

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF BASIC WORD ORDER ON THE UNDERGRADUATE THESIS
INTRODUCTION AT THE ENGLISH DEPARTMENT OF IAIN METRO**

By :

EKA TITIN YULIANA

STUDENT ID : 13107037



Tarbiyah& Teacher Traning Faculty

English Education Departement

THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1440H /2019 M

**AN ANALYSIS OF BASIC WORD ORDER ON THE UNDERGRADUATE THESIS
INTRODUCTION AT THE ENGLISH DEPARTMENT OF IAIN METRO**

By:

EKA TITIN YULIANA

Student Number 13107037

Faculty of Teacher Training and Education

English Department

Sponsor : Dr. MahrusAs'ad, M.Ag

Co-Sponsor : Trisna Dinillah Harya, M.Pd

**STATE INSTITUTE FOR ISLAMIC STUDIES OF
METRO**

1439 H / 2018 M



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

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

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

APPROVAL PAGE

Title : AN ANALYSIS OF BASIC WORD ORDER ON THE
UNDERGRADUATE THESIS INTRODUCTION AT THE
ENGLISH DEPARTMENT OF IAIN METRO
Name : Eka Titin Yuliana
NPM : 13107037
Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of
Metro.

Sponsor

Dr. Mahrus As'ad, M.Ag
NIP. 196112211996031001

Metro, Januari 2019
Co-Sponsor

Trisna Dinillah Harva, M.Pd.
NIP. 198305112009122004

Head of English Education Departement

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



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

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

NOTA DINAS

Nomor :
Lampiran : -
Perihal : Pengajuan Munasqsyah

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-
Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama : Eka Titin Yuliana
NPM : 13107037
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul Skripsi : AN ANALYSIS OF BASIC WORD ORDER ON THE
UNDERGRADUATE THESIS INTRODUCTION AT THE
ENGLISH DEPARTMENT OF IAIN METRO

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

Wassalamu'alaikumWr.Wb.

Sponsor

Dr. Mahrus As'ad, M.Ag
NIP. 196112211996031001

Metro, Januari 2019
Co-Sponsor

Trisna Dinillah Harya, M.Pd.
NIP. 198305112009122004



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

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

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah
of Eka Titin Yuliana**

To :
The Honorable of the Dean of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

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

Name : Eka Titin Yuliana
Student Number : 13107037
Department : English Education
Faculty : Tarbiyah and Teaching Training
Title : **AN ANALYSIS OF BASIC WORD ORDER ON THE
UNDERGRADUATE THESIS INTRODUCTION AT THE
ENGLISH DEPARTMENT OF IAIN METRO**

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

Wassalamu'alaikum Wr. Wb

Sponsor

Dr. Mahrus As'ad, M.Ag
NIP. 196112211996031001

Metro, January 2018
Co-Sponsor

Trisna Dinillah Harya, M.Pd.
NIP. 198305112009122004



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

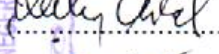


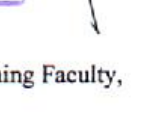
Jalan Ki. Hajar Dewantara Kampus 15 A Inringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

RATIFICATION PAGE

No. B-0361/11-28-1/D/PP-60-3/01/2019

An Undergraduate thesis entitled: AN ANALYSIS OF BASIC WORD ORDER ON THE UNDERGRADUATE THESIS INTRODUCTION AT THE ENGLISH DEPARTMENT OF IAIN METRO, written by Eka Titin Yuliana, student number 13107037, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Friday, January 17th 2019 at 14.30 16.30 a.m.

BOARD OF EXAMINERS:

Chairperson	: Dr. Mahrus As'ad, M.Ag	
Examiner I	: Dr. Dedi Irwansyah, M.hum	
Examiner II	: Trisna Dinillah Harya, M.Pd	
Secretary	: Much Deiniatur, M.Pd.B.I	



The Dean of Tarbiyah and Teaching Training Faculty,



Dr. Akla, M.Pd.

NIP. 19691008 200003 2 005

AN ANALYSIS OF BASIC WORD ORDER ON THE UNDERGRADUATE THESIS INTRODUCTION AT THE ENGLISH DEPARTMENT OF IAIN METRO

ABSTRACT

By:

Eka Titin Yuliana

The primary of goal of this research is to know how often the most dominant elemnts of basic word order in Thesis introduction of English Student at IAIN Metro and the difficulty. The writer realizes that students in English education most of them less attention on their structure grammatical.

This research is descriptive-qualitative research. This descriptive-qualitative research intends to describe the students' in Writing Perfomance. The data of this research are taken from the thesis of students that are in library. The data of the research was taken from the student of English Education Department 2013 in IAIN Metro and using documentation.

Therefor the most dominant elements in introduction of the undergraduate thesis is SVC elements. that the researcher who got 71 % for SVC elements, and 29% for SVO elements.

The students difficulty in the introduction of the undergraduate thesis of students graduation it was supported by the analysis that the researcher who got;(1) Error in Using Subject, (2) Error in Using Verb, (3) Error in Using Object, (4) Error in Using Complement, (5) Sentence Structure Errors that Contain Basic Word Order.

Furthermore, the causes why the students find the most dominat elemnts is they have to understood out the formula it self. To decrease the difficulties in learning grammar, the students must study in the single day and read more the book with their friend and use the dictionary to help them found the right of sentence.

ANALISIS URUTAN KATA DASAR PADA PENGANTAR SKRIPSI SARJANA JURUSAN TADRIS BAHASA INGGRIS IAIN METRO

ABSTRAK

**By:
Eka Titin Yuliana**

Tujuan penelitian ini adalah untuk mengetahui seberapa sering penggunaan bagian dalam urutan kata dasar di pendahuluan skripsi pada Mahasiswa IAIN Metro dan kesulitannya. Penulis menyadari bahwa mahasiswa bahasa inggris banyak dari mereka kurang memperhatikan struktur tata bahasa.

Penelitian ini adalah penelitian deskriptif - kualitatif . Deskriptif kualitatif dimaksudkan untuk menggambarkan kegiatan siswa dalam menulis. Data dari penelitian ini diambil dari skripsi mahasiswa yang ada di perpustakaan. Data penelitian ini diambil dari mahasiswa Jurusan Bahasa Inggris Angkatan 2013 dan menggunakan metode dokumentasi dan observasi .

Adapun hasil temuan dari penelitian ini menunjukkan bahwa seringkali bagian dalam urutan kata dasar yang di gunakan mahasiswa adalah SVC. Terdapat 71% dalam penggunaan SVC dan 29% dalam penggunaan SVO.

Kesulitan yang terdapat dalam pendahuluan skripsi mahasiswa yang di temukan peneliti ialah ; (1) kesalahan dalam penggunaan subject, (2) kesalahan dalam penggunaan verb, (3) kesalahan dalam penggunaan object, (4) kesalahan dalam penggunaan complement, dan (5) kesalahan struktur kalimat yang mengandung basic word order.

Selanjutnya, penyebab mengapa mahasiswa menemukan penggunaan struktur tata bahasa yang lebih baik dalam penulisan peneliti menganjurkan untuk mempelajari grammar dan memahami rumus-rumus itu sendiri. Untuk mengurangi kesulitan mahasiswa dalam belajar grammar, mahasiswa harus belajar di kesehariannya dan membaca lagi buku-buku dengan kawan kawannya dan menggunakan kamus untuk membantunya menemukan kalimat-kalimat secara benar sesuai dengan struktur tata bahasa.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Eka Titin Yuliana
Student number : 13107037
Department : English Education Department
Faculty : Tarbiyah and Teacher Training Faculty

States that this undergraduate thesis is originally result of the writer's research, in exception of contain part which are excerpted from the bibliographies mention.

Metro, 11 januari 2019



Yang Menyatakan

Eka Titin Yuliana

Npm 13107037

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini :

Nama : Eka Titin Yuliana

NPM : 13107037

Jurusan : Tadris Bahasa Inggris

Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian – bagian tertentu yang di rujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 11 januari 2019

Yang Menyatakan



Eka Titin Yuliana
Npm 13107037

MOTTO

وَلَا خَيْرَ لَّكَ مِنَ الْأُولَى { ٤ } وَلَسَوْفَ يُعْطِيكَ رَبُّكَ فَتَرْضَى { ٥ }

Translate:

And surely what comes after is better for you than that which has gone before. And soon will your Lord give you so that you shall be well pleased. (QS 93:4-5)

If you do not give up, you still have a chance. Giving up is the greatest failure.

-Jack Ma-

DEDICATION PAGE

I highly dedicate this undergraduate thesis to my beloved parents

(Mr. Nyartono and Mrs. Siti Roliyah)

My beloved sister

(Dwi Nur Reva Rahmadhani)

My excellent counsellors

(Mr. Dr. Mahrus As'ad, M.Ag and Mrs. Trisna Dinilah Harya, M.Pd)

All of my beloved lectures of English Department of IAIN Metro

All my beloved friends, especially to :

(yuni veronika, S.Pd, vivia oktantia, S.pd, maryani oktavia ,S.Pd, dyah arum wulansari, rizky nur fadilah zean, Dian Eriza , S.sos, and the last my special person Muhammad Asfia'udin)

My classmates

(C rusuh 2013)

All of students of TBI 13

My almamater

(IAIN Metro)

ACKNOWLEDMENT

In the name of Allah, the most Gracious, the most Merciful. Praise is only to Allah SWT, the lord of the worlds whom without this Mercy and Blessings, none of these would be possible. Thanks also to our idol of life, the man of perfection, prophet Muhammad SAW, his families and comparisons. Finally the researcher can accomplish this thesis entitles “AN ANALYSIS OF BASIC WORD ORDER ON THE UNDERGRADUATE THESIS INTRODUCTION AT THE ENGLISH DEPARTMENT OF IAIN METRO”.

Regarding to the undergraduate thesis, the researcher offers her big thanks to Mrs. Dr. Akla, M.Pd as the Dean of Tarbiyah and Teacher Training Faculty, Mr. Ahmad Subhan Roza, M.Pd as the Head of the English Department, the Mr. Dr. Mahrus As’ad, M.Ag as the sponsor and Mrs Trisna Dinilah Harya, M.Pd as the co-sponsor. May Allah SWT gives them his better reward for their spendinf time to support and guide during the thesis writing process.

As human being, the reasearcher completely realies that this thesis still has a plenty of weakness. The reasercher apologize for all mistakes made in writing and presentation items. All constructive comments and suggestion are very welcomed to measure the quality of this thesis. Hopefully, this thesis can be a meaningful benefit for the other reasearchers, our campus and all readers generally.

Metro,

EKA TITIN YULIANA

TABLE OF CONTENT

TITLE	i
APROVAL PAGE.....	ii
NOTA DINAS.....	iii
NOTIVICATION LETTER.....	iv
ABSTRAK	v
ABSTRACT	vi
ORISINALITAS PENELITIAN.....	vii
STATEMENT OF RESEARCH ORIGINALITY	viii
MOTTO	ix
DEDICATION PAGE	x
ACKNOWLEDMENT	xi
TABLE OF CONTENT.....	xii
LIST OF TABLE	xiii
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Focus of the Research	2
C. Problem Formulation	2
D. The Objective and Benefit Research.....	3

1. The Objective of Study	3
2. The Benefit of Research.....	3
E. Prior Research.....	3
CHAPTER II THEORITICAL REVIEW.....	5
A. The Concept of Grammar	5
1. The Definition of Grammar	5
2. The Importance of Grammar in Writing.....	6
B. The Concept of Basic Word Order	7
1. The Definition of Basic Word Order	7
2. The Function of Basic Word Order	9
3. The Elements of Basic Word Order.....	9
4. The Difficulty of Basic word Order	
C. The Concept of Writing	13
1. Definition of Writing	13
D. The Concept of Writing Skill.....	16
1. Definition of Writing Skill.....	16
2. Element of Writing Skill.....	17
CHAPTER III RESEARCH METHODOLOGY	28
A. The Characteristics and Types of The Research.....	28
B. Data Research	29
1. Primary Research.....	29
2. Secondary Research	30
C. Data Collection Technique	30
D. Data Analysis Technique	31

E. Approach.....	35
CHAPTER IV RESULT OF THE RESEARCH	36
A. Description of Research Setting.....	36
1. Research Setting.....	36
B. Description of Analysis.....	44
C. Description of Data Findings	45
D. Discussion	65
CHAPTER V CONCLUSION AND SUGGESTION.....	66
A. Conclusion	66
B. Suggestion.....	67
BIBLIOGRAPHY	
APPENDIX	
CURRICULUM VITAE	

LIST OF TABLES

1. Table 1 - The items occur regularly in the order S-V-O.....	8
2. Table 2 - Total of lecturers educational background of TBI in IAIN Metro	41
3. Tabel 3 - The number of TBI Students of IAIN Metro.....	45
4. Table 4. - Analysis of the most dominant elements basic word order doct 1	47
5. Table 5 - Analysis of the most dominant elements basic word order doct 2	49
6. Table 6. - Analysis of the most dominant elements basic word order doct 3	50
7. Table 7 - Analysis of the most dominant elements basic word order doct 4.....	53
8. Table 8 - Analysis of the most dominant elements basic word order doct 5	55
9. Table 9 - The most dominant elements identified and classified data.....	58
10. Table 10 - The difficulty analysis of basic word order doct 1	59
11. Table 11 - The difficulty analysis of basic word order doct 2	61
12. Table 12 - The difficulty analysis of basic word order doct 4.....	62
13. Table 13 - The difficulty analysis of basic word order doct 5	64

CHAPTER I

INTRODUCTION

A. Background of the Study

The world always changes from time to time. English has become more famous among people from children to adult, although English is just as a foreign language.

English is a foreign language in Indonesia has influenced many aspects of life to the people. They try to know and learn the language. So, in order to improve people's abilities in English, the government has encouraged teaching the English from beginning. English has been taught from elementary to university. Even though English has been taught from early age, learning the foreign language such as English is not an easy matter. The learners should possess the skills and the components of language.

English language teaching includes four language skills, such as listening, speaking, reading and writing. One of the language skills which is very difficult to study is writing. English writing is a subject that learns about how to express our idea in writing form. In writing, as one of the components of a language, grammar is necessary in order to create meaningful and understandable sentences. Moreover, for many people, grammar is an aspect which becomes the most difficult to learn in English.

In writing a sentence, it must need several aspects to support the sentences in order to be a good sentence. For example, we have to learn about word order, word formation, word choice, etc. Word order refers to more generally to the order of any set of elements, either at the clause level, or within phrases, such as the order of elements within a noun phrase. People refer to the word order of a language as an order of subject, object, and verb in sentences.

In linguistics, word order typology is the study of the composition of constituent language syntax. How can a word be prepared in accordance with the correct pattern, and the basic word order is the one we can distinguish sentences from one another in the arrangement or sequence of grammar.

B. Focus of the Research

Based on the background above, the researcher could identify the problems focused on “An Analysis Of Basic Word Order on The Undergraduate Thesis Introduction at The English Department of Iain Metro”.

C. Problem formulation

Based on the problem limitation above, the researcher formulated the problems of this research, as follows :

1. What is the most dominant element of basic word order in the undergraduate thesis among the 2017 English department graduation of IAIN Metro?
2. What kinds of students' difficulty in basic word order in the undergraduate thesis among the 2017 English department graduation of IAIN Metro?

D. The Objective and Benefits of Research

1. The Objective of Study

In line with problem formulation, the objectives of this study are, as follows :

- a) To investigate the most dominant elements of basic word order in the undergraduate thesis among the 2017 english department graduation of IAIN Metro.
- b) To know kinds of students' difficulty in basic word order in the undergraduate thesis among the 2017 english deptment graduation of IAIN Metro.

2. The Benefits of Research

Generally, the researcher could investigate and analyze the students' writing skill especially in thesis based on the basic word order. Specifically, it is expected that the results of this research have the benefits are as follows:

- a) For students:

The result of this research can be used as the motivation to the lesson writing easily.

- b) For the teacher :

The result of this study is intended to become an input for them for the importance of giving more exercise about basic word order and also can improve their teaching technique while teaching writing especially in making introduction.

E. Prior Research

In this research the researcher would like to analyze basic word order. Before explaining more about word order, it is crucial to discuss about the prior research from the previous researcher like MehriIzadi and Maryam Rahimistated that word order is the

analysis of the order of the syntactic constituents of a language, and that how different languages would employ different orders (Tallerman, 2005).

The discrepancies and similarities between orders in different syntactic domains are a matter of interest for linguists (Tallerman, 2005). Some languages are relatively inflexible in their word order. Thus, in order to convey grammatical information, their speakers have to rely on the order of constituents. Other languages are more flexible and convey grammatical information via inflection, case marking, or other markers.¹

Another researcher is Tracy E Love David A Swinney entitled “The Influence Of Canonical Word Order On Structural Processing” The research discussed about the canonical word order effect on structural processing can vary. The purpose of this study was to determine whether there is a category of natural or grouping in which language might fall with regard to structural processing problems which might in turn affect linguistic theory at a certain level.² The change from object-verb (OV) word order to verb-object (VO) word order is one of the most striking changes in the history of the English language. According to most generative accounts, Old English is an OV language, with optional rules of postposition and some form of the verb-second (V2) constraint.

Based on several journals above, the researcher can conclude that basic word order in writing is very important, because it deals with the problem of structural processing .

¹Mehri Izadi, Maryam Rahimi. Word Order of Persian and English: A Processing-Based Analysis. *Education Journal*. Vol. 4, No. 1, 2015, pp. 37-43.

² Tracy E. Love David A. Swinney. *The Influence Of Canonical Word Order On Structural Processing*. Department of Psychology University of California, San Diego La Jolla, California, p. 14

CHAPTER II

THEORITICAL REVIEW

A.The Concept of Grammar

1. The Definition of Grammar

Grammar is part of subject that the students should have in learning English. Etymology, “grammar derives from greek “*grammatikētechnē*” which means art of latters”.It means that grammar is the art in writing something. Furthermore in the dictionary “grammar is the study or science of, rule for, the combination of words into the sentences, and the form of words”.³Then in other dictionary grammar is “a description of the structure of the language and the way in which linguistic unit such as words and phrases are combined to produce sentences in the language”.⁴ In other words that grammar is the rule of the words in the sentences which can produce a good language.

Furthermore Scott states grammar is the study of what forms (or structure) are possible in a language. Traditionally grammar has been concerned almost exclusively with analysis at the level of the sentence”.⁵ Beside that Swam states “grammar the rule that say how words are combined, arranged, and change to show different meaning”.⁶ It means that grammar is a description of the rules that govern how a language sentences are formed, combined, and changed in to different meaning.

Moreover, Douglas explains that, Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. Grammar

³A.S, Hornby, *Oxford English Dictinary*, New York, Oxford University Press, 1974.P.375

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

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

⁶Michael, Swam. *Practical English Usage*, International Student’s Education, 1996. P.23

refers to sentences level rules only, and not to rules governing the relationship among the sentences which refers to as discourse rules”.⁷

Furthermore, Diane-Freeman defines grammar is one of three dimensions of language that are interconnected one another. Grammar gives the form or the structures of the language, but those form are literary meaningless without a second dimension, that of semantics (meaning), and a third dimension pragmatics.⁸ It means that the dimension of grammar is the rules of contracting a sentence (word order, verb and noun system, modifier, phrases, clauses, etc).

2. The Importance of Grammar in Writing

The relationship between grammar and writing show many opinions that are varied. Not only the teachers of writing but also the students, think that the teaching of grammar in turn takes away time from real writing practice.

A study by OlukayodeOrole examines the relationship between the teaching of composition and grammar, which any writing pedagogy cannot be successful without the teaching of grammar.⁹

It can be known that a good writing cannot be created without using good grammar although the writer has many vocabularies and ideas also thoughts to be written.

B. The Concept of Basic Word Order

1. The Definition of Basic Word Order

⁷ H. Douglas Brown. *Teaching by Principles an Imperative Approach to language Pedagogy*. New York. Longman,2001.P. 362

⁸ Ibid,

⁹Olukayode Orole. (2008). *The role of Grammar in the teaching of English Composition in Post Secondary Institutions*. Dept. of Modern European Languages, University of Horin, Horin.

English is generally considered to be a language with a relatively fixed word order. In practice, this means that the positions of the subject **S**, the main verb **V**, and the object **O** are fixed in relation to each other. In normal statements, which form the bulk of technical and scientific writing, these items occur regularly in the order **S-V-O**.

Table 1

The items occur regularly in the order S-V-O

subject (S)	verb (V)	object (O)
Many flexible objects and structures	undergo	large deformations

The problem in technical and scientific writing is that parts of a sentence, particularly the subject, can become too long and complex, and therefore the basic structure may not be always clear.¹⁰

Meanwhile, Vogel and Steinbach states that the word order is restricted to the canonical word order to encode the grammatical function, while it is also optimized to realize the information structure (e.g., topic-comment). Furthermore, the unmarked word order is dependent on the animacy grade in German, with regard to the direct object and indirect object.¹¹

In linguistics, word order typology is the study of the composition of constituent language syntax. How can a word be prepared in accordance pattern

¹⁰Leonardo da Vinci programme. *Practical Handbook for Scientific and Technical Writers*. (European Commission :2006)p.68

¹¹ Mohammad A. Mohammad, *Word Order, Agreement And Pronominalization In Standard And Palestinian Arabic* (John Benjamins B.V,2000),p.1

correct preparation, and the word order is the one we can distinguish sentences from one another in the arrangement or sequence of grammar.

On the other hand, Sidney Greenbaum explains that basic word order is constructed by the dimension of the grammatical function (case), semantic property (animacy), pragmatic context (information structure) and prosodic well-formedness constraints weak function words like pronouns in Germanic languages. The word order is used for the identification of grammatical function (canonical word order SOV). The word order is considered to be an interaction between the encoding of grammatical and discourse function in these languages.

According to tradition, the basic order for Arabic is VSO.¹ This is the order of constituents: first the verb, then the subject, and finally the object. Any other order is the result of either preposing or extraposing.¹²

Based on the above actions, the researchers conclude that basic word order is the study of wording or order of words in accordance with the correct preparation of the pattern subject, verb, and object (SVO).

2. The function of Basic Word Order

In English grammar word order is used as the method of preparation of the correct words into sentences and avoid the ambiguity of the meaning of words or phrases that are arranged. In order word there are have two elements that are important and should concern us all, namely the order of arguments and sentence constituents.

¹²*Ibid*.p.2-3

3. The elements of Basic Word Order

These elements enter into the seven basic word orders structure:

a. SV

Stand for subject – verb. If a main verb does not require another element to complete it, the verb is intransitive.¹³

It has one basic sentence structure :

Subject + (intransitive) verb

For example:

- a) *I (s) agree (v)*
- b) *No cure (s) exists (v)*
- c) *They (s) are lying (v)*
- d) *The protestors (s) were demonstrating (v)*

b. SVA

SVA stand for subject – verb – adverbial complement. Adverbials (A) convey arrange of information about the situation depicted in the basic structure. However, some elements convey the same information as adverbials are obligatory, because the main verb is not complete without them. Such obligatory element are adverbial complements.¹⁴

It has one basic sentence structure :

Subject + verb + adverbial (complement)

For example :

- a) *The protestors were demonstrating outside the white house(A)*
- b) *The protestors were outside the white house(aC)*

¹³Sidney greendbaum & gerald nelson, *an introduction to english grammar (great britain in 2002)* p28
¹⁴*Ibid* p 29

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

c. SVC

SVC stand for subject – linking verb – subject complement.

If a verb requires a subject complement (_sC) to complete the sentence, the verb is linking verb. The subject complement (underline in the example that follow) typically identifies or characterizes the person or thing denoted by the subject:¹⁵

For example:

- a) Sandra is my mother's name
- b) Your room must be the one next to mine
- c) The upstairs tenant seemed a reliable person
- d) A university is a community of scholars

d. SVO

Stand for subject – transitive verb – direct object.¹⁶

If a main verb requires a direct object to complete the sentence, it is a transitive verb. The term ‘transitive’ comes from the notion that a person (represented by the subject of the sentence) performs an action that affects some person or thing:

There is a ‘transition’ of the action from the one to the other. Indeed, the direct object (_dO) typically refers to a person or thing directly affected by action described in the sentence:

- a) Helen received my email (_dO)
- b) They ate all the strawberries (_dO)

¹⁵*Ibid* p 27

¹⁶*Ibid* p 26

c) Antony stroked his brade (_dO)

e. SVOO

Stand for subject – transitive verb – indirect object- direct object.

Some transitive verb can have two object : an indirect object followed by direct object. The indirect object (_iO) refers to a person in directly affected by the action discribed in the sentence.¹⁷

The person generally receives something or benefits from something :

a) Ruth gave my son (_iO) a birthday present (_dO)

b) I can show you (_iO) my diploming (_dO)

f. SVOA

Stand for subject – transitive verb – direct object – adverbial compleent.

Finally the direct object may be followed by an adverbial complement.¹⁸

For example :

a) You should *put*(V) *the chicken* (_dO) *in the microwave* (_aC)

b) I *keep*(V) *my car* (_dO) *outside the house* (_aC)

c) The *struck* (V) *his hands* (_dO) *in his pockets* (_aC)

g. SVOC

Stand for subject – transitive verb – direct object – object complement.

This SVOC structure parallels the SVC structure, but in the first structure the complement is related to the direct object and in the second it is related to the object complement:

For example :

a) His jokes made *the audience* (_dO) *uneasy* (_oC)

b) I declared *the meeting* (_dO) *open* (_oC)

¹⁷*Ibid p 30-31*

¹⁸*Ibid p 31-32*

C. The Concept of Writing

1. Definition of Writing

There are four skills in English which should be mastered, they are: reading, listening, speaking and writing. It can be define that writing is one of the most important.

Terminologically, there are many experts that have different definitions for writing, but here the writer will take several definitions according to the experts as follows:

Jeremy harmer stated that writing has always been used as a means of reinforcing language that has been taught.¹⁹Its mean that the teacher can askt the students to write recently material such as paragraph. It can be added that reinforcement writing guides the students to improve their performance.

According to SanggamSiahaan writing is psychologcal activity of the language user to put information in the written text.²⁰It can be concluded that writing is the activity that use human thought and human act or involves physic and mental activities about definite topic in a context with a specific purpose.

Writing is used by students to expres ideas around the curriculum. It means that writing has purpose to learn and to express student's background world knowledge.²¹ So, it should be noted that the ideas that is expressed in writing is based on the background of knowledge or the result of collecting information in the social environtment.

¹⁴*ibid* p29

²⁰SanggamSiahaan, *Issue in Linguistic*, (Yogyakarta : Grahallmu, 2008), p. 215

²¹ Karen Kuelthau Allan, et al, *Learning to Write With Purpose*, (New York: The Guilford Press, 2009). p. 47

Meanwhile, Oxford Advanced Learner maintains that performance is the act of the performing by a person to perform their act included process of performing a task and an action.²²

Moreover, writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts. Then, writing as a process of expressing ideas or ideas thoughts in words should be done at our leisure.

Based on the statements above, it can be inferred that writing is very important language skill and direct communication that convey meaningful and expressive information from the writer to the readers in form of written language, because by writing language learners can express their feeling, ideas, thoughts, emotions, attitude, etc.

The purpose of writing is to give information from the writer to the reader and convey the message or information accurately, effectively, and correctly. In other hand the purpose of writing is to give students opportunities to remember new language better. The act writing sentences makes them think about the new grammar or vocabulary.

²² A.S Homby, *Oxford Advanced Learner's Dictionary*, (New York:Oxford University Press, 1995), p.1996

D. The Concept of Writing Skill

1. Definition of Writing Skill

According to SanggamSiahaan, “Writing is a psychological activity of the language user to put information in the written text”.²³ It can be concluded that writing is the activity that engage human thought and human act or involves physic and mental activities about certain topic in a context with a specific purpose.

Meanwhile, in his another book Sanggam defined that “It is a skill of a writer to communicate information to reader or group of readers. The writer skill is also realized by his or her ability to apply the rule of the language s/he is writing to transfer the information s/he has in her or his mind readers effectively”.²⁴ It means that writing is the skill to deliver information and express the ideas from the writer to the reader through written language. Moreover, on the proces to deliver information through written language, a good writer has to use sistematic language that agree with the rule of its language and simple language that easy to learn by the readers.

Writing is used by students to expres ideas around the curriculum. It means that writing has purpose to learn and to express student’s background world knowledge.²⁵ So, it should be noted that the ideas that is expressed in writing is based on the background of knowledge probing or the result of collecting information in the social environtment.

Skill is used to direct to a performance level, in the sense of precission and speed in performing a certain tasks (skilled performance). Skilled performance has

²³SanggamSiahaan, *Issue in Linguistic*, (Yogyakarta : Grahailmu, 2008), p. 215

²⁴SanggamSiahaan, *The English paragraph*, (Yogyakarta: Grahailmu, 2008), p. 2

²⁵Karen Kuelthau Allan, et al, *Learning to Write With Purpose*, (New York: The Guilford Press, 2009).

long been a subject of psychological studies, that consider both physical psychomotor abilities and mental cognitive abilities.²⁶ So, skill is the output of abilities that involves physic and mind to apply knowledge and use know-how to complete tasks and solve problems.

Related to the writing skill, it can be concluded that writing skill is the ability how to apply idea, information, and knowledge in written language. The task that is usually given by teacher to evaluate the students' writing skill such as making a paragraph or text. The students must be able to apply their grammar mastery, vocabulary mastery and background of information to do this task.

2. Elements of Writing

Writing involves making the right choices concerning syntactic patterns, morphological inflection, vocabularies, cohesive devices and combining them all into coherent pieces of text.²⁷ It can be stated that, if the students can apply syntactic patterns, morphological inflection, vocabularies include word choices namely diction, cohesion and coherent when the student writes sentences or paragraphs as well as possible their sentence pattern can be structural and the arranging of the text will be cohesion and coherent.

Moreover, Diction is one of the elements in writing, that is style of writing or speaking that a person uses, especially about his or her choices of words and phrases. On the other words, diction is style to choose a suitable words and phrases that people uses in communication between writing or speaking. Formal diction might be used for some types of writing, that is essays and undergraduate thesis.

²⁶Jonathan Winterton, et. al, *Typology of knowledge, skills and competences*, (Luxembourg: Office for Official Publications of the European Communities, 2006), p. 7

²⁷MaríaPilarAgustínLlach, *Lexical Errors and Accuracy in Foreign Language Writing*, (Canada: Multilingual Matters, 2011), p.42.

Good writers know that to communicate needs choosing words carefully.²⁸

It means that to communicate by writing text, the great writers should know how to choose appropriate words carefully. Knowing how to choose words will influence the readers whether they understand or not. Besides, the words that people choose for their purpose must be selected and assembled using correct syntax and grammar.²⁹ The students not only choose the right word based on their aim but how they can make the correct sentence syntactically and grammatically. So, their written product more valuable.

3. The Types of Writing

Focus on academic writing, there are several types of writing that is usually used in high school and college classes are as follows:

1) Description

Descriptive writing related to the senses that tell how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture. It has a meaning that a good description has to be able to make the reader can imagine the object, place, or person in his or her mind by reading our writing.³⁰ It means that description has principle purpose to describe the object from specific until general character to make the reader are able to imagine the object in their mind based on the writer's elaboration in his writing.

2) Narration

Narration is an account or description of events in the past which entails following a time sequence or chronological.³¹ It can be concluded that

²⁸ Lauren Starkey, *Writing skills success in 20 minutes a day 3th ed.*, (United State: Learning express, 2005), p.147.

²⁹ Jennifer Peat, *Scientific Writing Easy When You Know How*, (London: BMJ Books, 2002) p.246.

³⁰ *Ibid.*, p. 61

³¹ R.R Jordan, *Academic writing Course Study Skills in English*, (Cambridge: Longman, 1999), p. 27

narration refers to a past story in writing because it has purpose to describe events in the past with a certain chronological systematically.

3) Exposition

Expository paragraphs is related to facts, ideas, beliefs. It explains, analyzes, defines, compares, illustrates. It answers the questions such as What? Why? How? What was the cause? The effect? Like what? Unlike what?. It is one kinds of paragraph that we write through reports or term papers or tests.³²

In a expository type, the writer just tries to show the fact of an object in order to make the readers believe or disablieve something related to the object. It means that expository or exposition just show the fact of and object without a goal to make the reader agree with the writer's opinion.

4) Argumentation

While in argumentation type, in addition to only convincing the readers to believe or disablieve something the truth of the the fact of an object, the also has a goal to persuade the readers in order to take a certain course of action related to the new truth exposed to them.³³

So, argumentation is a text in which you agree or disagree with a problem, using reasons to support your opinion, your goal is to convince your reader that your opinion is right. It means that argumentation is used to make a case or to prove or disprove a statement or proposition.

5) Report

Kennedy explained that "report is one kinds of writing that has purpose to provide generalism informations about whole class of things".³⁴ So, report

³²Thomas S. Kane, *Essential Guide to Writing*, (New York: Oxford University Press, 2000), p.89

³³SanggamSiahaan, *Issue in Linguistics*, p. 217

³⁴Graeme Kennedy, *Structure and Meaning in English*, (New York: Pearson Longman, 2003), p.334

text just has purpose to tell a general informations of the object. It doesn't have purpose to tell a stories, procedure or arguments.

4. Writing Process

Concerning about the process in writing, there are three process in the model of writing namely planning, producing text, and reviewing".³⁵ Firstly, planning is the preparation before writing that refers to think about purposes and ideas. Secondly, producing text is generating the language that refers to arranged words to be systematic sentences and paragraph. Finally, reviewing is the process that consist of evaluating, revising and editing the result of writing.

On the other hand, a much deeper Donal Graves in Andrew P. Johnson (2008) explains that there are five steps of writing process. There are:

1) Prewriting

The purpose of prewriting is to generate ideas. Listing, brainstorming, outlining, silent thinking, making a conversation with another person, or mastering writing are all ways to generate ideas.³⁶ It means that before the students are going to write, they must to plan or generate idea in order to know what the matter that they want to write.

2) Drafting

Drafting is the writer's first effort to infuse his ideas on the paper. Actually, the draft is a rambling, disconnected accumulation of writer's ideas. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step.³⁷ It means that, in the drafting process, the writer start to write their ideas on the paper with a sistematic language.

3) Revising

³⁵ Karen Kuelthau, *Learning to Write*, p.21

³⁶ Andrew P. Johnson, *Teaching Reading and Writing*, (United States of America: Britis Library Cataloging, 2008), p. 179

³⁷ *Ibid.*;

Revising is considered as the core of the writing process. In this process our writing is revised and reshaped in many times. Revising is where the students shape the blob, adding parts, taking parts away, adding parts, and continually molding and changing. Here the students look for flow and structure. The students reread paragraphs and move things around.³⁸

4) Editing

Editing is the process to correct the grammar, spelling, and punctuation errors. A word of caution: The quickest way to ruin a good writing project or damage a writer is to insist that step 4 be included in step 1, 2, or 3. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers. Precious brain space that is devoted to generating and connecting ideas will instead be utilized worrying about writing mechanics.³⁹

³⁸*Ibid.*

³⁹*Ibid.*, p. 180

5) Publishing and sharing

This is the final process to share the result of writing audience. Writing becomes real and alive at this stage. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community. Writing experiences become even more powerful by having students read their work out loud in small groups, to another classmate, or in a large group setting.⁴⁰

5. Compositions of Writing

Furthermore, According to Brown H. Douglas, the upshot of the compositional nature of writing has produced writing pedagogy that focuses students on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce final product.⁴¹

A good deal of attention was placed on “model” compositions that students would emulate and on how well a student’s final product measured up against a list of criteria that include:

- 1) Content
- 2) Organization
- 3) Vocabulary
- 4) Grammmarr
- 5) Mechanical considerations (spelling and punctuation)⁴²

⁴⁰*Ibid.*

⁴¹ H. Douglas Brown, *Teaching by Principles an interactive Approach to Language Pedagogy*, (The United States of New York: Longman, 2001), 2nd Edition, p.335

⁴²*Ibid.*

Regarding on the statement above, it should be remembered that the process in writing is an important aspect that determine the result of writing itself. Beside that, the final product of writing also has to agree with several measurement criteria in writing compositions such as content, organization, vocabulary, grammar and mechanical consideration.

6. Characteristics of Good Writing

The explanations about the concepts of writing skill, the types of writing, element writing, and the strategies of writing are the discussions that refer to oriented of writing process. It is related to complete the technical discussion that explained about the writing product. Therefore, the writing process needs discussion about the characteristics of good writing.

According to, David Nunan (1989:38)says, Successful writing then involves:

1. Mastering the mechanics of letter formation;
2. Mastering and obeying conventions of spelling and punctuation;
3. Using the grammatical system to convey one's intended meaning; to reflect given/ new information and topic/ comment structures;
4. Polishing and revising one's initial efforts
5. Selecting an appropriate style for one's audience."

From those statements above, it can be seen that a good writing is the writing which involves the mastery of the mechanics, the letter formation, spelling and punctuation, the use of grammatical system, and the selection of the appropriate style for the readers.⁴³

⁴³David Nunan.*Successful writing*.1989,p.38

On the other hand , Michael E. Adelstein and et.el, the characteristics of good writing can be defined as follows:

- 1) Good writing is interesting. This is true regardless of whether it is designed to amuse, inform, or persuade the reader. Writers generally stimulate interest by presenting some knowledge or insight that is new and important to readers.
- 2) Good writing is clear. Its ideas have been organized so logically, words selected so carefully, and sentences crafted so skillfully that readers do not need to struggle to understand what the writer means.
- 3) Good writing is concise. It contains no unnecessary words, phrases, or sentences' consequently; readers will not feel that their time is wasted.
- 4) Good writing is effective. It conveys a message to readers in such a way that it will achieve the effect that the writer intended. To achieve this objective, writers must choose wisely the words, sentences, and paragraph structures that will best communicate to their readers. So that readers will not be distracted from the message, good writers also follow the accepted conventions of spelling, punctuation, capitalization, and so on.⁴⁴

Furthermore, according to Marianne Celce-Murcia a well-written text exhibits two important features: "it has coherence and it has cohesion".⁴⁵ Coherence is the quality that makes a text conform to consistent world view based on one's experience and culture or convention, and it should be viewed as feature related to all three participants in the interactive process such as the writer, the written text, and the reader. Furthermore, cohesion is an overt feature of the text providing surface evidence for the text's unity and connectedness. Cohesion is

⁴⁴Michael E. Adelstein and Jean G. Pival, *The Writing Commitment Third Edition*, Harcourt Brace Jovanovich, United States of America, 1984, p. 4

⁴⁵ Marianne Celce-Murcia, *op. cit*, p. 125

realized linguistically by devices and ties that are elements or units of language used to form a large text.

Based on the definitions above, there are the same as the characteristics between writing product and good writing. Because both of them requiring to achieve good cohesion and coherence level.

Therefore, it can be concluded that a good writing is a written text which forming a discourse to be able define as interesting, clear, concise, effective writing. Because writing activity means that written language used for communication with others.

CHAPTER III

RESEARCH METHODOLOGY

A. The Characteristics and Types of The Research

There were two types of research method, they are qualitative and quantitative method. Type or kind of research was selected, based on its purpose. Researcher could choose one of them to writing research based on the aspect of writing intended to know.

Data typically collected in the participant's setting. Data analysis inductively building from particulars to general themes and the researcher made interpretations of the meaning of the data. The final written report are flexible structure. Those who engage in this form of inquiry supported a way of looking at research that honors an inductive style, a focus on individual meaning and the importance of rendering the complexity of a situation".⁴⁶ To know about correlation, the contribution, the relationship, as usual we use qualitative methods. But, here the researcher wanted to explore phenomena about thesis. Therefore, the researcher decided to choose qualitative method to know how the students of An Error Analysis on Elliptical Construction in the Undergraduate thesis among 2017 English Department Graduation of the IAIN Metro.

Qualitative research is a research that aimed to describe, learn and explain the phenomenon. The understanding of phenomenon can be reach by describing and exploring through a narration.

However, Creswell states that the case(s) where some various data collection procedures are gathered to gain detail information in bounded of time and activity (Stake, 1995).⁴⁷ Tellins (1997) indicates that case study data is collected by various approaches

⁴⁶Jhon W. Creswell, *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches*, (New Delh:Sage Publications, 2003), P.4

⁴⁷John W Creswell., *Research Design Qualitative Quantitative and Mixed Methods Approach*, Second Edition, America: Sage Publication , 2003, p. 17

based on some sources. It could be said that using various data make clear the aspect of validity and reliability of the research.

B. Data Research

For gathering information for reseacher needed accurate data. In this research there researcher used some data research. Therefore, the researcher offered data resaerch gathering the data are, as follows:

1. Primary Research

In the primary resource was original materials on which research is based. The primary resource was the data source that provided to the researcher directly such as documentation and archive. That was firsthand testimony or direct evidence concerning a topic under consideration. They present information in its original form, neither interpreted nor condented nor evaluated by other writers. The primary resource in this reseach is students' documentation. Then, the researcher would take the data from the institution or document and books related to the research.

2. Secondary Research

In secondary resource, it offers an interpretation or analysis based on primary resource. They may explain primary resourced and often used them to support a specific thesis or argument or to persuade the reader to accept a certain point of view. The secondary resource was data resource that provided the data to researcher indirectly such as interview.

C. Data Collection Technique

In collecting data, the researcher needed to use some techniques. The technique that would be used by the researcher, as follows:

a) Documentation

The researcher used documentation technique for collecting data research. Documentation was a way that used a written source such as public documentation (such as: magazines, official report, news paper) or privated documentation (such as: journal, diaries, latters, email and blog). By this documentation technique, the researcher gathered the data from the library of IAIN Metro..

However, the responses are not easy to analyze. It was especially useful if the researchers wanted the respondents to give free thought, suggestions, recall information learned, or if you needed detailed answer.⁴⁸ There are three types of interview such as; structured interview,semi- structured interview, and unstructured interview. In this case, the researcher used structured interview that used prepare questions.

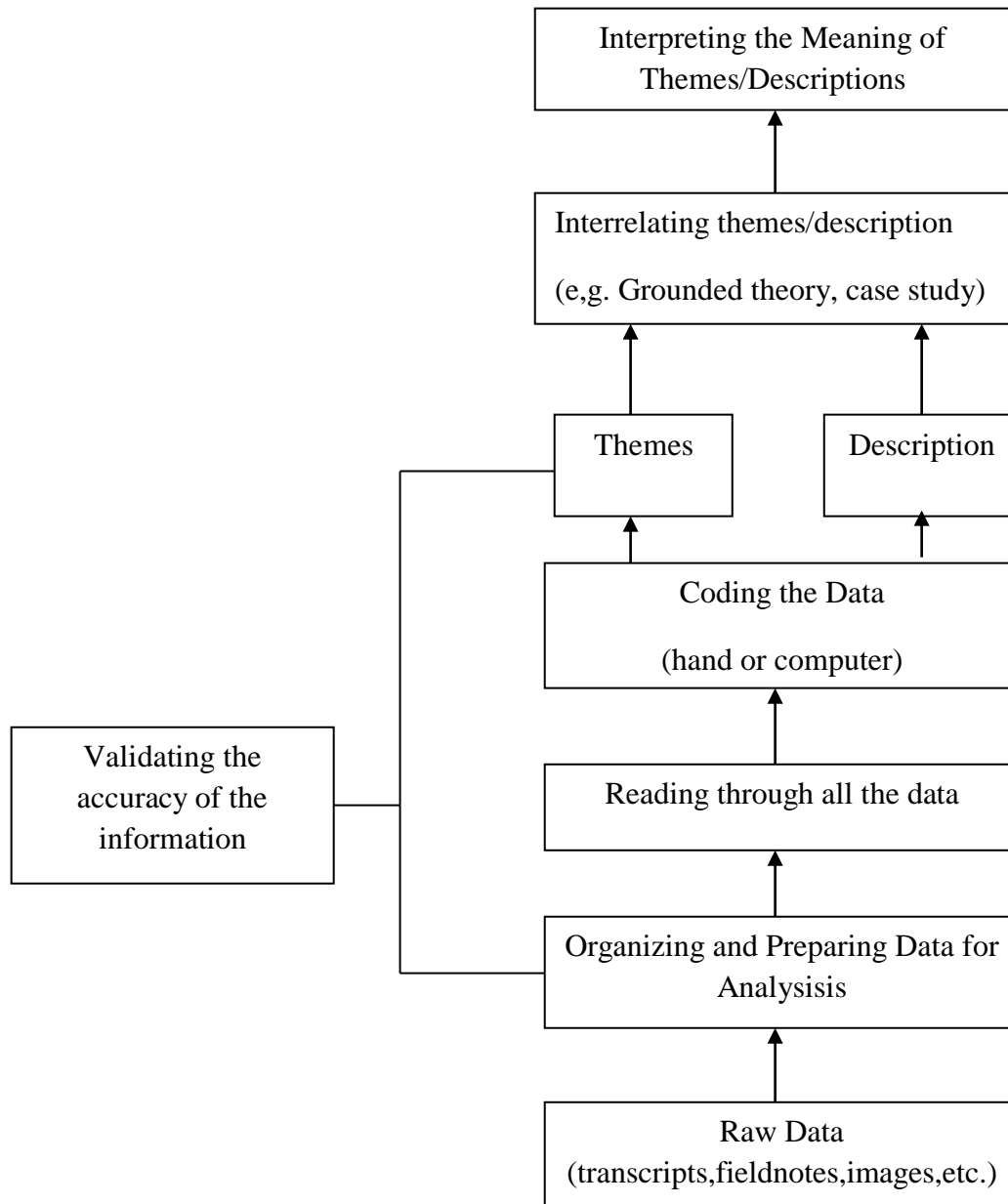
⁴⁸M. Easwaramoorthy and FatanehZarinpoush, *Interviewing for Research:AvenueUniversity,Canada:* Penerbit Imagine Canada, 2006, p.1

D. Data Analysis Technique

Here the researcher have the figure that include the data analysis proces:

Figure 1.1

Data Analysis Process



John w. Creswell model

In qualitative research analysis process and interpretation data need creative thinking, critical and careful. Data analysis is a process to get pattern or regular from. Whereas interpretation data is a process giving a meaning toward pattern of regularity which be find research.

The process analysis data can be begin with beating whole data, that succeeded be gather from source various in interview, observation, and document. And than the next is abstraction, abstraction is effort to make summarize from anything data. Creswell mentiond that there are six steps in analyzing data :

1. Organize and prepare the data for analysis.

This involves transcribing interview, optically scanning material, typing up field notes, or sorting and arranging the data into different types depending on the sources of information.

2. Read through all the data.

A first step is to obtain a general sense of the information and to reflect on its overall meaning. Sometimes qualitative researchers write notes in margins or start recording general thoughts about the data at this stage.

3. Begin detailed analysis with a coding process.

Coding is the process of organizing the material into chunks or segments of text before bringing meaning to information

4. Use the coding process to generate a description of the setting or people as well as categories or themes for analysis.

Description involves a detailed rendering of information about people, places, or events in a setting. Researchers can generate codes for this description. This

analysis is useful in designing detailed descriptions for case studies, ethnographies, and narrative research projects.

5. Advance how the description and themes will be represented in the qualitative narrative.

This might be a discussion that mentions a chronology of events, the detailed discussion of several themes (complete with subthemes, specific illustrations, multiple perspectives from individuals, and quotations) or a discussion with interconnecting themes

6. A final step in data analysis involves making an interpretation or meaning of the data. Asking, “what were the lessons learned?” captures the essence of this idea. *These lessons* could be the researcher’s personal interpretation, couched in the understanding that the inquirer brings to the study from her or his own culture, history, and experiences. It could also be a meaning derived from a comparison of the findings with information gleaned from the literature or theory.⁴⁹

⁴⁹Creswell, W. John, *Research Design : Qualitative, Quantitative, And Mixed methods Approaches*, P.185-189

E. Approach

In this research, the researcher applied case study because the researcher wanted to explore of students writing skill on the thesis of alumnus IAIN Metro. By this research, the researcher wanted to help other researcher to know deeply about students writing thesis the students always did.

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

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of research setting

1. Research Setting

a. The Brief History of IAIN Metro

STAIN Jurai Siwo Metro or IAIN Metro is only one of the State Islamic Collegue in Metro. STAIN Jurai Siwo Metro was establish 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 existance of IAIN Raden Intan Bandar Lampung began from the effort of elite and religion figures that were joined together in Yayasan Kesejahteraan Islam Lampung (YKIL). In the discussion of YKIL, it was dealt to find to faculties, Tarbiyah and Syari'ah Faculty, which were domiciles in Tanjung Karang. Through the persistent struggle of YKIL, on 13 Oktober 1964 the status of Tarbiyah Faculty was change from private to state.

Referring on the decision of President of Indonesia No. 27, 1963 which explained that to found Al Jami'ah, at least, it should have three faculties. For that reason, YIL opened Ushuludin Faculty that is domicile in Tanjung Karang in 1965. As an effort to realize the founding of IAIN Al-Jami'ah in Lampung, the firt step ws to make stateowned all Faculties which were still in private status at that time.

Finally, it realized the dream of Lampung Society to found IAIN Al-Jami'ah based on the decree of Minister of Religious Affair of RI No. 187/68 which named "Institute Agama Islam Negeri Raden Intan Tanjung Karang". In

1993 based on the change of the name of capital province of Lampung from Tanjung Karang to Bandar Lampung. IAIN Raden Intan Tanjung Karang was also changed to IAIN Raden Intan Bandar Lampung.

In 1967, the Tarbiyah and Syari'ah departmen wes established in Metro at Jl. Ki Hajar Dewantara 15A, Iring Mulyo, East Metro. Metro city by the request of Metro society. It was nor far from the change of name IAIN Raden Intan Tanjung Karang to IAIN Raden Intan Bandar Lampung that it went out a handbil of director General of Bimas Islam No. E.III/OT.00/AZ/1804/1966 on August 21, 1996 about settlement of Institutional Faculties IAIN outside central institute to be Sekolah Tinggi Agama Islam Negeri (STAIN). That was the history of establishment of STAIN Jurai Siwo Metro. And now in Februari 2017 STAIN Metro to open officially become IAIN Metro.

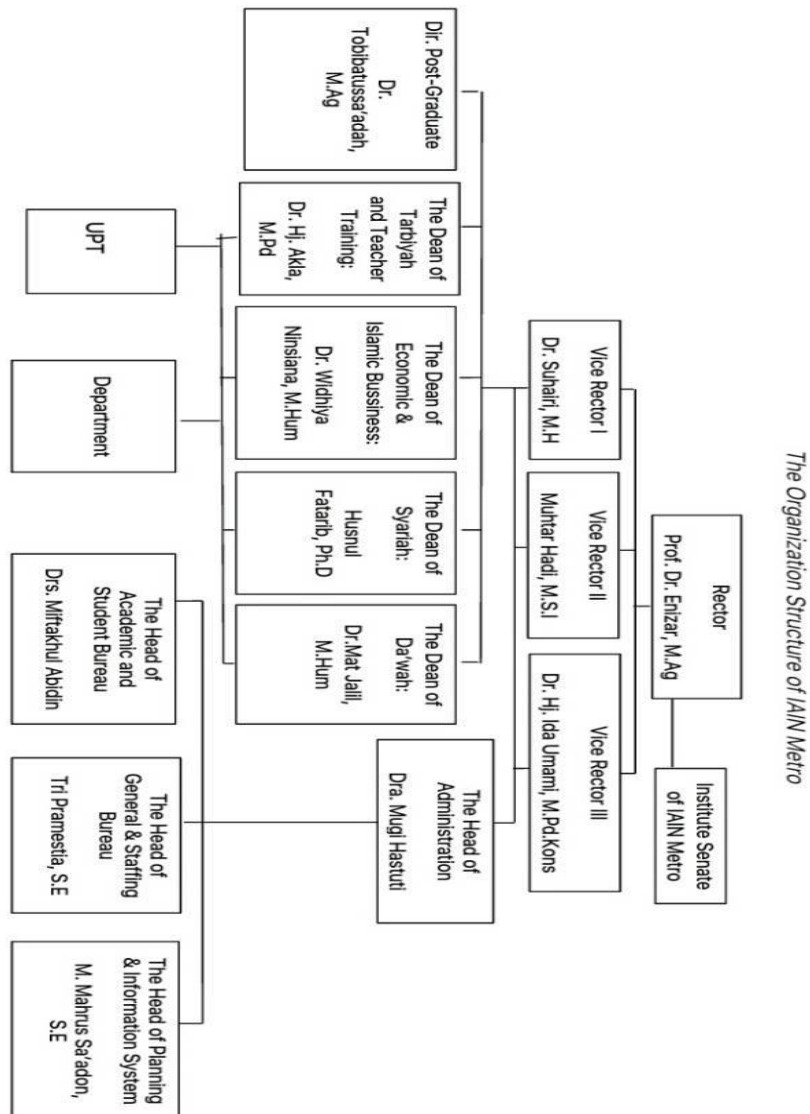
IAIN Metro has Four Departments namely Tarbiyah, Syariah and Islamic Announcement and Communication. Tarbiyah Faculty has 8 study program, the are Islamis Education Study Program (PAI), Arabic Eduation Study Program (PBA), English Education Study Program (PBI), and Islamic Elementary School Education Study Program (PGMI), furthermore, Syari'ah faculty has 5 study programs, they are Islamic Economy (EI), Ahwalusy Syakhsiyah (AHS), Islamic Banking (PBS), Then Islamic Announcement and Communication Department (KPI) has two study programs, namely Islamic Announcement Communication (KPI) and Language and Arabic Literature (BSA).

b. Organization Structure of IAIN Metro

The organization structure of IAIN Metro in academic year 2016/2017 as follows:

figure 1.2

The Organization Structure of Iain Metro



c. The Condition of Lecturers of TBI

The condition of lectures of TBI in IAIN Metro in academic year 2017/2018 based on the educational background as follows:

Table 2

Total of lecturers educational background of TBI in IAIN Metro

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

Source: Documentation of IAIN Metro in the academic Year of 2017/2018, taken from the General Bureau

d. The Profile of English Education Department.

English Education Department (*Tadris Bahasa Inggris* [TBI]) was one of Strata 1 (S1) majors of Tarbiyah and Teacher Training Faculty in State Institute for Islamic Studies of Metro which was established in 2007. Historically, S1 TBI IAIN Metro came from Diploma 3 (D3) English Education Department that was opened in 2002.

The legal and operational license of TBI based on the explanation letter of Islamic Education General Director No. Dj.I/220.C/2007 in Jakarta on May 28th, 2007. According the Implementation License of Department from the General Director, TBI was located in IAIN Metro in Jl. Ki Hajar Dewantara 15A Metro City.

English Education Department (TBI) has a vision in implementing education, namely: Making English Education Department highly qualified in English education and knowledge of English language and literature based on faith and ihsan and moral and ethical values of community life and state. The vision then was enlarged in some missions, namely: Creating a program of English education not only of high quality but also useful for Indonesian people to meet the needs of the real world work both in the field of education and in non-educational at national and international levels.

In the line with the above statement, TBI always tries to develop the quality in teaching and learning process. Indeed, it would be a dynamic, opened, and polite relationship among the stakeholders in TBI IAIN.

The assessment toward TBI students was always holistic that it contains three education aspects, namely: cognitive, affective, and psychomotor. Meanwhile, to increase academic quality, English department consistently develops conducive academic atmosphere so that a dynamic, open, and polite relationship could be created among the academy parts. Thirdly, from output dimension (alumni), every student who was graduated from English Education Department of IAIN Metro, was expected to be professional in English.

To give attention to the importance of English, IAIN Metro makes some jargons to represent the college, and one of the jargons was bilingual. Bilingual here was meant as utilizing English and Arabic language in academic life. This shows that IAIN Metro considers English an essential key to take a part in international communication. By using this jargon, the college was struggling of familiarizing the two international languages among the lecturers, the students and even among all employees working in the college such as security, cleaning

service, servant and so on. Even though, the attempts to make English used in daily activities on campus was not fully realized, several programs supporting the realization of spreading English are conducted until now.

The first program was “English Intensification Program”. This was a special program aimed at giving English skill, especially speaking, to all students so that not only the students majoring English who could speak English, but also those who enroll other majors such as PAI, PBA, Economics and so forth. As a result, it was offered for all freshmen students both English and non-English major students. For them, the program was compulsory that all first-year students, with no exception, are required to enroll this program. The certificate of this program was one of the requirements that the students must accomplish to register undergraduate thesis examination called *Thesis Defence*. Meaning to say, if the students do not get the certificate, he was not allowed to take *munaqosyah* examination.

The second policy that shows the importance of English in IAIN Metro was the involvement of English in courses in all departments beside in English department in the college. The courses are *Bahasa Inggris I* and *Bahasa Inggris II*. Thus, this was also obligatory lesson for all students. Unlike English Intensification program, this program was included in the students’ transcript. This program was aimed at equipping the students with English ability since much of knowledge was delivered through English written books. So, it was expected that their insight could be wider and better.

The next urgent program was obliging TOEFL test as one of *munaqosyah* requirements. The program was also held by the Language center and provided for at least the fourth semester students. As it was known that

TOEFL was an internationally-recognized test which was taken by million people for various purposes such as getting a job, continuing education, passing the examination and so many others. The TOEFL test in IAIN Metro was conducted once a week, on Saturday. The program was made with no payment.

The total of TBI students in IAIN Metro was 8092 students.

Tabel 3

The number of TBI Students of IAIN Metro

No	Academic Year	Number
1	2011	1205
2	2012	1509
3	2013	1146
4	2014	1143
5	2015	999
6	2016	1072
7	2017	1018
TOTAL		8092

Source: Documentation of IAIN Metro in academic year 2017/2018 taken from The General Bureau.

B. Description of Data Analysis

The data of the research is the information collected by doing qualitative research. In this research, the writer analyzed on basic word order in thesis introduction. Therefore, the writer required the writing as the research data.

The writer conducted the research on December 29th, 2018 at the Introduction Thesis in IAIN Metro. The writer used 5 thesis as the sample. In this research, the writer used

observation and documentation as the data collection method. The writer observed in the library and analyse the thesis introduction directly.

C. Description of Data Findings

The elements which investigated in this analysis are the most dominant elements of basict word order in the undergraduate thesis. In this case, there are seven elements of basic word order based on *Sidney Greendbaum & Gerald Nelson* from book *An Introduction to English Grammar*.

In this case, the researcher used seven elements of basic word order to make it easy to be analyzed. Four all the categories that mention before could be included of six categories.

1. Analysis of The Most Dominant Elements of Basic Word Order in Undergraduate

Thesis Introduction English Department of IAIN Metro.

- a.** Analysis of seven elements of basic word order in introduction undergraduate thesis English Department of IAIN Metro.

Student 1

The Use Of Information Gap Activity Technique To Improvethe Speaking Skill At The Eighth Graders Of Smp N 10 Metro

INTRODUCTION

A. Background of Study

English becomes the most essential language in the world. People use it to communicate with other people from different country. It has become an international language that almost used by all countries. English programmed as the first, foreign, or second language in many countries in this global era. That is why experts on language and language teaching range must invent today English teaching and learning environment. English has declared as a formal language on International communication for a long time ago.

Moreover, English has programmed as a foreign language in Indonesia. The existence of English also affect on our education system where English becomes one of subjects of study in elementary school until university. Even in junior high school and senior high school, English is one of requirement to pass a national examination.

Therefore, the function of English for students is to develop culture and art, and the final objective of teaching and learning process is the students expected to master the

four skills of language. There are listening, speaking, reading, and writing. These skills are taught in the various ways and it supported by many factors.

Table 4.

Analysis of the most dominant elements basic word order doct 1

No	Doct 1	Analysis
1.	English programed as the first, foreign, or second language	English (s) programed (v) as the first, foreign, or second language (c). Subject of the sentence is <i>english (s)</i> , verb of the sentence is <i>programed (v)</i> , complement of the sentence is <i>as the first, foreign, or second language (c)</i> . Therefore , the elements is SVC
2.	English has programed as a foreign language in indonesia.	English (s) has programed (v) as a foreign language in indonesia (c). Subject of the sentence is <i>english (s)</i> , verb of the sentence is <i>hass programed (v)</i> , complement of the sentence is <i>as a foreign language in indonesia (c)</i> . Therefor, the elements is SVC
3.	English is one of requirement to pass a national examination.	English (s) is (v) one of requirement to pass a national examination (c). Subject of the sentence is <i>english (s)</i> , verb of the sentence is <i>is (v)</i> , complement of the sentence is <i>one of requirement to pass a national examination (c)</i> . Therefor , the elements is SVC

Student 2

An Analysis Of Writing Descriptive Text On Blog Media Of Training For Master (Tfm) At Idea Indonesia In Metro

INTRODUCTION

A. Background of The Research

English is known as an international language, which is used and learned by all people in the world. English has an important part in education to the target of curriculum used now to support quality education in this country, although important but the average of many students still find it difficult to learn English material, they are considers English as the style of language.

In Indonesia, English is a foreign language that is taught in the school. English is also one of obligatory subjects that must be followed by the students in the school. English as a foreign language in teaching process is not easy for the students in Indonesia. It is very different when they learn Indonesian language, because in English language structure, pronounciations and vocabularies are different from Indonesia language.

In IDeA Indonesia, English is the second language, because all of the members and staff should speak English in their activities. Everytime they should speak English when they stay in IDeA Indonesia. IDeA Indonesia has two programs, those are Training For Master (TFM) and Hospitality.

Table 5.

Analysis of the most dominant elements basic word order doct 2

No	Doct 2	Analysis
1.	English is known as an international language.	<p>English (s) is (v) known an international language (c).</p> <p>Subject of the sentence is <i>english</i> (s), verb of the subject is <i>is</i> (v), complement of the sentence is <i>known as an international language</i> (c).</p> <p>Therefor , the elements is SVC</p>
2.	It is very different when they learn indonesian language,	<p>It (s) is (v) very different when they learn indoneisan language (c),</p> <p>Subject of the sentence is <i>it</i> (s), verb of the sentence is <i>is</i> (v), complement of the sentence is <i>very different when they learn indonesian language</i> (c),</p> <p>Therefor , the elements is SVC</p>
3.	English is the second language,	<p>English (s) is (v) the second language (c),</p> <p>Subject of the sentence is <i>english</i> (s), verb of the sentence is <i>is</i> (v), complement of the sentence is <i>the second language</i>(c).</p> <p>Therefor, the elements is SVC</p>

Student 3

An Error Analysis In Using Plural And Singular Nouns On The Students Undergraduate Thesis Abstracts At The English Department Of Iain Metro

INTRODUCTION

A. Background of Study

Language is a means of communication used by people to communicate either through spoken or written. It has a big role for every individual in making a good relationship with others. Through language people can express their opinions, ideas and feelings to each other.

As H. Brown Douglas stated : “Language is a system of arbitrary conventionalized vocal, written or gesture symbol that enable members of a given community to communicate intelligibly with other”. It shows that language is a tool of communication which can be expressed not only through verbal or oral communication but also through non-verbal communication; written form and gesture (body language). “English is as a global language or an international language”. An international language, English has significant role in various fields, such as in communication, economy, education, technology, politics, and so on.

In this globalization era, everyone is demanded to prepare a great resource for his/her life particularly in science and technology. To complete that global requirement the people are hoped to have an adequate knowledge and good skills.

Table 6.

Analysis of the most dominant elements basic word order doc 3

No.	Doc 3	Analysis
1.	Language is a means of communication.	Language (s) is (v) a means of communication (c). Subject of the sentence is <i>language(s)</i> , verb of the sentence is <i>is(v)</i> , and the complement is <i>a means of communication(c)</i> . Therefore, the elements is SVC.
2.	People can express their opinions.	People (s) can express (v) their opinions (o) Subject of the sentence is <i>people (s)</i> , verb of the sentence is <i>can express (v)</i> , and the object of the sentence is <i>their</i>

		<p><i>opinion (o).</i></p> <p>Therefore, the elements is SVO</p>
3.	Language is a system of arbitrary conventionalized vocal.	<p>Language (s) is (v) a system of arbitrary conventionalized vocal (c).</p> <p>Subject of the sentence is <i>language (s)</i>, verb of the sentence is <i>is(v)</i>, the complement of the sentence is <i>a system of arbitrary conventionalized vocal (c)</i>.</p> <p>Therefore, the elements is SVC.</p>
4.	It show that language is a tol of communication.	<p>It (s) shows (v) that language is a tol of communication (o).</p> <p>Subject of the sentence is <i>it (s)</i>, verb of the sentence is <i>show (v)</i>, object of the sentence is <i>that language is a tol of communication (o)</i>.</p> <p>Therefore , the elements is SVO</p>
5.	English is as a global language.	<p>English (s) is (v) as a global language (c).</p> <p>Subjecct of the sentence is <i>english (s)</i>, verb of the sentence is <i>is (v)</i>, the complement of the sentence is <i>as a global language (c)</i>.</p> <p>Therefor, the elements is SVC</p>
6.	English has significant role.	<p>English (s) has (v) significant role (o).</p> <p>Subjecct ofthe sentence is <i>english (s)</i>, verb of the sentence is <i>has (v)</i>, object of the sentence is <i>significant role (o)</i>.</p> <p>Therefore, the elements is SVO.</p>
7.	Everyone is demanded to prepare.	<p>Everyone (s) is demanded (v) to prepare (c).</p> <p>Subject of the sentence is <i>everyone (s)</i>, verb of the sentence is <i>is demanded (v)</i>, complement of the sentence is <i>to</i></p>

		<i>prepare (c).</i> Therefore , the elements is SVC
8.	The people are hoped to have an adequate .	The people (s) are hoped (v) to have am adequate (c). Subject of the sentence is <i>the people (s)</i> , verb of the sentence is <i>are hoped (v)</i> , and the complement is <i>to have an adequate (c)</i> . Therefore, the elements is SVC.

Student 4

An Error Analysis On Students' Speaking Performance At Second Semester Of English Education Department Of IAIN Metro"

INTRODUCTION

A. Background of the Research

English is one of the important languages that is used all over the world whether as the first, second or foreign language. English teaching covers four skills, namely listening, speaking, reading and writing. All these components are taught in integrated ways. The four skills that writer tries to take as an object of this research is speaking, that is the basic in mastery language and communication.

Speaking is an interaction between speaker and listener The purpose is to deliver information from the speaker during conversation or other speech context. When people speak, that it means they want to deliver or share their ideas. Nunan points out that the successful in speaking is measured through someone ability to carry out conversation in the language.

Speaking is desire and purpose driven; in other words, we genuinely want to communicate something to achieve a particular end. He also adds that speaking involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationships and friendships.

Based on the explanation above, the writer concludes that speaking is someone's ability to express ideas, feelings, thoughts and emotions and to respond what other say orally in terms of talk or conversation. Speaking is probably a priority for most learners to learn second or foreign language.

Table 7.

Analysis of the most dominant elements basic word order doct 4

No	Doct 4	Analysis
1.	English is one of the important language.	English (s) is (v) one of the important language (c). Subject of the sentence is <i>english (s)</i> , verb of the sentence is <i>is (v)</i> , complement of the sentence is <i>one of the important language (c)</i> . Therefore, the elements is SVC
2.	Writer tries to take as an object.	Writer (s) tries (v) to take as an object (c). Subject of the sentence is <i>writer (s)</i> . Verb of the sentence is <i>tries (v)</i> , complement of the sentence is <i>to take as an object (c)</i> . Therefore , the elements is SVC
3.	He also adds that speaking involves expressing ideas.	He (s) also adds (v) that speaking involves expressing ideas (o). Subject of the sentence is <i>he (s)</i> , verb of the sentence is <i>adds (v)</i> , object of the sentence is <i>speaking involves expressing ideas (o)</i> . Therefore , the elements is SVO
4.	The <i>writer</i> concludes that speaking is someone's ability.	The writer (s) conclude's (v) that speaking is someone's ability(o). Subject of the sentence is <i>the writer (s)</i> , verb of the sentence is <i>conclude's (v)</i> , object of the sentence is <i>speaking is someone's ability (o)</i> . Therefor , the elements is SVO

Student 5

The Use Of Linking Word Game To Improve Students Vocabulary Mastery At Seventh Grade Of Smp N 10 Metro

INTRODUCTION

A. Background of study

English had been taught as foreign language long time ago. In formal education, English being taught start from junior high school until university. There are, listening, speaking, writing and reading. In addition, there are also three components of language, namely: grammar, vocabulary, and pronunciation. Besides learning about those four skills, the student is needed to learn about grammar, vocabulary, and pronunciation.

As we know, Vocabulary is one of important language components in English. Vocabulary is the first aspect in learning language before able to use the language. Before learning a language the learners should learn Vocabulary. Learning vocabulary is an important role in building other aspects that the learner only memorize an amount of words but also their meaning and how they are implemented and use language. Mastery of vocabulary will affect the student's ability in four skills.

Moreover, the learners need to master a number of words to express their ideas well, because the more they learn the vocabulary, the easier they send their ideas to others in spoken or written forms. Without knowing and having many vocabularies, the students will have difficulties to learn English. The students cannot learn how to speak, how to read, and how to write English.

Table 8.

Analysis of the most dominant elements basic word order doct 5

No.	Doct 5	Analysis
1.	English had been taught as foreign language ,	English (s) had been taught (v) as foreign language (o), Subject of the sentence is <i>english</i> (s), verb of the sentence is <i>had been taught</i> (v), object of the sentence is <i>as foreign language</i> (o), Therefore , the elements is SVO
2.	Vocabulary is one of important language components in english.	Vocabulary (s) is (v) one of important language component in english (c) Subject of the sentence is vocabulary, verb of the sentence

		<p>is is (v), complement of the sentence is one of important language component in english(c).</p> <p>Therefor , the elements is SVC</p>
3.	Vocabulary is the first aspect in learning language.	<p>Vocabulary (s) is (v) the first aspect in learning language (c).</p> <p>Subject of the sentence is <i>vocabulary (s)</i>, verb of the sentence is <i>is (v)</i>, complement of the sentence is <i>the first aspect in learning language (c)</i>.</p> <p>Therefor , the elements is SVC</p>
4.	Learning vocabulary is an important role in building	<p>Learning vocabulary (s) is (v) an important role in building (c),</p> <p>Subject of the sentence is <i>leaning vocabulary (s)</i>, verb of the sentence is <i>is (v)</i>, complement of the sentence is <i>an important role in building (c)</i></p> <p>Therefor , the elements is SVC</p>
5.	The students cannot learn how to speak,	<p>The students (s) cannot learn (v) how to speak (o)</p> <p>subject of the sentence is <i>the students (s)</i>, verb of the sentence is <i>cannot learn (v)</i> , object if the subject is <i>how to speak (o)</i>,</p> <p>Therefor, the elements is SVO</p>

After collecting the data, the writer read all the data of the students' writing to determine the most dominant elements. The most dominant elements were identified and

classified detailed analysis with a coding process based on Surface Strategy Taxonomy use the coding process to generate a description of setting or people as well as categories for analysis. In this research, the writer determined the most dominant elements as follow : SVA (subject – verb – adverb), SVC (subject – verb – complement),SVO (subject – verb – object). Then the writer calculated the most dominant elements made by students and put it into a table that have prepared.

The data derived from the student's introduction thesis showed that there were 7 elements occuring in the introduction that they wrote. The total number and the precentage of the each the most dominant elements are explained as follows :

It can be showed that the highest frequency of the most dominant elements that covered 17 Or 79 % of the SVC. The second the most dominant elements that covered 7 or 29% of the SVO. The following chart is to describe the analysis data result :

Table 9.

The most dominant elements identified and classified data

No.	Elements	Documant					Total	Persentage
		Doct1	Doct2	Doct3	Doct4	Doct5		
1.	SVC	4	3	5	2	3	17	71%
2.	SVO	--	-	3	2	2	7	29%

Result of the students based on the most dominant elements.

The final step the writer inferred total number of dominant elements is mostly made by student of English education study program of IAIN Metro.

2. Kinds of Students' Difficulty in Basic Word Order in Undergraduate Thesis Among The 2017 English Department Graduation of IAIN Metro.

Student 1

The Use Of Information Gap Activity Technique To Improve the Speaking Skill At The Eighth Graders Of Smp N 10 Metro

INTRODUCTION

B. Background of Study

English becomes the most essential language in the world. People use it to communicate with other people from different country. It has become an international language that almost used by all countries. English programmed as the first, foreign, or second language in many countries in this global era. That is why experts on language and language teaching range must invent today English teaching and learning environment. English has declared as a formal language on International communication for a long time ago.

Moreover, English has programmed as a foreign language in Indonesia. The existence of English also affect on our education system where English becomes one of subjects of study in elementary school until university. Even in junior high school and senior high school, English is one of requirement to pass a national examination.

Therefore, the function of English for students is to develop culture and art, and the final objective of teaching and learning process is the students expected to master the four skills of language. There are listening, speaking, reading, and writing. These skills are taught in the various ways and it supported by many factors.

Table 10.

The difficulty analysis of basic word order doct 1

No.	Original Sentence	Difficulty Analysis
1.	English programed as the	The original sentence is an active sentence. However, the structure is wrong. It should be paassive. The sentence should be, as follow: “ english is programed as the...”
2.	English has programed as ...	The original sentence is an active sentence. However, the structure is wrong. It shoulf be passive. The sentence should be, as

		follow: “ english has been programed as ..”
3.	The existence of English also affect on ...	The subject of sentence is singular, so it needs a plural verb. Therefore the verb needs ‘s’. The sentence should be, as follow: “the existence of english also affects on ..”
4.	English is one of requerement ...	The noun phrase (complemet) “one of requerement” is wrong, because the word “ requerement” should be plural. The sentence should be: “ english is one of requerements”
5	The various ways and it supported by ...	The original sentence is an active sentence. However, the structure is wrong. It should be passive. The sentence should be, as follow: “ the various ways and it is supported by..”

Student 2

An Analysis Of Writing Descriptive Text On Blog Media Of Training For Master (Tfm) At Idea Indonesia In Metro

INTRODUCTION

B. Background of The Research

English is known as an international language, which is used and learned by all people in the world. English has an important part in education to the target of curriculum used now to support quality education in this country, although important but the average of many students still find it difficult to learn English material, they are considers English as the style of language.

In Indonesia, English is a foreign language that is taught in the school. English is also one of obligatory subjects that must be followed by the students in the school. English as a foreign language in teaching process is not easy for the students in Indonesia. It is very different when they learn Indonesian language, because in English language structure, pronounciations and vocabularies are different from Indonesia language.

In IDEa Indonesia, English is the second language, because all of the members and staff should speak English in their activities. Everytime they should speak English when they stay in IDEa Indonesia. IDEa Indonesia has two programs, those are Training For Master (TFM) and Hospitality.

Table 11.

The difficulty analysis of basic word order doct 2

No.	Original Sentence	Difficulty Analysis
1.	They are considers ...	The original sentence has wrong structure, because it does not need to be “are”. The sentence should be “ they considers”

Student 3

An Error Analysis In Using Plural And Singular Nouns On The Students Undergraduate Thesis Abstracts At The English Department Of Iain Metro

INTRODUCTION

A. Background of Study

Language is a means of communication used by people to communicate either through spoken or written. It has a big role for every individual in making a good relationship with others. Through language people can express their opinions, ideas and feelings to each other.

As H. Brown Douglas stated : “Language is a system of arbitrary conventionalized vocal, written or gesture symbol that enable members of a given community to communicate intelligibly with other”. It shows that language is a tool of communication which can be expressed not only through verbal or oral communication but also through non-verbal communication; written form and gesture (body language). “English is as a global language or an international language”. An international language, English has significant role in various fields, such as in communication, economy, education, technology, politics, and so on.

In this globalization era, everyone is demanded to prepare a great resource for his/her life particularly in science and technology. To complete that global requirement the people are hoped to have an adequate knowledge and good skills.

Student 4

An Error Analysis On Students’ Speaking Performance At Second Semester Of English Education Department Of IAIN Metro”

INTRODUCTION

A. Background of the Research

English is one of the important languages that is used all over the world whether as the first, second or foreign language. English teaching covers four skills, namely listening, speaking, reading and writing. All these components are taught in integrated ways. The four skills that writer tries to take as an object of this research is speaking, that is the basic in mastery language and communication.

Speaking is an interaction between speaker and listener. The purpose is to deliver information from the speaker during conversation or other speech context. When people speak, that it means they want to deliver or share their ideas. Nunan points out that the successful in speaking is measured through someone's ability to carry out conversation in the language.

Speaking is desire and purpose driven; in other words, we genuinely want to communicate something to achieve a particular end. He also adds that speaking involves expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationships and friendships.

Based on the explanation above, the writer concludes that speaking is someone's ability to express ideas, feelings, thoughts and emotions and to respond what other say

orally in terms of talk or conversation. Speaking is probably a priority for most learners to learn second or foreign language.

Table 12.
The difficulty analysis of basic word order doct 4

No.	Original Sentence.	Difficulty Analysis
1.	When people speak, that it means they want to deliver or share their iedeas..	The original sentence does not have subject in is basic word order. The clause marker “that” should be omitted. The sentence should be : “when people speak, it means they want to delive or share their ideas”
2.	Nunan poits out that the successful in speaing is meansured through someone ability to carry out conversation in te language..	The original sentence is wrong, because object of the sentence is an adjective. The object should be a noun. The word “ successful” should be “success”.

Student 5

The Use Of Linking Word Game To Improve Students Vocabulary Mastery At Seventh Grade Of Smp N 10 Metro

INTRODUCTION

B. Background of study

English had been taught as foreign language long time ago. In formal education, English being taught start from junior high school until university. There are, listening, speaking, writing and reading. In affition, the are also three component of language, namley : grammar, vocabulary, and pronounciation. Besides learn about those four skills, the student are needed to learn about grammar, vocabulary, and pronounciation.

As we know, Vocabulary is one of important language components in English. Vocabulary is the first aspect in learning language before able to use the language. Before learning a language the learners should learn Vocabulary. Learning vocabulary is an important role in building other aspects that the learner only memorize an

amount of words but also their meaning and how they are implemented and use language. Mastery of vocabulary will affect the student's ability in four skill.

Moreover, the learners need to master a number of words to express their ideas well, because the more they learn the vocabulary, the easier they send their ideas to others in spoken or written forms. Without knowing and having many vocabularies, the students will have difficulties to learn English. The students cannot learn how to speak, how to read, and how to write English.

Table 13.

The difficulty analysis of basic word order doct 5

No.	Original Sentence	Difficulty Analysis
1.	English being taught start ...	The original sentence i an active sentence. However, the structure is wrong. It should be passive. The sentence should be, as follow: "english is being taught start.."
2.	There also tree component of languange ..	The noun phrase (complement) "tree component" is wrong, because the word "component" should be is plural. The sentence should be : " there also tree components of language..."

After collecting the data, the writer read all the data of the students' writing to determine the difficulty of basic word order. The difficulty of basic word order were identified and classified detailed analysis with a coding process based on Surface Strategy Taxonomy use the coding process to generate a description of setting or people

as well as categories for analysis. In this research, the writer determined the difficulty of basic word order explained as follows: (1) Error in Using Subject. There is no subject in the writing of students in the thesis because of an error using close marker. (2) Error in Using Verb. The verb found in the student's thesis has an error. Caused due to errors in the application of the thesis concept. Verb that are supposed to be plural are written singular. (3) Error in Using Object. In thesis writing there is an error in using the object, because the object that should be noun shape is in the form of adjective. (4) Error Using Complement. Complement in form of noun experiences misuse, because noun should be plural in singular writing. (5) Sentence Structure Errors that Contain Basic Word Order. Sentences that should be passive are arranged in an active form.

D. Discussion

Discussion the finding of the study indicates that the most dominant elements in their writing. There are 2 elements based on Surface the undergraduate thesis introduction. The writer found 2 dominant elements that students used in introduction, therefore 17 in SVC (71%), and 7 in SVO (29%).

From the facts above, the writer assumes that the most dominant element are SVC elements, common done by students or in another words that the students still make in writing introduction thesis especially in SVC elements.

The analysis of difficulty on basic word order There are 5 difficulty based on surface the undergraduate thesis introduction. The writer found 5 difficulty that students used in introduction, therefore, (1) error in using subject, (2) error in using verb, (3) error in using subject, (4) error in using complement, (5) sentence structure error that contain basic word order.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research conducted at the undergraduate thesis of Students English Department IAIN Metro the researcher concludes that there are the most dominant elements of Basic Word Orders in the introduction of the undergraduate thesis of students graduation and the difficulty. It was supported by the analysis of the researcher who got 71 % for SVC elements, and 29% for SVO elements.

Therefor the most dominant elements in introduction of the undergraduate thesis among the 2017 of The Student English Department IAIN Metro is SVC elements.

The students difficulty in the introduction of the undergraduate thesis of students graduation it was supported by the analysis that the researcher who got :

1. Error in Using Subject.

There is no subject in the writing of students in the thesis because of an error using close marker.

2. Error in Using Verb.

The verb found in the student's thesis has an error. Caused due to errors in the application of the thesis concept. Verb that are supposed to be plural are written singular.

3. Error in Using Object.

In thesis writing there is an error in using the object, because the object that should be noun shape is in the form of adjective.

4. Error Using Complement.

Complement in form of noun experiences misuse, because noun should be plural in singular writing.

5. Sentence Structure Errors that Contain Basic Word Order.

Sentences that should be passive are arranged in an active form.

B. Suggestion

Through this research, the researcher would like suggestively offer some points for:

1. The institution and the scientific writers :
 - a. To follow up this research, the institution should organize some programs to improve the writers' understanding about English.
2. For the researcher
 - a. The researcher should enhance his knowledge to support his research.

BIBLIOGRAPHY

- Andrew P. Johnson. *Teaching Reading and Writing*. United States of America: British Library Cataloging, 2008.
- A.S, Hornby, *Oxford English Dictionary*, New York, Oxford University Press, 1974.
- Graeme Kennedy. *Structure and Meaning in English*. New York: Pearson Longman, 2003.
- H. Douglas Brown. *Principles of Language Learning and Teaching*. The United States of New York: Longman, 2000. A
- , *Teaching by Principles an interactive Approach to Language Pedagogy*. The United States of New York: Longman, 2001. B
- Jack C. Richards and Willy A. Renandya. *Methodology in Language Teaching*. New York: Cambridge University Press, 2002.
- Jennifer Peat, *Scientific Writing Easy When You Know How*. London BMJ Books, 2002.
- John W. Creswell. *Research Design Qualitative, Quantitative and Mixed Method Approaches Third Edition*. The United States of America: Sage Publications, 2009.
- Jonathan Winterton et al. *Typology of knowledge, skills and competences*. Luxembourg: Office for Official Publications of the European Communities, 2006.
- Karen Kuehau Allan. et al. *Learning to Write With Purpose*, New York: The Guilford Press, 2009.
- Lauren Starkey. *Writing skills success in 20 minutes a day 3th ed*, United State Learning express, 2005.
- Leonardo da Vinci programme. *Practical Handbook for Scientific and Technical Writers*. European Commission, 2006
- María Pilar Agustín Llach. *Lexical Errors and Accuracy in Foreign Language Writing*. Canada Multilingual Matters, 2011.
- Michael E. Adelstein and Jean G. Pival, *The Writing Commitment Third Edition*, Harcourt Brace Jovanovich, United States of America, 1984.
- R.R Jordan. *Academic writing Course Study Skills in English*. Cambridge: Longman, 1999.
- Sanggam Siahaan. *Issue in Linguistic*. Yogyakarta : Graha Ilmu, 2008. A

Sidney greendbaum & gerald nelson, an introduction to english grammar (great britain in 2002

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

-----, *The English Paragraph*. Yogyakarta: Graha Ilmu, 2008. B

Thomas S. Kane. *Essential Guide to Writing*. New York: Oxford University Press, 2000.

APPENDIX

1. The Brief History of IAIN Metro

STAIN Jurai Siwo Metro or IAIN Metro is only one of the State Islamic Collegue in Metro. STAIN Jurai Siwo Metro was establish 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 existance of IAIN Raden Intan Bandar Lampung began from the effort of elite and religion figures that were joined together in Yayasan Kesejahteraan Islam Lampung (YKIL). In the discussion of YKIL, it was dealt to find to faculties, Tarbiyah and Syari'ah Faculty, which were domiciles in Tanjung Karang. Through the persistent struggle of YKIL, on 13 Oktober 1964 the status of Tarbiyah Faculty was change from private to state.

Referring on the decision of President of Indonesia No. 27, 1963 which explained that to found Al Jami'ah, at least, it should have three faculties. For that reason, YIL opened Ushuludin Faculty that is domicile in Tanjung Karang in 1965. As an effort to realize the founding of IAIN Al-Jami'ah in Lampung, the firt step ws to make stateowned all Faculties which were still in private status at that time.

Finally, it realized the dream of Lampung Society to found IAIN Al-Jami'ah based on the decree of Minister of Religious Affair of RI No. 187/68 which named "Institute Agama Islam Negeri Raden Intan Tanjung Karang". In 1993 based on the change of the name of capital province of Lampung from Tanjung Karang to Bandar Lampun. IAIN Raden Intan Tanjung Karang was also changed to IAIN Raden Intan Bandar Lampung.

In 1967, the Tarbiyah and Syari'ah departmen was established in Metro at Jl. Ki Hajar Dewantara 15A, Iring Mulyo, East Metro. Metro city by the request of Metro society. It was nor far from the change of name IAIN Raden Intan Tanjung Karang to IAIN Raden Intan Bandar Lampung that it went out a handbil of director General of Bimas Islam No. E.III/OT.00/AZ/1804/1966 on August 21, 1996 about settlement of Institutional Faculties IAIN outside central institute to be Sekolah Tinggi Agama Islam Negeri (STAIN). That was the history of establishment of STAIN Jurai Siwo Metro. And now in Februari 2017 STAIN Metro to open officially become IAIN Metro.

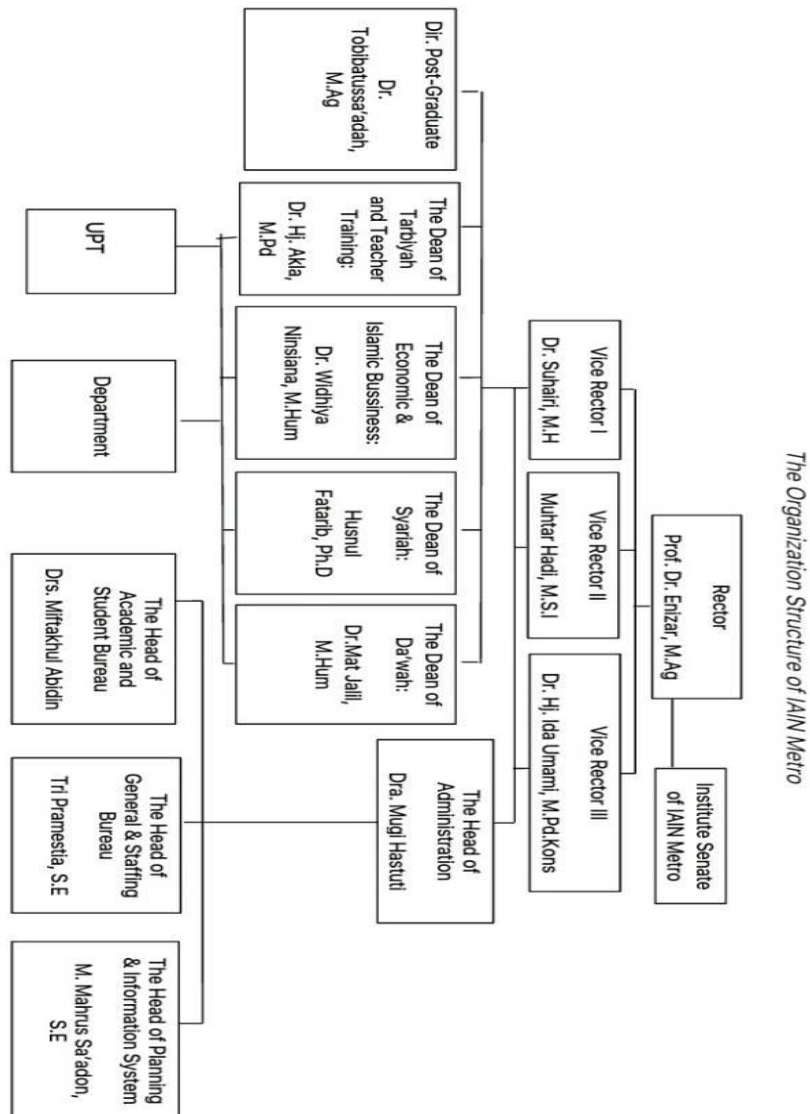
IAIN Metro has Four Departments namely Tarbiyah, Syariah and Islamic Announcement and Communication. Tarbiyah Faculty has 8 study program, the are Islamis Education Study Program (PAI), Arabic Eduation Study Program (PBA), English Education Study Program (PBI), and Islamic Elementary School Education Study Program (PGMI), furthermore, Syari'ah faculty has 5 study programs, they are Islamic Economy (EI), Ahwalusy Syakhsiyah (AHS), Islamic Banking (PBS), Then Islamic Announcement and Communication Department (KPI) has two study programs, namely Islamic Announcement Communication (KPI) and Language and Arabic Literature (BSA).

a. Organization Structure of IAIN Metro

The organization structure of IAIN Metro in academic year 2016/2017 as follows:

figure 1.2

The Organization Structure of Iain Metro



b. The Condition of Lecturers of TBI

The condition of lectures of TBI in IAIN Metro in academic year 2017/2018 based on the educational background as follows:

Table 2

Total of lecturers educational background of TBI in IAIN Metro

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

Source: Documentation of IAIN Metro in the academic Year of 2017/2018, taken from the General Bureau

c. The Profile of English Education Department.

English Education Department (*Tadris Bahasa Inggris* [TBI]) was one of Strata 1 (S1) majors of Tarbiyah and Teacher Training Faculty in State Institute for Islamic Studies of Metro which was established in 2007. Historically, S1 TBI IAIN Metro came from Diploma 3 (D3) English Education Department that was opened in 2002.

The legal and operational license of TBI based on the explanation letter of Islamic Education General Director No. Dj.I/220.C/2007 in Jakarta on May 28th, 2007. According the Implementation License of Department from the General Director, TBI was located in IAIN Metro in Jl. Ki Hajar Dewantara 15A Metro City.

English Education Department (TBI) has a vision in implementing education, namely: Making English Education Department highly qualified in English education and knowledge of English language and literature based on faith and ihsan and moral and ethical values of community life and state. The vision then was enlarged in some missions, namely: Creating a program of English education not only of high quality but also useful for Indonesian people to meet the needs of the real world work both in the field of education and in non-educational at national and international levels.

In the line with the above statement, TBI always tries to develop the quality in teaching and learning process. Indeed, it would be a dynamic, opened, and polite relationship among the stakeholders in TBI IAIN.

The assessment toward TBI students was always holistic that it contains three education aspects, namely: cognitive, affective, and psychomotor. Meanwhile, to increase academic quality, English department consistently develops conducive academic atmosphere so that a dynamic, open, and polite relationship could be created among the academy parts. Thirdly, from output dimension (alumni), every student who was graduated from English Education Department of IAIN Metro, was expected to be professional in English.

To give attention to the importance of English, IAIN Metro makes some jargons to represent the college, and one of the jargons was bilingual. Bilingual here was meant as utilizing English and Arabic language in academic life. This shows that IAIN Metro considers English an essential key to take a part in international communication. By using this jargon, the college was struggling of familiarizing the two international languages among the lecturers, the students and even among all employees working in the college such as security, cleaning

service, servant and so on. Even though, the attempts to make English used in daily activities on campus was not fully realized, several programs supporting the realization of spreading English are conducted until now.

The first program was “English Intensification Program”. This was a special program aimed at giving English skill, especially speaking, to all students so that not only the students majoring English who could speak English, but also those who enroll other majors such as PAI, PBA, Economics and so forth. As a result, it was offered for all freshmen students both English and non-English major students. For them, the program was compulsory that all first-year students, with no exception, are required to enroll this program. The certificate of this program was one of the requirements that the students must accomplish to register undergraduate thesis examination called *Thesis Defence*. Meaning to say, if the students do not get the certificate, he was not allowed to take *munaqosyah* examination.

The second policy that shows the importance of English in IAIN Metro was the involvement of English in courses in all departments beside in English department in the college. The courses are *Bahasa Inggris I* and *Bahasa Inggris II*. Thus, this was also obligatory lesson for all students. Unlike English Intensification program, this program was included in the students’ transcript. This program was aimed at equipping the students with English ability since much of knowledge was delivered through English written books. So, it was expected that their insight could be wider and better.

The next urgent program was obliging TOEFL test as one of *munaqosyah* requirements. The program was also held by the Language center and provided for at least the fourth semester students. As it was known that

TOEFL was an internationally-recognized test which was taken by million people for various purposes such as getting a job, continuing education, passing the examination and so many others. The TOEFL test in IAIN Metro was conducted once a week, on Saturday. The program was made with no payment.

The total of TBI students in IAIN Metro was 8092 students.

Tabel 3

The number of TBI Students of IAIN Metro

No	Academic Year	Number
1	2011	1205
2	2012	1509
3	2013	1146
4	2014	1143
5	2015	999
6	2016	1072
7	2017	1018
TOTAL		8092

Source: Documentation of IAIN Metro in academic year 2017/2018 taken from The General Bureau.

THE LIST OF PARTICIPANTS

No.	Abbreviation	Meaning	Name of Doct
1.	Doct 1	Documant 1 Introduction	Athis linanti
2.	Doct 2	Documant 2 introduction	Beny saputra
3.	Doct 3	Documant 3 introduction	Ahmad zuber yusuf
4.	Doct 4	Documant 4 introduction	Maryani okta sari
5.	Doct 5	Documant 5 introduction	Nurul khotimah

THE RESULT OF ANALYZING

The most dominant elements identified and classified data

No.	Elements	Documant					Total	Persent age
		Doct1	Doct2	Doct3	Doct4	Doct5		
1.	SVC	4	3	5	2	3	17	71%
2.	SVO	--	-	3	2	2	7	29%

The difficulty of basic word order

1. Error in Using Subject.

There is no subject in the writing of students in the thesis because of an error using close marker.

2. Error in Using Verb.

The verb found in the student's thesis has an error. Caused due to errors in the aplication of the thesis concept. Verb that are supposed to be plural are written singular.

3. Error in Using Object.

In thesis writing there is an error in using the object, because the object that should be noun shape is in the form of adjective.

4. Error Using Complement.

Complement in form of noun experinces misuse, because noun should be plural in singular writing.

5. Sentence Structure Errors that Contain Basic Word Order.

Sentences that should be passive are arranged in an active form.

RESEARCH INSTRUMENTS

THE INSTRUMENT SHEET OF WRITING BASIC WORD ORDER

A. Documentation

1. Documentation of library.
2. Documentation of the introduction in undergraduate thesis

Student 1

The Use Of Information Gap Activity Technique To Improve the Speaking Skill At The Eighth Graders Of Smp N 10 Metro

INTRODUCTION

A. Background of Study

English becomes the most essential language in the world. People use it to communicate with other people from different country. It has become an international language that almost used by all countries. English programmed ^S _✓ ^C ①
as the first, foreign, or second language _C in many countries in this global era. That is why experts on language and language teaching range must invent today English teaching and learning environment. English has declared as a formal language on International communication for a long time ago.

Moreover, English has programmed ^S _✓ <sup>C as a foreign language in Indonesia. ②
The existence of English also affect on our education system where English becomes one of subjects of study in elementary school until university. Even in junior high school and senior high school, English is one of requirement to ^S _✓ <sup>C ③
pass a national examination. ✕</sup></sup>

Therefore, the function of English for students is to develop culture and art, and the final objective of teaching and learning process is the students expected to master the four skills of language. There are listening, speaking, reading, and writing. These skills are taught in the various ways and it supported by many factors.

Student 2

An Analysis Of Writing Descriptive Text On Blog Media Of Training For Master (Tfm) At Idea Indonesia In Metro

INTRODUCTION

A. Background of The Research

① English is known as an international language, which is used and learned by all people in the world. English has an important part in education to the target of curriculum used now to support quality education in this country, although important but the average of many students still find it difficult to learn English material, they are considers English as the style of language.

In Indonesia, English is a foreign language that is taught in the school. English is also one of obligatory subjects that must be followed by the students in the school. English as a foreign language in teaching process is not easy for the students in Indonesia. It is very different when they learn ② Indonesian language, because in English language structure, pronounciations and vocabularies are different from Indonesia language.

In IDeA Indonesia, English is the second language, ③ because all of the members and staff should speak English in their activities. Everytime they should speak English when they stay in IDeA Indonesia. IDeA Indonesia has two programs, those are Training For Master (TFM) and Hospitality.

Student 3

**An Error Analysis In Using Plural And Singular Nouns On The Students
Undergraduate Thesis Abstracts
At The English Department Of Iain Metro**

INTRODUCTION

A. Background of Study

Language is a means of communication used by people to communicate either through spoken or written. It has a big role for every individual in making a good relationship with others. Through language people can express their opinions, ideas and feelings to each other.

As H. Brown Douglas stated : "Language is a system of arbitrary conventionalized vocal, written or gesture symbol that enable members of a given community to communicate intelligibly with other". It shows that language is a tool of communication which can be expressed not only through verbal or oral communication but also through non-verbal communication; written for and gesture (body language). "English is as a global language or an international language". An international language, English has significant role in various fields, such as in communication, economy, education, technology, politics, and so on.

In this globalization era, everyone is demanded to prepare a great resource for his/her life particularly in science and technology. To complete that global requirement the people are hoped to have an adequate knowledge and good skills.

Student 4

**An Error Analysis On Students' Speaking Performance At
Second Semester Of English Education Department Of IAIN Metro"**

INTRODUCTION

A. Background of the Research

English is one of the important languages that is used all over the world whether as the first, second or foreign language. English teaching covers four skills, namely listening, speaking, reading and writing. All these components are taught in integrated ways. The four skills that writer tries to take as an object of this research is speaking, that is the basic in mastery language and communication.

Speaking is an interaction between speaker and listener. The purpose is to deliver information from the speaker during conversation or other speech context. When people speak, that it means they want to deliver or share their ideas. Nunan points out that the successful in speaking is measured through someone ability to carry out conversation in the language.

Speaking is desire and purpose driven; in other words, we genuinely want to communicate something to achieve a particular end. He also adds that speaking involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationships and friendships.

Based on the explanation above, the writer concludes that speaking is someone's ability to express ideas, feelings, thoughts and emotions and to

respond what other say orally in terms of talk or conversation. Speaking is probably a priority for most learners to learn second or foreign language.

Student 5

**The Use Of Linking Word Game To Improve Students Vocabulary Mastery
At Seventh Grade Of Smp N 10 Metro**

INTRODUCTION

A. Background of study

English had been taught as foreign language long time ago. In formal education, English being taught start from junior high school until university. There are, listening, speaking, writing and reading. In addition, there are also three components of language, namely: grammar, vocabulary, and pronunciation. Besides learning about those four skills, the student is needed to learn about grammar, vocabulary, and pronunciation.

As we know, Vocabulary is one of important language components in English. Vocabulary is the first aspect in learning language before able to use the language. Before learning a language the learners should learn Vocabulary. Learning vocabulary is an important role in building other aspects that the learner only memorize an amount of words but also their meaning and how they are implemented and use language. Mastery of vocabulary will affect the student's ability in four skills.

Moreover, the learners need to master a number of words to express their ideas well, because the more they learn the vocabulary, the easier they send their ideas to others in spoken or written forms. Without knowing and having many vocabularies, the students will have difficulties to learn English. The students cannot learn how to speak, how to read, and how to write English.

AN ANALYSIS ON DIFFICULTY BASIC WORD ORDERS IN THE UNDERGRADUATE THESIS AMONG THE 2017

ENGLISH DEPARTMENT GRADUATIONS OF THE IAIN METRO.

The most dominant elements

Instrument :

No	Elements of Basic Word Order	Doc 1		Doc 2		Doc 3		Doc 4		Doc 5	
		frequency	total	frequency	Total	frequency	total	frequency	total	frequency	total
1	S + V Ex. <i>Someone (S) is talking (V)</i>	-		-		-		-		-	
2	S + V + A Ex. <i>My parents (S) are living (V) in Chicago (A)</i>	-		-		-		-		-	
3	S + V + C Ex. <i>I (S) feel (V) tired (C)</i>	III	4	III	3	IV	5	II	2	III	3

17

4	S + V + ^(d) O Ex. we (S) have finished (V) our work ^(d) O	-	-	-	111	3	11	2	
5	S + V + ⁽ⁱ⁾ O + ^(d) O Ex. she (S) has given (V) me ⁽ⁱ⁾ O the latter ^(d) O	-	-	-	-	-	-	-	
6	S + V + O + A _(o) Ex. you (S) can put (V) your coat ^(d) O in my bedroom (A _c)	-	-	-	-	-	-	-	
7	S + V + O + C Ex. you (S) have made (V) me ^(d) O very happy ^(o) C	-	-	-	-	-	-	-	

7.

Perhitungan persentase : $\frac{x}{j} \times 100\%$ SVP : $\frac{17}{24} \times 100\% = 71\%$

SVO : $\frac{7}{24} \times 100\% = 29\%$

Student 1

The Use Of Information Gap Activity Technique To Improve the Speaking Skill At The Eighth Graders Of Smp N 10 Metro

INTRODUCTION

A. Background of Study

English becomes the most essential language in the world. People use it to communicate with other people from different country. It has become an international language that almost used by all countries. English ^{is (passive)} programmed as the first, foreign, or second language in many countries in this global era. That is why experts on language and language teaching range must invent today English teaching and learning environment. English has declared as a formal language on International communication for a long time ago.

Moreover, English ^{has been (passive)} has programmed as a foreign language in Indonesia. The existence of English also affect ^{s (plural verb)} on our education system where English becomes one of subjects of study in elementary school until university. Even in junior high school and senior high school, English is one of ^{is (passive)} requirements ^{to pass} to pass a national examination.

Therefore, the function of English for students is to develop culture and art, and the final objective of teaching and learning process is the students expected to master the four skills of language. There are listening, speaking, reading, and writing. These skills are taught in the various ways and it ^{is} supported by many factors.
 should be passive

Student 2

**An Analysis Of Writing Descriptive Text On Blog Media Of Training For
Master (Tfm) At Idea Indonesia In Metro**

INTRODUCTION

A. Background of The Research

English is known as an international language, which is used and learned by all people in the world. English has an important part in education to the target of curriculum used now to support quality education in this country, although important but the average of many students still find it difficult to learn English material, they ~~are~~ considers English as the style of language.

In Indonesia, English is a foreign language that is taught in the school. English is also one of obligatory subjects that must be followed by the students in the school. English as a foreign language in teaching process is not easy for the students in Indonesia. It is very different when they learn Indonesian language, because in English language structure, pronounciations and vocabularies are different from Indonesia language.

In IDeA Indonesia, English is the second language, because all of the members and staff should speak English in their activities. Everytime they should speak English when they stay in IDeA Indonesia. IDeA Indonesia has two programs, those are Training For Master (TFM) and Hospitality.

Student 3

**An Error Analysis In Using Plural And Singular Nouns On The Students
Undergraduate Thesis Abstracts
At The English Department Of Iain Metro**

INTRODUCTION

A. Background of Study

Language is a means of communication used by people to communicate either through spoken or written. It has a big role for every individual in making a good relationship with others. Through language people can express their opinions, ideas and feelings to each other.

As H. Brown Douglas stated : "Language is a system of arbitrary conventionalized vocal, written or gesture symbol that enable members of a given community to communicate intelligibly with other". It shows that language is a tool of communication which can be expressed not only through verbal or oral communication but also through non-verbal communication; written form and gesture (body language). "English is as a global language or an international language". An international language, English has significant role in various fields, such as in communication, economy, education, technology, politics, and so on.

In this globalization era, everyone is demanded to prepare a great resource for his/her life particularly in science and technology. To complete that global requirement the people are hoped to have an adequate knowledge and good skills.

Student 4

**An Error Analysis On Students' Speaking Performance At
Second Semester Of English Education Department Of IAIN Metro"**

INTRODUCTION

A. Background of the Research

English is one of the important languages that is used all over the world whether as the first, second or foreign language. English teaching covers four skills, namely listening, speaking, reading and writing. All these components are taught in integrated ways. The four skills that writer tries to take as an object of this research is speaking, that is the basic in mastery language and communication.

Speaking is an interaction between speaker and listener. The purpose is to deliver information from the speaker during conversation or other speech context. When people speak, ^{clause marker should be omitted.} ~~that~~ it means they want to deliver or share their ideas. ^{object should be noun} ~~the successful~~ in speaking is measured through someone ability to carry out conversation in the language. ①

Speaking is desire and purpose driven; in other words, we genuinely want to communicate something to achieve a particular end. He also adds that speaking involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationships and friendships. ②

Based on the explanation above, the writer concludes that speaking is someone's ability to express ideas, feelings, thoughts and emotions and to

respond what other say orally in terms of talk or conversation. Speaking is probably a priority for most learners to learn second or foreign language.

Student 5

**The Use Of Linking Word Game To Improve Students Vocabulary Mastery
At Seventh Grade Of Smp N 10 Metro**

INTRODUCTION

A. Background of study

English had been taught as foreign language long time ago. In formal education, English ^{is passive} being taught start from junior high school until university. There are, listening, speaking, writing and reading. In addition, ~~the are also three component of language~~ ^{is plural}, namely : grammar, vocabulary, and pronunciation. Besides learn about those four skills, the student are needed to learn about grammar, vocabulary, and pronunciation.

As we know, Vocabulary is one of important language components in English. Vocabulary is the first aspect in learning language before able to use the language. Before learning a language the learners should learn Vocabulary. Learning vocabulary is an important role in building other aspects that the learner only memorize an amount of words but also their meaning and how they are implemented and use language. Mastery of vocabulary will affect the student's ability in four skill.

Moreover, the learners need to master a number of words to express their ideas well, because the more they learn the vocabulary, the easier they send their ideas to others in spoken or written forms. Without knowing and having many vocabularies, the students will have difficulties to learn English. The students cannot learn how to speak, how to read, and how to write English.



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

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

Nomor : 2824 /In.28.1/J/PP.00.9/9/2018

14 September 2018

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Dr. Mahrus As'ad, M.Ag (Pembimbing I)
 2. Trisna Dinillah Harya, M.Pd (Pembimbing II)
- Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : Eka Titin Yuliana
NPM : 13107037
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : An Analysis Of Basic Word Order Counducted In The Undergraduate Thesis Among The 2017 English Departement Graduation Of The IAIN Metro

Dengan ketentuan sebagai berikut:

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

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

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

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



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

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

SURAT TUGAS

Nomor: B-3989/In.28/D.1/TL.01/12/2018

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

Nama : EKA TITIN YULIANA
NPM : 13107037
Semester : 11 (Sebelas)
Jurusan : Pendidikan 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 BASIC WORD ORDER CONDUCTED IN THE UNDERGRADUATE THESIS AMONG THE 2017 ENGLISH DEPARTMENT GRADUATION OF THE 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 : 05 Desember 2018

Mengetahui,
Pejabat Setempat





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

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

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

Nomor : B-3990/In.28/D.1/TL.00/12/2018
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA PERPUSTAKAAN IAIN
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3989/In.28/D.1/TL.01/12/2018,
tanggal 05 Desember 2018 atas nama saudara:

Nama : **EKA TITIN YULIANA**
NPM : 13107037
Semester : 11 (Sebelas)
Jurusan : Pendidikan 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 BASIC WORD ORDER CONDUCTED IN THE UNDERGRADUATE THESIS AMONG THE 2017 ENGLISH DEPARTMENT GRADUATION OF THE 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, 05 Desember 2018

Wakil Dekan I,



Dra. Isti Fatonah MA

NIP. 19670531 199303 2 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

LEMBAR DISPOSISI PERPUSTAKAAN

Indeks berkas :	Kode :
Tanggal / Nomor : 01-12-2018 / B-3989 / In. 28 / D.1 / TL	
Asal : Mahasiswa IAIN Metro	
Isi Ringkas : Mengadakan observasi / survey di Perpustakaan	
Diterima Tanggal : 20-12-2018	
Tanggal penyelesaian	
Isi disposisi : Agar Ki Ceyani & Baiti. 4 ²⁰ / 12 / 18	Diteruskan kepada : 1. Kepala perpustakaan 2. Staf Perpustakaan 3.
Sesudah digunakan harap dikembalikan :	
Kepada :	
Tanggal :	



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

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

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

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

Berdasarkan Surat Tugas Nomor : B-3990/In.28/D.1/TL.00/12/2018 tanggal 05 Desember 2018 tentang Permohonan izin riset penelitian di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

Nama : Eka Titin Yuliana
NPM : 13107037
Semester : 11 (Sebelas)
Jurusan : Tadris Bahasa Inggris

Untuk mengadakan riset penelitian yang berjudul : "An Analysis of Basic Word Order Conducted in The Undergraduate Thesis among The 2017 English Departement Graduation of The IAIN Metro" di Perpustakaan IAIN Metro.

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

Metro, 14 Januari 2019
Kepala Perpustakaan,



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



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

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

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-68/In.28/S/OT.01/01/2019**

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

Nama : Eka Titin Yuliana
NPM : 13107037
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 13107037.

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 10 Januari 2019
Kepala Perpustakaan



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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Eka Titin Zuliana.

NPM : 13107037.

Fakultas : Tarbiyah

Angkatan : 2013

Telah menyerahkan buku berjudul : Action Research for Educational Change.

Metro,

Ketua Jurusan TBI



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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Eka Titin Zuliana

NPM : 13107037.

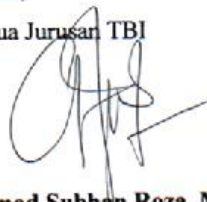
Fakultas : Tarbiyah

Angkatan : 2013

Telah menyerahkan buku berjudul : Action Research for Educational Change.

Metro,

Ketua Jurusan TBI



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

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

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

Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iaim@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : EKA TITIN YULIANA

Fakultas/Jurusan : TBI

NPM : 13107037

Semester/TA : IX / 2017

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	16 Okt 2017		✓	Revisi Judul	
2.	4/18 4/01		✓	Revisi Ch. I. Insert the problem in background of story.	
3.	15/18 15/01		✓	Ata Ch. I Continue to ch. II.	
4.	26/18 02		✓	Insert the Error analysis definition.	

Mengetahui :
Ketua Jurusan TBI

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014**Trisna Dinilah Harya, M.Pd**
NIP. 19830511 200912 2 004

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

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

Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : EKA TITIN YULIANA

Fakultas/Jurusan : TBI

NPM : 13107037

Semester/TA : IX / 2017

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
5.	Rabu 11/4-18		✓	Ace ch. I) Continue to ch. II.	
6	Senin 7/5/18		✓	Revisi ch III. Ace Ch. II) Continue to 1st Advisor	

Mengetahui :

Ketua Jurusan TBI

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014

Trisna Dinilah Harva, M.Pd

NIP. 19830511 200912 2 004

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

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

Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id**FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : EKA TITIN YULIANA

Fakultas/Jurusan : TBI

NPM : 13107037

Semester/TA : X / 2017

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	16 Oktober 2017.	✓		1. Buat table of contents 2. Revisi Chapter -I, II	
2.	4 Januari 2018	✓		Change the title revisi chap II	
3.	15 Januari 2018	✓		Revisi chap II, III	
4.	24 Februari 2018	✓		Revisi Chap III	
5.	24 April 2018	✓		Change the title.	
6.	04 Mei, 2018	✓		Revisi Judul. Chap II	
7.	18 Mei, 2018	✓		tambah teori Error Analysis Revisi chap I, II, III	

Mengetahui :
Ketua Jurusan TBI

Dosen Pembimbing I

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014**Dr. Mahrus As'ad, M.Ag**
NIP. 19611221 199603 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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

Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

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

Nama : EKA TITIN YULIANA

Fakultas/Jurusan : TBI

NPM : 13107037

Semester/TA : X / 2017

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
8				Rabita Lilia : Asce Desember	

Mengetahui :
Ketua Jurusan TBI

Dosen Pembimbing I

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

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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

Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iaim@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

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

Nama : EKA TITIN YULIANA

Fakultas/Jurusan : TBI

NPM : 13107037

Semester/TA : XI / 2018

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	13/11/18			Revisi, diambil instrumen sesuai penunjang materi.	
	28/11-18			Acc APD	

Mengetahui :

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinilah Harva, M.Pd

NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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

Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iaim@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

IAIN METRO

Nama : EKA TITIN YULIANA

Fakultas/Jurusan : TBI

NPM : 13107037

Semester/TA : XI / 2018

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	10/12 18			- Penambahan Instrumen - Revisi Judul.	
	18/12 18			APD. Mubaila Subhan, Seo & Operasional	

Mengetahui :

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag

NIP. 19611221 199603 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metroia.ac.id website: www.tarbiyah.metroia.ac.id

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

Nama : EKA TITIN YULIANA

Fakultas/Jurusan : TBI

NPM : 13107037

Semester/TA : XI / 2018

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	28/12		✓	Review the data chap 10	
2.	4/1		✓	Ace ch. 10 - 11 Continue to 1st advisor	

Mengetahui :

Ketua Jurusan TBI

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

Dosen Pembimbing II

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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

Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iaim@metroamv.ac.id website: www.tarbiyah.metroamv.ac.id

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

Nama : EKA TITIN YULIANA

Fakultas/Jurusan : TBI

NPM : 13107037

Semester/TA : XI / 2018

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	28/18 n	✓		Revisi chapter 1, i	
2.	4/19 1	✓		Revisi abstrac, hitle, chap 1 Chap 11 Chap 14 Chap 10 Chap 8	
3.	9/19 1	✓		Revisi chap 10-V	
4.	11/19 1	✓		Revisi abstrac Revisi kesimpulan	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing I

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

CURRICULUM VITAE



The writer was born in Metro, on July 7th, 1995. She is the daughter of happy family of Mr. Nyartono and Mrs. Siti Roliyah. She lives in Banjar Sari, Metro Utara, Kota Metro.

She began her study at Kindergarten at Tk It Bustanul Ulum Lampung Tengah Terbanggi Besar km 76 Lintas Timur, on 1999 – 2001. She took her Elementary school at Sd It Bustanul Ulum Lampung Tengah Terbanggi Besar Km 76 Lintas Timur, on 2001 – 2007. She took her Junior High School at SMP It Bustanul Ulum Lampung Tengah Terbanggi Besar Km 76 Lintas Timur, on 2007 – 2010. And then, in period of 2010 – 2013 she continued her study at Madrasah Aliyah Negeri 1 (MAN 1) Lampung Tengah.

After she graduated from Senior High School in 2013, she chose IAIN Metro to continue her formal education. She was registered as student of S1 English Education Study Program of State Institute for Islamic Studies metro (2013).