly, unfortunately, potentially, simultaneously and thoroughly*. All these adverbs appear under a group that conveys 'a judgment about what is being said', subdivided in six subsets.

3. The Position of Attitude Markers

In their function as modifiers in group structure, adverbs occupy fixed positions. As adjuncts, however, they are, occupying initial, medial or end position, as in ²²

a. Occupying initial

Stance adverbs are placed in the initial position as adjuncts, their scope extending to the whole clause. Their meaning express the speaker's attitude to the content of the clause or comment on its truth value (ibid.) as in:

Example: *Really*, I don't like driving.

b. Medial

Stance markers also occur in medial position, often immediately the following subject

Example: The primary lesion is *generally* treated with pituitary surgery.

c. End position

²¹ S. Greenbaum and G. Nelson, *Introduction to English Grammar*, (London: Longman, 2005), 75.

²² A. Downing, & P. Locke, *A University Course in English Grammar*, (London: Routledge, 2006), 509.

Other hand, many stance adverbs function as adjuncts, and they may appear at the end of the sentence or internally, set off by a comma, as the following example illustrates.

Example: He is not available just now, *unfortunately*.

4. The Function of Attitude Markers

The functional analysis of the attitude markers was embedded within a larger framework that included the position, or centrality of target adverbials, the grammatical they belonged to, and the semantic and pragmatic domains that were related to the expression of stance in the discourse.

As indicated above, a large number of target stance adverbials appeared in the initial position, pre-modifying an entire sentence. Placing adverbials in initial position not only adds to the cohesion of the discourse, by smoothing the transition from one utterance to another, it also abides by the information flow principle which stipulates that the given information in the discourse must come prior to the introduction of new information. For instance, in the example provided below, it indeed refers back to previously introduced information and also frames the subsequent discourse²³.

The function of attitude marker to convey the speaker's evaluation or comment of the proposition, such as “unfortunately” which the speaker's

²³ D. Biber. *University Language: A Corpus-Based Study of Spoken and Written Registers*, (Amsterdam: John Benjamins, 2006)

evaluative remark is anticipated by a string of nouns (most of which are abstract), which create a negative semantic domain that somehow requires an evaluative remark from the part of a speaker committed to the propositional content of the utterance. The other function to show violence, crime, intolerance, arms, drugs and trafficking in human beings are, “unfortunately”, abundant in the province²⁴

5. The Importance of Attitude Marker

The knowledge of the writing rules is very importance to make quality writing. Such as knowledge of attitude markers. It is very importance to a writer because it can make the author of writing as grammatical and scientific rules by applying attitude markers in the text. The resulting sentence is concise and scientific. Attitude markers learning is taught in student subjects so that students can write and produce quality writing.

Authors can offer a credible representation of themselves and their and acknowledge alternative views in an appropriate and manner. It is knowledge that written texts other than about people, place and activities, in the world, recognizing, constructing, and negotiating connection, consequently, writing is seen as social engagement, that is, in creating social interactions, effectitives texts can be generated (bahrami, 2018).

In academics writing, such interaction is achieved through the establishmen system and engagement. The authors offer interpretations of

²⁴ Sarah Ahmed Seleem, *Corpus Analysis of Stance Marker Use in International and Egyptian Medical Research Articles*, (Cairo: School of Humanities and Social Sciences, 2013), 28

their data and persuade readers claim they use a variety of attitude sources. Linguistics founding sources include words or phrases used by academics writer to take a stand and engege with reader.

Hyland, (2012)²⁵ stated that, their importance lies in the role they play negotiatte meaning and agreement with the interlocutor and impression from an aouthor they make to that reader. Moreover, during the discussion from the point of view, the term evaluation is often used in explaining the meaning of establishment maerkers, as they offer authors and speakersevaluations of proposition or entity. That is, the stand can helps the writer to evaluation of thei authors, the use of attitude markers played an importannt role in compose written in academic writing.²⁶

6. Common Mistakes in Using Attitude Makers

The problem of presenting an effective attitude marker has often result in poor evaluation of the author's text and reserch potency. For example, while the author can confidently identify attitudes markers that appear in the context (such as a complemenetary clause) in which they stand expressed grammatically.²⁷ Writing errors will cause a misunderstanding for the reader or listener aboute the author's purpose. Attitude marker is closesly related to the expression and condition of the

²⁵ Ken Hyland and Carmen Sancho Guinda, *Attitude and Voice in Written Academic Genres*, (Unites States: Palgrave Macmillan, 2012), 148.

²⁶ Leila Bahrami, et. al, "Authorial Attitude in Academic Writing: Issues and Implications for Reserch in English Language Teaching", *International Journal of English Language & Translation Studies*, Vol, 06, No. 2. 2018, 2

²⁷ Sawzan Kareem Al-Saaidi, *A Semantic Study os Stance Adverbs with Reference to the Language of Emotion in Kathrerine ansfield's short Bliss*, (Iraq: University of Al-Qadisiyah, 2010), 33

writer and listener. When the use of an attitude marker goes wrong, misunderstanding occurs and communication is hampered.

According to Bahremi, the problem of presenting an affective written work attitude often result in poor evaluation of the author's text and reserch result in poor evaluation of the author's text and reserch potential. For example, reserch has reveald that in soft disciplined, writers often fail to maintain a good balance between being humble (acknowledge the perspective of others) and authoritative (express own interpretation and point of other) and point of view directly) and this has led to failure in publication in most case. this means that the attitude of the authors in academic writing is still an area that is less understood and more profound need to be investigated in this regard. Based on the author can't distinguish the use of several types of attitude marker so that they affect writing quality (Ken Hyland and Carmen Sancho Guinda, 2010).²⁸

²⁸ Ken Hyland and Carmen Sancho Guinda, *Stance and Voice in Written*, (London: Printed, 2010).

CHAPTER III

RESEARCH METHOD

A. Types and Characteristics of Research

In this case, the researcher considered the importance of discourse markers in writing undergraduate thesis to be explored. The researcher decide to use qualitative research to analyze the use of discourse markers in writing undergraduate thesis of English Department students at IAIN Metro in the academic year of 2017 According to Creswell³⁶, qualitative research is for exploring and understanding the meaning individual or group considered to social or human problem. It can be said that qualitative research means investigate and understanding the problem of human or social by individual or groups.

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

³⁶ John W. Creswell. *Research Design 3th Edition, Qualitative, Quantitative, and Mixed Method Approach*, (Los Angeles: SAGE, 2009), 35.

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

In line with the explanation above, the purpose of this research to know the use of attitude marker in chapter IV of undergraduate thesis of English Department students at IAIN Metro.

B. Data Resources

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

1. Primary Sources

Primary sources are original materials on which research is based. They are testimony or direct evidence concerning a topic under consideration. They present information in its original form, neither interpreted nor condensed nor evaluated by other writers. The primary sources of this research are the student's undergraduate thesis of English department students at IAIN Metro. The total numbers of the undergraduate thesis are 10 English department students at IAIN Metro thesis.

2. Secondary Sources

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

C. Data Collecting Technique

Data collection techniques are important step in research, because the main purpose of research is to obtain data. Without knowing the data collection techniques, the research will not get data that meets the set data standards. Sugiyono³⁷, in qualitative research, data collection is carried out on natural settings (natural conditions) and data collection techniques are more Interviews and documentation.

1. Observation

Observation is the method of collecting data using the eyes without the help of other standard tools for this purpose. Direct research conducts direct reviews and observations directly to the research location, from the fabric cutting process to the goods ready to be marketed. It is meant for obtaining data in field research³⁸

³⁷ Sugiyono, *Metode Penelitian.*, 45.

³⁸ Moh. Nazir, *Metode Penelitian*, (Jakarta: Ghalia Indonesia, 2005).

2. Documentation

Documentation study is a data collection technique by studying records of informants' personal data. Researcher analyzing data obtained from informants, recording results conducted by researchers. Documentation is done by collection of some knowledge, information, facts and data". Data that obtained in the form of notes, photos of research activities, and scientific writings related to research³⁹

D. Data Analysis Technique

The important part in research study is analyzing data, because the result becomes a conclusion from all of the research. Analysis of data means studying the tabulated material in order to determine character facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of interpretation. Qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the like). The researcher must find important part in research study is analyzing data, because the result becomes a conclusion from all of the research.

Analysis of data means studying the tabulated material in order to determine character facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements For the purpose of interpretation. Qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the

³⁹ *Ibid.*

like). The researcher must organize and categorize or code the large mass of data so that they can be described and interpreted. In qualitative research, data analysis includes of two aspects, the aspects consists of text analysis and involve developing a description and themes.

From these definitions, we can understand that there are put forward the process, there is also an explanation of the components that need to be in a data analysis The data analysis used in this study refers to the in Miles and Huberman,⁴⁰ that activities In qualitative data analysis, it is carried out face-to-face and takes place continuously until complete, so that the data is saturated activities in data analysis, namely data reduction, data display, and conclusion drawing/verification. The analysis steps are shown in bellow:

1. Data Collection

In the first step, researcher will gather all the data that needed to complete and conduct the research. The data that will be collected are IAIN Metro profile and also chapter IV from undergraduate thesis of English department students at IAIN Metro in the academic year of 2017.

2. Data Reduction

Data reduction means summarizing, choosing the main things, focus on the things that are important, looking for themes and Data Collection Data reduction Data display the pattern. In this study, the data presentation model used by researchers is a narrative model. In this stage, researcher

⁴⁰ Miles, M. B & Huberman A. M. *Analisis Data Kualitatif*, (Jakarta: Penerbit Universitas Indonesia, 1992).

take points related to implementation of social responsibility which is the result of interviews with students who are writing their thesis.

3. Data Display (data presentation)

By displaying data, it will be easier to understand what happened, and plan the next work based on what has been understood. In this research, The data presentation model used by the researcher is the model narrative which means researcher will explain in detail the data that collected. In this stage, the results of analyzing thesis obtained will be studied and then drawn conclusions.

4. Conclusion Drawing/Verification

Drawing conclusions is a new idea that comes from previously unheard of findings. Finding this can be in the form of a description or description of an object which was previously unclear, but after research it becomes clear. In this study, the data presentation model used is a narrative model. In this stage, it was concluded that IAIN metro students had a little difficulty in writing their thesis, especially in constructing sentences using correct vocabulary, and stance markers.

E. Research Approach

In this research the researcher use six steps in the process of research, as follows⁴¹:

⁴¹ John. W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (New York: Pearson Education, 2002), 7.

1. Identifying a Research Problem

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

2. Reviewing the Literature

Skills required for reviewing the literature develop over time and with practice. The researcher can learn how to locate journal articles and books in an academic library, access computerized databases, choose and evaluate the quality of research on your topic, and summarize it in a review. Library resources can be overwhelming, so having a strategy for searching the literature and the review is important.

3. Specifying a Purpose for Research

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

4. Collecting Data

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

and gathering information by asking people questions or observing their behaviors.

5. Analyzing and Interpreting the Data

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

6. Reporting and Evaluating Research

After conducting the research, the researcher developed a written report and distribute it to select audiences (such as fellow teachers, administrators, parents, students) that can use the information.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Researching Setting

F. The Historical Background of State Islamic Institute Metro

IAIN Metro is only one of Islamic Institute in Metro. IAIN Metro is change of status from STAIN Jurai Siwo Metro. It is dedicated in 2017 based on the decision of Presidents No. 71 on 1 August 2016. IAIN prepared this change since 2010. From 2011, STAIN Jurai Siwo Metro continued to strive for the development of STAIN Jurai Siwo Metro to be IAIN Metro.

STAIN Jurai Siwo Metro was established on April 23-25, 1997 based on the explanation letter of president RI No. 11 in the year 1997. The establishment of STAIN Jurai Siwo Metro cannot be separable with the history of IAIN Raden Intan Bandar Lampung. The existence of IAIN Raden Intan Bandar Lampung began from the effort of elite and religion figures that were joined together in Lampung Islamic Welfare Foundation (YKIL).

In the discussion of YKIL, it was dealt to accomplish two faculties, Education faculty and Islamic Law faculty, which were domiciled in Tanjung Karang. Through the persistent struggle of YKIL, on 13 October 1964 the status of Islamic Law faculty was changed from private to state. Referring to the decision of Indonesian President No. 27, 1963, in order to accomplish Al-Jami'ah, YKIL should at least have three faculties. For that

reason, YKIL opened Ushuludin Faculty that is domiciled in Tanjung Karang in 1965. As an effort to realize the founding of STAIN Al-Jami'ah in Lampung, the first step was to make state-owned all Faculties which were still in private status at that time.

Finally, it realized the dream of Lampung society to found STAIN Al-Jami'ah based on the Decree of Minister of Religious Affair of RI No. 187/68 which was named “ State Islamic Institute Raden Intan Tanjung Karang”. In the year 1993 based on the change of the name of capital province of lampung from Tanjung Karang to Bandar Lampung STAIN Raden Intan Tanjung Karang was also changed to STAIN Raden Intan Bandar Lampung. Likewise, in 1967, the education and Islamic Law Faculty were established in Metro at Jl. Ki Hajar Dewantara 15 A, Iring Mulyo, East Metro, Metro City by the request of Metro Society.

It was not far from the change of name STAIN Raden Intan Tanjung Karang to STAIN Raden Intan Bandar Lampung that it went out a handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996 on August 1, 1996 about Settlement of Institutional Faculties STAIN outside central instituted to be Sekolah Tinggi Agama Islam Negeri (STAIN). That was the history of the establishment of STAIN Jurai Siwo Metro.

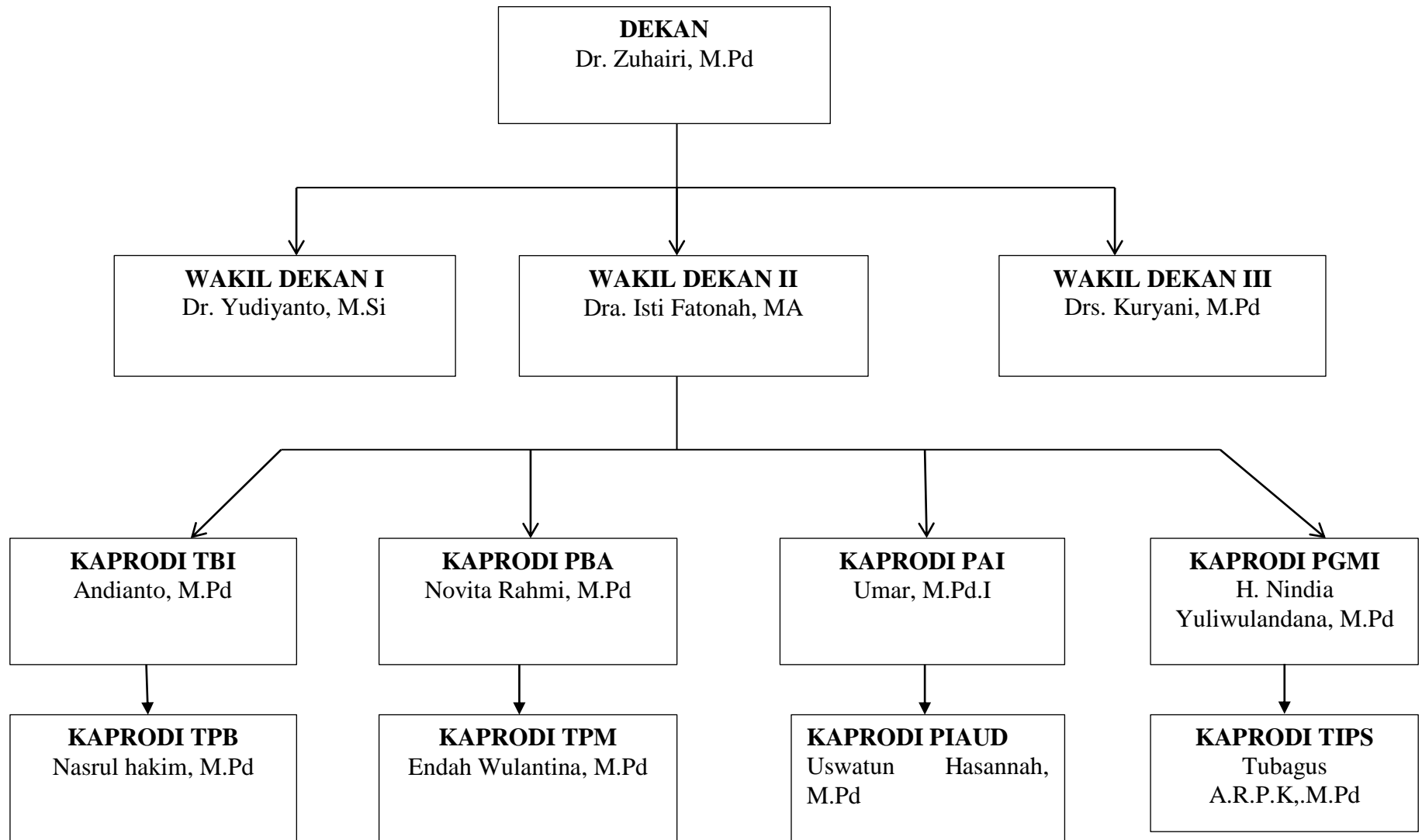
IAIN Metro has fourth faculty, namely (1) Education (2) Islamic Law Faculty (3) Islamic Announcement and Communication, (4) Economies and Islamic Business. Education Department has eight study programs, they are: Islamic Education Department (PAI), Arabic

Education Study Program (PBA), English Education Department (TBI), Islamic Elementary School Education Department (PGMI).

Biological Education, Islamic Garden School Departement (PGRA), Mathematic Education, Social Education Department. After that, Syari'ah Department has five study programs, they are: Syari'ah Economic (Esy), Ahwalusy Syakhisiyyah (AHS), Syari'ah Economic Law (HESy), Islamic Banking (D3 PBS), Islamic Banking (S1 PBS). Then, Islamic Announcement and Communication Department has three study programs, namely Islamic Announcement Communication (KPI) and Language and Arabic Literature (BSA) and Islamic Extension Guidance (BPI).

2. Structure Organization of Employees of Tarbiyah and Teaching Training Faculty in State Islamic of Metro

The structure organization of Tarbiyah and Teaching Training Faculty in State Islamic Institute of Metro Academic Year 2022/2023 can be seen as below:



3. The Profile of English Education Department

Along with the status change from STAIN Jurai Siwo Metro to IAIN Metro, English Education Department (TBI) strata 1 (S1) as established in 2007 is also change into English Education Department in 2017. It included Education Faculty in IAIN Metro. Historically, Strata 1 (S1) of English Education Department came from Diploma 3 (D3) English Education that was opened in 2002 based on the decree No:DJ.1/220.C/2007 on May 28, 2007. In implementing education, English Education Department stands in the English Education who can integrate the Islamic values and academic dimensions. So the students have a high bargaining.

Furthermore, the vision than us enlarged in some missions, as follows:

- a. Developing the students' privacy through knowledge, reinforcement, and actualization toward religious, national and civil life in Islamic culture.
- b. Building and developing humanist, democratic, and modern academic atmosphere.
- c. Growing the professionalism ethic through theoretical knowledge basic mastery.
- d. Providing qualified service of education to produce smart and skillful educator candidates who have good attitude.

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

Those are the vision and missions which include all of the students in English Education Department in IAIN Metro. Furthermore, based on the vision above, it is formulated be three purposes of English Education Department, as follows:

1. To prepare the students not only to be English teacher who can actualize the society benefits values, science, technology and art but also be able to be agents of change the society.
2. To prepare the students be professional with spirit of English Islamic.

In line with the statement above, English Education Department always tries to develop the quality in the teaching and learning process. Indeed, it will be a dynamic, open, and polite relationship among the stakeholders in TBI IAIN Metro.

3. Data General Description

The researcher conducted the research by collecting 10 Chapter IV of English department of IAIN Metro Undergraduate Thesis. The researcher analyzed the most dominant type of attitude makers used in Chapter IV. In addition, during the process of research, the researcher specify the data that related to the use attitude makers in students undergraduate thesis by referring to the research question in order to investigate the most dominant

type position of attitude makers found in students undergraduate thesis of English Department of IAIN Metro.

C. Data Analysis

This data analysis research is based on type position of attitude markers involved three types namely: Occupying Initial, Medial and End Position. First type is Occupying Initial, Occupying Initial means stance adverbs are placed in the Initial position as adjuncts. Second type is Medial, this is stance makers occur in medial position often immediately the following the subject. The last type is End Position, appear at the end sentence of internally set off by comma.

1. The Dominant Types of Attitude Makers Found in Students Undergraduate Thesis of English Department of IAIN Metro

In conducting the research, the researcher analyzed 10 undergraduate Thesis from Students English department of IAIN Metro. In this research, the researcher analyzed the undergraduate thesis by using three type position attitude makers of writing undergraduate thesis in Chapter IV. Based on the analysis, the researcher found students most dominant type of attitude maker in undergraduate thesis of English Department at IAIN Metro as follows in table 4:

Table 4:
The Most Dominant Types Position Attitude Makers in Undergraduate Thesis of English Department at IAIN Metro

| No | Name | Type Position of Attitude Makers | | | Total |
|----|------|----------------------------------|-----------------|--------------|-------|
| | | Occupying Initial | Medial position | End Position | |
| | | | | | |

| | | | | | |
|-------------------|-----|-----------|------------|------------|-------------|
| 1 | LS | - | 3 | - | 3 |
| 2 | FN | 1 | 1 | 2 | 4 |
| 3 | HS | - | 1 | - | 1 |
| 4 | SE | - | 4 | 2 | 6 |
| 5 | HRW | - | 2 | 1 | 3 |
| 6 | SM | - | 1 | - | 1 |
| 7 | AN | - | 1 | 2 | 3 |
| 8 | RF | - | 3 | - | 3 |
| 9 | HRH | - | 1 | - | 1 |
| 10 | NI | - | 1 | 1 | 2 |
| Total | | 1 | 18 | 8 | 27 |
| Percentage | | 4% | 66% | 30% | 100% |

Based on the result of the data that have been analyzed, from the type position attitude makers namely Occupying Initial, Medial position and End position, the researcher found that the most dominant type position of attitude makers used is medial position with percentage 66%. Then in the second position, namely End Position with percentage 30% and last Occupying Initial with Percentage 4%. From the data analyzed, the researcher found the words of attitude makers in the sentences that used in Chapter IV such as: important, good, clearly, significant, interesting and many others.

The results of attitude markers found in Chapter IV in each thesis could be seen in table below:

Table 5
Most Dominant Types Of Attitude Markers Used

| No | Thesis Writer's Name | Most Dominant Types Of Attitude Markers Used | | |
|----|----------------------------|--|--|---------------------------------------|
| | | Occupying Initial | Medial Position | End Position |
| 1 | Lanjar Sari | - | <i>Highly</i> <i>Particularly</i> <i>Specifically</i> | - |
| 2 | Farida Nur Laily | <i>Simultaneously</i> | <i>Important</i> <i>Good</i> | <i>Thoroughly</i> |
| 3 | Helma Sakti Lestari | - | <i>Very Important</i> | - |
| 4 | Shella Elisha | - | <i>Correctly</i> <i>Greatly</i> <i>Comprehensively</i> <i>Interesting</i> | <i>Adequately</i> <i>Precisely</i> |
| 5 | Hary Rahmat Wicaksono | - | <i>Continuously</i> <i>Significant</i> | <i>Good Attitude</i> |
| 6 | Siti Maysaroh | - | <i>Good</i> | - |
| 7 | Argo Napolion | - | <i>Clearly</i> | <i>Easily</i> |
| 8 | Rifiqoh | - | <i>Significant</i> | - |
| 9 | Hety Rohaety | - | <i>Good</i> | - |
| 10 | Nurul Istikomah | - | <i>Important</i> | - |

Furthermore, the researcher will give the brief description of data analysis result as follows:

1. The First Thesis By "LS"

From the data analysis result, it found that there are an attitude makers in type medial position but there is no type sentence attitude

makers in occupying initial and end position. There are three sentences in medial position that can be seen in the explanation below:

7. Sentence attitude makers in medial position

- Metro city is full of educational institutions with different levels and, therefore, *highly* suitable to academic activities.

- The researcher collected data by visiting the library at IAIN Metro and by looking for 10 undergraduate thesis that consist of five undergraduate thesis in the academic year of 2010 and of five undergraduate thesis in the academic year 2017 in “Chapter I” *particularly* in the part of background of study.

- In addition, according to was used with source that range from *specifically* named people and publication to sources identified only by their location.

2. The Second Thesis By “FN”

From the data analysis, it was found there are one sentence attitude makers in occupying initial, then one sentences in medial position and two sentences in end position that can be seen bellow:

1. Sentence attitude makers in Occupying Initial

Simultaneously, the students most focus on their writing and background knowledge.

2. Sentence attitude makers in Medial Position.

Whereas those materials carry out *important* roles in writing especially academic writing or in this case is undergraduate thesis.

3. Sentence attitude makers in End position

- The students must write the undergraduate thesis especially introduction *thoroughly*.
- The students also have limited vocabulary to develop their writing so that it can be a *good* introduction.

3. The Third Thesis By “HS”

From the data analysis result, it found that there are type position attitude makers in medial position but there is no sentence in occupying initial and end position that can be seen bellow:

a. Sentence attitude makers in Medial Position

Therefore, the use of discourse maker in undergraduate thesis is very *important* to improve the quality of students' undergraduate thesis.

4. The Fourth Thesis By “SE”

From the data analysis, it found that there is no sentences type of attitude makers in occupying initial but there are sentences in medial position and end position that can be seen bellow:

1) Sentence attitude makers in Medial Position

- c. The students difficulties in using printed mass media in the reading process are having low vocabulary, not being able

to pronounce the alphabet *correctly*, having low pronunciation mastery, having bad spelling, and learning intention.

- d. The students' ability is low so it *greatly* influences the ability to looking for information from the mass media.
- e. The students do not read print mass media *comprehensively* they only read what they need and what they understand.
- f. However, local print media is actually more *interesting* because the information provided is all related to events in their respective regions.

2) Sentence attitude makers in End Position

- g. It means that most of the students (21 students) do not get difficulty in reading and comprehending specific facts contained in the printed media *adequately*.
- h. Not being able to read and follow specific direction contained in the printed media *precisely*

5. The Fifth Thesis By "HRW"

Base on the data analysis result from the fifth thesis by "HRW", the researcher found two sentences of attitude maker in medial position and one sentence in end position.

A. Sentence attitude makers in Medial Position

- i. English education study program (TBI) *continuously* tries to develop quality in learning and teaching process.

- j. There is a *significant* the influence of using Facebook as media toward the students' descriptive text writing ability at the second semester of IAIN Metro.

B. Sentence attitude maker in End position

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

6. The Sixth Thesis By “SM”

From the data analysis in sixth thesis by “SM”, the researcher just found one sentence type attitude makers in medial position, the sentence can be seen below:

1. Sentence attitude makers in Medial Position

Based on the data above, it can be concluded that the students felt comfort and active with learning process because most of the students shown *good* improving in writing essay when PLEASE strategy was applied in learning process from cycle I to cycle II

7. The Seventh Thesis By “AN”

From the data analysis in Seventh thesis by “AN”, the researcher found one sentence type of attitude makers in medial position and two sentence in end position, the sentence can be seen below:

1. Sentence attitude makers in Medial Position Students pronunciation skill can improve in English subject are 15 students (48%), 18 students (56%) are pronouncing *clearly* if

teacher uses englishspeak.com media and 14 students (43%) are able to pronounce it.

2. Sentences attitude makers in End position

- k. So that, in this meeting learning English pronunciation by using englishspeak.com learning media was *good*.
- l. Then, the teacher's explanation more enjoyable, learning process actively and the students were gotten the teacher explanation *easily*.

8. The Eighth Thesis By "RF"

Based on the Eighth thesis by "RF", the researcher found three sentence of attitude makers in Medial position. The sentence can be seen below:

E. Sentences attitude makers in Medial Position

- m. The researcher analyzed the data using SPSS version 16.0 in order to prove whether there was any positive and *significant* influence of using POWER strategy on writing descriptive text at the tenth graders of SMA Ma'arif 05 Padang Ratu.
- n. If there was any positive and *significant* influence of using POWER strategy on writing descriptive text.
- o. If was no any positive and *significant* influence of using POWER strategy on writing descriptive text.

1. The Ninth Thesis By “HRH”

Based on the Ninth thesis by “HRH”, the researcher found one sentence of attitude makers in Medial position. The sentence can be seen below:

3. Sentences attitude makers in Medial Position

It could be concluded that the students shown *good* increasing in learning activities when riddle game was applied in learning process from Cycle 1 up to Cycle 2.

a. The Tenth Thesis By “NI”

Based on the Tenth thesis by “NI”, the researcher found one sentence of attitude makers in Medial position. The sentence can be seen below:

1. Sentences attitude makers in Medial Position

Meanwhile, the students must know how to use correct forms of using in sentences because it was one *important* thing to support their writing.

1. The Common Error in the Use of Attitude Makers in Students Undergraduate Thesis at IAIN Metro

The researcher collected 10 data by undergraduate thesis IAIN Metro of English Department Studies. Moreover, the researcher analyzed specified in the Chapter IV to know data related to the use of attitude markers by referring to the research question. The researcher analyzed the common errors in the use of attitude markers found in students’

undergraduate thesis of English Department of IAIN Metro that can be seen in table below:

Table 6
Inappropriate And Appropriate Use Of Attitude Markers

| No | Thesis Writer's Name | Inappropriate Use Of Attitude Markers | Appropriate Use Of Attitude Markers |
|----|-----------------------|--|--|
| 1 | Lanjar Sari | Metro city is full of educational institutions with different levels and, therefore , <i>highly</i> suitable to academic activities | Metro city is full of educational institution with different levels and <i>highly</i> suitable to academic activities |
| 2 | Farida Nur Laily | <i>Simultaneously</i> , the students most focus on their writing and background knowledge. | The students <i>simultaneously</i> most focus on their writing and background knowledge |
| 3 | Helma Sakti Lestari | - | |
| 4 | Shella Elisha | - | |
| 5 | Hary Rahmat Wicaksono | English education study program (TBI) tries to develop quality in learning and teaching process <i>continuously</i> | English education study program (TBI) <i>continuously</i> tries to develop quality in learning and teaching process. |
| 6 | Siti Maysaroh | - | |
| 7 | Argo Napolion | Then, the teacher's explanation more enjoyable, learning process actively and the students were gotten the teacher explanation <i>easily</i> . | Then, the teacher's explanation more enjoyable in learning process actively and students <i>easily</i> understand the explanation from the |

| | | | |
|----|--------------------|---|---------|
| | | | teacher |
| 8 | Rifiqoh | - | |
| 9 | Hety Rohaety | - | |
| 10 | Nurul Istikomah | - | |

The explanation of the common errors in the use of attitude markers is provided as follow:

f. **The First Thesis**

The sentence attitude makers in medial position

*“Metro city is full of educational institutions with different levels and, therefore, **highly** suitable to academic activities”*

The researcher analyze the appropriate sentence is the type of attitude markers in medial position with the use of word “*highly*” but inappropriate with double conjunction word “*And*” and “*therefore*”.

The sentence appropriate is “*Metro city is full of educational institution with different levels and highly suitable to academic activities*”.

3. **The Second Thesis**

When analyzed the second data, the researcher found inappropriate sentence in attitude markers in occupying initial, the sentence is “***Simultaneously**, the students most focus on their writing and background knowledge.*”

It was analyzed that the use of *simultaneously* is in medial position not attitude makers in occupying initial. So the appropriate sentence in medial position is “*The students **simultaneously** most focus on their writing and background knowledge*”.

A. The Third Thesis

The researcher found the sentence of attitude makers in medial position is appropriate, the sentence is “*Therefore, the use of discourse marker in undergraduate thesis is very **important** to improve the quality of students’ undergraduate thesis*”. Because the use “important” in attitude markers generally in the medial position or end position.

F. The Fourth Thesis

From the data analyzed, the researcher found appropriate in the sentence attitude markers in medial position. The sentence is “*However, local print media is actually more **interesting** because the information provided is all related to events in their respective regions.*”

From the sentence appropriate because word “*interesting*” usually founds in Medial position or End position.

a. The Fifth Thesis

The sentence attitude makers inappropriate in medial position, the sentence is “*English education study program (TBI) **continuously** tries to develop quality in learning and teaching process.*”

The appropriate sentence of this is attitude marker put in end position not medial position, the sentence is “*English education study program (TBI) tries to develop quality in learning and teaching process **continuously***”

1. **The Sixth Thesis**

The sentence with attitude markers is already appropriate where it is put in medial position, the sentence is ” *Based on the data above, it can be concluded that the students felt comfort and active with learning process because most of the students shown **good** improving in writing essay when PLEASE strategy was applied in learning process from cycle I to cycle II “*

1) **The Seventh Thesis**

In the seventh thesis, the researcher found the sentence with attitude markers in End position, the sentence is “*Then, the teacher’s explanation more enjoyable, learning process actively and the students were gotten the teacher explanation **easily.***”

The position of attitude markers is inappropriate because the word “easily” on the sentence more suitable in medial position with the changing sentence to be “*Then, the teacher’s explanation more enjoyable in learning process actively and students easily understand the explanation from the teacher*”.

D. **The Eighth Thesis**

The researcher found attitude markers in medial position, the sentence is *“The researcher analyzed the data using SPSS version 16.0 in order to prove whether there was any positive and **significant** influence of using POWER strategy on writing descriptive text at the tenth graders of SMA Ma’arif 05 Padang Ratu.*

The sentence is appropriate because the attitude markers word **“significant”** used in medial position.

9. **The Ninth Thesis**

The researcher found the sentence with medial position of attitude makers that is *“It could be concluded that the students shown **good** increasing in learning activities when riddle game was applied in learning process from Cycle 1 up to Cycle 2.*

Based on the sentence above, the use of attitude markers is appropriate because the word **“good”** is generally used in medial position and also found in Attitude makers in End position.

10. **The Tenth Thesis**

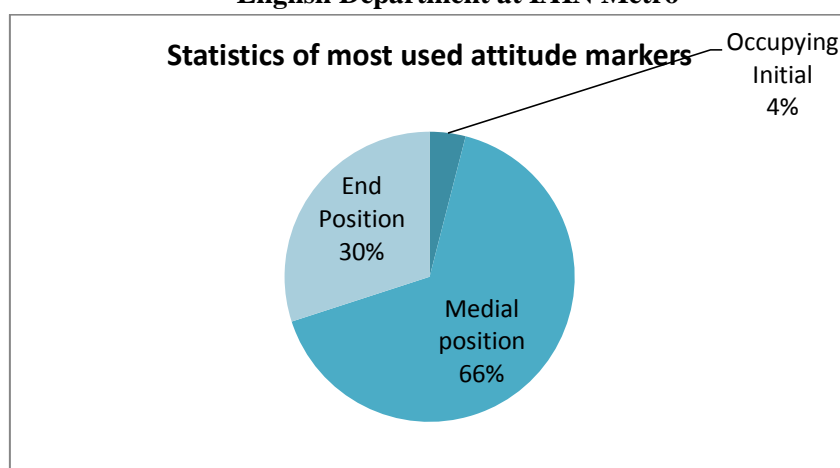
In the tenth thesis, the researcher found attitude makers in medial position. The sentence is *“Meanwhile, the students must know how to use correct forms of using in sentences because it was one **important** thing to support their writing.*

The sentence is appropriate because the word **“Important”** usually located in medial position or end position.

1. Discussion

This research was conducted at IAIN Metro library, used undergraduate thesis of English department students at IAIN Metro in Chapter IV. From the data analysis it is found that the most used attitude markers among 10 thesis is attitude markers in medial position. The percentage can be seen in figure below:

Figure 1: statistics of most used attitude markers in Undergraduate Thesis of English Department at IAIN Metro



As can be seen from the figure above it can be conclude that the most used attitude markers is in medial position with total 18 and percentage 66%. After that, the end position with total 8 and percentage 30% and the less used attitude markers from 10 undergraduate thesis is occupying initial with only 1 total and 4% percentage. Moreover, after analyzing the data of 10 undergraduate thesis of English department students at IAIN Metro in Chapter IV, it is found that the common mistakes in attitude markers is the position used of attitude markers.

CHAPTER V

CONCLUSION

E. Conclusion

After conducted the research, researcher conclude two point that can be seen below:

1. The most dominant types of attitude markers in english department students' undergraduate thesis at IAIN Metro are the medial position with 66% percentage from 10 undergraduate thesis of English department. Meanwhile, the common attitude markers used are important, good, significant, clearly, correctly, greatly, interesting, easily.
2. The the common errors in the use of attitude markers in english department students' undergraduate thesis at IAIN Metro are how the students put the position of attitude markers or the place for attitude markers.

F. Suggestion

After conducted the research and analyze all the data, researcher give the suggestion for English department students especially those who will conduct the research to work on the undergraduate thesis to fulfill the requirements from their college. To give more attention in writing thesis correctly as the thesis is an academic writing. The used of attitude markers also important because it can give the perspective of researcher about what they have write so that the reader can understand more.

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APPENDIXES

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF THE STUDENTS' ABILITY
IN TRANSLATING GRAMMATICAL EQUIVALENCE
AMONG THE THIRD SEMESTER AT IAIN METRO
IN THE ACADEMIC YEAR OF 2018/2019**

By:

**OKTAVIA MARTINA PUTRI
STUDENT.ID. 14121967**

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



**STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) OF METRO
1440 H/ 2019 M**

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING MINGLE GAME STRATEGY
TOWARDS STUDENTS' SPEAKING PERFORMANCE
AT THE TENTH GRADE OF SMAN 1 PUNGGUR
CENTRAL LAMPUNG**

By:

MEI NITASARI

STUDENT. ID. 13107667

Tarbiyah And Teaching Training Faculty

English Education Department



STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1438 H/ 2017 M

UNDERGRADUATE THESIS
THE INFLUENCE OF ROLE PLAY TECHNIQUE
ON THE STUDENTS SPEAKING ABILITY
AT THE ELEVENTH GRADERS
OF SMK N 1 PEKALONGAN EAST LAMPUNG

By:

NOVIA YUSNITASARI
Student Number: 13107887



Tarbiyah and Teacher Training Faculty
English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES
OF METRO
1439 H / 2017 M

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING PREPARE, ORGANIZE, WRITE, EDIT,
REWRITE (POWER) STRATEGY ON WRITING DESCRIPTIVE
TEXT AT THE TENTH GRADERS
OF SMA MA'ARIF 05 PADANG RATU**

By:

ROFIQOH

Student Number: 1501070111



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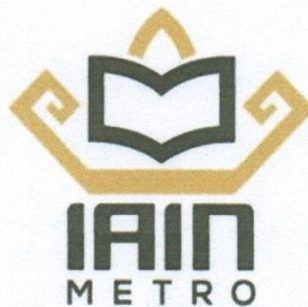
1441/2020

AN UNDERGRADUATE THESIS
INCREASING STUDENTS' ENGLISH VOCABULARY
MASTERY THROUGH RIDDLE GAME AT THE
EIGHTH GRADE OF JUNIOR HIGH SCHOOL 2
BATANGHARI 2018/2019

By:

Hety Rohaety

Student Number: 1501070176



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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1440 H/2019 M

AN UNDERGRADUATE THESIS

**THE USE OF www.englishspeak.com LEARNING WEBSITE
MEDIA TO IMPROVE STUDENTS' PRONOUNCIATION
SKILL AT THE TENTH GRADE OF SMAN 2 METRO
LAMPUNG IN ACADEMIC YEAR 2019/2020**

Written by:

**ARGA NAPOLION
Student Number: 13106637**



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

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING FACEBOOK AS MEDIA ON THE
STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY OF THE
ENGLISH EDUCATION DEPARTMENT AT IAIN METRO
IN THE ACADEMIC YEAR OF 2019/2020**

**HARY RAHMAT WICAKSONO
NPM : 1501070215P**



**TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

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

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF STUDENTS' ERRORS IN WRITING
INTRODUCTION OF THE UNDERGRADUATE THESIS OF ENGLISH
EDUCATION DEPARTMENT OF IAIN METRO 2017**

By :

FARIDA NUR LAILY

STUDENT ID : 14121357



English Education Department

Tarbiyah and Teacher Training Faculty

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

ACADEMIC YEAR 1440 H / 2019 M

AN UNDERGRADUATE THESIS

**THE EFFECTIVENESS OF USING PRINTED MASS MEDIA
TO ENCOURAGE READING SKILL AT
STATE JUNIOR HIGH SCHOOL 7 METRO
ACADEMIC YEAR 2019/2020**

By :

SHELLA ELISHA

Students Number.1501070117



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STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) METRO

1441 H/2019 M

AN UNDERGRADUATE THESIS
IMPROVING STUDENTS' WRITING ABILITY OF THE
TENTH GRADE OF MAN 1 LAMPUNG TIMUR BY USING
PLEASE STRATEGY IN THE ACADEMIC YEAR OF
2019/2020

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Nomor : B-5856/In.28.1/J/TL.00/12/2022
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
EKA YUNIASIH, M. Pd. (Pembimbing 1)
(Pembimbing 2)
di-

Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **ASIH QURNIAWATI**
NPM : 1601070140
Semester : 13 (Tiga Belas)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **AN ANALYSIS OF ATTITUDE MARKERS IN ENGLISH DEPARTMENT STUDENTS' UNDERGRADUATE THESIS AT IAIN METRO**

Dengan ketentuan sebagai berikut :

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

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

Wassalamu'alaikum Wr. Wb.

Metro, 22 Desember 2022
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004

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Nomor : B-0373/In.28.1/J/TL.00/02/2021
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KETUA JURUSAN TBI IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.


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

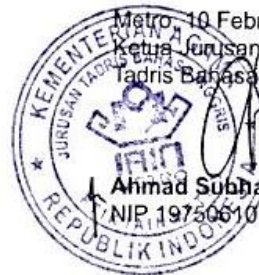
Nama : **ASIH QURNIAWATI**
NPM : 1601070140
Semester : 10 (Sepuluh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : AN ANALYSIS OF ATTITUDE MARKERS IN ENGLISH
DEPARTMENT STUDENTS' UNDERGRADUATE-THESIS AT IAIN
METRO IN ACADEMIC YEAR OF 2017/2018

untuk melakukan *pra-survey* di IAIN METRO.

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

Wassalamu'alaikum Wr. Wb.

Metro, 10 Februari 2021
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP. 197506102008011014





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**SURAT KETERANGAN IZIN RISET
Nomor : P.33/In.28/U.1/OT. 1/05/2022**

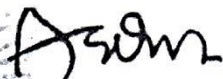
Berdasarkan Surat Ketua Jurusan Nomor : B-0762/In.28/J/TL.01/03/2022 tanggal 10 Maret 2022 tentang Permohonan izin prariset penelitian di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

Nama : ASIH QURNIAWATI
NPM : 1601070140
Semester : 12 (Dua Belas)
Jurusan : Tadris Bahasa Inggris

Untuk mengadakan prariset penelitian yang berjudul : "AN ANALYSIS OF ATTITUDE MAKERS IN ENGLISH DEPARTEMENT STUDENTS UNDERGRADUATE THESIS AT IAIN METRO IN ACADEMIC YEAR OF 2017/2018" di Perpustakaan IAIN Metro.

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

Metro, 17 Mei 2022
Kepala Perpustakaan,


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



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Nomor : /In.28/D.1/TL.01/03/2023
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
PERPUSTAKAAN
IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B.1015/In.28/D.1/TL.01/03/2023, tanggal 07 Maret 2023 atas nama saudara:

Nama : **ASIH QURNIAWATI**
NPM : 1601070140
Semester : 14 (Empat Belas)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di PERPUSTAKAAN IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF ATTITUDE MARKERS IN ENGLISH DEPARTMENT STUDENTS UNDERGRADUATE THESIS AT IAIN METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 07 Maret 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



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SURAT TUGAS

Nomor: B-1015/In.28/D.1/TL.01/03/2023

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

Nama : **ASIH QURNIAWATI**
NPM : 1601070140
Semester : 14 (Empat Belas)
Jurusan : Tadris Bahasa Inggris

Untuk: 1. Mengadakan observasi/survey di PERPUSTAKAAN IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF ATTITUDE MARKERS IN ENGLISH DEPARTMENT STUDENTS UNDERGRADUATE THESIS AT IAIN METRO".

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

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

Dikeluarkan di : Metro
Pada Tanggal : 07 Maret 2023

Mengetahui,
Pejabat Setempat



Dr. As'ad, S. Ag., S. Hum., M.H.

NIP. 197505052001121002

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



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SURAT KETERANGAN BEBAS PUSTAKA

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

Nama : ASIH QURNIAWATI


NPM : 1601070140

Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, Juni 2023
Ketua Jurusan TBI


Andianto M.Pd
NIP. 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1541/In.28/S/U.1/OT.01/12/2022**

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

Nama : Asih Qurniawati
NPM : 1601070140
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1601070140

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 06 Desember 2022
Kepala Perpustakaan



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

AN ANALYSIS OF ATTITUDE
MARKERS IN ENGLISH
DEPARTMENT STUDENTS'
UNDERGRADUATE THESIS AT
IAIN METRO
ACADEMIC YEARS OF 2017/2018
by ASIH QURNIAWATI

Submission date: 13-Jun-2023 12:33AM (UTC+0900)

Submission ID: 2114450541

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

Nama : Asih Qurniawati
NPM : 1601070140

Jurusan : TBI
Semester :

| No | Hari/Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|--------------|------------|----|--|------------------------|
| | | I | II | | |
| | | | | <p>- Perbaiki problem Cermatikan fokus pada hal yg akan diteliti.</p> <p>- Deskripsikan tentang isi dan Hasil Penelitian terdahulu, lengkapi dg perbandingan dg penelitian yg akan anda lakukan.</p> | |

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing II

Eka Yuniasih, M.Pd.
NIDN. 0210078702



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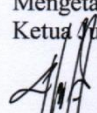
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IAIN METRO

Nama : Asih Qurniawati
NPM : 1601070140


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|----|---------------------------|------------|----|--|------------------------|
| | | I | II | | |
| | Rabu 27/02/2021 10. | | | <ul style="list-style-type: none">- kemukakan alasan dan Perhitungannya menganalisis Att. M. pada proposal anda.- Perhatikan kriteria Penulisan karya ilmiah.- Buat paragraf yg terorganisir, kohesif, kohesive- Perhatikan sistematika Penulisan. karya ilmiah.- Sesuaikan problem Identifikasi dengan Backgrounds. | |

Mengetahui,
Ketua Jurusan TBI


Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing II


Eka Yuniasih, M.Pd
NIDN. 0210078702



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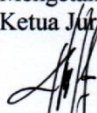
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
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|----|----------------------|------------|----|---|------------------------|
| | | I | II | | |
| | 27/05/11 29/05/11 | | | Continue to chapter 11 p. 211 - Lihat buku pedoman penulisan karya ilmiah. - Perhatikan cara kutipan atau lebih baik di paragraph. paragraph. - Fokus pada variable. - beri batasan atau apa yg akan dibahas. - perbaiki sekiranya penulisan sesuaikan dg buku pedoman penulisan karya ilmiah. | |

Mengetahui,
Ketua Jurusan TBI


Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing I


Eka Yuniasih, M.Pd
NIDN. 021007872



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| | | I | II | | |
| | 11/2022 1 | | | Continue to the next step | |
| | 30/2022 3 | | | Lihat pada buku perantara pendidikan skripsi tentang Bab III dan Pendidikan Ref. | |
| | 27/2022 5 | | | <ul style="list-style-type: none">- Lebih sering lagi dalam mengerjakan.- Perbaiki soal yg diberikan.- bawa buku perantara Pendidikan kegi (buku)- Lampirkan prop yg telah di review setiap bimbingan. | |

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing I

Eka Yuriasih, M.Pd.
NIDN. 021007872



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|----|-----------------|------------|----|--|------------------------|
| | | I | II | | |
| | 19/02/2022 7 | | | Beasiswa Chypta <u>iii</u> Lengkapi. Ace For Seminar | |

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing I

Eka Yuniasih, M. Pd
NIDN. 021007872



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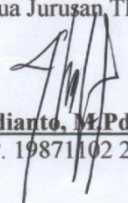
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NPM : 1601070140

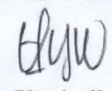
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|----|-------------------------|------------|----|---|------------------------|
| | | I | II | | |
| | Rabu 17/02/2023 1 | | | Tambahkan jenis penelitian Wakus. | |
| | Senin 6-2-2023 | | | Acc APD | |
| | Senin 27/02/2023 3. | | | - gunakan data terbaru w/ historical - Perhatikan ukuran penomoran halaman - Buatlah tabel Hasil Penelitian - Conclusion menjawab Research question yg ada pada chapter I. | |

Mengetahui,
Ketua Jurusan TBI


Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing I


Eka Yuniasih, M.Pd
NIDN. 0210078702



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

Nama : Asih Qurniawati
NPM : 1601070140

Jurusan : TBI
Semester :

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|----|------------------------|------------|----|---|------------------------|
| | | I | II | | |
| | Selasa 23/2023 5 | | | - kelaskan data tabel. - lengkapi dg abstrak, Daftar pustaka, Daftar isi, Motto, Paruhaba, original- tes. all | |
| | Selasa, 6/2023 6 | | | - Revisi abstrakt. - Acc for Munazogh | |

Mengetahui,
Ketua Jurusan TBI


Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing I


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DOCUMENTATION



CURRICULUM VITAE



Asih Qurniawati born in 24 Tejosari East Metro on November 11, 1998. Writer have a lot of dream which are became teacher, doctor, nurse. Writer finished her formal studies in SDN 9 East Metro and continue to SMPN 5 East Metro and SMK Kartikatama Metro and then continue to study in STAIN which now became IAIN Metro in English department students. Writer hobby is volley ball and writer has won 1st place when she was in elementary school. Writer also won 1st place in the TBI Cup held in campuss.