

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF STRUCTURAL SHIFT IN ABSTRACT
TRANSLATION OF ENGLISH DEPARTMENT STUDENT'S
UNDERGRADUATE THESIS AT IAIN METRO**

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

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H /2022 M**

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**AN ANALYSIS OF STRUCTURAL SHIFT IN ABSTRACT
TRANSLATION OF ENGLISH DEPARTMENT STRUDENT'S
UNDERGRADUATE THESIS AT IAIN METRO**

Presented as a partial fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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APPROVAL PAGE

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

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Assalamualaikum Wr.Wb.

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

Ketua Jurusan Tadris Bahasa Inggris


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RATIFICATION PAGE

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An Undergraduate thesis entitled: **AN ANALYSIS OF STRUCTURE SHIFT IN ABSTRACT TRANSLATION OF ENGLISH DEPARTMENT STUDENT'S UNDERGRADUATE THESIS AT IAIN METRO**. Written by Kinanti student number 1801071025, English Education Department, had been examined (Munaqosyah) in Tarbiyah Faculty on Thursday, December 8th, 2022 at 13.30-15.30 p.m

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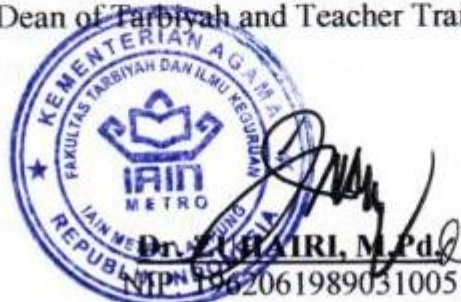
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The Dean of Tarbiyah and Teacher Training Faculty,



ABSTRACT

AN ANALYSIS OF STRUCTURAL SHIFT IN ABSTRACT TRANSLATION OF ENGLISH DEPARTMENT STRUDENT'S UNDERGRADUATE THESIS AT IAIN METRO

**By:
KINANTI**

The main objective of this research is to find out the use of structure shift in abstract translation from English to Indonesian of English department students' undergraduate-thesis at IAIN Metro. It is hoped that through this research, the students can be more creative and more precise in translating the abstracts from by using the appropriate structure shift.

The method of this research is qualitative in the type of case study. The characteristics of this research is descriptive qualitative. The primary data of this study were taken from 20 undergraduate-thesis abstract written by IAIN Metro students in the TBI study program from grade of 2015. Data collection was carried out by analyzing the translation of the abstract from English as the source language to the Indonesian as the target language.

The results of this study prove that the use of a shift structure in translating student abstracts from English to Indonesian consists of three levels. They are phrase level, sentence level, and clause level. The use of structure shift in abstract translation from English to Indonesian which is found in student thesis is very varied. That is because students have been able to do shifting between head and modifier. In addition, students have also been able to carry out structural shifts in sentence form because students make variations in sentence structure changes from the source language to the target language. Especially with regard to shifting from the object in active sentences to the subject in passive sentences. In addition, at the level of shifting clauses, it is also found in shifting positions in dependent clauses, changing positions to be at the front of the independent clause in the target language. Therefore it can be concluded that the use of structure shift in abstract translation is very varied.

Keyword: Structure shift, Translation, Undergraduate thesis, qualitative

ABSTRAK

ANALISIS STRUCTURAL SHIFT DALAM PENERJEMAHAN ABSTRAK DARI SKRIPSI MAHASISWA JURUSAN TADRIS BAHASA INGGRIS DI IAIN METRO

**Oleh:
KINANTI**

Tujuan utama dari penelitian ini adalah untuk mengetahui penggunaan structure shift dalam terjemahan abstrak dari bahasa Inggris ke bahasa Indonesia dari mahasiswa jurusan bahasa Inggris di IAIN Metro. Diharapkan bahwa melalui penelitian ini, para mahasiswa dapat menjadi lebih kreatif dan tepat dalam menerjemahkan abstrak dengan penggunaan structure shift yang tepat.

Metode penelitian ini adalah kualitatif dengan tipe studi kasus. Karakteristik dari penelitian ini adalah deskriptif kualitatif. Data utama dalam penelitian ini di ambil dari 20 abstrak skripsi yang ditulis oleh mahasiswa IAIN Metro jurusan bahasa Inggris dari angkatan 2015. Pengumpulan data dilakukan dengan menganalisis terjemahan abstrak dari bahasa Inggris sebagai bahasa target dan bahasa Indonesia sebagai bahasa sasaran.

Hasil penelitian ini membuktikan bahwa penggunaan struktur pergeseran dalam penerjemahan abstrak mahasiswa dari bahasa Inggris ke bahasa Indonesia terdiri dari tiga tingkatan. Yaitu tingkatan frasa, tingkatan kalimat, dan tingkatan klausa. Penggunaan structure shift pada abstract translation dari bahasa Inggris ke bahasa Indonesia yang di temukan di skripsi mahasiswa sangatlah variatif. Hal itu dikarenakan siswa telah mampu melakukan shifting antara head dan modifier. Selain itu, siswa juga telah mampu melakukan struktur pergeseran dalam bentuk kalimat dikarenakan siswa melakukan variasi perubahan structure kalimat dari bahasa sumber ke bahasa target. Terutama yang berkaitan dengan shifting dari objek dikalimat aktif menjadi subjek dikalimat pasiv. Selain itu, pada tingkat pergeseran klausa juga ditemukan pada pergeseran posisi dependent klausa berpindah posisi menjadi di bagian depan independent klausa di bahasa sasaran. Oleh karena itu dapat disimpulkan bahwa penggunaan structure shift pada penerjemahan abstrak sangat variatif.

Kata Kunci: Structure shift, Penerjemahan, Skripsi, Kualitatif

STATEMENT OF RESEARCH ORIGINALITY

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

Metro, November 2022

Peneliti,

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MOTTO

*"Which sky will overshadow me? Which earth will sustain me? If I do not say
about the kalamullah that I do not know (interpretation)"*

(H.R Ibnu Abi Syaibah)

"Allah does not burden a person except according to his ability"

(QS. Al Baqarah. : 286)

DEDICATION PAGE

This undergraduate thesis is dedicated to:

1. My beloved parents, my great father Mr. Ngatiyo and my patient mother Mrs. Kamah who always love, prayers, and support me to finishing this thesis.
2. My beloved siblings, my brother and older brother who always support my success.
3. My beloved friends Sinta Novenda, Valen Intan K.W, Linda Nur Ainah, Miftahul Jannah, Divia Khoirunita, Ahya Asyifa, Amelia Fitriana, Fingki Fitriana, Vita Andriyani and Fatikhatur Rohmah, Who have always been by my side to accompany, support and encourage me from the beginning to the end of the semester. And always support me to finishing this thesis.
4. My self, thanks for me, For being strong until this undergraduate thesis is finished.
5. My beloved Almamater of State Institute Islamic Studies of Metro.

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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 family and companions. Finally, the researcher accomplishes this undergraduate-thesis entitled “AN ANALYSIS OF STRUCTURAL SHIFT IN ABSTRACT TRANSLATION OF ENGLISH DEPARTMENT STUDENT’S UNDERGRADUATE THESIS AT IAIN METRO”

First of all, the researcher would also like to thank my beloved parents for their prayers, guidance, love and motivation during this time. Secondly, to thank Eka Yuniasih, M.Pd as the sponsor in the process of making the undergraduate-thesis proposal, for the guidance, advice, and motivation given.

The researcher realizes that this undergraduate-thesis proposal is not free from various shortcomings. The author hopes for suggestion and critics for perfection and improvement, so that in the end this undergraduate-thesis proposal report can provide benefits for the field of English Education Department and its application in the field, and can be developed further. Amen.

Metro, November 2022

The researcher,



KINANTI

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CHAPTER I

INTRODUCTION

A. Background of the Study

Translation is the process of interpreting a message from the source language into the target language. People are not allowed to ignore the existence of translation in foreign languages, especially English and other languages in daily lives. Sometimes people find out translation script through news, movies, songs and other media. Translation is very helpful and useful for the students so that they can know the important meaning of a message that they read.

Moreover, translation is very important in modern era. By translating activity, people can find out the meaning of foreign language. Translation helps people to enrich vocabulary and grammar through the activity in translating the text from the source language to the target language. In addition, through the translation process, translation can learn how to comprehend the important information through the certain context.

There are several contents that often occur in the translation process. One of the important contents in the translation process is structural shift. The most common shift used to involve mostly a shift in grammatical structure. These are said by Catford that structure shift is the most common and to involve mostly a shift in grammatical structure¹. Translation shift is a translation procedure that involves or changes the grammatical form of the

¹Jeremy Munday. *Introducing Translation Studies Theories and Applications* (New York: Routledge, 2016), 97.

source language to the target language. Shift makes some changes occur in the translation process.

The mastery of structural shift is important in the process of translating a message from the source language to the target language. In grouping shift categories, structure shifts are what often appear grammatically. Therefore, by the structure shift, translators can easily translate a message that they read, see or hear.

In line with the above explanation, the researcher conducted a pre-survey by observing the undergraduate-thesis of TBI students, specifically the translation of abstracts from English to Indonesia.

In the pre-survey process, the researcher collected data in the form of seven undergraduate-thesis of TBI IAIN Metro written by the students of English education department in the academic year of 2015. In collecting the data, the researcher looked for the undergraduate-thesis through online access by visiting repository IAIN Metro. In addition, the researcher visited the library of IAIN Metro in looking for the undergraduate-thesis especially in the abstract section. In the pre-survey activity, after finding the undergraduate-thesis, the researcher focused on observing the students' translation mastery contained in the abstract from English to Indonesian.

Based on the results of the pre-survey, the researcher found a phenomenon of structure shift which still contains errors. The more detailed pre-survey results are illustrated in the following table.

Pre-Survey Result

Table 1. The Use of Structure Shift Translation in the Students' Undergraduate-thesis

No.	Data	The use of Structure Shift Translation
1.	UH	2
2.	RAC	2
3.	RA	3

In connection with the entire explanation above, the researcher considers that the use of structure shift in the translation process from the source language to the target language is very important to study. This is because the structure shift translation process is not an easy thing to implement. From the survey results, it can be seen that there is an inaccuracy in the shift. Therefore, the researcher intends to examine more deeply the implementation of the translation of structure shift from the source language to the target language, especially in the abstract section of the undergraduate-thesis from English to Indonesian.

B. Research Question

The researcher set the research questions as follows: "What are the use of structural shift in abstract translation from English to Indonesian of English department students' undergraduate thesis at IAIN Metro?"

C. Objectives and Benefits of the Study

1. Objectives of the Study

This research had aim to analyze the use of structural shift in abstract translation from English to Indonesian of English department students' undergraduate thesis at IAIN Metro.

2. Benefits of the Study

This research was expected to provide benefits not only for researcher but also for students, lecturers, and other researcher, including the following:

a. For the Students

This research is expected to inspire them to motivate themselves to often practice translating from the source language to the target language by applying the concept of translation correctly. One of them is related to structure shift. That is because there are many components that students must know to produce the best translation results.

b. For the Lecturers

This research is expected to be useful for lecturers, as information to describe the condition of students in translating from the source language to the target language, especially in the abstract section of the undergraduate-thesis. By knowing the students' abilities, lecturers are expected to motivate students to practice the translation process more often from the source language to the target language.

c. For the Other Researchers

It is hoped that they can benefit not only from the theoretical side related to the translation of structure shift but also the steps of applying research in the topic of translation of structure shift. Therefore, other researchers are expected to continue and develop this research in the form of more useful research.

D. Prior Research

This research was carried out by considering several relevant studies, as follow:

The first research was from Kadek Yogi Susana, with his journal entitled "THE ANALYSIS OF STRUCTURE SHIFT IN TRANSLATING LOCATIVE PREPOSITIONAL PHRASES INTO INDONESIAN". The method used is a Qualitative Research, with the aim of this research is to analyze the structure shift, especially in the locative prepositional phrase and its equivalences in Indonesia. And the source of his research results from the geography book entitled Steve Jobs. Meanwhile, the results of his research show that the shift in this case the shift in structure affects the process of translating words in front of place. The reduction and addition of information occurs in the translation process from the source language to the target language.

The research conducted from Kadek Yogi Susana's research has similarities and differences. The similarity are in the research topic and research method, this is because the second topic of this research is structure

shift in translation and the research method is a qualitative research method, while the difference are in the research objectives. This is because the purpose of Kadek Yogi Susana's research is to analyze the structure shift, especially in locative prepositional phrases and its equivalences in Indonesia. Meanwhile, the research objective of the researcher is to examine the use of structure shift in the undergraduate-thesis abstract of the TBI IAIN Metro student. Another difference is in the research source, the research source of Kadek Yogi Susana is c, while the source of this research is the abstract of the undergraduate-thesis of the TBI IAIN Metro student.²

The second relevant research from I Ketut Subagia's research with a journal entitled “STRUCTURE SHIFT IN INDONESIAN-ENGLISH TRANSLATION”. The method used is a qualitative research method, with the aim of knowing the shift in structure shift at the level of phrases, clauses, and sentences. The data sources were from the data source were taken from four bilingual, folklores, there are the Tale of Lake Toba (The Legend of Lake Toba), the origin of the Bali Strait (The History of Bali Strait), Kakua and Kekele (Kakua and Kekele), and Youngest Nyai. The findings show that in the shift in phrase-level structure is only found in noun and adjective phrases. Noun shift phrases are: H PostM PostM to PreM PreM H, H PostM to PreM H, and PreM H PostM Post M, becomes PreM PreM PreM H. In the shift in the structure of the adjective phrase only found one is PreM H to H PostM. The shift in the structure at the clause level is: SC becomes SVC, SV becomes

²Kadek Yogi Susana. “The Analysis of Structure Shift in Translating Locative Prepositional Phrase into Indonesian”, *Linguistika Universitas Udayana* 21, (2014).

SVA, and SV becomes SVO. The shift in sentence-level structure occurs from simple sentences to SL becomes simple sentences in TL, simple sentences in SL become complex sentences in TL, complex sentences in SL become simple sentences in TL, and complex sentences in SL become complex sentence in TL.

The research sources were taken from four bilingual, folklores, there are the Tale of Lake Toba (The Legend of Lake Toba), the origin of the Bali Strait (The History of Bali Strait), Kakua and Kekele (Kakua and Kekele), and Nyai Bungsu Rangrang. Meanwhile, this research source is the undergraduate-thesis abstract of the students of TBI IAIN Metro.³

The third relevant research is from the research of Kesiana Tetriwan Situmorang, Afriana with his journal entitled "AN ANALYSIS OF UNIT AND STRUCTURE SHIFT FOUND IN A LITTLE PRINCESS NOVEL BY FRANCES HODGSON BUMMETAN". With research results the result of this research are 51 items of data. In unit shift, phrase into word are 10 data, word into clause are 5 data, word into sentence is 1 data, phrase into sentence are 2 data, phrase into clause are 8 data. And structure shift, simple sentences are 10 data, compound sentences are 5 data, complex sentence are 7 data, complex compound sentence are 3 data. The conclusion are unit shift can changed one word meaning as source language to phrase as target language, also unit shift changed clause in source language to sentence in target

³ Subagia, I Ketut and Astumahya, I Made Astu. "Structure Shift in Indonesian-English Translation", *Kulturistik Jurnal Bahasa Dan Budaya* 2, no. 1 (2018): 46-58.

language. And structure shift can be used “and, also, whatever, for combine dependent clause and independent clause.

The research conducted from Kesiana Tetriwan Situmorang and Afriana has similarities and differences. The similarities are in the research topic. This is because the second topic of research is structure shift in translation and the research method is qualitative research. Meanwhile, the differences are in the research objectives, it is because the research objective of Kesiana Tetriwan Situmorang, Afriana is to analyze the types of unit shifts and structure shifts. Meanwhile, the research objective of the researcher is to examine the use of structure shift in the abstract of the undergraduate-thesis of TBI IAIN Metro students. Another difference is in the research source, the research source is Kesiana Tetriwan Situmorang, Afriana is a little princess novel by Frances Hodgson Burnett. Meanwhile, the source of this research is the abstract of the students' undergraduate-thesis of TBI IAIN Metro.⁴

The fourth relevant research from Mardha Tilla, Havid Ardi. Research with a journal entitled "STRUCTURE SHIFT IN THE INDONESIAN TRANSLATION OF PRAGMATICS TEXTBOOK WRITTEN BY GEORGE YULE". With the aim of analyzing the structural shifts that occur in the English-Indonesian translation. And the method used is qualitative research and research sources from textbooks. With research results there are 70 structure shifts found from the data that were collected and analyzed. There are three types of structure shift. The structure shift of addition appeared 13

⁴ Situmorang, Kesiana Tetriwan and Affriana, “An Analysis of Unit Shift and Structure Shift Found in A Little Princess Novel by Frances Hodgson Burnett”, *Jurnal Ilmiah Mahasiswa* 1, no. 1 (2019).

times, Omission appeared 21 times, and the structure shift of Head Modifier to Modifier Head in phrase of the sentences in source language and target language appeared 36 times.

What the researcher conducted from Mardha Tilla's research, Havid Ardi has similarities and differences, the similarities are in the research topic and research methods. This is because the second topic of this research is structure shift in translation and the research method is qualitative research. Meanwhile, the differences are in the purpose of the research, it is because the research of Mardha Tilla, Havid Ardi is to analyze the structure shifts that occur in the English-Indonesian translation. Meanwhile, the purpose of this research is to examine the use of structure shift in the abstract of the undergraduate-thesis of TBI IAIN Metro students. Another difference is found in the research sources, the research sources of Mardha Tilla, Havid Ardi are textbooks. Meanwhile, the source of this research is the abstract of the students' undergraduate-thesis of TBI IAIN Metro.⁵

Based on all of the explanation above, it was known that this research is different from other relevant studies due to differences in the research sources used. This is corroborated by several relevant studies conducting qualitative research which makes the main data sources in the form of novels and literary works, while the data sources of this research are not in the form of literary works but in the form of scientific writing in the form of undergraduate-thesis of IAIN Metro students, especially by focusing on the

⁵ Tilla, Mardha and Ardi, Havid. "Structure Shift in The Indonesian Translation of Pragmatics Textbook Written by George Yule", *E-journal of English Language and Literature* 9, no. 4 (2020).

abstract part. Therefore, it can be said that the novelty of this research is expected to involve academic writing as a medium for learning translation, especially at the university level.

CHAPTER II

THEORITICAL REVIEW

A. The Concept of Structure Shift

1. The Definition of Structure Shift

The translation shift is a shift or changes that happened in the process of transforming the message from Source language into Target Language.⁶ Shift on translation is to move or shift based on official correspondence (official correspondence) about the process of moving text by language source (SL) to target language (TL) so that the result the translation is accepted.

A translation shift is deemed to have occurred. Translation shifts are thus ‘departures from formal correspondence in the process of going from the SL to the TL’. There are two kinds of shift: Shift of level and shift of category.⁷

a. A level shift would be something which is expressed by grammar in one language and lexis in another. This could, for example, be:

1) Q aspect in Russian being translated by a lexical verb in English: e.g., *igrat’* (to play) and *sigrat’* (to finish playing); or Q.

⁶ Kadek Ayu Ekasani, ‘Category Shift in the Translation Verb Phrase in English Cookbook into Indonesian’, *Internasional Journal Of Linguistics, Literature and Translation (IJLLT)* Vol.1, no. 4 (2018): 74.

⁷ Jeremy Munday, *Introducing Translation Studies* (London and New York: Routledge, 2016), 96.

- 2) The cases where the French conditional corresponds to a lexical item in English: e.g. *trois touristes auraient été tués* [lit. ‘three tourists would have been killed’] = three tourists have been reported killed.
- b. Most of Catford’s analysis is given over to category shifts. These are subdivided into four kinds:
- 1) Structural shifts: These are said by Catford to be the most common and to involve mostly a shift in grammatical structure.
 - 2) Class shifts: These comprise shifts from one part of speech to another.
 - 3) Unit shifts or rank shifts: These are shifts where the translation equivalent in the TL is at a different rank to the SL. ‘Rank’ here refers to the hierarchical linguistic units of sentence, clause, group, word and morpheme.

Structural shift, the most common form of shifts and to involve mostly a shift in grammatical structure. For example, the subject + verb + direct object structure of *He turned off the TV* in English is translated by an object + verb + subject.⁸ Changes in the grammatical structure of the source language with the target language. grammatical structure shift is the type of shift that most often occurs due to changes that occur in all language levels.

A structure is defined as the patterned way in which a unit is made up of lower-rank units. A structure shift thus occurs when the target

⁸ Hossein Vossoughi and Farhad, pourebrahim, ‘Applying Catford’s Shifts to the Farsi Translation of Psychology Texts’, *Journal of English Language Studies* 1, No. 3, (2010): 12.

structure contains different classes of elements or else when it contains the same classes of elements, but arranges them differently. Structure shifts are the most frequent among the category shifts. As an example, the translation of an English clause consisting of the elements subject, predicate, and complement, into a Gaelic clause that is composed of the elements predicate, subject, complement, and adjunct.⁹ In the category shift grouping, this shift is the structure that most often occurs. Grammatically, structural shifts can occur at various levels (words, phrases, clauses, or sentences), but still at the same level. For example, a sentence in the translated language is still at the sentence strata too, even though grammatically the sentence is in a different target language.

Structural shift as the most common form of shift and a shift in grammatical structures. Accordingly in the structural shift, the shift or change can be occurred in the form of a grammar.¹⁰ Structural shift is the most generic form of shift and grammatical structure shift. Thus, in structural shifts, shifts or changes can occur in the form of trimming the language.

Structural shifts according to Mouton de Gruyter are the most common types of shifts used to involve most of the shifts in grammatical

⁹ Cyrus Lea, 'Old Concept, New Ideas: Approaches to Translation Shifts', *MonTI. Mognografias de Traduccion e Interpretacion*, num.1 (2009): 91.

¹⁰ Esmail Dorri, 'The Application Structure Shift in The Persian', *Journal Of Advances in English Language Teaching* Vol. 4 No. 1 (2016): Hal. 21.

structures.¹¹ Structural shift which is a type of translation shift that is often used in translation that involves part of a grammatical shift.

According to Lawrence Venuti, structure shift is one of the most frequent category shifts at all levels in translation; they occur in phonological and translation script as well as in total translation.¹² Structure shift belongs to the shift category that always appears at all levels in the translation.

Structure shift is the most frequent category shifts in translation. The structure of changed into the structure of target language. This may lead to changing the word order, turning the active or positive sentence to passive/negative sentence respectively in translating from source language to target language this kind is very common. This may lead to rendering active sentence to passive or vice versa, or changing parts of speech of the source language structure element in the target language.¹³

2. The Importance of Structure Shift

Languages contain a considerable amount of differences both in the realization of similar structures existing in languages and in the type of structures existing in each language. Structure shift is obligatory while other elements are optional because an agreement between the head and its

¹¹ Mouton de Gruyter, *Text, Translation, Computational Processing* (New York: Library of Congress Cataloging, 2001), 106.

¹² Lawrence Venuti, *The Translation Studies Reader* (New York: Routledge, 2000).

¹³ Seyyed Mohamad Ghoreishi Hossein and Sirwan Aminzadeh, 'The Effects of Translation Shifts on the Readability in Translation of Children's Literature', *Canadian Center of Science and Education* 12 (n.d.): 243.

modifiers is usually observed in some languages.¹⁴ However, languages vary so widely in the restrictions they assign to this agreement. In the English nominal group, for instance, this agreement is observed between articles and nouns but overlooked between nouns and adjectives. This is a potential area of structural shifts in translation. Another type of dependency relations is that of the exclusion relation which is useful for defining some grammatical classes such as the verbs of state in English which do not agree with auxiliaries for the progressive aspect, and proper nouns which do not take the definite article ‘the’.

3. Characteristics of Structure Shift

The characteristics of structure shift include as the follow:

- a. In translation, structure-shifts can occur at all ranks.
- b. The English elements of clause-structure have formal correspondents with the target language.

For example, the subject pronoun + verb + direct object structures of I like jazz and j’aime le jazz in English and French are translated by an indirect object pronoun + verb + subject structure in Spanish (me gusta el jazz) and in Italian (mi piace il jazz).

- c. Structure-shifts can be found at other ranks, for example at group rank.

In translation between English and French, for instance, there is often a shift from MH (modifier + head) to (M)HQ (modifier +) head + qualifier), e.g. A white house (MH) = Une maison blanche (MHQ).

¹⁴ Herman, ‘Shift in Translation From English into Indonesian on Narrative Text’, *Internasional Journal of European Studies* Vol. 1, no. No. 3 (2017): 74–75.

4. The Types of Structure Shift

There are three types of structural shift as follow:¹⁵

a) Structure shift in phrase level

Structure shift in phrase level is the most dominant type of the Indonesian phrase structure typically transferred into English. The most dominant element of sentence is a noun or noun phrase that can occupy the subject, object, complement, or as adverbial which part of preposition phrase. There are three elements of noun phrase, they are: the head, the pre-modifiers, and the post modifiers. Although the types of the Indonesian phrase structure mostly have the same type in their translations, some of them have different ones. It was found that different type of phrase structure in the source language is variously shifted in the target language. What is meant here is that beside parallel phrase structure, phrase structure types of source language may also have different types in their translation. It can be seen in examples below. Examples:

1) SL : Ikan mas yang besar itu muncul ke permukaan
 H Post M Post M

TL : The big gold fish came to the surface
 Pre M Pre M H

2) SL : Setelah ikan itu cukup besar
 Pre M H

TL : When it was big enough
 H Post M

¹⁵ I Ketut Subagia and I Made Astu Mahayana, 'Structure Shift In Indonesian-English Translation', *KULTURISTIK : Jurnal Bahasa Dan Budaya* Vol. 2 No. 1 (2018): 15.

2) SL : Sekarang anak itu telah remaja
 A S C

TL : Now the boy has become a teenager
 A S V C

5. The Use of Structure Shift

The use of structural shift is categorized in to the appropriate and inappropriate use, as follow: ¹⁶

a. The appropriate use of structure shift in translation

The appropriate use of structure shift in translation is indicated, as follow:

- 1) The appropriate structure shift in phrase level. The correct use of structure shifts at the phrase level is indicated by the correct shift of the modifier and head from the source language to the target language. It can be seen in examples below. Examples:

SL : Anak itu mendapat seekor ikan mas kecil

Pre M H Post M Post M

TL : The boy got a small gold fish

Pre M Pre M Pre M H

- 2) The appropriate use of the structure shift at the clause level is indicated by the appropriate use of the shift in the main clause and main clause. It can be seen in examples below. Examples:

SL: Setelah ikan itu cukup besar, dia memindahkannya

 S C S V

 A

ke kolam di belakang gubuknya

O A

¹⁶ Subagia and Mahayana, 'Structure Shift In Indonesian-English Translation'.

TL: When it was big enough, she put it in a pond behind her
 S V C S V O A
 A

Hut

3) The appropriate structure shift in sentence level

For determining sentence structure shift, it can be seen from two aspects. First, it can be seen from the difference of elements of the source language and the target language. Second, it can be noticed from the sequences of the elements that build up both the source and the target language sentence structure. Based on these aspects, the sentence structure shift analyzed is the simple sentence and the complex sentence. The structure shift of the simple sentences in the source language examined is the structure shift of the simple sentences into the simple sentences and into the complex sentences in target language. Besides, the structure shift of complex sentences in the source language examined is the structure shift of the complex sentence into the simple sentences and into the complex sentences in target language.

It can be seen in examples below. Example:

SL : Perlakuan sang istri sungguh tidak menyenangkan
 S A V

TL : The wife's treatment was so unpleasant
 S V A C

B. The Concept of Abstract Translation

1. The Definition of Abstract Translation

Translation is an exercise in applied linguistics that has several senses used in language-learning theory and practice.¹⁷ Some of the meanings that are applied in the theory and practice of language learning in linguistic exercises are the meaning of translation. In translation process, linguistic elements are important to the translators.

Translation is a dialogue between theory and practice is not fully apprehended it may begin to operate as such at a subconscious or even covert level, at which the dialogue may become not so much a stream of meaning through, among and between equal partners but a one-way flow in which translators, because they are unaware of the nature of the dialogue, become vehicles for passing on in their work unquestioned assumption about the nature and role translation.¹⁸ Translation is between theory and practice which does not have to be fully understood in dialogue. Because dialogue itself is a way for translators, they do not realize that dialogue is a vehicle for doing translation.

Translation is one of largest translation services in the world.¹⁹ Translation is one of the translations that are used almost all over the world. English is a foreign language that is widely used throughout the

4. ¹⁷ Susan Bassnett, *Translation Studies* (New York: Taylor and Francis e-library, 2005),

¹⁸ Jeremy Munday, *Translation: Theory and Practice in Dialogue* (UK: University of Leeds, 2010), 8.

¹⁹ Geoffrey Samuelsson-Brown, *A Practical Guide for Translators (Fifth Edition)* (UK: University of Surrey, 2010), 20.

world. But to master the language required extra learning, most of them are learning English using a translation system. Translate is the world's largest translator tool.

Translation is an offer of information made to a target culture audience about offering information directed at a source-culture audience.²⁰ Translation is a message of information from the source language to the target language by using text or language that is easy to understand.

The Abstract is an important piece of work as it is one of the first things an examiner looks at.²¹ Abstract is the essence of a scientific work, and must be written accurately and accurately. Abstract is an overall summary of someone's writing which aims to make it easier for readers to find a researcher's goal in the paper more quickly.

Abstract is the first thing a reader sees, and so it should be the last thing a researcher writes (just after the abstract) because the abstract should be written before the title, I talk about abstracts first.²² Abstract is the first writing that readers look for or read and becomes an important part of the researcher.

Based on all of explanation above, abstract is a brief explanation of all the contents of an article or scientific work or it can also be called a

²⁰ Yves Gambier, *Handbook of Translation Studies* (library of congress cataloging, 2010), 122.

²¹ Brian Paltridge, Sue And, and Starfield, *Thesis and Dissertation Writing in a Second Language* (new york: Routledge, 2007), 155.

²² A. chris Mack, *How to Write a Good Scientific Paper* (Bellingham, Washington: SPIE, 2018), 41.

summary based on the article or scientific work itself. This abstract is usually contained in scientific works, such as theses or journals.

2. The Importance of Abstract Translation

The importance of Abstract is written after the research is completed and the researcher knows exactly what is contained in the body of the text. This is a summary of the text and informs the reader of what can be found in academic writing and in what order, serves as an overall signpost for readers. Although this is the last part of the dissertation to be written, it is generally the first the readers see. Indeed, if abstract is not good written, it may be the only part of the dissertation that the readers see it.²³ The importance of abstract because abstract translation is an important thing that must be written by researcher of scientific works such as theses and others. This abstract serves as the keyword of a scientific work such as thesis and others, why is it said to be very important because it can facilitate a reader about the purpose of a scientific work such as a thesis and other.

3. The Types Of Translation

There are three types of translation as follow:²⁴

- a. Intralingua translation or *rewording* (an interpretation of verbal signs by means of other signs in the same language).
- b. Interlingual translation or *translation proper* (an interpretation of verbal signs by means of some other language).

155. ²³ Paltridge and Starfield, *Thesis and Dissertation Writing in a Second Language*,

²⁴ Basnett, *Translation Studies*, Hal. 23.

- c. Intersemiotic translation or *transmutation* (an interpretation of verbal signs by means of signs of nonverbal signs system).

C. The Use of Structure Shift in Abstract Translation

Structure shift is the essence of translation and without it, the following matters maybe occurred in translation: word for word translation, un-translatability or translation without beauty or kicking style through unawareness or ignorance of structure shift in translation.²⁵ The essence of translation is structure shift. When, translators do not use structure shift in translation, there was some errors in translating, for example; translate word by word in each sentence, which of course has a different meaning and was difficult to understand.

Structure shift plays an important role in translation and, makes text understandable and clear for the readers.²⁶ The role of structure shift is very important in the world of translation, because if it is directly translated word for word, it brings out a different meaning for each sentence. Therefore, structure shift is used to make text and sentences easy for readers to understand.

The philosophy of structure shift changes the structure or discipline of grammar so that the message never changed. If the rule of grammar is kept in both languages, the structure shift would happen correctly. For instances the underlying rule of English grammar was based on SVO (subject, verb, and object) but in target languages is SOV. Structure shift is the essence of

²⁵ Dorri, Esmail. "The Application of Structure Shift in Persian Translation", Journal of Advances in English Language Teaching 4, no.1 (2016): 19-23.

²⁶ *Ibid.*

translation and without it, the following matters maybe occurred in translation: word for word translation, un-translatability or translation without beauty or kicking style through unawareness or ignorance of structure shift in translation.²⁷ This means that in the process of translating using the structural changes that occur in the structure of the language without any significant changes in meaning being transferred to the target language. Therefore, the shift in structure is an important point in the translation process because without a shift in the structure there is no significant change in the shape of the target language.

A structure shift thus occurs when the target structure contains different classes of elements or else when it contains the same classes of elements, but arranges them differently.²⁸ Structure shifts occur if the word structure contains the same or different word components. There for, translators have to arrange the word components differently but without changing the meaning of the word or sentence.

²⁷ Dorri Esmail. "The Application of Structure Shift in Persian Translation", Journal of Advances in English Language Teaching 4, no.1 (2016): 19-23.

²⁸ Cyrus Lea. *OLD CONCEPTS, NEW IDEAS: APPROACHES TO TRANSLATION SHIFTS*, (Universitat de Valencia Espana: MonTI. Monografias de Traduccion Interpretation. 2009), 87-106.

CHAPTER III

RESEARCH METHODOLOGY

A. The Type and Characteristics of Research

A qualitative research study is an approach for exploring and understanding the meaning individuals, groups ascribe to social, or human problems.²⁹ It is stated that qualitative research that is aimed to describe, learn, and explain the phenomenon. In this research, the researcher conducted qualitative research in order to know the understanding of the structure shift use in abstract translation.

Moreover, one of the types of qualitative research is case study. The case study is a study of some phenomenon broader than the unit under investigation.³⁰ The researcher decides to use qualitative research in the type of case study to investigate about structure shift in abstract translation. The type of this qualitative research is a case study has been associated with qualitative methods of analysis. By using this qualitative method, it can make it easier for researcher to get data.

The characteristics of this research focused on the qualitative research. Descriptive qualitative research is useful because it can provide important information regarding the average member of group.³¹ The researcher conducted a survey that it can be used to describe phenomena and

²⁹ John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (California: Sage Publications, 2018), 2.

³⁰ John Gerring, *Case Study Research: Principles and practices* (New York: Cambridge University Press, 2006), 85.

³¹ Geoffrey Marczy, David DeMatteo and David Festinger, *Essential of Research Design and Methodology* (New York: John Wiley and Sons, Inc.2005), 16.

summarize. The aim of using survey for descriptive research is getting a good step of certain things. Descriptive qualitative analysis involves describing the common underlying characteristics of data. In line with the explanation above, the purpose of this research to analyze the use of structural shift in abstract translation from English to Indonesian of English Department students' undergraduate thesis at IAIN Metro.

B. Data Resources

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

1. Primary Sources

The primary sources present information in its original form neither interpreted nor condensed nor evaluated by others researcher. The main sources of this research are twenty abstracts of undergraduate-thesis written by the students in the academic year of 2015. In addition, the researcher analyzed the use of structure shift in abstract translation from English to Indonesian of English Department students' undergraduate thesis at IAIN Metro.

2. Secondary Sources

Secondary source offers interpretation or analysis based on primary sources. The secondary sources of this research are from the research setting documentation, journals, e-books and articles that are related to the research.

C. Data Collection Technique

The data collection taken from process analyzing data become theory or interpretations. Creswell states that data collection must be done by understanding the context or setting of the participants through visiting this context and gathering information personally”.³² The researcher in this study used documents to collect data. The researcher conducted the document from the students’ undergraduate-thesis abstract at IAIN Metro.

In this data collection process, the researcher used two techniques to collect data, there are observation and documentation.

1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.³³ The researcher collected data through information by collecting data first in the form of 20 undergraduate-thesis abstracts from English to Indonesian by being accessed online as well as offline by visiting the undergraduate-thesis library and by downloading them from the repository of IAIN Metro. After that the researcher observed the use of structure shift in the abstract translation, whether it was dominated by the appropriate or inappropriate use by using observation sheet in detail. After that the researcher displayed the research data by applying the use of structure shift in abstract translation.

³² John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (California: Sage Publications, 2018), 8.

³³ John W. Creswell, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research* (Boston: Person Education, 2012), 53.

2. Documentation

Qualitative research may use documents or other artifacts to gain an understanding of the phenomenon under study. In this research, the researcher used documents technique to collect data. Documents can be a valuable source of information in qualitative research. In this research the researcher documented the important data such as history of IAIN Metro, structure, organization, total of the lecturers and students.

D. Data Analysis Technique

The important part in research study is analyzing data, because the result becomes a conclusion from all of the research. The researcher applied Miles and Huberman model to analyze the data.³⁴ The components of this analysis model are pictured by this figure.

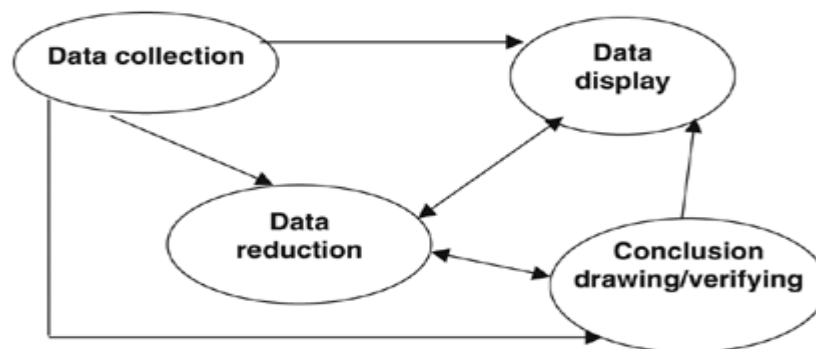


Figure I. An Analysis Component of Miles and Huberman Model

Data analysis by Miles and Huberman model conducts the following steps:³⁵

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

³⁴ Matthew B. Miles and Huberman, *Data Management and Analysis Methods*, (California: Sage, 1994), 12.

³⁵ *Ibid*, 12.

conducted online observations and also directly to the undergraduate thesis at library of IAIN Metro. Process data by collecting 20 students' undergraduate-thesis abstracts.

2. The researcher reduced the data got by summarizing and choosing specific things. After the data is collected, the researcher sorted the data by focusing on research objectives related to structure shift translation.
3. To display the data, the researcher usually used graphics, figures, or charts. The display should be able to describe the content entire the data. In displaying the data. In this research the researcher used table to describe the content entire the data.
4. Lastly, the researcher was verified this research by making conclusion of data findings. After the data is sorted, the words are descriptive and complete it with a table.

Therefore, it is concluded that the analysis of data has some functions in analyzing the research data that include of making the meaning full raw data, to test null hypothesis, getting the significant results, describing inferences or to make generalization, and calculating the parameters.

In conducting this research later, the researcher in conducting this research later, the researcher collected data to find out the results of the structure shift analysis on the abstract of the undergraduate-thesis of TBI IAIN Metro students. The first stage is data collection. In collecting data, the researcher conducted online observations and also directly to the undergraduate-thesis library of IAIN Metro. The process of data collection

was done by collecting 20 students' undergraduate-thesis abstracts. After the data is collected, the researcher sorted the data by focusing on research objectives related to structure shift translation. After the data is sorted, the words are descriptive and complete it with a table.

Conducted from I Ketut Subagia's research has similarities and differences. The similarities are in the research topic and research method, this is because the second topic of this research is structure shift, and the research method is qualitative research. Meanwhile, the difference is in the purpose of the research, because the purpose of I Ketut Subagia's research is to find out the structure shift at the phrase, clause, and sentence level. Meanwhile, the purpose of his research is to examine the use of structure shift in the abstract of the undergraduate-thesis of TBI IAIN Metro students. Another difference is in the research sources, the research sources of I Ketut Subagia are the data s.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Research Setting

1. The Description of English Education Department of IAIN Metro

a. The Profile of English Education Department of IAIN Metro

English Education Department is a department with Strata-1 which was established in 2007. This department is an old department in IAIN Metro. Previously the English Education Department had a D-III status in 2002. Education in English Education Department (TBI) aims to produce graduates who are knowledgeable, skilled, and qualified in teaching English and carrying out non-educational tasks, such as secretarial and banking to fulfill the world of work, both at the domestic and foreign levels.

b. Vision and Mission of English Education Department of IAIN Metro

Vision of English Education Department of IAIN Metro is making English study program highly qualified in educational insight and knowledge of English language and literature based on faith and ihsan as well as moral and ethical values of social and state life.

Mission of English Education Department of IAIN Metro is creating an English language education program that is not only of high quality, but also beneficial for the Indonesian people to meet the needs

of the real world of work, both in the field of education and in non-educational fields at the national and international levels.

The aims of English Education Department of IAIN Metro are to produce graduates who are knowledgeable, skilled, and qualified in teaching English or carrying out non-educational tasks, such as secretarial and banking to fulfill the world of work, both at the domestic and foreign levels.

c. The Condition of Lecturers of English Education Department

The condition of lecturers of English Education Department (TBI) in IAIN Metro in academic year 2022/2023 based on the educational background as follows:

Table. 2. The Lecturers Educational Background of TBI

No.	The Lecturers Educational Background of TBI
1.	Aisyah Sunarwan, M.Pd
2.	Akhadiyahatus Sholihah.TS, M.Pd
3.	Andianto, M.Pd
4.	Dr. Dedi Irwansyah, M.Hum
5.	Indah Eftanastarini, M.Pd
6.	Drs. Kuryani, M.Pd
7.	Dr. Mahrus As'ad, M.Ag
8.	Ning Setio Wati, M.Pd
9.	Rika Dartiara, M.Pd
10.	Tubagus Ali Rachman Puja Kesuma,M.Pd
11.	Dr. Umi Yawisah, M.Hum
12.	Widiyaningsih, M.Pd
13.	Yeasy Agustina Sari, M.Pd
14.	Yeni Suprihatin, M.Pd
15.	Dr. Ahmad Subhan Roza, M.Pd
16.	Desy Awal Mar`an, M.Pd
17.	Dimas Sukma Cahyadi, M.Pd
18.	Eka Yuniasih, M.Pd
19.	Leny Setiyana, M.Pd
20.	Muhammad Badaruddin, M.Pd

21.	Siti Fatimah, M.Pd
22.	Syahreni Siregar, M.Hum
23.	Trisna Dinillah Harya M.Pd.
24.	Dr. Widhiya Ninsiana, M.Hum
25.	Dr. Aria Septi Anggaira, M.Pd
26.	Trifita Handayani M.Pd.

d. The Subject of English Education Department of IAIN Metro

Table. 3. The Subject of English Department of IAIN Metro

No.	The Subject of English Department of IAIN Metro
1.	Speaking for General Communication
2.	Pendidikan Karakter Anti Korupsi
3.	Literal Listening
4.	Basic Writing
5.	Basic Grammar and Structure
6.	Dasar Dasar Pendidikan
7.	Studi Islam dan Moderasi Beragama
8.	Literal Reading
9.	Bahasa Indonesia
10.	Pancasila
11.	Listening for General Communication
12.	Bahasa Inggris
13.	Phonetics and Phonology
14.	Speaking for Islamic Speech
15.	English-Indonesia Translation
16.	Statistik Dasar
17.	Essay Writing
18.	Administrasi Pendidikan
19.	Teknologi Informasi dan Komunikasi
20.	Evaluative Reading
21.	Advance Structure and Grammar
22.	Advanced Grammar and Structure
23.	Morphology
24.	Listening Comprehension
25.	Psikologi Pendidikan
26.	Akhlak Tasawuf
27.	Tauhid dan Ilmu Kalam
28.	Speaking for Public Relation

29.	Akidah Akhlak
30.	Discourse Analysis
31.	Semantics and Pragmatics
32.	Teaching Media
33.	Teaching English as International Language
34.	Psycholinguistics
35.	English Syntax
36.	Pembinaan Kompetensi Mengajar
37.	Research Methodology
38.	Kewirausahaan
39.	English Semantics
40.	English Morphology
41.	Sociolinguistics
42.	Psycholinguistics
43.	Course Management
44.	Perpustakaan

2. Description Of Research Results

The description of this research is in the form of an explanation of the answer to research questions to answer the research objectives. The objective of this research is to find out the use of structure shift in abstract translation from English to Indonesian of English department student's undergraduate-theses at IAIN Metro.

In this study, the researcher analyzed 20 undergraduate-theses written by IAIN Metro students in the TBI study program from the academic year of 2015. In this case, the researcher analyzed the translation of the undergraduate-theses abstract from the English as source language of the abstract to Indonesian as the target language. The structure shift in the undergraduate thesis was illustrated in the following table:

Table 4. The Types of Structure Shift in the Abstract Translation

No.	Data	Phrase	Sentence	Clause
1.	AM	5	-	1
2.	DS	3	1	1
3.	AA	2	-	1
4.	LA	3	-	1
5.	AI	3	-	-
6.	LO	4	-	-
7.	ES	1	-	-
8.	AAA	3	-	-
9.	R	2	1	-
10.	S	3	2	1
11.	FAA	2	-	-
12.	IDA	2	-	-
13.	AES	3	-	-
14.	AP	3	-	-
15.	YK	5	-	-
16.	RA	3	-	-
17.	PAS	2	-	-
18.	SN	3	-	-
19.	NRV	5	1	-
20.	DS	5	-	-
Total		62	5	5

Based on the information in the table, the use of structure shift in the translation of IAIN Metro students' undergraduate-theses consists of the phrase and sentence levels. The use of structure shift in the form of phrases was 62 and the use of structure shift in the form of sentences was 5. It shows that the translation of structure shift in the phrase level was more than in the sentence. Moreover, the translation of structure shift in the form of clause was 5.

In the other words, the students rarely shifted the structure of the language they write. The use of structure shift in abstract was described in the following explanation:

a. The Use of Structure Shift in Phrase Level

1) AI Data

SL: The English teacher
M H

TL: Guru bahasa inggris
H M

The translation of the phrase *the English teacher* into a *Bahasa inggris* was the result of the translation in the form of a phrase level that shows the use of structure shift. This was due to a shift in the head noun phrase *teacher* who is positioned behind in the source language to be positioned in front of the target language. Meanwhile, the *English* pre-modifier positioned in front of the head in the source language shifts to a position behind the target language.

2) LO Data

SL: The listening skill
M H

TL: Kemampuan mendengarkan
H M

The data from the research show that there was the use of structure shift in the phrase level, due to a shift in the head noun

phrase, namely *skill* in the source language that was positioned behind to be positioned in front of the target language.

3) ES Data

SL: The grammatical factor
M H

TL: Faktor gramatikal
H M

The results of the translation written by ES data show that there was the use of structure shift because the *factor* as the head of the noun phrase in the source language changes its position to be in front of the target language, while the *grammatical* pre modifier changes its position to behind in the target language.

4) AM Data

SL: Reading skill
M H

TL: Kemampuan membaca
H M

The results of the translation show that there was the use of structure shift at the phrase level because the word *skill* which was the head of the source language was interpreted as *keterampilan*.

5) AAA Data

SL: Listening skill
 M H

TL: keahlian mendengarkan
 H M

The data from the translation shows that there was the use of structure shift at the phrase level. This was because the word *skill* which was the head of the noun phrase in the source language was translated into expertise in the target language.

6) FAA Data

SL: Students reading comprehension
 M H

TL: Kemampuan membaca siswa
 H M

The result of the translation shows the use of structure shift at the phrase level. This was because the word *comprehension* which was the head of the noun phrase, while the *students reading* pre modifier changes its position to behind in the target language.

b. The Use of Structure Shift in Sentence Level

1) DS Data

SL: It means that the use of short story media in reading
 AC (Active Sentence)

comprehension can improve the student reading
comprehension.

TL: Hal ini dapat disimpulkan bahwa penggunaan media PS (Pasive Sentence)

short story dalam kemampuan membaca dapat meningkatkan kemampuan membaca pada siswa.

The result of the translation was that there was a structure shift at the sentence level. It was because the source language *it means that the use* which should be translated into one without a shift can be translated into it, *hal itu dapat disimpulkan bahwa*. But the DS data translates by translating with passive sentences *hal ini dapat disimpulkan bahwa*

2) NRY Data

SL: The researcher had outlined the problems in this AS (Active Sentence)

research that focused on reading.

TL: Permasalahan yang diangkat oleh peneliti dalam PS (Pasive Sentence)

penelitian ini berkaitan dengan kemampuan pemahaman dalam membaca.

The data from the research results in the form of translation shows that there was a structure shift at the sentence level. This was shown in the translation results from the active sentence *The researcher had outlined the problems* into passive sentences, namely *permasalahan yang diangkat oleh peneliti*. The existence of a structure shift in the data was in the form of shifting active sentence into passive sentence.

3) S Data

SL: *In this research conducted a quantitative research*

TL: *Penelitian ini merupakan penelitian kuantitatif.*

The data from the research shows that there was the use of structure shift at the sentence level. The structure shift in the sentence is indicated by shifting in the translation results by moving the subject of *penelitian ini* in front of the sentence followed by the use of verbs and complement so that there are shifting results *Penelitian ini merupakan penelitian kuantitatif*. Eventhough previously the initial source language phrase in the source language was an adverb, namely *in this research*. Therefore, there is a structure shift in the translation process of the sentence.

4) DS Data

SL: *The researcher had outlined the problems*

S V O

in this research

A

that focused on reading comprehension.

TL: *Permasalahan yang diangkat oleh peneliti*

O V S

Dalam penelitian ini berkaitan dengan kemampuan

A

kemampuan membaca.

In this sentence there is a shift in the structure shift from the source language to the target language because the initial sentence in the source language consists of the subject (the researcher), verb (had outlined), object (the problems), adverb (in this research). The results of the translation appear in the target language, while the target language shows that the object in the source language changes to become the subject in the target language, namely in the word *permasalahan*, the word *yang diangkat oleh peneliti dalam penelitian ini*, and the word *berkaitan dengan*. Therefore, the structure shifts in this sentence is very clear that because of the transfer of the sentence structure from the source language to the target language.

5) R Data

SL: The students faced difficulties to develop their ideas
 S V O

in writing descriptive text.

TL: Masalah Yang dihadapi siswa yaitu kesulitan dalam
 O V S

menyampaikan idenya dalam menulis teks deskriptif.

The data from the research show that there was the use in the translation of the structure shift at the sentence level. In this translation, it can be seen that there is a structure shift because in the source language, the original arrangement

was subject (the students), verb (faced), object (difficulties), changed with the shift in the object, *difficulties* became the subject in the target language masalah was added with an explanation *yang dihadapi siswa yaitu kesulitan menyampaikan idenya dalam penulisan deskriptif*. This shows a shift in language structure from the object of the source sentence to the subject of the target sentence.

c. The use of structure shift in clause level

The use of a structure shift in the form of a clause level is found in the translation of the thesis abstracts of IAIN METRO students which are shown below.

1) AM

SL: *To understand the reading text, the researcher used mix/freeze/pair strategy to improve the ability of students to understand the reading text.*

TL: *Untuk memahami teks bacaan, peneliti menggunakan strategi mix/freeze/pair untuk meningkatkan kemampuan siswa dalam memahami teks bacaan.*

In the abstract written by AM there is a clause shift shown in the following expression, *to understand the reading text, the researcher used mix/freeze/pair strategy to improve the ability of students to understand the reading text*. This shifting occurs because the AM data shifts the dependent

clause to the front of the independent clause, therefore a structure shift occurs at the clause level.

2) LA

SL: *The result in cycle 1 showed that the average percentage of active students 43% and in the cycle 2 is 78%.*

TL: *Hasil pada siklus 1 menunjukkan bahwa persentasi rata-rata keaktifan siswa 43% dan pada siklus 2 adalah 78%.*

In the data written by LA there is a structure shift in the form of a clause level shown in the following sentence, *The result in cycle 1 showed that the average percentage of active students 43% and in the cycle 2 is 78%.* In this sentence there is shifting in the form of a dependent clause which begins with the connector *that* which is placed after the independent clause. This proves the existence of a structure shift in the form of a clause level.

B. Discussion

The essence of translation is not only translating SL into TL, but also finding the accuracy of meaning when SL is translated into TL. English and Indonesian are two languages with different grammatical structures and rules, especially differences in the process of arranging words, phrases, and clauses into good and correct sentences. This study shows how the structure changes as well as the shift in the meaning of English noun phrases (NP) when translated into Indonesian.

The discussion of the results of this study shows that the use of structure shift in translating student abstracts from English to Indonesian consists of three levels, namely phrase level, sentence level and clause level. The researcher found that there were 62 used of structure shifts at the phrase level, while the use of structure shifts in sentence level was 5 and 5 in clause level. This shows that the use of structure shifts at the phrase level was more than the use of structure shifts at the sentence level and clause level. In the other words, the use of structure shift at the phrase level dominates the translation process in the undergraduate-theses abstract from English to Indonesian.

The results of this study are related to the results of research conducted by Yunia Dian Priscilia Iki I Nyoman Arya Wibawa, Ni Ketut Alit Ida Setianingsih that show the use of structure shift in the translation process which was dominated by a shift in the translation structure from the source language, namely English to the target language, namely Indonesian in the form of a phrasal structure shift. Briefly, their research investigated the use of structure shift in novels which have the same meaning even though the sentence structure has shifted. The structure shift found in their research was dominated by the phrasal structure shift because it consists of 36 phrasal structure shift.

The results of this study are also closely related to the research conducted by Mardha Tilla and Havid Ardi which showed the use of structure shift in the translation process. The results of his research show

that the use of structure shifts is dominated by 70 structural shifts found from the data collected and analyzed. The structure shift found in their research was dominated by the phrasal structure shift because it consists of 36 phrasal structure shifts.

In translation, it cannot be separated from shift and equivalence. Shifts and equivalents are things that must be done because each language has a different structure so that translation must recognize and understand the bilingualism to be translated. Translation must use a translation strategy by transferring the message of the source language to the target language properly by shifting the structure and meaning as said by Catford in Risnawaty. In translation, the most important thing is to transfer the message or meaning of the source language into the target language in the appropriate way. Therefore, it can be said that the novelty of this research is expected to involve academic writing as a medium for learning translation, especially at the university level.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this research presented the research results about the use of structure shift in translating students' abstracts from English to Indonesian. It consists of 62 phrase levels, 5 sentence levels and 5 clause level. The use of structure shift in the abstract translation from English to Indonesian found in students' undergraduate thesis is very varied. That is because students have been able to do structure shifting in the form of phrases by shifting between the head and the modifier. In addition, the students have also been able to do structure shifts in the form of sentences because students make variations in sentence structure changes from the source language to the target language, especially those related to shifting from the object in the active sentence to the subject in the passive sentence. In addition, at the level of shifting clauses, it is also found in shifting positions in dependent clauses, changing positions to be at the front of the independent clause in the target language.. Therefore, it can be concluded that the use of structure shift in abstract translation varies.

B. Suggestion

The researcher provides some suggestion for the students, teacher, and the researcher, as follow:

1. For the Students

It is recommended for students to practice more intensively in the process of translating from the source language to the target language, both from English to Indonesian and Indonesian to English. One of the important translation materials that need to be trained by students is the structure shift. That is because the appropriate structure shift makes the translation quality better.

2. For the Lecturers

It is recommended for lecturers to further motivate students to practice actively in the translation process. In addition, the lecturers are suggested to direct students to direct the appropriate language structure in the translation process.

3. For the Other Researchers

It is recommended that other researchers continue this research into a more specific form of research in order to answer the needs of students in translation.

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APPENDICES

Blue Print of Observation Sheet

Aspect	Sub Aspect	References
<p>The use of structural shift in abstract translation from English to Indonesian of English department students undergraduate thesis at IAIN Metro.</p>	<p>A. The appropriate use of structure shift in abstract translation:</p> <ol style="list-style-type: none"> 1. Phrase level 2. Clause level 3. Sentence level <p>B. The inappropriate use of structure shift in abstract translation:</p> <ol style="list-style-type: none"> 1. Phrase level 2. Clause level 3. sentence level 	<p>I Ketut Subagia and I Made Astu Mahayana, `structure shift in Indonesia-English translation`, <i>Kulturistik: Jurnal bahasa dan budaya</i> vol.2 No. 1 (2018): 51-54.</p>

Blue print of Documentation Sheet

No.	Aspect
1.	Profil of library at IAIN Metro
2.	The building condition and facilities in library at IAIN Metro
3.	The abstract quantity of Students' Undergraduate Thesis of English department at IAIN Metro
4.	Organization structure of Library at IAIN Metro.
5.	Location sketch
6.	Abstract of Students' Undergraduate Thesis of English department.

OBSERVATION SHEET
The Use of Structure Shift in Students' Undergraduate Thesis
Written by the English Education Department of IAIN METRO

No	Data	SL	TL	The structure shift level
1.	AM	Reading skill	Keahlian membaca	The noun phrase level
		Average score	Skor rata-rata	the noun phrase level
		The eleventh graders	siswa kelas sebelas	The noun phrase level
		Classroom action research	Penelitian tindakan kelas	The noun phrase level
		Collecting strategy	Strategi pengumpulan	The noun phrase level
		To understand the reading text, the reseacher used mix/freeze/pair strategy to improve the ability of students understand the reading text.	untuk memahami teks bacaan, peneliti menggunakan strategi mix/freeze/pair untuk meningkatkan kemampuan siswa dalam memahami teks bacaan	the clause level
2.	DS	The tenth graders	Siswa kelas sepuluh	The noun phrase level
		Classroom action research	Penelitian tindakan kelas	The noun phrase level
		Average score	Score rata-rata	The noun phrase level
		The researcher had outlined the problems in this research that focused on reading comprehension	Permasalahan yang diangkat oleh peneliti dalam penelitian ini berkaitan dengan kemampuan kemampuan membaca	The Sentence level

			(structure shift dari kalimat aktif ke pasif)	
		It proves that the result of pre-test was unsatisfactory	Hal ini dapat dikatakan bahwa hasil pre-test tidak memuaskan	
		It means that the use of short story media in reading comprehension can improve the students reading comprehension	Hal ini dapat disimpulkan bahwa penggunaan media short story dalam kemampuan membaca dapat meningkatkan kemampuan membaca pada siswa (structure shift dari kalimat aktif ke pasif)	The sentence level
		It means that the use of short story media in reading comprehension can improve the students reading comprehension	Hal ini dapat disimpulkan bahwa penggunaan media short story dalam kemampuan membaca dapat meningkatkan kemampuan membaca pada siswa	The clause level
3.	AA	The tenth graders	Siswa kelas sepuluh	The noun phrase level
		Classroom action research	Penelitian tindakan kelas	The noun phrase level
		The result of this research showed that predicting-activity-and	hasil penelitian ini menunjukkan bahwa strategi prediksi-	The clause level

		confirming-activity strategy had the positive result in improving the students reading comprehension .	aktivitas-konfirmasi-aktivitas memiliki hasil yang positif dalam meningkatkan kemampuan pemahaman membaca siswa.	
4.	LA	Learning strategy	Strategi pembelajaran	The noun phrase level
		Teaching learning process	proses belajar mengajar	The noun phrase level
		The average percentage	Presentasi rata-rata	The noun phrase level
		Each cycle is done in two meetings.	Penelitian ini dilakukan dalam dua siklus. (structure shift dari pasif ke aktif)	The sentence level
		The result in cycle 1 showed that the average percentage of active students 43% and in the cycle 2 is 78%.	Hasil pada siklus 1 menunjukkan bahwa persentasi rata-rata keaktifan siswa 43% dan pada siklus 2 adalah 78%.	The clause level
5.	AI	The seventh graders	Siswa kelas tujuh	The noun phrase level
		The English teacher	Guru bahasa inggris	The noun phrase level
		Data collection technique	Tehnik pengumpulan data	The noun phrase level
6.	LO	The listening skill	Keterampilan mendengarkan	The noun phrase level
		The tenth graders	siswa kelas sepuluh	The noun phrase level
		Classroom action research	Penelitian tindakan kelas	The noun phrase level

		Average score	Skor rata-rata	The noun phrase level
7.	ES	The grammatical factor	Factor gramatikal	The noun phrase level
8.	AAA	Listening skill	Keahlian mendengarkan	The noun phrase level
		The eleventh graders	Siswa kelas tujuh	The noun phrase level
		The data collection method	Alat pengumpul data	The noun phrase level
9.	R	The tenth graders	siswa kelas sepuluh	The noun phrase level
		The control group	Kelompok control	The noun phrase level
		The students faced difficulties to develop their ideas in writing descriptive text.	Masalah Yang dihadapi siswa yaitu kesulitan dalam menyampaikan idenya dalam menulis teks deskriptif.	The sentence level
10.	S	The reading comprehension	Kemampuan membaca	The noun phrase level
		The average score	Skor rata-rata	The noun phrase level
		The students reading comprehension	Kemampuan membaca siswa	The noun phrase level
		In this research conducted a quantitative research.	Penelitian ini merupakan penelitian kuantitatif. (Structure shift dari kalimat verbal ke kalimat nominal)	The sentence level
		There was class VIII.1 as experimental class and VIII.2 as	Dan sampel yang diambil dalam penelitian ini adalah siswa	The sentence level

		control class.	kelas VIII.1 sebagai kelas experiment dan VIII.2 sebagai kelas control. (structure shift dari kalimat nominal ke kalimat pasif)	
		In this research conducted a quantitative research, the characteristic of the writer was correlated graders of VIISMPN 3 Batanghari.	penelitian ini merupakan penelitian kuantitatif, yang bersifat hubungan antara variabel pada murid kelas VIII SMPN 3 Batanghari.	The clause level
11.	FAA	Students reading comprehension	Kemampuan membaca siswa	The noun phrase level
		Classroom action research	Penelitian tindakan kelas	The noun phrase level
12.	IDA	The writing skill	Kemampuan menulis	The noun phrase level
		English department students	Mahasiswa jurusan bahasa inggris	The noun phrase level
13.	AES	Teaching learning process	Proses belajar mengajar	The noun phrase level
		The students writing narrative ability	kemampuan menulis narrative siswa	The noun phrase level
		The average percentage	Persen rata-rata	The noun phrase level
14.	AP	Classroom action research	Penelitian tindakan kelas	The noun phrase level
		The average score	Skor rata-rata	The noun phrase level
		The reading comprehension	Kemampuan membaca	The noun phrase level
15.	YK	The students speaking skill	Kemampuan berbicara	The noun phrase level

			siswa	
		English learning	Pembelajaran bahasa inggris	The noun phrase level
		Classroom action research	Penelitian tindakan kelas	The noun phrase level
		The English teacher	Guru bahasa inggris	The noun phrase level
		The average score	Skor rata-rata	The noun phrase level
16.	RA	The students vocabulary mastery	Kemampuan kosa kata siswa	The noun phrase level
		Classroom action research	Penelitian tindakan kelas	The noun phrase level
		English song	Lagu bahasa inggris	The noun phrase level
17.	PA	The students speaking skill	Kemampuan berbicara siswa	The noun phrase level
		Classroom action research	Penelitian tindakan kelas	The noun phrase level
18.	SN	The students reading skill	Kemampuan membaca siswa	The noun phrase level
		Learning process	Proses pembelajaran	The noun phrase level
		Classroom action research	Penelitian tindakan kelas	The noun phrase level
19.	NRV	Mastery of reading comprehension	Meningkatkan kemampuan membaca	The noun phrase level
		Students learning activities	Aktivitas pembelajaran siswa	The noun phrase level
		The learning method	Metode pembelajaran	The noun phrase level
		English class	Kelas bahasa inggris	The noun phrase level
		The average score	Skor rata-rata	The noun phrase level
		The researcher had outlined the problems in this research that focused on reading.	Permasalahan yang diangkat oleh peneliti dalam penelitian ini berkaitan dengan	The sentence level

			kemampuan pemahaman dalam membaca. (structure shift dari aktif ke pasif)	
20.	DS	The narrative writing ability	Kemampun menulis naratife	The noun phrase level
		Classroom action research	Penelitian tindakan kelas	The noun phrase level
		The average score	Skor rata-rata	The noun phrase level
		The students activities	Aktivitas siswa	The noun phrase level
		Question strategy	Strategi pertanyaan	The noun phrase level

The table of structure shift

No.	Data	Phrase level	Sentence level	Clause level
1.	AM	5	-	1
2.	DS	3	1	1
3.	AA	2	-	1
4.	LA	3	-	1
5.	AI	3	-	-
6.	LO	4	-	-
7.	ES	1	-	-
8.	AAA	3	-	-
9.	R	2	1	-
10.	S	3	2	1
11.	FAA	2	-	-
12.	IDA	2	-	-
13.	AES	3		-
14.	AP	3	-	-
15.	YK	5	-	-
16.	RA	3	-	-
17.	PAS	2	-	-
18.	SN	3	-	-
19.	NRV	5	1	-
20.	DS	5	-	-
Total		62	5	5

DOCUMENTATION SHEET
Table List of Document Point at Library of IAIN METRO

No	Documentation Point	Availability
1.	The profile of IAIN Metro	v
2.	The organization structure of IAIN Metro	v
4.	The location sketch of IAIN Metro	v
5.	The abstracts of undergraduate-thesis	v

*Note :

(v) Tick is for each positive availability

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**IMPROVING STUDENTS READING COMPREHENSION
BY USING MIX/FREEZE/PAIR STRATEGY
AMONG THE ELEVENTH GRADERS AT MAN 1 LAMPUNG TIMUR**

ABSTRACT

BY

AZIZAH MAULINA

Reading is something that is very important for students because the success of their learning depends on their ability to read. The ability to read is one process that involves a reader to respond to a text. By reading, students get a lot of knowledge, information and everything they need in learning process. If students reading skills are low, they will fail in their learning of they will have difficulty making changes. It can be proved by the students average score from pre test to post test. The average score in pre test was 65 and in post test 1 was 73 became 81 in post test 2.

To understand the reading texts the researcher used Mix/Freeze/Pair Strategy to improve the ability of students to understand the reading text. Mix/Freeze/Pair is appropriate to be applied for students at the pre-productive language acquisition level which allow kinesthetic responses so students can engage in and demonstrate the full range of thinking skills: knowledge, comprehension, analysis, application, synthesis and evaluation. It means that the using of Mix/Freeze/Pair strategy in reading especially analytical exposition text can improve the students reading ability at the eleventh graders at MAN 1 Lampung Timur.

The research is classroom action research. The population of this research was students of the eleventh graders. The sample of this research was 26 students at the class XI IPA 2. The researcher used test and documentation as the data collecting strategy. The collecting data used : observation, test (pre-test and post test), and field note. The result of this research showed that Mix/Freeze/Pair strategy had positive role in improving the reading comprehension ability at the eleventh graders of MAN 1 Lampung Timur.

Keyword : reading comprehension, Mix/Freeze/Pair strategy, Classroom action research

tidak ada

**MENINGKATKAN KEMAMPUAN MEMBACA SISWA DENGAN
MENGUNAKAN STRATEGI MIX/FREEZE/PAIR DI KELAS SEBELAS
MAN 1 LAMPUNG TIMUR**

ABSTRAK

OLEH

AZIZAH MAULINA

Membaca adalah sesuatu yang sangat penting bagi siswa karena keberhasilan belajar mereka tergantung pada kemampuan mereka membaca. Kemampuan membaca adalah salah satu proses yang melibatkan pembaca untuk merespons teks. Dengan membaca, siswa mendapatkan banyak pengetahuan, informasi, dan semua yang mereka butuhkan dalam proses pembelajaran. Jika keterampilan membaca siswa rendah, mereka akan gagal dalam belajar dan mereka akan mengalami kesulitan membuat perubahan. Hal ini dapat dibuktikan dengan skor rata-rata siswa dari pre test ke post test. Skor rata-rata pada pre test adalah 65 dan pada post test 1 adalah 73 menjadi 81 pada post test 2.

Untuk memahami teks bacaan, peneliti menggunakan strategi *Mix/Freeze/Pair* untuk meningkatkan kemampuan siswa dalam memahami teks bacaan. *Mix/Freeze/Pair* cocok untuk diterapkan bagi siswa di tingkat akuisisi bahasa pra-produktif yang memungkinkan tanggapan kinestetik sehingga siswa dapat terlibat dan menunjukkan berbagai keterampilan berpikir: pengetahuan, pemahaman, analisis, aplikasi, sintesis dan evaluasi. Ini berarti bahwa penggunaan strategi *Mix/Freeze/Pair* dalam membaca khususnya teks eksposisi analitis dapat meningkatkan kemampuan membaca siswa pada siswa kelas sebelas di MAN 1 Lampung Timur.

Penelitian ini adalah penelitian tindakan kelas. Populasi penelitian ini adalah siswa kelas XI. Sampel penelitian ini adalah 26 siswa di kelas XI IPA 2. Peneliti menggunakan tes dan dokumentasi sebagai strategi pengumpulan data. Pengumpulan data menggunakan: observasi, tes (pre-test dan post test), dan catatan lapangan. Hasil penelitian ini menunjukkan bahwa strategi *Mix/Freeze/Pair* memiliki kinerja positif dalam meningkatkan kemampuan membaca pemahaman pada siswa kelas XI MAN 1 Lampung Timur.

Katakunci: pemahaman membaca, strategi Mix/Freeze/Pair, penelitian tindakan kelas

Clause is a group of words that contains
a Subject and Verb. 2

**THE USE OF SHORT STORY
TO IMPROVE READING COMPREHENSION ABILITY
OF THE TENTH GRADERS
OF MAN 1 LAMPUNG TIMUR
IN THE ACADEMIC YEAR OF 2019/2020**

ABSTRACT

By:

DIANA SURYANI

The purposes of this research are to determine whether the use of Short story Media can improve the students' mastery of Reading Comprehension and students' learning activities of tenth grade at MAN 1 Lampung Timur in the academic year 2019/2020. The researcher had outlined the problems in this research that focused on Reading Comprehension. It is related on the problem identification that the students have low motivation to learn English especially in Reading Comprehension, they have insufficient Reading Comprehension, and they are also not interested about the learning method in the class. They always feel bored in English class.

Furthermore, kind of this research is classroom action research (CAR) which was conducted in two cycles. Each cycle consist of planing, acting, observing and reflecting. Object of this research is the students' reading comprehension. In collecting the data, the researcher used test, observation, documentation, and field note. This research was conducted in a collaborative study with an English teacher of the tenth grade at MAN 1 Lampung Timur.

Finally, the data confirmed that pre-test just 13% students that can fulfill Minimum Mastery Criteria (MMC) and the average score of the pre-test was 59. It proves that the result of pre-test was unsatisfactory. Moreover, in post-test I there are 40% students that can fulfill MMC and the average score of the post-test was 68. Then, the result in post-test II was 87% students that can fulfil MMC with the average score was 78. In addition, the student's learning activity in the implementation of cycle I, cycle II very active. It means that the use of Short Story Media in Reading Comprehension can improve the students Reading Comprehension and learning activity at the tenth graders of MAN 1 Lampung Timur in the academic year 2019/2020.

Keywords: Reading Comprehension, Short Story Media.

**PENGUNAAN MEDIA *SHORT STORY*
UNTUK MENINGKATKAN KEMAMPUAN MEMBACA
DI KELAS SEPULUH PADA MAN 1 LAMPUNG TIMUR**

ABSTRAK

OLEH

DIANA SURYANI

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan Short story Media dapat meningkatkan kemampuan membaca dan aktifitas pembelajaran pada siswa kelas sepuluh MAN 11 Lampung Timur pada tahun pelajaran 2019/2020. Permasalahan yang diangkat oleh peneliti dalam penelitian ini berkaitan dengan kemampuan kemampuan membaca. Hal ini berdasarkan pada identifikasi masalah yang menjelaskan bahwa siswa mempunyai motivasi yang rendah untuk belajar bahasa Inggris khususnya membaca, mereka mempunyai kemampuan membaca yang kurang, dan mereka juga tidak tertarik terhadap metode yang digunakan di kelas. Mereka selalu merasa bosan pada saat kelas bahasa Inggris.

Selanjutnya, jenis penelitian ini adalah penelitian tindak kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Objek dari penelitian ini adalah kemampuan membaca siswa. Dalam pengumpulan data, peneliti menggunakan test, observasi, dokumentasi dan catatan lapangan. Penelitian ini dilaksanakan dengan guru mata pelajaran bahasa inggris kelas X MAN 1 Lampung Timur.

Akhirnya, setelah data diteliti dapat disimpulkan bahwa hasil pre-test hanya 13% siswa yang dapat memenuhi Kriteria Ketuntasan Minimum (KKM) dengan nilai rata-rata 59. Hal ini dapat dikatakan bahwa hasil pre-test tidak memuaskan. Sedangkan, hasil post-test I adalah 40% siswa yang dapat memenuhi KKM dengan nilai rata-rata 68. Kemudian, hasil post-test II adalah 87% siswa yang dapat memenuhi KKM dengan nilai rata-rata 78. Selain itu, aktivitas belajar siswa dalam pelaksanaan siklus I dan siklus II sangat aktif. hal ini dapat disimpulkan bahwa penggunaan media short story dalam kemampuan membaca dapat meningkatkan kemampuan membaca dan aktifitas pembelajaran pada siswa kelas X MAN 1 Lampung Timur tahun ajaran 2019/2020.

Kata Kunci : *KemampuanMembaca, Short Story Media.*

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**IMPROVING READING COMPREHENSION ABILITY
BY USING PACA STRATEGY
(PREDICTING-ACTIVITY-AND-CONFIRMING-ACTIVITY)
OF THE TENTH GRADERS
AT SMA MUHAMMADIYAH 1 TRIMURJO**

ABSTRACT

BY : AMER ABADI

This study aims to determine whether the implementation of Predicting-Activity-and-Confirming-Activity (PACA) Strategy can improve reading comprehension ability of the tenth graders at Sma Muhammadiyah 1 Trimurjo. The researcher expects that *Predicting-Activity-and-Confirming-Activity Strategy* could help the students in learning process and be one of the strategies to increase the student's reading comprehension ability.

The researcher conducted classroom action research (CAR) which was done in two cycles. Each cycle consists of planning, acting, observing and reflecting. The subjects of this research was 13 students in Tenth graders of Sma Muhammadiyah 1 Trimurjo. In collecting data, the researcher used test (pre-test, post-test 1 and post-test 2), observation and documentation. The research was conducted collaboratively with the English teacher of MTs Sma Muhammadiyah 1 Trimurjo.

The result of this research showed that *Predicting-Activity-and-Confirming-Activity Strategy* had the positive result in improving the student's reading comprehension ability of the tenth graders of Sma Muhammadiyah 1 Trimurjo. It can be known by the student's percentage of post-test 2 that 77% of the students can achieve Minimum Mastery Criteria (MMC). It means that the *Predicting-Activity-and-Confirming-Activity Strategy* can improve the student's reading comprehension ability.

Keyword : *Predicting-Activity-and-Confirming-Activity Strategy, Reading comprehension ability, Classroom action research.*

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**PENINGKATAN KEMAMPUAN MEMBACA PEMAHAMAN
DENGAN MENGGUNAKAN STRATEGI PACA
(PREDIKSI-AKTIVITAS-DAN-KONFIRMASI-AKTIVITAS)
PADA SISWA KELAS SEPULUH
DI SMA MUHAMMADIYAH 1 TRIMURJO**

ABSTRAK

OLEH: AMER ABADI

Penelitian ini bertujuan untuk mengetahui apakah penerapan Strategi Prediksi-Aktivitas-dan Konfirmasi-Aktivitas (PACA) dapat meningkatkan kemampuan membaca pemahaman siswa kelas X di Sma Muhammadiyah 1 Trimurjo. Peneliti berharap Strategi Prediksi-Aktivitas-dan-Konfirmasi-Aktivitas dapat membantu siswa dalam proses pembelajaran dan menjadi salah satu strategi untuk meningkatkan kemampuan pemahaman membaca siswa.

Peneliti melakukan penelitian tindakan kelas (PTK) yang dilaksanakan dalam dua siklus. Tiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah 13 siswa kelas X di Sma Muhammadiyah 1 Trimurjo. Dalam pengumpulan data, peneliti menggunakan tes (pre-test, post-test I dan post-test 2), observasi dan dokumentasi. Penelitian ini dilakukan secara kolaboratif dengan guru bahasa Inggris di Sma Muhammadiyah 1 Trimurjo.

Hasil penelitian ini menunjukkan bahwa Strategi Prediksi-Aktivitas-dan-Konfirmasi-Aktivitas memiliki hasil yang positif dalam meningkatkan kemampuan pemahaman membaca siswa kelas X di Sma Muhammadiyah 1 Trimurjo. Hal ini dapat diketahui dari persentase post test 2 siswa bahwa 77% siswa dapat mencapai Kriteria Penguasaan Minimum (MMC). Artinya, Strategi Prediksi-Aktivitas-dan-Konfirmasi-Aktivitas dapat meningkatkan kemampuan pemahaman bacaan siswa.

Kata Kunci: Strategi Prediksi-Aktivitas-dan-Konfirmasi-Aktivitas, Kemampuan membaca pemahaman, Penelitian tindakan kelas, Meningkatkan.

USING EXPOSITORY LEARNING STRATEGY
TO ENHANCE READING COMPREHENSION ABILITY
IN PROCEDURE TEXT AMONG THE TENTH GRADER STUDENTS
OF MA. MA'ARIF 9 KOTAGAJAH LAMPUNG TENGAH

ABSTRACT

By:

LUTFI AZIZAH

The objective of this research is to know whether of Expository Learning Strategy to enhance students' Reading Comprehension Ability in procedure text in teaching learning process. The object of this research was twenty-eight students of tenth graders of the MA MA'arif 9 Kotagajah East Lampung. This research was done in two cycles. Each cycle is done in two meetings. Each cycle consists of planning, action, observation, and reflection.

In collecting data, the researcher uses test, there are pre-test and post-test, documentation, observation, and field note. The purposes of pre-test and post-test are to know the students reading comprehension ability before and being given the treatment.

The result in cycle I showed that the average percentage of active students 43% and in the cycle 2 is 78%. The average pre-test and post-test showed an increase in these results. The average of post-test is higher than Pre-test and post-test show that there is an increase from Pre-test and post-test. The students' average in pre-test was 58, the average score in post-test I was 67, and the average score in post-test II was 78. The students' percentage who passed the minimum standard of criteria (MSC) in pre-test was 25%, in post-test I was 43%, and post-test II was 78 %.

It is clear that based on the result pre-test and post-test, it can be said expository learning strategy has positive to enhance in learning reading comprehension ability. By using expository learning strategy, the students are easier and understand in following the class. So they enjoy doing the task. It also makes them excited in studying the material.

Referring to the analysis of the students score above, it can be said expository learning strategy is one of strategy can be enhance towards the students reading comprehension ability.

Keywords Expository Learning Strategy, Procedure Text, and Reading Comprehension Ability.

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**PENGGUNAAN STRATEGI PEMBELAJARAN EKSPOSITORIUM UNTUK
MENINGKATKAN KEMAMPUAN MEMBACA KOMPREHENSI
MAHASISWA DALAM TEKS PROSEDUR UNTUK KELAS SEPULUH DI
MA. MA'ARIF 9 KOTAGAJAH LAMPUNG TENGAH**

ABSTRAK

OLEH :

LUTFIAZIZAH

Tujuan dari penelitian ini adalah untuk mengetahui apakah Strategi Pembelajaran Ekspositoris dapat meningkatkan Kemampuan Pemahaman Membaca Siswa pada teks prosedur dalam proses belajar mengajar. Objek penelitian ini adalah dua puluh delapan siswa kelas sepuluh MA. MA'arif 9 Kotagajah Lampung Timur. Penelitian ini dilakukan dalam dua siklus. Setiap siklus dilakukan dalam dua pertemuan. Setiap siklus terdiri dari perencanaan, tindakan, observasi, dan refleksi.

Dalam mengumpulkan data, peneliti menggunakan tes, yaitu pre-test dan post-test, dokumentasi, observasi, dan catatan lapangan. Tujuan pre-test dan post-test adalah untuk mengetahui kemampuan membaca pemahaman siswa sebelum dan diberikan dilaksanakan penelitian tindakan kelas.

Hasil pada siklus I menunjukkan bahwa persentase rata-rata keaktifan siswa 43% dan pada siklus 2 adalah 78%. Rata-rata pre-test dan post-test menunjukkan peningkatan pada hasil tersebut. Rata-rata post-test lebih tinggi dari Pre-test dan post-test menunjukkan bahwa ada peningkatan dari Pre-test dan post-test. Rata-rata siswa dalam pre-test adalah 58, skor rata-rata pada post-test I adalah 67, dan skor rata-rata pada post-test II adalah 78. Persentase siswa yang lulus Kriteria Ketuntasan Minimal (KKM) pada pra -test adalah 25%, pada post-test I adalah 43%, dan post-test II adalah 78%.

Berdasarkan hasil analisis siswa di atas dapat disimpulkan bahwa Strategi Pembelajaran Ekspositoris adalah salah satu strategi yang dapat meningkatkan kemampuan pemahaman membacasiswa.

Kata Kunci : Strategi Pembelajaran Ekspositori, Teks Prosedur, dan Kemampuan Membaca Pemahaman

The result in cycle I showed that the
average percentage of active students ...

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**AN ANALYSIS ON DIFFICULTIES IN READING
COMPREHENSION OF ISLAMIC STORY AMONG THE SEVENTH
GRADERS OF THE SMP KARTIKATAMA METRO**


ABSTRACT

**BY:
ABDURAHMAN IBRAHIM**

The objective of the study is to analyze on the students' difficulties in reading comprehension of Islamic story among the seventh graders of the SMP Kartikatama Metro. The type of the study is qualitative. The participants of this study were the researcher, the English teacher and 10 students of seventh graders of SMP Kartikatama Metro.

There were two types of data collection technique in this study, documentation and interview. For the documentation, the writer gave a reading test for the students and the result would be documentation. The researcher will get the data from the object of this research namely students' reading text and directly interview by give them some questions about the difficulties in reading comprehension.

The result of the study shows that students still have difficulties in reading comprehension. To solve the problems reading comprehension, there were some methods, strategies, and media that can help the students comprehending a text so the students should learn it. One of the best media is Islamic story.

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**SEBUAH ANALISIS KESULITAN DALAM PEMAHAMAN
MEMBACA CERITA ISLAMI PADA KELAS TUJUH
DI SMP KARTIKATAMA METRO**

ABSTRAK

**OLEH:
ABDURAHMAN IBRAHIM**

Tujuan dari penelitian ini adalah untuk menganalisis kesulitan siswa dalam pemahaman membaca cerita Islami pada siswa kelas tujuh di SMP Kartikatama Metro. Jenis penelitian ini adalah kualitatif. Partisipan penelitian ini adalah peneliti, guru Bahasa Inggris dan 10 siswa kelas tujuh SMP Kartikatama Metro.

Ada dua jenis teknik pengumpulan data dalam penelitian ini, dokumentasi dan wawancara. Untuk dokumentasi, penulis memberikan tes membaca untuk siswa dan hasilnya adalah dokumentasi. Peneliti akan mendapatkan data dari objek penelitian ini yaitu teks bacaan siswa dan wawancara langsung dengan memberi mereka beberapa pertanyaan tentang kesulitan dalam pemahaman bacaan.

Hasil penelitian menunjukkan bahwa siswa masih mengalami kesulitan dalam membaca pemahaman. Untuk mengatasi masalah pemahaman bacaan, ada beberapa metode, strategi, dan media yang dapat membantu siswa memahami teks sehingga siswa harus mempelajarinya. Salah satu media yang baik adalah cerita Islami.

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**THE USE OF COMMUNICATIVE LANGUAGE TEACHING
APPROACH WITH INFORMATION GAP TECHNIQUE TO
IMPROVE LISTENING SKILL AMONG THE TENTH GRADERS
OF SMK DAARUL 'ULYA METRO IN THE ACADEMIC YEAR
OF 2019/2010**

ABSTRACT

**BY :
LULU OKTAVIA**

The purpose of this research was to improve the listening skill after using communicative language teaching approach among the tenth graders of SMK Daarul Ulya Metro. The focused on this research is student's listening skill. It is related to the problem identification that the students have difficulties to understanding the meaning of the words.

The kind of this research was classroom action research (CAR) which was conducted in two cycles. Each cycle consists of planning, acting, observing and reflecting. In this research the students were given pre-test before treatment and post-test after treatment. The object of this research was 18 students in TKJ class at the tenth grade of SMK Daarul 'Ulya Metro. In collecting the data the researcher used test (pre-test, post-test 1 cycle 1 and post-test 2 cycle 2), observation, field note, and documentation.

The result of the research shows that communicative language teaching has positive role in improving the listening skill among the tenth graders of SMK Daarul Ulya Metro. It can be proved by the students' average score from pre-test up to post-test. The average score in pre-test was 43,33 and the average score in post-test 1 was 60,00 and in the post-test 2 the average score of the students became 71,11. It means that Communicative Language Teaching can improve the Listening skill of the students.

Key Word: Listening Skill, Communicative Language Teaching

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**PENGGUNAAN PENDEKATAN MENGAJAR BAHASA
KOMUNIKATIF DENGAN TEKNIK INFORMASI GAP UNTUK
MENINGKATKAN KETERAMPILAN MENDENGAR DI KELAS
10 SMK DAARUL 'ULYA METRO DI TAHUN AKADEMIK
2019/2010**

ABSTRAK

**OLEH :
LULU OKTAVIA**

Tujuan dari penelitian ini adalah untuk meningkatkan keterampilan mendengarkan setelah menggunakan pendekatan pengajaran bahasa komunikatif di antara siswa kelas sepuluh di SMK Daarul Ulya Metro. Fokus pada penelitian ini adalah keterampilan mendengarkan siswa. Hal ini terkait dengan identifikasi masalah bahwa siswa mengalami kesulitan untuk memahami makna kata-kata.

Jenis penelitian ini adalah penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Dalam penelitian ini para siswa diberikan pre-test sebelum perawatan dan post-test setelah perawatan. Objek penelitian ini adalah 18 siswa di kelas TKJ di kelas sepuluh SMK Daarul 'Ulya Metro. Dalam mengumpulkan data, peneliti menggunakan tes (pre-test, post-test 1 siklus 1 dan post-test 2 siklus 2), observasi, catatan lapangan, dan dokumentasi.

Hasil penelitian menunjukkan bahwa pengajaran bahasa komunikatif memiliki peran positif dalam meningkatkan keterampilan menyimak siswa kelas sepuluh di SMK Daarul Ulya Metro. Hal ini dapat dibuktikan dengan skor rata-rata siswa dari pre-test hingga post-test. Skor rata-rata pada pre-test adalah 43,33 dan skor rata-rata pada post-test 1 adalah 60,00 dan pada post-test 2 skor rata-rata siswa menjadi 71,11. Ini berarti bahwa Pengajaran Bahasa Komunikatif dapat meningkatkan keterampilan Mendengarkan para siswa.

Kata kunci: Keterampilan mendengarkan, pendekatan mengajar bahasa komunikatif.

7

AN ANALYSIS OF CATEGORY SHIFT
IN ENGLISH INTO INDONESIAN TRANSLATION
(A Case Study in English Education Department of IAIN Metro)

ABSTRACT

By:
ENDANG SAFITRI

The main purpose of this research was to figure out the student's problem in category shift into English-Indonesian translation of IAIN Metro in the Academic Year of 2020/2021.

The characteristic of this research was descriptive qualitative. The primary data of the research were taken from 10 document analysis of category shift in English into Indonesian translation in the Academic Year of 2020/2021. The data were collected by the students analysis document and interview.

Moreover, the data were categorized, decoded, analyzed deeply and represented by qualitative descriptive. The result of this researched document shown that student problems in category shift in English into Indonesian translation. After analyzing this phenomenon, there are four mistakes in category shift in English into Indonesian translation namely: intra-system shift (40%), unit shift (33%), structure shift (20%) and class shift (7%). In addition, the result of the data interview shows that students have problem in category shift into English Indonesian translation. The writer found that many students were still confused in category shift. Many students stated that they have difficulties or problem in meaning of the sentences besides problem which came from **the grammatically factor**. So it can be said that students have problem in category of shift translation is different one from another. The conclusion of this research is the students in category shift in English into Indonesian translation must focus on learning given in class and actively ask about category shift material in order to understand well.

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Keywords: *Category shift, Translation, Descriptive Qualitative*

ANALISIS PERGESERAN KATEGORI
DALAM TERJEMAHAN BAHASA INGGRIS DALAM BAHASA
INDONESIA

(Studi Kasus di Jurusan Pendidikan Bahasa Inggris IAIN Metro)

ABSTRAK

Oleh:
ENDANG SAFITRI

Tujuan utama dari penelitian ini adalah untuk mengetahui permasalahan mahasiswa dalam pergeseran *category shift* dalam Bahasa Inggris kedalam bahasa Indonesia IAIN Metro tahun akademik 2020/2021. Karakteristik penelitian ini adalah deskriptif kualitatif. Data primer penelitian ini diambil dari 10 dokumen analisis pergeseran kategori dalam terjemahan bahasa Inggris ke bahasa Indonesia tahun akademik 2020/2021. Pengumpulan data dilakukan dengan analisis dokumen mahasiswa dan wawancara. Selain itu, data dikategorikan, diterjemahkan, dianalisis secara mendalam dan disajikan secara deskriptif kualitatif.

Hasil penelitian dokumen ini menunjukkan bahwa masalah mahasiswa dalam *category shift* dalam terjemahan bahasa Inggris ke bahasa Indonesia. Setelah menganalisis fenomena ini, ada empat kesalahan dalam *category shift* dalam terjemahan bahasa Inggris ke bahasa Indonesia yaitu: *intra-system shift* (40%), *unit shift* (33%), *structure shift* (20%) dan *class shift* (7%). Selain itu, hasil wawancara data menunjukkan bahwa mahasiswa memiliki masalah dalam peralihan kategori ke terjemahan bahasa Inggris bahasa Indonesia. Penulis menemukan bahwa banyak mahasiswa yang masih bingung dalam *category shift*. Banyak mahasiswa yang menyatakan bahwa mereka mengalami kesulitan atau masalah dalam mengartikan kalimat faktor gramatikal. Sehingga dapat dikatakan bahwa permasalahan mahasiswa dalam penerjemahan *category shift* berbeda-beda untuk setiap individu. Kesimpulan dari penelitian ini adalah mahasiswa dalam *category shift* dalam terjemahan bahasa Inggris ke bahasa Indonesia harus fokus pada pembelajaran yang diberikan di kelas dan aktif bertanya tentang materi *category shift* agar dapat memahami dengan baik.

Kata kunci: *Category shift*, terjemahan, deskriptif kualitatif

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THE EFFECT OF DICTATION METHOD ON THE STUDENTS' LISTENING SKILL AMONG THE ELEVENTH GRADER AT MA MA'ARIF I PUNGGUR

ABSTRACT

By:

ANNE ALIMATUL AZIZAH

particular aspect

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The objective of the research is to find out whether there is any positive and significant effect of using dictation method on the students' listening skill among the eleventh grader at MA Ma'arif I Punggur

This research is quantitative research. The population of this research was the eleventh grade students. The sample of this research were B class as experimental class which consist of 35 and A class as control class which consist of 35 students established through the total sampling technique. The researcher used test and documentation as the data collecting method. To analyze the data, the researcher used SPSS

noun phrase

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Finding of this research can be concluded of Mann-Whitney Test Sig.(2-tailed) of post test is 0.000<0.05, that Ha is accepted and Ho is rejected, there is a positive and significant effect of using dictation method on the students' listening skill at the eleventh grader of MA Ma'arif I Punggur. The conclusion is dictation method has an effect on the students listening skill.

Keyword : Dictation method, Listening Skill

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**DAMPAK METODE DIKTE PADA KETERAMPILAN
MENDENGARKAN SISWA KELAS XI DI
MA MA'ARIF 1 PUNGGUR**

ABSTRAK

Oleh:

ANNI ALIMATUL AZIZAH

Tujuan penelitian ini adalah untuk mengetahui apakah ada dampak positif dan signifikan dari penggunaan metode dikte pada keterampilan mendengarkan siswa kelas XI MA Ma'arif 1 Punggur.

Penelitian ini adalah penelitian kuantitatif, populasi dalam penelitian ini adalah siswa kelas XI. Sampel penelitian ini adalah kelas B sebagai kelas eksperimen berjumlah 35 siswa dan kelas A sebagai kelas kontrol berjumlah 35 siswa, yang ditentukan dengan teknik total sampling. Peneliti menggunakan test dan dokumentasi sebagai alat pengumpul data. Untuk menganalisis data, peneliti menggunakan SPSS.

Temuan penelitian ini dapat disimpulkan tes Mann-Whitney Sig.(2-tailed) dari post test adalah $0.000 < 0.05$, bahwa H_a diterima dan H_o tidak diterima, ada positif dan pengaruh yang signifikan menggunakan metode dikte terhadap keterampilan mendengarkan siswa kelas XI MA Ma'arif 1 Punggur. Kesimpulannya adalah metode dikte mempunyai pengaruh terhadap keterampilan mendengarkan siswa.

Kata kunci : Metode Dikte, Keterampilan Mendengarkan.

ABSTRACT

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

By:
ROFIQOH

The main purpose of this research was to determine whether there was any positive and significant influence of using POWER Strategy on students' writing descriptive text at the tenth graders of SMA Ma'arif 05 Padang Ratu. The students faced difficulties to develop their ideas in writing descriptive text. This research was carried to discuss POWER Strategy influenced the students' writing descriptive text.

This research was quantitative research. The population of this research was the tenth graders students. The samples of this research are divided into Treatment Group and Control Group, established through the clustering sampling technique. The treatment Group consisted of 31 students and the Control Group consisted of 29 students. The researcher used test, documentation, and observation as the data collecting method. To analyze the data, the researcher used SPSS application.

Based on the result and discussion of this research, it could be concluded that normality test are: pre-test Treatment Group Sig. = 0.171 > 0.05, post-test Treatment Group Sig. = 0.093 > 0.05, pre-test Control Group Sig. = 0.109 > 0.05, and post-test Control Group Sig. = 0.131 > 0.05. The result of homogeneity test was Sig. = 0.264, then the result of paired sample test (2-tailed) post-test Treatment Group was less than alpha ($0.000 < 0.05$). Moreover, the result of the independent sample test of post-test Treatment Group Sig. (2-tailed) = 0.008 < 0.05. Regarding to these results, it could be concluded that there was a positive and significant influence of using POWER Strategy on writing descriptive text at the tenth graders of SMA Ma'arif 05 Padang Ratu.

Keyword: POWER Strategy; Writing Descriptive Text; Quantitative Research

ABSTRAK

PENGARUH PENGGUNAAN STRATEGI PREPARE, ORGANIZE, WRITE, EDIT, REWRITE (POWER) TERHADAP TULISAN TEKS DESKRIPTIF DI KELAS X SMA MA'ARIF 05 PADANG RATU

Oleh:
ROFIQOH

Tujuan utama dari penelitian ini adalah untuk mengetahui apakah terdapat pengaruh positif dan signifikan dari penggunaan strategi POWER pada kemampuan menulis teks deskriptif siswa di kelas X SMA Ma'arif 05 Padang Ratu. Masalah yang dihadapi siswa yaitu kesulitan dalam menyampaikan idenya dalam menulis teks deskriptif. Penelitian ini diadakan untuk mendiskusikan bagaimana strategi POWER berpengaruh terhadap siswa dalam menulis teks deskriptif.

Penelitian ini adalah penelitian kuantitatif. Populasi dalam penelitian ini adalah siswa kelas X. Sampel penelitian ini dibagi menjadi Kelompok Eksperimen dan Kelompok Kontrol yang di tentukan dengan teknik cluster sampling. Kelompok Eksperimen berjumlah 31 siswa, dan Kelompok Kontrol berjumlah 29 siswa. Peneliti menggunakan tes, dokumentasi, dan observasi sebagai alat pengumpul data. Untuk menganalisis data, penulis menggunakan aplikasi SPSS.

Berdasarkan hasil dan pembahasan pada penelitian ini, dapat disimpulkan bahwa normalitas tes yaitu: pre-test Kelompok Eksperimen Sig. = 0.171 > 0.05, post-test Kelompok Eksperimen Sig. = 0.093 > 0.05, pre-test Kelompok Kontrol Sig. = 0.109 > 0.05, dan post-test Kelompok Kontrol Sig. = 0.131 > 0.05. Hasil dari homogenitas tes adalah Sig. = 0.264, kemudian hasil dari paired sample test yang nilai signifikan level (2-tailed) post-test Kelompok Eksperimen lebih rendah dari alpha (0.000 < 0.05). Selain itu, hasil independent sample test yang nilai signifikan level (2-tailed) post-test Kelompok Kontrol = 0.008 < 0.05. Sehubungan dengan kondisi tersebut, ini dapat disimpulkan bahwa terdapat pengaruh positif dan signifikan dari penggunaan Strategi POWER pada menulis teks deskriptif siswa kelas X SMA Ma'arif 05 Padang Ratu.

Kata Kunci : Strategi POWER, Menulis Teks Deskriptif, Penelitian Kuantitatif

THE INFLUENCE OF DISNEY ANIMATION MOVIE ON STUDENT'S
READING COMPREHENSION OF THE VIII GRADE STUDENTS AT
SMPN 3 BATANGHARI

ABSTRACT

By:

SAFITRI

The main purpose of this research is to find out whether the use of disney animation movie can be influence the reading comprehension of the VIII grade students at SMPN 3 Batanghari.

In this research conducted a quantitative research, the characteristic of the writer was correlated graders of VIII SMPN 3 Batanghari. The sample of this research was 15 students delided into two classes. There was class VIII.1 as experimental class and VIII.2 as control class. The data collection method of this research was used test, video and documentation. Also, used SPSS to analyzed the data of the research.

The result of this research shows that *Disney Animation Movie* as media has positive result in students' reading comprehension among the VIII graders at SMPN 3 Batanghari. It can be proven by the students' average score from pre-test and post test. The average score of the students in experimental class on pre-test is 44 and the average score in post-test is 72. While, The average score of the students in control class on pre-test is 60 and the average score in post-test is 67.3. It mean that using of *Disney Animation Movie* gives the influence for the students reading comprehension.

Keywords: *Reading Copenhension, disney animation movie, quantitative research, SMPN 3 Batanghari.*

10

PENGARUH FILM DISNEY ANIMASI PADA KEMAMPUAN MEMBACA
KOMPRESIF SISWA KELAS DELAPAN DI SMPN 3 BATANGHARI

ABSTRACT

By:

SAFITRI

Tujuan utama penelitian ini adalah untuk menemukan apakah disney animation movie dapat mempengaruhi pemahaman membaca siswa kelas VIII di SMPN 3 Batanghari.

Penelitian ini merupakan penelitian kuantitatif, yang bersifat hubungan antara variabel pada murid kelas VIII SMPN 3 Batanghari. Sampel dalam penelitian ini berjumlah 15 siswa dibagi dalam dua kelas. Dan sampel yang diambil dalam penelitian ini adalah siswa kelas VIII.1 sebagai kelas experiment dan VIII.2 sebagai kelas control. Instrument penelitian yang digunakan yaitu test, video, dan dokumentasi. Serta menggunakan SPSS untuk menganalisis hasil penelitian.

Hasil dari penelitian ini menunjukkan bahwa *Disney Animation Movie* sebagai media memiliki hasil positif meningkatkan pemahaman membaca siswa kelas VIII SMPN 3 Batanghari. Hal ini dapat dibuktikan berdasarkan nilai pre-test dan post-test. Nilai rata-rata pre test pada kelas ekperimental nilai rata-rata pre-test 44 dan nilai rata-rata post test 72. Sedangkan hasil nilai dari kelas control nilai rata-rata pre-test 60 dan nilai rata-rata post-test 67.3. Ini berarti bahwa penggunaan *Disney Animation Movie* dapat mempengaruhi pemahaman membaca siswa.

Kata Kunci: *Pemahaman membaca, disney animation movie. Penelitian kuantitatif, SMPN 3 Batanghari.*

11

**IMPROVING STUDENTS READING COMPREHENSION
BY USING ABOUT-POINT STRATEGY
OF THE TENTH GRADERS OF SMA N 1
KIBANG EAST LAMPUNG
IN THE ACADEMIC YEAR OF 2020/2021**

ABSTRACT

By:

FEBRIAN AGAM ANGGIRI

The purpose of this research was to know whether using About-Point Strategy improve student's reading comprehension. The focus on this research is reading comprehension of English students SMA N 1 Kibang. It is related to the problem identification that the students have difficulties to memorize vocabulary and difficult to understand the meaning of the words. Using About-Point strategy can be alternated in order to build the student's active to improve students' reading comprehension. *nama di atas (di kelas) topol*

The kind of this research was **classroom action research** (CAR) which was conducted in two cycles. Each cycle consists of planning, acting, observing and reflecting. In this research the students were given pre test before treatment and post test after treatment. The subject of this research was 30 students in class X Isos 1 of SMA N 1 Kibang. In collecting the data the researcher used test (pre test, post test 1 cycle 1 and post test 2 cycle 2), observation, field note, and documentation. *nama di atas*

The results of this research indicate an increase in reading comprehension of English students at the 10 grade of SMA N 1 Kibang. This can be seen from the increase in **the average score** of students in the pre-test and post-test. In the pre-test, the students average score was 57.83, and in the post-test the average score increased to 77.1, this score indicates that the magnitude of the increase was 19.27. And based on this results, it can be concluded that the About-Point strategy is one of the strategies that can improve students' reading comprehension, and this research can be said to be successful because the specified criteria are well achieved.

Keyword: Reading Comprehension, About-Point Strategy, Classroom Action Research

PENINGKATAN KEMAMPUAN MEMBACA SISWA
DENGAN MENGGUNAKAN STRATEGI ABOUT-POINT
DI KELAS SEPULUH SMA N 1
KIBANG, LAMPUNG TIMUR
TAHUN PELAJARAN 2020/2021

ABSTRAK

By:

FEBRIAN AGAM ANGGIRI

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan strategi About-Point dapat meningkatkan pemahaman membaca siswa. Penelitian ini berfokus pada pemahaman membaca bahasa Inggris siswa di kelas sepuluh SMA Negeri 1 Kibang. Hal ini terkait dengan identifikasi masalah bahwa siswa memiliki kesulitan dalam mengingat kosa kata dan sulit memahami arti dari setiap kata kata bahasa Inggris. Penggunaan strategi *About-Point*, dapat menjadi alternatif untuk membangun keaktifan siswa guna meningkatkan penguasaan kosa kata bahasa Inggris.

Jenis penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilakukan dalam 2 siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Dalam penelitian ini siswa diberikan tes awal (pre test) siklus 1 sebelum pelaksanaan penelitian dan tes akhir (post test) siklus 2 setelah pelaksanaan tindakan. Objek dalam penelitian ini terdiri dari 30 siswa kelas sepuluh Isos 1 SMA Negeri 1 Kibang. Dalam pengumpulan data, peneliti menggunakan tes (pre test, post test 1 pada siklus 1 dan post test 2 pada siklus 2), observasi, catatan lapangan, dan dokumentasi.

Hasil dari penelitian ini menunjukkan adanya peningkatan membaca bahasa Inggris siswa di kelas 10 SMA N 1 Kibang. Hal tersebut dapat dilihat dari peningkatan nilai rata-rata siswa di tes awal dan tes akhir. Pada tes awal, nilai rata-rata siswa adalah 57,83, dan pada tes akhir nilai rata-rata tersebut meningkat menjadi 77,1, nilai tersebut menunjukkan bahwa besarnya peningkatan adalah sebesar 19,27. Dan berdasarkan hasil tersebut, dapat disimpulkan bahwa strategi About-Point adalah salah satu strategi yang dapat memperbaiki kemampuan membaca siswa, dan penelitian ini dapat di katakana sukses karena criteria yang ditentukan tercapai dengan baik.

Kata Kunci: *Pemahaman membaca, About-Point, dan Penelitian tindakan kelas (PTK).*

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

ABSTRACT

By:
INDAH DWI AGUSTIN

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

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

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

Key word: *Writing, Disjunction, Undergraduate Thesis*

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**ANALISIS PENGGUNAAN DISJUNGI PADA SKRIPSI
DI JURUSAN BAHASA INGGRIS IAIN METRO**

ABSTRAK

**Oleh:
INDAH DWI AGUSTIN**

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

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

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

Kata kunci: *Penulisan, Disjungsi, Skripsi*

13

**THE USE OF HERRINGBONE STRATEGY TO INCREASE THE
NARRATIVE PARAGRAPH WRITING ABILITY AMONG THE EIGHT
GRADERS OF THE
SMP BINA INSANI OF METRO**

ABSTRACT

By:

ANTIKA EVIANA SARI

The objective of this research is to know whether of Herringbone Strategy to increase the Narrative Ability in **teaching learning process**. The object of this research was twenty-six students of eight graders of the SMP IT Bina Insani of Metro. The this research was done in two cycles. Each cycles is done in five meetings. Each cycle is consist of planning, action, observation, and reflection.

In collecting data, the writer uses test, that are pre-test and post-test,, documentation, observation, and interview. The purposes of pre-test and post-test are to know the students writing ability before and being given the treatment.

The result in cycle I showed that the average percentage of active students 60% and in the cycle 2 is 70%. The average of pre-test and post-test show that there is an increase from pre-test and post-test. The average of post-test is higher than Pre-test and post-test show that there is an increase from Pre-test and post-test. The average of post-test is higher than pre-test. The average pre-test is 53.2 and the post-test is 69.6. So there is progress 16.4 points. It is clear that based on the result pre-test and post-test, it can be said herringbone strategi has positive increase in learning writing narative ability. By using Herringbone as strategi, the students are easier and undersand in following the class. So they enjoy doing the task. It also makes them excited in studying the material.

Referring to the analysis of the students score above, it can be said Herringbone Strategi is one of strategi can be increase towards **the students writing narative ability**. → noun phrase

Keywords: *Herringbone Startegi, Writing, Narrative Paragrap*

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PENGGUNAAN STRATEGI HERRINGBONE UNTUK
MENINGKATKAN KEMAMPUAN MENULIS NARATIF

SISWA UNTUK KELAS DELAPAN

SMP IT BINA INSANI METRO

ABSTRAK

OLEH

ANTIKA EVIANA SARI

Permasalahan dalam penelitian ini adalah untuk mengetahui apakah Strategi Herringbone ini dapat meningkatkan kemampuan menulis naratif siswa dalam proses pembelajaran. Objek dalam penelitian ini adalah 26 siswa kelas 8 di SMP IT BINA INSANI of Metro. Penelitian ini dilakukan dalam 2 tingkatan (siklus). Masing-masing siklus terdiri dari empat tahapan, yaitu perencanaan, pengamatan, dan penerimaan.

Dalam pengumpulan data, penulis menggunakan tes, yaitu tes awal dan tes akhir, dokumentasi, observasi, dan interview. Tujuan dari tes awal dan tes akhir adalah untuk mengetahui kemampuan menulis paragraf naratif siswa sebelum dan sesudah dilaksanakan penelitian tindakan kelas.

Hasil dari siklus 1 menunjukkan bahwa presentasi keaktifan siswa 60% dan pada siklus 2 adalah 70%. Sedangkan nilai rata-rata dari tes awal dan tes akhir menunjukkan bahwa ada peningkatan dari tes awal dan tes akhir. Nilai rata-rata tes awal adalah 53.2 dan tes ahir adalah 69.6. Jadi disana ada peningkatan 16.4 poin. Hal ini jelas bahwa berdasarkan tes awal dan tes ahir dapat dikatakan bahwa strategi heringbone ini memiliki peningkatan yang positif dalam pembelajaran naratif strategi. Dengan menggunakan strategi heringbone siswa lebih mudah dan paham dalam mengikuti proses pembelajaran di kelas. Schingga mereka lebih tertarik dalam menerima pelajaran.

Berdasarkan hasil analisis siswa di atas dapat disimpulkan bahwa strategi herringbone adalah salah satu startegi yang dapat meningkatkan kemampuan menulis naratif siswa.

Kata Kunci : *Startegi Herringbone, Menulis, Paragraf Naratif.*

ly

**IMPROVING STUDENT'S READING COMPREHENSION ABILITY BY
USING GUIDE READING AND SUMMARIZING PROCEDURE (GRASP)
STRATEGY AMONG THE EIGHTH GRADERS OF SMPN 1
BATANGHARI IN ACADEMIC YEAR 2019/ 2020**

ABSTRACT

By:
AGUS PRASETYO

The purpose of this research is to improve the student reading comprehension after using GRASP strategy at the eighth grade of SMPN 1 Batanghari. This research was **classroom action research** type, and it was conducted in two cycles. Each cycle consisted of four steps that were planning, acting, observing, and reflecting.

The data collection method in this research was test, observation, documentation, and field note. The observation used to know the activity of students who active on teaching learning process in the class. The problems that faced the students on observation there were the students did not have enough vocabulary, the students did not have the ability to structure the sentence, the students were not able to determine the main ideas and supporting ideas, the students have not good motivation to improve their English ability especially in reading comprehension, and the students have not good in **reading comprehension** ability.

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(house paper)

Regarding to the research result which was taken from observation and test, it could be inferred that there was significant improvement from cycle I to Cycle II. **The average score** of Post-test I was 64 with percentage of students' successfulness 57%. Next to cycle II the average score was 73 with percentage of students successful 75%. It indicated that indicator of success has been achieved at least 70% students was completed the Minimum Mastery Criteria (MMC) at least 70. It means that by using GRASP Strategy could help improve students' reading comprehension ability at the eighth grade of SMPN 1 Batanghari.

Key Words: reading comprehension, GRASP strategy.

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**MENINGKATKAN KEMAMPUAN PEMAHAMAN MEMBACA SISWA
DENGAN MENGGUNAKAN STRATEGI PROSEDUR MEMBIMBING
MEMBACA DAN MERANGKUM DI KELAS VIII SMPN 1
BATANGHARI TAHUN AJARAN 2019/ 2020**

ABSTRAK

**Oleh:
AGUS PRASETYO**

Tujuan penelitian ini adalah untuk meningkatkan pemahaman membaca siswa setelah menggunakan Strategi GRASP di kelas delapan SMP Negeri 1 Batanghari. Jenis penelitian ini adalah penelitian tindakan kelas, dan dilakukan dalam dua siklus. Setiap siklus terdiri dari empat langkah yang merencanakan, bertindak, mengamati, dan merefleksikan.

Metode pengumpulan data dalam penelitian ini adalah tes, observasi, dokumentasi, dan catatan lapangan. Observasi digunakan untuk mengetahui aktivitas siswa yang aktif dalam proses belajar mengajar di kelas. Masalah-masalah yang dihadapi siswa saat observasi adalah siswa memiliki sedikit kosa kata dalam bahasa Inggris, siswa memiliki keterbatasan kemampuan untuk menyusun kalimat, siswa memiliki keterbatasan untuk menentukan main ide pokok dan topik, siswa memiliki motivasi rendah untuk meningkatkan kemampuan bahasa Inggrisnya khususnya dalam pemahaman membaca dan pemahaman membaca siswa yang sedikit rendah.

Mengenai hasil penelitian yang diambil dari observasi dan tes, dapat disimpulkan bahwa ada peningkatan yang signifikan dari siklus I ke Siklus II. Skor rata-rata post-test adalah 64 dengan persentase keberhasilan siswa 58%. Di samping siklus II, skor rata-rata adalah 73 dengan persentase keberhasilan siswa 75%. Hal ini menunjukkan bahwa indikator keberhasilan telah dicapai setidaknya 70% siswa sudah mencapai Kriteria Standar Minimum (MMC) minimal 70. Ini berarti bahwa dengan menggunakan Strategi GRASP dapat membantu meningkatkan kemampuan membaca siswa di kelas delapan SMP Negeri 1 Batanghari.

Kata Kunci: pemahaman membaca, strategi GRASP.

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**THE IMPLEMENTATION
OF THE SMALL GROUP DISCUSSION METHOD
TO IMPROVE THE STUDENTS SPEAKING SKILL AMONG
THE TENT GRADE
AT SENIOR HIGH SCHOOL 1 PUNGGUR**

By:
YOANA KUSUMAWANINGTIAS

This aim of this research to know whether the use of Small Group Discussion Method can improve The Students' speaking skill in English learning.

The kind of this research was a classroom action research (CAR). The research was conducted in two cycles, and each cycle consisted of planning, acting, observing, and reflecting. The object of this research was the students' speaking skill. In collecting the data, the researcher used observation, test, and documentation. This research was conducted with one of the English Teachers of Senior High School 1 Punggur.

The result of this research shows that Small Group Discussion Method had a positive role in improving the speaking skill among The tenth graders of Senior High School 1 Punggur. It can be proved by the students' average score from pretest to post-test. The average score in pre-test was 57,25, and in the post, a test was 69,25 became 77,25. It can be inferred that using Small Group Discussion Method can improve speaking skill of the tenth graders of Senior High School 1 Punggur.

Keywords : (small group discussion method, speaking skill, classroom action research)

ABSTRAK

**PENGGUNAAN METODE SMALL GROUP DISCUSSION
DALAM MENINGKATKAN KETERAMPILAN BERBICARA PADA
SISWA KELAS SEPULUH SMA NEGERI 1 PUNGGUR**

Oleh :
YOANA KUSUMAWANINGTIAS

Penelitian ini bertujuan untuk mengetahui apakah penggunaan Metode Small group discussion dapat meningkatkan keterampilan berbicara siswa dalam pembelajaran Bahasa Inggris.

Jenis penelitian ini adalah penelitian tindakan kelas (PTK). Penelitian ini dilakukan dalam dua siklus, dan setiap siklus terdiri dari perencanaan, tindakan, pengamatan, dan refleksi. Objek penelitian ini adalah kemampuan menulis deskriptif siswa. Dalam mengumpulkan data, peneliti menggunakan observasi, tes, dan dokumentasi. Penelitian ini dilakukan dengan sebagai salah satu Guru Bahasa Inggris SMAN 1 Punggur.

Hasil penelitian menunjukkan bahwa Metode Small group discussion memiliki peran positif dalam meningkatkan keterampilan berbicara di antara delapan siswa SMAN 1 Punggur. Hal ini dapat dibuktikan dengan nilai rata-rata siswa dari pre test hingga post test. Skor rata-rata dalam pre test adalah 57,25, dan dalam post test adalah 69,55 menjadi 77,25. Ini dapat disimpulkan bahwa menggunakan Metode Small group discussion dapat meningkatkan keterampilan berbicara siswa.

Kata kunci : (metode small group discussion, keterampilan berbicara, penelitian tindakan kelas)

16

THE USAGE OF ENGLISH SONG
TO IMPROVE THE VOCABULARY MASTERY
OF THE EIGHTH GRADERS OF MTs MUHAMMADIYAH
PUBIAN CENTRAL LAMPUNG

ABSTRACT

BY:

REZA ARLIKAH

The purpose of this research is to improve the students' vocabulary mastery and learning activity in MTs Muhammadiyah Pubian Central Lampung. The researcher considers that using English song helps the students in learning process and be one of the methods to improve the students' vocabulary mastery.

In this research, the researcher conducted Classroom Action Research (CAR) which was done in two cycles. Each cycle consist of planning, acting, observing and reflecting. The subject of this research was 20 students' in eighth graders at MTs Muhammadiyah Pubian Central Lampung. In collecting data, the researcher used test (pre-test, post-test I and post-test II), observation and documentation. The researcher was conducted collaboratively with the English teacher at MTs Muhammadiyah Pubian Central Lampung.

The result of this research showed that usage English song can improve the students' vocabulary mastery and their learning activity of the eighth graders of MTs Muhammadiyah Pubian Central Lampung. It can be known by the students' average score from the pre-test to post-test. The average score in pre-test was 43.75, post-test I was 57 and post-test II was 74. It means that the use of English song can improve the students' vocabulary mastery.

Keyword: Improving, Vocabulary Mastery, Using English Song, Classroom Action Research.

16

PENGUNAAN LAGU BAHASA INGGRIS
UNTUK MENINGKATKAN KEMAMPUAN KOSAKATA SISWA
KELAS VIII DI MTs MUHAMMADIYAH
PUBIAN CENTRAL LAMPUNG

ABSTRAK

OLEH:
REZA ARLIKAH

Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan kosa kata siswa di MTs Muhammadiyah Pubian, Lampung Tengah. Peneliti menilai bahwa penggunaan lagu bahasa Inggris membantu siswa dalam proses pembelajaran dan menjadi salah satu metode untuk meningkatkan kemampuan kosa kata siswa.

Dalam penelitian ini, peneliti melakukan Penelitian Tindakan Kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan, dan refleksi. Subjek penelitian ini adalah 20 siswa kelas delapan MTs Muhammadiyah Pubian Lampung Tengah. Dalam mengumpulkan data, peneliti menggunakan tes (pre-test, post-test I dan post-test II), observasi dan dokumentasi. Penelitian ini dilakukan secara kolaboratif dengan guru bahasa Inggris MTs Muhammadiyah Pubian, Lampung Tengah.

Hasil penelitian ini menunjukkan bahwa penggunaan lagu bahasa Inggris dapat meningkatkan pemahaman kosa kata dan kegiatan pembelajaran siswa kelas delapan MTs Muhammadiyah Pubian, Lampung Tengah. Hal ini dapat dibuktikan dengan skor rata-rata dari pre-test hingga post-test. Skor rata-rata pada pre-test adalah 43.75, post-test I adalah 57 dan menjadi 74 pada post-test II. Ini berarti bahwa menggunakan lagu bahasa Inggris dapat meningkatkan kemampuan kosa kata siswa.

Kata kunci : *Meningkatkan, meningkatkan kosakata, lagu bahasa Inggris, penelitian tindakan kelas.*

THE IMPLEMENTATION
OF INITIATION-RESPONSE-EVALUATION (IRE) STRATEGY
IN IMPROVING SPEAKING SKILL OF THE EIGHTH GRADERS
OF SMP ABADI PERKASA GEDUNG MENENG
IN THE ACADEMIC YEAR OF 2020/2021

ABSTRACT

By:

PUSPA ANGGRAINI SUKOCO

The purpose of this research is to determine whether the use of the Initiation-Response-Evaluation (IRE) strategy can improve the students' speaking skill of the eighth graders at SMP Abadi Perkasa Gedung Meneng in the academic year 2020/2021.

The kind of this research is Classroom Action Research (CAR) which consists of two cycles. Each cycle consists of planing, acting, observing and reflecting. The subject of this research is the students' speaking skill and the subject of this research is the students' of SMP Abadi Perkasa Gedung Meneng especially grade 8A. The researcher collects the data by using observation, interview, verbal reporting, test, and documentation.

The result of this research shows that the pre-test just 20.83% the students that can achieve the minimum mastery criteria (MMC). It can be said that the result of the pre-test is incomplete. Then, in the post-test of cycle 1 there are 54.17% the students that can achieve the minimum mastery criteria, meanwhile in the post test of cycle 2 there are 87.50% the students that can achieve the minimum mastery criteria. The mean improves from 57 to 68 to 76. Based on the data analysis of the research, the researcher concludes that the implementation of the Initiation-Response-Evaluation (IRE) strategy can improve the students' speaking skill of the eighth graders of the SMP Abadi Perkasa Gedung Meneng.

Keywords: *Speaking Skill, Initiation-Response-Evaluation (IRE) strategy, Classroom Action Research*

PENGUNAAN STRATEGI *INITIATION-RESPONSE-EVALUATION (IRE)*
UNTUK MENINGKATKAN KEMAMPUAN BERBICARA BAHASA INGGRIS
PADA SISWA KELAS DELAPAN SMP ABADI PERKASA GEDUNG MENENG
TAHUN AJARAN 2020/2021

ABSTRAK

Oleh:

PUSPA ANGGRAINI SUKOCO

Tujuan dari penelitian ini adalah untuk menentukan apakah penggunaan strategi *Initiation-Response-Evaluation (IRE)* dapat meningkatkan kemampuan berbicara siswa kelas delapan SMP Abadi Perkasa Gedung Meneng pada tahun akademik 2020/2021.

Jenis penelitian ini adalah penelitian tindakan kelas (PTK) yang terdiri dari dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Objek penelitian ini adalah kemampuan berbicara siswa dan subjek penelitian ini adalah siswa SMP Abadi Perkasa Gedung Meneng khususnya kelas 8A. Peneliti mengumpulkan data dengan menggunakan observasi, wawancara, laporan lisan, test, dan dokumentasi.

Hasil penelitian ini menunjukkan bahwa pre-test hanya 20.83% siswa yang mampu mencapai kriteria kelulusan minimal (KKM). Hal itu bisa dikatakan bahwa hasil pre-test tidak berhasil. Kemudian, hasil post-test pada siklus 1 terdapat 54.17% siswa yang mampu mencapai nilai KKM sedangkan pada post test siklus 2 terdapat 87.50% siswa yang mencapai nilai KKM. Rata-rata siswa meningkat dari 57 ke 68 ke 76. Berdasarkan data analisis dari penelitian ini, peneliti menyimpulkan bahwa penerapan strategi *Initiation-Response-Evaluation (IRE)* dapat meningkatkan kemampuan berbicara siswa kelas delapan SMP Abadi Perkasa Gedung Meneng.

Kata Kunci : Kemampuan Berbicara Bahasa Inggris, *Initiation-Response-Evaluation (IRE strategy)*, Penelitian Tindakan Kelas.

CB

**MENINGKATKAN KEMAMPUAN MEMBACA SISWA DENGAN
MENGUNAKAN *CLASSWIDE PEER TUTORING (CWPT)* STRATEGI
PADA SISWA KELAS DELAPAN MTS MA'ARIF 01 PUNGGUR
LAMPUNG TENGAH**

ABSTRACT

Oleh:

SITI NUR FADILAH

Tujuan dari penelitian ini adalah untuk meningkatkan keterampilan membaca siswa di MTs Ma'arif 01 Punggur. Peneliti berharap bahwa strategi *classwide peer tutoring* membantu siswa dalam proses pembelajaran dan menjadi salah satu strategi untuk meningkatkan keterampilan membaca siswa.

Dalam penelitian ini, peneliti melakukan penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Subjek penelitian ini adalah 37 siswa kelas delapan MTs Ma'arif 01 Punggur. Dalam mengumpulkan data, peneliti menggunakan tes (pre-test, post test 1 dan post test 2), observasi dan dokumentasi. Penelitian ini dilakukan secara kolaboratif dengan guru bahasa Inggris MTs Ma'arif 01 Punggur.

Hasil penelitian ini menunjukkan bahwa strategi *classwide peer tutoring* memiliki hasil positif dalam meningkatkan keterampilan membaca siswa kelas delapan MTs Ma'arif 01 Punggur. Hal ini dapat diketahui dengan skor rata-rata siswa dari pre test hingga post test. Skor rata-rata dalam pre tes adalah 42, post test 1 adalah 63 dan post test 2 adalah 74. Aktivitas pembelajaran siswa dapat diperbaiki dengan penggunaan *classwide peer tutoring*. Ini berarti bahwa Strategi *classwide peer tutoring* dapat meningkatkan keterampilan membaca dan keaktifan pembelajaran siswa

Kata Kunci: *Bimbingan kelas teman sebaya (CWPT), keterampilan membaca*

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**IMPROVING STUDENTS' READING SKILL BY USING CLASSWIDE
PEER TUTORING (CWPT) STRATEGY AMONG THE EIGHTH GRADE
AT MTS MA'ARIF 01 PUNGGUR CENTRAL LAMPUNG**

ABSTRACT

By :

SITI NUR FADILAH

The purpose of this research is to improve the students' reading skill and learning activity in MTs Ma'arif 01 Punggur. The researcher expects that *classwide peer tutoring strategy* helps the students in learning process and be one of the strategies to improve the students' reading skill.

In this research, the researcher conducted classroom action research (CAR) which was done in two cycles. Each cycle consists of planning, acting, observing and reflecting. The subjects of this research were 37 students in eighth graders of MTs Ma'arif 01 Punggur. In collecting data, the researcher used test (pre-test, post test 1 and post test 2), observation and documentation. The research was conducted collaboratively with the English teacher of MTs Ma'arif 01 Punggur.

The result of this research showed that *Classwide Peer Tutoring Strategy (CWPT)* had the positive result in improving the students' reading skill and learning activity of the eighth grade of MTs Ma'arif 01 Punggur. It can be known by the students' average score from the pre test to post test. The average score in pre test was 42, post test 1 was 63 and post test 2 was 74. In addition, the students' learning activity can be improved by the use of CWPT strategy. It means that the *Classwide Peer Tutoring Strategy (CWPT)* can improve the students' reading skill and learning activity.

Keyword: *Classwide Peer Tutoring Strategy (CWPT), reading skill*

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THE USE OF SHORT STORY
TO IMPROVE THE STUDENTS' READING COMPREHENSION AMONG
THE EIGHTH GRADERS MTs TAKHASSUS AL-QUR'AN AL-
FALAHYAH BATANGHARI EAST LAMPUNG.

ABSTRACT

By:
NAUFAL RAFIQ YUSUF

The purposes of this research are to determine whether the use of Short story Media can improve the students' mastery of Reading Comprehension and students' learning activities of eighth graders MTs Takhassus Al-Qur'an Al-falahiyah Batanghari in the academic year 2020/2021. The researcher had outlined the problems in this research that focused on Reading Comprehension. It related on the problem identification that the students have low motivation to learn English especially in Reading Comprehension, they have insufficient Reading Comprehension, and they are not interested about the learning method in the class. They always feel bored in English class.

Furthermore, kind of this research is classroom action research (CAR) which was conducted in two cycles. Each cycle consist of planing, acting, observing and reflecting. Object of this research is the students' reading comprehension. In collecting the data, there researcher used test, observation, documentation, and field note. This research was conducted in a collaborative study with an English teacher of the eighth graders MTs Takhassus Al-Qur'an Al-falahiyah Batanghari East Lampung.

Finally, the invention of this research shows that there was improving from cycle I to cycle II. The result from the data in cycle I, it was gained the average score of pre-test was 53 the post test was 63. Post test from cycle II was gained the average score 75. The result of cycle II was higher than the result of post-test at cycle I. It means that the use of Short Story Media in Reading Comprehension can improve the students' Reading Comprehension and learning activity at The Eighth Graders MTs Takhassus Al-Qur'an Al-Falahiyah Batanghari East Lampung In Academic Year Of 2020/2021.

Keywords: Reading Comprehension, Short Story Media.

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(2020/2021)

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19

**PENGUNAAN MEDIA CERITA PENDEK
UNTUK MENINGKATKAN PEMAHAMAN MEMBACA SISWA DI
KELAS DELAPAN MTs TAKHASSUS AL-QUR'AN AL-FALAHIYAH
BATANGHARI EAST LAMPUNG**

ABSTRAK

Oleh :

NAUFAL RAFIQ YUSUF

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan Media Cerpen dapat meningkatkan kemampuan membaca dan aktifitas pembelajaran pada siswa kelas delapan MTs Takhassus Al-Qur'an Al-falahiyah Batanghari Lampung Timur pada tahun pelajaran 2020/2021. Permasalahan yang diangkat oleh peneliti dalam penelitian ini berkaitan dengan kemampuan pemahaman dalam membaca. Hal ini berdasarkan pada identifikasi masalah yang menjelaskan bahwa siswa mempunyai motivasi yang rendah untuk belajar bahasa Inggris khususnya membaca, mereka mempunyai kemampuan membaca yang kurang, dan mereka juga tidak tertarik terhadap metode yang digunakan di kelas. Mereka selalu merasa bosan pada saat kelas bahasa Inggris.

Selanjutnya, jenis penelitian ini adalah penelitian tindak kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Objek dari penelitian ini adalah kemampuan membaca siswa. Dalam pengumpulan data, peneliti menggunakan test, observasi, dokumentasi dan catatan lapangan. Penelitian ini dilaksanakan dengan guru mata pelajaran bahasa Inggris kelas delapan MTs Takhassus Al-Qur'an Al-falahiyah Batanghari Lampung Timur.

Akhirnya, temuan penelitian ini menunjukkan bahwa ada peningkatan dari siklus I ke siklus II. Hasil dari data pada siklus I, mendapatkan nilai rata-rata pre-test adalah 53 dan post test 63 dan dari siklus II diperoleh nilai rata-rata 75. Hasil siklus II lebih tinggi dari hasil post-test pada siklus I. Hal ini dapat disimpulkan bahwa penggunaan media Cerpen dalam kemampuan membaca dapat meningkatkan kemampuan pemahaman membaca dan aktifitas pembelajaran pada siswa kelas delapan MTs Takhassus Al-Qur'an Al-falahiyah Batanghari Lampung Timur tahun ajaran 2020/2021.

Kata Kunci Kemampuan Pemahaman Membaca, Short Story Media.

ABSTRACT

IMPROVING NARRATIVE WRITING ABILITY BY USING JOURNALISTIC QUESTION STRATEGY AT TENTH GRADERS OF MA MIFTAHUL ULUM BRAJA SELBAH LAMPUNG

By:

DESNILA SAHARA

This research intended to present that the narrative writing ability can be improved through applying journalistic question strategy at the tenth graders of MA Miftahul Ulum Braja Selehah.

This research was Classroom Action Research (CAR). The data were taken from the writing test to figure out the students' knowledge in writing narrative text. Furthermore, the writer used the observation technique to get the data about student's comprehension in writing, students' activities while writing, and students' participation in the learning process. The researcher also used the documentation method to support and to obtain the information concerning on the learning English in general.

The results of the research show that, from two cycles, the average score of students' narrative writing are (a) 57,88 in pre-test, and (b) 68,60 in post-test 1 as well as (c) 76,08 in post-test 2. It appeared to be increased 18,20 point. The students' activities remained the same way. The students' activities in cycle 1 can be reported that there are (a) 18 students pay attention of teacher explanation (72%), 15 students ask/answer question (60%), 19 students able do the task (76%), 20 students active in the class (80%). Moreover, the students' activities in cycle 2 can be reported that there were (a) 20 students pay attention of teacher explanation (80%), 18 students ask/answer question (72%), 21 students able do the task (84%), 22 students active in the class (88%). This conclusion of this research is that journalistic question strategy was able to improve the students' narrative writing ability at the tenth graders of MA Miftahul Ulum Braja Selehah.

Keywords: Narrative writing, Journalistic Question Strategy, Writing Ability.

Handwritten notes in Indonesian: 'kata frasa' (pointing to 'narrative writing ability'), 'kata frasa' (pointing to 'journalistic question strategy'), 'kata frasa' (pointing to 'Classroom Action Research'), 'kata frasa' (pointing to 'students' activities'), and 'kata frasa' (pointing to 'average score').

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ABSTRAK

MENINGKATKAN KEMAMPUAN PENULISAN NARRATIF DENGAN
MENGUNAKAN STRATEGI PERTANYAAN JURNALISTIK DI
PULUH TIGA MA MIFTAHUL ULUM BRAJA SELEBAH LAMPUNG
TIMUR

By:
DESNILA SAHARA

Penelitian ini dimaksudkan untuk menyajikan bahwa kemampuan menulis naratif dapat ditingkatkan melalui penerapan strategi pertanyaan jurnalistik di MA Miftahul Ulum Braja Selehah.

Penelitian ini adalah Penelitian Tindakan Kelas (PTK). Data diambil dari tes menulis untuk mencari tahu pengetahuan siswa dalam menulis teks naratif. Selanjutnya, penulis menggunakan teknik observasi untuk mendapatkan data tentang pemahaman siswa dalam menulis, kegiatan siswa saat menulis, dan partisipasi siswa dalam proses pembelajaran. Peneliti juga menggunakan metode dokumentasi untuk mendukung dan mendapatkan informasi mengenai pembelajaran bahasa Inggris secara umum.

Hasil penelitian menunjukkan bahwa, dari dua siklus, skor rata-rata penulisan narasi siswa adalah (a) 57,88 pada pre-test, dan (b) 68,60 pada post-test 1 serta (c) 76,08 pada post-test 2. Tampaknya meningkat 18,20 poin. Aktivitas siswa tetap sama. Aktivitas siswa pada siklus 1 dapat dilaporkan bahwa ada (a) 18 siswa memperhatikan penjelasan guru (72%), 15 siswa bertanya / menjawab pertanyaan (60%), 19 siswa mampu mengerjakan tugas (76%), 20 siswa aktif di kelas (80%). Selain itu, kegiatan siswa pada siklus 2 dapat dilaporkan bahwa ada (a) 20 siswa memperhatikan penjelasan guru (80%), 18 siswa bertanya / menjawab pertanyaan (72%), 21 siswa mampu mengerjakan penelitian (84%), 22 siswa aktif di kelas (88%). Kesimpulan bahwa strategi pertanyaan jurnalistik mampu meningkatkan kemampuan menulis narasi siswa di MA Miftahul Ulum Braja Selehah.

Kata Kunci : Penulisan naratif, Strategi Pertanyaan Jurnalistik, Kemampuan Menulis

DOCUMENTATION RESEARCH

1. The researcher collected data undergraduate thesis of english department at IAIN Metro 2015.



2. The researcher analysis the use structure shift in undergraduate thesis 2015.





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

Nama : Kinanti
NPM : 1801071025

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Dosen
		I	II		
	30/01/2022 3			<ul style="list-style-type: none"> - Beri catatan pada latar belakang - gunakan bahasa formal. - Periksa setiap kata dan penulisan angka & penulisan tanggal - learn more about how to quote and how to write a foot note. - Paragraphing pada Bab yang - Perhatikan sistematika penulisan - cek grammar and spelling. - periksa bab II. - APA 7. untuk ref. 	
	8/02/2022 9				

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

Eka Yuniasih, M.Pd
NIDN. 210078702



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

Nama : Kinanti
NPM : 1801071025

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Dosen
		I	II		
	19/08/2021 4			Cek cara penulisan footnote. Sesuaikan dg buku Pedoman penulisan karya ilmiah buku bukunya.	
	12/08/2021 5			Paragraph. Sesuaikan dg buku Pedoman kurasi teori & Bobot <u>iri</u> .	
	27/08/2021 5			Ace <u>Sania</u>	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

Eka Yuniasih, M.Pd
NIDN. 0210078702



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : 1621/In.28/J/TL.01/04/2022
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA PERPUSTAKAAN IAIN
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **KINANTI**
NPM : 1801071025
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris
Judul : AN ANALYSIS OF STRUCTURAL SHIFT IN ABSTRACT
TRANSLATION OF ENGLISH DEPARTMENT STUDENTS
UNDERGRADUATE THESIS AT IAIN METRO

untuk melakukan prasurvey di PERPUSTAKAAN IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 26 April 2022
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



**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.34/In.28/U.1/OT. 1/05/2022**

Berdasarkan Surat Ketua Jurusan Nomor : 1621/In.28/J/TL.01/04/2022 tanggal 26 April 2022 tentang Permohonan izin prariset penelitian di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

Nama : KINANTI
NPM : 1801071025
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Untuk mengadakan prariset penelitian yang berjudul : "AN ANALYSIS OF STRUCTURAL SHIFT IN ABSTRACT TRANSLATION OF ENGLISH DEPARTMENT STUDENTS UNDERGRADUATE THESIS AT IAIN METRO" di Perpustakaan IAIN Metro.

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

Metro, 23 Mei 2022
Kepala Perpustakaan,



As'ad

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



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

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NOTIFICATION LETTER

Number :
Appendix : -
Matter : **In order to Hold the Seminar
of Kinanti**

To:
The Honorable the Head of Tarbiyah Department
of State Islamic Institute (IAIN) of Metro

Assalamu'alaikum Wr. Wb.

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

Name : Kinanti
St. Number : 1801071025
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
Title : AN ANALYSIS OF STRUCTURAL SHIFT IN
ABSTRACT TRANSLATION OF ENGLISH
DEPARTMENT STUDENT'S UNDERGRADUATE
THESIS AT IAIN METRO

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

Wassalamu'alaikumWr. Wb.

Metro, 27 May 2022

The Head of English Education
Department

Andianto, M.Pd
NIP. 198711022015031004

Sponsor

Eka Yuniasih, M.Pd
NIDN. 0210078702



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

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NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Mohon Diseminarkan Proposal
Kinanti**

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

Assalamu'alaikum Wr. Wb.

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

Nama : Kinanti
NPM : 1801071025
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : TBI
Judul : AN ANALYSIS OF STRUCTURAL SHIFT IN ABSTRACT
TRANSLATION OF ENGLISH DEPARTMENT
STUDENT'S UNDERGRADUATE THESIS AT IAIN
METRO

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

Wassalamu'alaikum Wr. Wb.

Metro, 27 Mei 2022

Ketua Jurusan Tadris Bahasa Inggris

Dosen Pembimbing

Andianto, M.Pd
NIP. 19871102201503 1 004

Eka Yuniasih, M.Pd
NIDN. 0210078702



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

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APPROVAL PAGE

Title : AN ANALYSIS OF STRUCTURAL SHIFT IN ABSTRACT
TRANSLATION OF ENGLISH DEPARTMENT STUDENT'S
UNDERGRADUATE THESIS AT IAIN METRO

Name : Kinanti

NPM : 1801071025

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

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

The Head of English Education
Department

Andianto, M.Pd

NIP. 1987/102/201503 1 004

Metro, 27 May 2022
Sponsor

Eka Yuniasih, M.Pd

NIDN. 0210078702



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

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Nomor : B-3885/In.28/D.1/TL.00/08/2022
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA PERPUSTAKAAN IAIN
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3884/In.28/D.1/TL.01/08/2022, tanggal 16 Agustus 2022 atas nama saudara:

Nama : **KINANTI**
NPM : 1801071025
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

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

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

Wassalamu'alaikum Wr. Wb.

Metro, 16 Agustus 2022
Wakil Dekan Akademik dan
Kelembagaan,



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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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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.60/In.28/U.1/OT. 1/09/2022**

Berdasarkan Surat Wakil Dekan Akademik dan Kelembagaan Nomor : B-3885/In.28/D.1/TL.00/08/2022 tanggal 16 Agustus 2022 tentang Permohonan izin riset penelitian di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

Nama : KINANTI
NPM : 1801071025
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Untuk mengadakan riset penelitian yang berjudul : "AN ANALYSIS OF STRUCTURAL SHIFT IN ABSTRACT TRANSLATION OF ENGLISH DEPARTMENT STUDENT'S UNDERGRADUATE THESIS AT IAIN METRO" di Perpustakaan IAIN Metro.

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

Metro, 01 September 2022
Kepala Perpustakaan,

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



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

Nama : Kinanti

Jurusan/Prodi : TBI/FTIK

NPM : 1801071025

Semester/TA : IX/2022

No	Hari/Tgl	Pembimbing	Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
1.	3/25/22	✓	APD Au APD	

Mengetahui,
 Ketua Jurusan TBI

Andianto, M.Pd
 NIP. 198711022015031004

Dosen Pembimbing

Eka Yuniasih, M.Pd
 NIDN. 0210078702



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

Nama : Kinanti

Jurusan/Prodi : TBI/FTIK

NPM : 1801071025

Semester/TA : IX/2022

No	Hari/Tgl	Pembimbing	Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
	Kelasa, 18/2022 10		Kurangi Pembahasan tentang IAIN Metro.	
	Senin 31/2022 10		Perluas Pembahasan pada Text Result and Discussion yg lengkapi as Cover	
	Rabu 8/2022 10		Continue to chapter V	
			Sesuaikan sistematika penulisan karya ilmiah	
			Revisi Daftar pustaka, sesuaikan as pedoman.	

Mengetahui,
 Ketua Jurusan TBI

Andianto, M.Pd
 NIP. 198711022015031004

Dosen Pembimbing

Eka Yuniasih, M.Pd
 NIDN. 0210078702



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

Nama : Kinanti


Jurusan/Prodi : TBI/FTIK

NPM : 1801071025

Semester/TA : IX/2022

No	Hari/Tgl	Pembimbing	Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
	Senin. 19-11-2022		Acc for Munagasyah	

Mengetahui,
 Ketua Jurusan TBI


Andjanto, M.Pd
 NIP. 198711022015031004

Dosen Pembimbing


Eka Yuniasih, M.Pd
 NIDN. 0210078702



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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SURAT KETERANGAN BEBAS PUSTAKA

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

Nama : KINANTI
NPM : 1801071025
Fakultas : Tarbiyah dan Ilmu Keguruan
Prodi : Tadris Bahasa Inggris (TBI)

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

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 07 November 2022

Ketua Prodi TBI

Andianto, M.Pd

NIP. 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1366/ln.28/S/U.1/OT.01/11/2022**

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

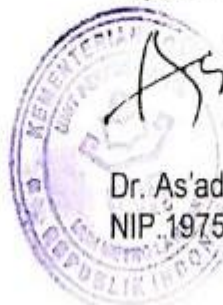
Nama : Kinanti
NPM : 1801071025
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1801071025

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 15 November 2022
Kepala Perpustakaan



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

CURRICULUM VITAE



The name of researcher is Kinanti. She was born in Mranggi jaya on January 12th, 1999. She is the second child of happy couple Mr. Ngatiyo and Mrs. Kamah. She has graduated from Elementary school (SDN 3 mranggi jaya) 2011. And she continued her junior high education at SMPN 3 Way Bungur and graduate in 2014. And in 2017, she graduated from her Senior Highschool in SMA Ma'arif NU 5 Purbolingo. and join States Institute for Islamic Studies on 2018.