

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF REITERATION ON STUDENTS' WRITING
OF THE ELEVENTH GRADERS AT MAN 2 TULANG BAWANG BARAT**

By:

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

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1442 H / 2021 M**

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF REITERATION ON STUDENTS' WRITING
OF THE ELEVENTH GRADERS AT MAN 2 TULANG BAWANG BARAT**

Presented as a Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

In English Education Department

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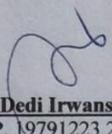
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To The Honorable,
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Assalamua'alaikumWarahmatullahiWabarakatuh

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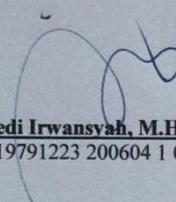
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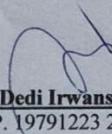
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RATIFICATION PAGE

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The Undergraduate Thesis entitled: AN ANALYSIS OF REITERATION ON STUDENTS' WRITING OF THE ELEVENTH GRADERS AT MAN 2 TULANG BAWANG BARAT written by: MILA ARDIANA, Student Number 1601070111, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, April 12, 2021 at 13.30-15.00 p.m.

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**AN ANALYSIS OF REITERATION ON STUDENTS' WRITING
OF THE ELEVENTH GRADERS AT MAN 2 TULANG BAWANG BARAT**

ABSTRACT

**By:
MILA ARDIANA**

The objectives of this research were to investigate the most dominant type of reiteration investigated in students' writing, and to analyze the difficulties of reiteration mastery at the eleventh graders at MAN 2 Tulang Bawang Barat. The researcher analyzed those phenomena based on the consideration of the students' problem in writing investigated in the process of pre-survey. Therefore, it is hoped that this research is beneficial in illustrating the phenomena of using reiteration in the students' writing.

The method of this research was qualitative research in the form of a case study carried out at MAN 2 Tulang Bawang Barat. The primary sources of this research are the results of interview with English teacher and the documents of writing assignment of the eleventh graders at MAN 2 Tulang Bawang Barat that consists of 15 students. The researcher used observation, documentation and interview in collecting the data. The observation was conducted to know the most frequent type of reiteration in the students' writing. The interview was conducted to analyze the difficulties of reiteration mastery of the research objectives.

The research results show the most frequent type of reiteration investigated in the students' writing skill that is repetition, particularly in the type of epiphora. Furthermore, the second research result is about the difficulties of reiteration mastery analyzed in the students' writing including the students' difficulties in using repetition in writing; in applying synonyms for words with the same meaning; in expressing superordinate to the words with the same meaning; and in implementing the general words for the words with the same meaning.

Keywords: analysis, reiteration, writing, qualitative research.

ANALISIS REITERASI PADA TULISAN SISWA KELAS SEBELAS MAN 2 TULANG BAWANG BARAT

ABSTRAK

**OLEH
MILA ARDIANA**

Tujuan dari penelitian ini adalah untuk mengetahui jenis pengulangan yang paling dominan yang diteliti dalam tulisan siswa, dan untuk menganalisis kesulitan penguasaan pengulangan pada siswa kelas XI di MAN 2 Tulang Bawang Barat. Peneliti menganalisis fenomena tersebut berdasarkan pertimbangan masalah siswa dalam menulis yang diselidiki dalam proses pra survei. Oleh karena itu, penelitian ini diharapkan bermanfaat dalam menggambarkan fenomena penggunaan reiterasi dalam tulisan siswa.

Metode penelitian ini adalah penelitian kualitatif dalam bentuk studi kasus yang dilaksanakan di MAN 2 Tulang Bawang Barat. Sumber utama dari penelitian ini adalah hasil wawancara dengan guru Bahasa Inggris dan dokumen tugas menulis siswa kelas XI MAN 2 Tulang Bawang Barat yang berjumlah 15 siswa. Peneliti menggunakan observasi, dokumentasi dan wawancara dalam pengumpulan data. . Observasi dilakukan untuk mengetahui jenis pengulangan yang paling sering dalam tulisan siswa. Wawancara dilakukan untuk menganalisis kesulitan penguasaan pengulangan tujuan penelitian.

Hasil penelitian menunjukkan jenis pengulangan yang paling sering diteliti dalam keterampilan menulis siswa yaitu pengulangan, khususnya jenis epifor. Selanjutnya, hasil penelitian kedua adalah tentang kesulitan penguasaan ulangan yang dianalisa dalam tulisan siswa termasuk kesulitan siswa dalam menggunakan ulangan dalam menulis; dalam menerapkan sinonim untuk kata-kata dengan arti yang sama; dalam mengungkapkan superordinate pada kata-kata dengan arti yang sama; dan dalam mengimplementasikan kata-kata umum untuk kata-kata dengan arti yang sama.

Kata kunci: analisis, pengulangan, menulis, penelitian kualitatif.

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro, April 2021



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

Metro, April 2021



Mila Ardiana
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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ (الشرح: ٥)

“Indeed, with difficulty there is surely ease. (Qs. Al-Insyirah : 5)”

DEDICATION PAGE

This piece of work is dedicated to:

My Beloved Parents

(Mr. Teguh Aripianto and Mrs. Supiyah)

My Beloved Grandpa

(Sukijan)

*My Beloved Lectures of English Education Department
of State Institute for Islamic Studies of Metro*

My Beloved Friends

*Absolute (B) Class of english Education Department and my Beloved Campus
IAIN Metro*

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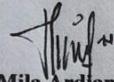
Allhamdulillah rabil'amin, the researcher expresses her highest gratitude to *Allah Subhanahu Wa Ta'ala* for blessing, opportunity, health, and mercy to can complete research proposal entitled "An Analysis of Reiteration on Students' writing of the Eleventh Graders at MAN 2 Tulang Bawang Barat" .

In the process of preparing this undergraduate thesis assistance from various parties was inseparable. Therefore, thanks to various parties who have helped the process of preparing this research.

In addition, the researcher realizes that this undergraduate thesis still has disadvantages. Therefore, the researcher expects evaluate and suggestions from the readers in order to complete in the preparation of this undergraduate thesis. May the deeds of worship, and encouragement and prayer given to the researcher incereely get the Grace of *Allah Subhanahu Wa Ta'ala*.

Wassalamua'laikum Wr. Wb

Metro, 12 April 2021



Mila Ardiana

St. ID 1601070111

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CHAPTER I

INTRODUCTION

A. Background of Study

A global language such as English has a very important role in some human activities. Besides, English is also used as a communication tool and a language that is often used to interact with people in various countries. Perfect English mastery contributes positively to the effectiveness of fulfilling communication needs, both oral and written. On the other hand, there are many benefits in mastering English, including increasing knowledge of languages in other countries. Besides that, it also increases self-confidence and can adapt to new environment. In Indonesia, English is a foreign language which should be taught by formal and informal situations. English teaching includes four language skills such as listening, speaking, reading and writing.

As one of the English, writing is an activity carried out by someone to produce a writing. Besides, writing is the activity of making sentences or notes on a medium using letters or words that contain information. In other hand words, writing means pouring out the heart of an author to be known by many people.

The ability to write sufficiently in English has various benefits. There are many benefits of the ability to write English. If someone wants to make a paper at least, someone has to read one or more other writing to

add insight into word so that they can be arranged into interesting sentence to read.

However, writing is not an easy language skill. There are many problems got by students in the process of writing text in English. Various problems that arise due to low aspects related and nonlinguistic. Problems related to writing caused by low aspects of linguistic contributions include the limitation of English vocabulary words, poor grammar mastery, difficulty in developing writing ideas, and inability to apply the concept of writing.

In line with writing problem above, the reseacher had conducted a pre-survey at the eleventh graders of MAN 2 Tulang Bawang Barat. Based on the result of pre-survey that had been conducted on 10th April, 2020 at MAN 2 Tulang Bawang Barat, it was investigated that the elevent graders have writing problem. The reseacher got the students' result on daily assignments. The pre-survey results are illustrated in Table 1:

Tabel 1**The Result of Pre-Survey Data on 10th April, 2020****MAN 2 Tulang Bawang Barat**

No.	Students' Name	Grade	Level
1	AM	50	Very Poor
2	AP	50	Very Poor
3	PL	65	Very Poor
4	RR	70	Very Poor
5	RW	75	Fair
6	RS	70	Very Poor
7	RA	65	Very Poor
8	RM	65	Very Poor
9	SW	75	Fair
10	SB	70	Very Poor
11	TF	75	Fair
12	TP	65	Very Poor
13	UM	65	Very Poor
14	YF	72	Fair
15	HA	72	Fair
	The Total of Grade		1.004
	The Highest Grade		75
	The Lowest Grade		50
	Average		67

The above pre-survey results are categorized based on the measurement rubrics from Jacobs, into 4 categories: excellent, good, fair, and very poor. The results of writing categorization of the eleventh graders at MAN 02 Tulang Bawang Barat school are illustrated in the following Table 2:

Table 2

**Categorization of Pra-Survey Result
Writing of the Eleventh Graders
at MAN 2 Tulang Bawang Barat**

No.	Grade	Frequency	Percentage	Level
1	≤ 70	15 Students	67%	Very Poor
2	71- 80	5 Students	33%	Fair
3	81- 90	0 Students	0%	Good
4	91- 100	0 Students	0%	Excellent
Total		15 Students	100%	-

Based on the table above, it is known that the percentage of students' writing is 67% with a very poor level, while the percentage of students' writing who have a fair level is 33%. This shows that there are still many students who have not yet achieved the good level and the excellent level. Besides that, based on the minimum mastery criteria (MMC) on the eleventh graders English subjects at MAN 2 Tulang Bawang Barat is 72. Meanwhile, the average value in table 1 only reached 62. Therefore, it is concluded that the writing of the eleventh graders of MAN 02 Tulang Bawang Barat is low.

From the results of the survey, it is known that the students' problem in writing is caused by the low of English mastery. In addition, writing problems of the eleventh graders of MAN 02 Tulang Bawang Barat were also caused by the low English mastery. Another case in writing is the difficulty in elaborating writing ideas. Other problems in writing include the low motivation and interest in writing or speaking in English.

In connection with the writing problems above, it is necessary to make efforts to uncover components that can influence and support writing skills. One of these components is written discourse in the scope of grammar. One of the grammar concepts that is important in reiteration. Reiteration is the reaffirmation of an article by the striving for the same meaning and vocabulary at the end of a paragraph.¹

An understanding of repetition contributes significantly to the poor quality of one's writing. Reiteration is the closing part of an analytical exposition text which is always located at the end of a paragraph. In addition, the role of reiteration in writing especially analytical exposition text is to reaffirm the contents conveyed in a concise and clear manner.

Based on the entire description above, the researcher discusses ways to assess events and understand the use of reiteration in writing. In this case, the researcher conducted qualitative research with a special type of research to analyze understanding and use of repetition in writing. Therefore, the researcher constructs an undergraduate thesis entitled: “An Analysis of Reiteration on Students’ writing of the Eleventh Graders at MAN 2 Tulang Bawang Barat”

¹Michael McCarthy, *Discourse Analysis for Language Teacher* (UK : Cambridge University Press, 1991), 65.

B. Research Questions

The research questions include of as follow:

1. What is the most frequent type of reiteration investigated in students' writing of the eleventh graders at MAN 2 Tulang Bawang Barat?
2. What are the difficulties of reiteration mastery analyzed in students' writing of the eleventh graders at MAN 2 Tulang Bawang Barat?

C. Objective and Benefits of Research

1. Objective of the study
 - a. To investigate the most dominant type of reiteration investigated in students' writing of the eleventh graders at MAN 2 Tulang Bawang Barat.
 - b. To analyze the difficulties of reiteration mastery analyzed in students' writing of the eleventh graders at MAN 2 Tulang Bawang Barat.
2. Benefit of study

This research is expected to have significant benefits but also for students, teachers, and subsequent researcher.

- a. For the students

This research is expected to be useful for students who study English especially students of MAN 02 Tulang Bawang Barat. This is because of this assessment will overlap the phenomenon of the use of reiteration in writing in the form of the hardest type of reiteration in writing and the constraints of students'

constraints in using reiteration in writing. After knowing the phenomenon students are expected to realize and make various efforts to improve the quality of their writing, especially the use of reiteration.

b. For the teachers

This research is expected to be able to provide benefits to teachers discussing by providing access to information about the phenomenon of the use of reiteration in writing. After knowing the actual conditions related to the quality of students' writing that are influenced by reiteration, the teacher can develop effective steps to help students improve the quality of students' writing. Some of the efforts that must be implemented by the teacher, including developing the level of writing of students by applying reiteration in English learning, especially in writing.

c. For the next researcher

This research is very useful for the next researcher who conduct the research in the same topic area. Namely about:

2) Use of the influence of reiteration on writing.

For the next researcher this research is one of the alternative references regarding the use or reiteration in writing. The next researcher can obtain proof of the problem of problems related to the use of the influence of reiteration in writing. In addition, this research is one

of the strong foundations for the next researcher who develop the topic of this research into other research.

D. Prior Research

This research was conducted by considering some prior research conducted by several previous researcher in the same research topic. The first prior research was conducted by Hublová. The purpose this study is about the need to determine the learning system planning. Therefore, generates opinion about the development of lexical cohesion especially on reiteration in students' writing. In addition, the method used is quasi experimental in the form “*One Group Pretest-Posttest*” . Research samples from the primary prior research were undergraduate and postgraduate students. The result in this prior research is a decrease in the use of reiteration which is an indication increased student awareness of other types of reiteration relationships.²

The second prior research was done by Hellalet. The aim of the second prior research was to analyze the relationship between words in cohesive text writing by students. The research methods quantitative research method. Finding of the research was indicate that students often used reiteration to combine several words or paragraphs. Therefore, the teachers must teach explicitly to improve students' writing.³

² Gabriela Hublová, “*Reiteration Relations In Efl Student Academic Writing And The Effects Of Online Learning,*” *Discourse and Interaction* (2017).

³ Nadia Hellale, “*Reiteration Relations in EFL Students' writing: The Case of Moroccan University Students,*” *Canadian Center*, no. 11 (2013).

The third prior research was done by Mojica. The research methods quantitative research method. Finding of the research was developed lexical knowledge can equip students to write more lexical cohesive papers.⁴

Based on the research, this research had that similarity of the prior and second research and method used to improve the students' writing. Moreover, the sample students university. Based on the prior research above, it's concluded that each one of prior researches is to enhance the students' writing skill by using quantitative method.

⁴ Leonisa A. Mojica, "Reiterations In Esl Learners' Academic Papers: Do They Contribute To Lexical Cohesiveness?," *The Asia: Pacific Education Research*, (2006).

CHAPTER II

THEORETICAL REVIEW

A. Concept of Writing

1. Definition of Writing

There are several skills that must be mastered by student such as; speaking, reading, writing and listening. Writing is a very influential part of student in English Learning. Writing is a process of creativity in communicating ideas in paragraph. The results of the creativity of writing are also called the essay. In addition, writing is the author's attempt to achieve a specific goals.

According to Brown, "writing could be a thanks to find yourself thinking something you'll not have started off thinking. Writing is essentially conveying what's on the mind".⁵ Writing activities really require a variety of ideas in order to produce paragraphs that can be imagined by the reader.

In addition, according to Harmer, writing has always been used as a way to emphasize language.⁶ It means that the teacher can ask students to write recent material such as paragraphs. It can be added that the reinforcement writing guides students to improve their performance especially in the aspect of thinking and getting new vocabulary.

⁵ H. Douglas Brown, *Teaching by Principle; An Interactive Approach to Language Pedagogy*, (San Francisco: Longman, 2001), p. 337

⁶ Jeremi Harmer, *How to Teach Writing* (England: Pearson Longman), P.32

According to Brown, writing is a way to end up thinking something you could not have started off thinking.⁷ Writing is actually expressing what is in the mind or feeling that cannot be explained verbally.

Moreover, Siahaan assumed that, writing is language skill in writing.⁸ Productive writing itself is the language used to convey information or ideas both in writing. Where the writing expresses ideas, opinions, or thoughts and feelings that can be understood by readers.

Based on the explanation above, it can be stated that writing is an act of channeling ideas with the expertise possessed through useful activities, written in a structured manner, and the result of the writing can be understood by readers.

2. Purposes of Writing

According to Miller, in order to make the writing interesting, it is important to pay attention to the content to be delivered and whom the writing is targeted. Therefore to produce good writing one must have one of the goals, namely⁹:

a. To Inform

The students usually have more experience and knowledge about the things they need to tell readers. Here, writing does not

⁷ H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy 2nd Edition*. (Longman: University Press, 2001), p.336.

⁸ Sanggam Siahaan, *Issue in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p.2.

⁹ Robert Keith Miller, *Motivives for Writing*, fifth edition , (New York: McGraw Hill, 2006), p.5.

support the writer's experience, but information about the work that is usually most often overlooked in university studies.¹⁰

In addition to clear information, the information obtained must also be clear. The data provided by students can be in the form of printed media, such as; nonfictionbooks and handbooks.¹¹

b. To Explain

Besides that, it not only provides knowledge to readers, but writing is also a way to properly convey or explain the writing with an easy understanding. Moreover, the insights students have are not necessarily the same as those of the readers, so not many readers have difficulty understanding the writing.¹² In addition, students must also ensure that they can understand message contained in the writing. So a written explanation is important so that the reader understands or does not understand the writing, which aims to tell new things that the reader does not yet know.

c. To Persuade

Persuasion is a common thing in everyday life, because persuasion can motivate someone to do activities, or orders that the aauthor wants to give.¹³ Through writing, students can influence the minds of the readers to do what the students say in writing.

¹⁰ George Braine and Claire May, *Writing from Sources: A Guide for ESL Students*, (California: Mayfield Publishing Company, 1995), p. 141.

¹¹ David Nunan, *Language Teaching Methodology*, (New York: Prentice Hall, 1991), p. 84

¹² Robert Keith Miller, *Motivives for Writing*,. . . ., p.173

¹³ Robert Keith Miller, *Motivives for Writing*,. . . ., p.451

There are several examples of persuasive writing including: recipes, maps, food and equipment instructions, telephone directory, voice mail, etc.¹⁴

d. To Amuse

In addition to the stated objectives, students can provide intermezzo to the readers with writing that contains jokes, so that readers do not get bored. The main objective of the students is to make the readers laugh by making jokes. Yet, the students also need to good- joke so as not to offend their readers.¹⁵ In making jokes, what must be paid attention is that students should not write things that insult readers or insinuate other things that are related to race, culture, religion, gender, or ethnicity which make the readers offended.

From the definition above can be underlined that writing has a purpose, such as; to information from the writer to the reader of writing in form of sentences or paragraphs, in the form of fact, data or things that occur on earth, which are written clearly, so that readers can take messages and impressions and new insights about something new or has happened.

¹⁴ David Nunan, *Language Teaching Methodology*, ,p.84

¹⁵ Robert Keith Miller, *Motivives for Writing*,. . . . , p.570

3. Process of Writing

According to Harmer, that the stages the researcher goes through to produce an interesting work are done with a long process. As for the process that author goes through, it is divided into four stages.¹⁶

Furthermore, Richards said that the process of writing activities in class is grouped into four parts, namely: planning, drafting, revising, and editing.¹⁷ According to Richards the diagram of writing process:

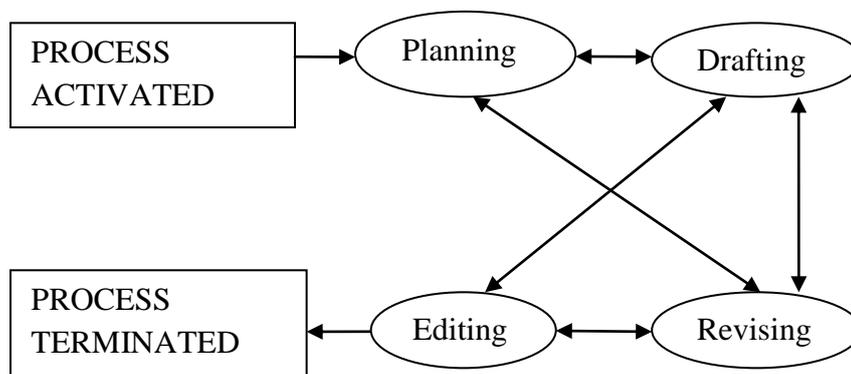


Figure 1

The Diagram of Writing Process

Based on diagram above, is the stages the oriented a process writing. So, the author describes the figure fo good writing. The four stages are :

a. Planning

Planning before writing is the preparation stage. This stage the researcher collects ideas, information and tries to make a

¹⁶ Jeremy Harmer, *How to Teach Writing*, (England: Longman, 2004), p. 4.

¹⁷ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (USA: Cambridge University Press, 2002), p . 315.

framework or outline to be written. Besides, the stage is very important and determines the next steps. There are three parts of this stage: select a topic, consider the goal, and identify ideas.

In addition, when preparing to write, the researcher need to think about the purpose of writing : entertain, inform something, or persuade. Beside that, they also need to consider who will read their writing and the form of writing activity should be determined only one form of writing.

b. Drafting

At this part of drafting, the researcher is only asked to express their ideas into rough writing. In addition, this stage of drafting, time is more focused on expressing ideas and the technical parts of writing, namely; spelling, use of terms, or language structure.

c. Revising

At this stage revising is the stage of reviewing what should be deleted, added or reduced in writing. besides, if the writing chest is not in accordance with the contents or flow, it is better to just delete it. focus on content and how to improve the quality of good writing.

d. Editing

The editing stage is the stage when starting to pay attention to the choice of words, whether too many repetitions, incorrect, or

misspelled. Also pay attention to punctuation and usage terms. Use dictionaries and grammar references to edit writing.

4. Measurement Rubrics of Writing

Writing involves the mastery of all elements in target language, namely; content, organization, vocabulary, language use, and mechanics. According to Jacobs the criteria of each writing score are: content (13-30), organization (7-20), vocabulary (7-20), language use (5-25) and mechanic (2-5). So the total of the score of writing skill is 100.

Table 3
The Measurement Rubrics of Writing

Score	Level	Criteria
Content	30-27	Excellent to very good: knowledgeable; substantive; through development of thesis; related to the specified topic
	26-22	Good to average: some capable knowledge of the subject; eligible range; limited thesis development; related to the topic in detail
	21-17	Fair to poor: limited knowledge of discussion material; small substance; insufficient topic development
	16-13	Very poor: does not show the material covered; non-professional; irrelevant; or not mastering enough
Organization	20-18	Excellent to very good: proficient expression; accompanied by supporting ideas; condensed; regular but too focused on the main idea; limited support; logical sequence; compact
	17-14	Good to average: rather copy; loosely

		systematic; reasonable
	13-10	Fair to poor: not proficient; confusing idea; has no logical ordering and expanding
	9-7	Very poor: does not communicate; not structured; or not mastering enough
Vocabulary	20-18	Excellent to very good: advanced range; choice and use of words / idioms that are effective; mastery of word forms; the appropriate arrangement
	17-14	Good to average: adequate range; occasional errors of word/idiom form, choice, usage; but meaning not obscured
	13-10	Fair to poor: limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured
	9-7	Very poor: essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate
Language Use	25-22	Excellent to very good: effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to average: effective but simple constructions; minor problems in complex constructions; several errors agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	Fair to poor: major problems in simple constructions; major problems in complex constructions; frequent errors agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons,

		deletions, meaning confused or obscured
	10-5	Very poor: virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate
Mechanics	5	Excellent to very good: demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate. ¹⁸

B. Concept of Reiteration

1. Definition of Reiteration

Reiteration is a type combination of word choices that involves repetition of meaning.¹⁹ It means that reiteration is a part of lexical cohesion which is very important in making a text. Furthermore, reiteration means reaffirming the meaning of a text in relation to word

¹⁸ Sarra Cushing Weigle, *Assessing Writing*, (New York: Cambridge University Press, 2002), p. 116.

¹⁹ M. A. K. Holliday and Ruqaiya Hasan, *Cohesion in English* (London: Longman 1989), 278-279.

choice.²⁰ It means that reiteration is an affirmation or conclusion of a text that has been explained at the beginning of a sentence or paragraph.

Based on the explanation above, reiteration is an important part of a lexical cohesion. Whereas, the lexical cohesion itself is a type of cohesion. Cohesion has a linguistic item containing text which has meanings related to other meanings at a very high level on the idea of grammar rules, and formal devices signal connections between sentences.²¹ This means that cohesion has a marker or substitute word that corresponds to another word or sentences.

Therefore, reiteration describes the relationship between sentences which can be divided into two types: grammatical and lexical cohesion.²² To illustrate the classification of cohesion introduced by Holliday and Hassan, the researcher draws the table in the following section:

²⁰ Michael McCarthy, *Discourse Analysis for Language Teachers* (UK: Cambridge University Press, 1991), 65.

²¹ Malmkjaer K, *The Linguistics Encyclopedia* (London: Routledge, 2004)

²² Chasanah N. N, *An Analysis of Grammatical and Lexical Cohesion in Linkin Park's Song* (Surakarta: Muhammadiyah University, 2009)

Table 4
Cohesion in English

COHESION				
GRAMMATICAL COHESION		LEXICAL COHESION		
Reference	Exhoporic (Situational) Endoporic (textual)		Reiteration	
	Anaphoric (To preceding the text)			Repetition
	Cataphoric (To Following the text)			Synonym or Near-Synonym
				Superordinate
			General word	
Substitutions		Collocation ²³		
Ellipsis				
Conjunction				

Based on the explanation of some experts, the researcher concludes that reiteration is the conclusion or affirmation of a paragraph that is conveyed in more detail. In addition, reiteration is an important part of lexical cohesion which lexical cohesion is a one type of cohesion.

According to Hart and Haines, in English writing it is necessary to avoid repetition of the same word so that monotony does not occur by replacing the same with the use of pronoun and general word.²⁴

²³ Tsareva A, *Grammatical Cohesion in Argumentative Essays by Norwegian and Russian Learner* (Oslo: University of Oslo, 2010).

²⁴ Guy Brook-Hart and Simon Haines, *Cambridge Complete CAE: Student's Book with Answer* (Cambridge: Cambridge University Press, 2009), 154-155.

2. Category of Reiteration

According to Transkanen, there are eight categories of reiteration. Each reiteration is explained according to the table below:

Table 5
Category of Reiteration

Reiteration Category	Description
Simple Repetition (SP)	Repetition of words with simple grammar changes (e.g. singular to plural, present tense to past tense)
Complex Repetition (CO)	Repetition in a similar form but serving a different grammatical function, or repetition of items in a dissimilar form but using a lexical morpheme
Substitution (SU)	Repetitions that use substitution items, for example: pronoun, one, do and so
Equivalence (E)	Repetition of an item in the form of a synonym, means it has the same meaning but with different words
Generalisation (G)	The repetition relationship between items and other items in general
Specification (SP)	The repetition relationship between items and other items in specific
Co-Specification (C-SP)	Common items have the same relationship between two items
Contrast (CT)	Repetition between two items that have opposite meanings. ²⁵

²⁵ Gabriela Hublová, "Discourse and Interaction: Reiteration Relations In Efl Student Academic Writing And The Effects Of Online Learning," (2017):77.

3. Type of Reiteration

According to Holliday and Hassan, there are two classification of lexical cohesion, namely reiteration and collocation.

Reiteration is divided into four types;²⁶

a. Repetition

Repetition means restating the same item or word that has been mentioned before in a text. Repetition can be a word that are restated in the same sentence or different sentences or different paragraphs.

Repetition can be divided into eight based on the place of words, phrases, or clauses, namely:²⁷

1) Anaphora

Anaphora is repeating a word, phrase or clause at the beginning of a sentence, or after a comma “,” in the sentence. For example:

Arta bought perfume. **He** went with Anto.

2) Epiphora

When one and the same word or phrase is put at the end of consecutive sentences, epiphora or epiphoric repetition is a form of repetition. For example:

Share it with **him**, give it to **him**, and gift it to **him**.

²⁶ M. A. K. Holliday and Ruqaiya Hasan, *Cohesion in English* (London: Longman 1989), 278-279.

²⁷ Nino Kemertelidze and Tamar Manjavidze, “Stylistic Repetition, Its Peculiarities and Types in Modern English,” Georgia: European Scientific Journal, (2013): 3-7.

3) **Anadiplosis**

Anadiplosis is a repetition that includes repeating the last word, phrase, or clause of the first sentence into a word, phrase, or clause from the next sentences. For example:

In the house there is **a room**,
a room there is **a cupboard**,
a cupboard there are piles of clothes.

4) **Framing**

Framing is type of repetition when it is arranged in the form of a frame, that is, when the initial parts of a syntactic unit are repeated at the end of a paragraph, in mose case.

5) **Root repetition**

It is not the same word that is repeated in root-repetition, but the same root. For example:

Arta and I are **friends**. Our **friendship** started when we were in kindergarten.

6) **Chain repetition**

This form of repetition type develops logical reasoning smoothly. It is a thread with multiple anadiplosis in succession.

7) **Synonymous repetition**

Synonymous repetition is not a repetition of the same word, but with its synonym, one word or phrase is repeated.

b. Synonymy

Synonymy is a repetition of the same word. According to Salkie, synonymy is a part of cohesion that shows the sentence. Besides, near synonym is the relation between two words that are close in meaning.²⁸ Synonyms are used to prevent repetition of words, phrases, and sentences in the text. The term ‘synonym’ is used in semantics to refer to the main type of sense relationship between lexical items which has almost the same meaning. For example; *big* and *large*.

- He has a house.
- They are making a mistake.

In addition, the example of near synonym according to Gove, are error, mistake, slip, faux pas, lapse, bull, howler, boner and blunder.²⁹ It means that, the error is an incorrect or wrong judgment. Then, the mistake means misconception, misunderstanding about something. The next near synonym are *slip* and *blunder*. Blunder is a deliberate mistake or error and slip is a inadvertence or accident rather than a mistake. Other example of near synonym include *sundown* and *sunset*.

²⁸ Raphael Salkie, *Text Discourse Study* (London: Routledge 1995).

²⁹ Philip Edmonds and Graeme Hirst, “*Near-Synonymy and Lexical Choice*” England: Association for Computational Linguistics, vol.28, no.2 (2002).

c. Superordinate

The superordinate is a general word which is used to refer back to a more specific one. For example;

“Lulu planted **flowers** in the garden, she really likes **roses**.”

The word “roses” refers to “flowers” and “roses” is a superordinate of “flowers”.

d. General Word

General word refers to major classes of lexical items, such as thing, person, do and so on.

There are five types of reiteration those are repetition, synonymy, hyponymy, metonymy, and antonymy.³⁰

a. Repetition

Repetition of vocabulary that appears more often is the type related to a text; e.g. (1) *cat* in Putri saw a *cat*. The *cat* was wounded by the children. In order not to be called an item repeatedly, the item does not have to be a form morphological shape. (2) Doni *arrived* yesterday. His *arrival* made his father happy. *Arrived*, *arriving*, and *arrival* are all the same item, and includes other word repetitions. It's means that the inflected and derivative variations also have the same item and meaning.

³⁰ Rohim A, *Cohesion Analysis on The Jakarta Post's Editorial* (Jakarta: State Islamic University Syarif Hidayatullah Jakarta, 2009)

b. Synonymy

Lexical cohesion is the selection of lexical items that have a similar meaning from the previous item. For example: What *people* want from the government is honesty and fairness. They should explain everything to the *public*.

c. Hyponymy

Hyponymy is a relationship between two words, in which the meaning of one of the words includes the meaning of the other word. For example, the words, animal and dog are related in such a way that dog refers to a type of animal, and animal is a general term that includes dog as well as other types of animal. A *dog* is a symbol of loyalty. That *animal* is mine.

d. Metonymy

Metonymy is a figure of speech which is from a certain brand but is not clearly stated. Example:

- 1) My sister bought *aqua* because she was thirsty.
- 2) An English *daily* talked about hobbies.

e. Antonymy

In this type of lexical cohesion, items appear have different or opposite meanings. For Example: Budi **received** a letter from bank yesterday. He will **send** answer next day.³¹

³¹ Mirzapour F. and Ahmadi M, "Study and Lexical Cohesion in English and Persian Research Articles: English language Teaching, Vol. 4, No.4 (2011): 245-253.

4. Difficulties in Using Reiteration in Writing

According to Halliday, there are four characteristics of reiteration difficulties in writing namely:³²

- a. The researcher uses the repetition by repeating the same word without using anaphora, epiphora, anadiplosis, framing, root repetitions, chain repetition and synonymous repetition. So, the quality of writing is monotonous.
- b. The researcher in uttering words that contain the same meaning does not use synonyms of the word, but uses the exactly same word repeatedly.
- c. The researcher does not use superordinate words correctly, because they tend to mention the specific words without superordinate words before the specific words.
- d. The researcher does not use the general words in the reiteration process to repeat the words that have same meaning.

³²M. A. K. Holliday and Ruqaiya Hasan, *Cohesion in English* (London: Longman 1989).

CHAPTER III

RESEARCH METHODOLOGY

A. Type and Characteristic of Research

In this problem, the researcher analyzed reiteration of student writing. Therefore, the researcher decided to choose qualitative method to know that are got faced by the eleventh grade at MAN 2 Tulang Bawang Barat. Qualitative research is associated with increased elaboration on sosial events.³³ Qualitative research is an inquiry that is not designed to use the statistic procedures.

In addition, qualitative research requires researcher to explore cases on several broad themes, on of which is the words used in everyday life.³⁴ It means that the qualitative research that focus on understanding aspects of a problem rather than looking at the problem. Qualitative research elaborates on a problem under study, and tends to use investigation and shows more significat processes.

In line with the description above, the aims of this research are to know what are the difficulties in using of reiteration and the types of reiteration in writing of the students eleventh grade of MAN 2 Tulang Bawang Barat.

³³ Hancock B., Ockleford E. & Windridge K., *An Introduction to Qualitative Research* (Sheffield: The NIHR RDS EM / YH, 2009).

³⁴ Robert K. Yin, *Qualitative Research from Start to Finish* (New York: The Guilford Press. 2011), 6.

B. Data Resources

Data source is a very significant thing in the the research process, because the data is a major component that used as source of information so that it can be describe the results of a reseach. Therefore, this research the researcher used two sources, including primary sources and secondary sources.

1. Primary Sources

Primary sources are authentic data sources. This primary source of this research is document of students' writing assignment in the form of students' English composition of the eleventh graders at MAN 2 Tulang Bawang Barat.

2. Secondary Source

Secondary source is data collected directly by researcher as a support for the primary source. The secondary sources of this research are documentations, books, e-books, journals, articles and interview. Interview of this research with the English teacher to find out the phenomenon of students' writing and headmaster to get information about the school such as the data of school as publisher history, the organization structure and location.

C. Data Collection Technique

Data collection technique is a decisive role in conducting research because the data collected is used as a material for analysis in reseacrh. Furthermore, it is only the primary step in the quest for understanding;

data must then be analyzed and interpreted with the help of the theory.³⁵ It means that the data is only the first step that needs to be analyzed again what is needed.

In addition, the data are needed to substantiate the varied arguments in research findings.³⁶ Before conducting research, researcher first to understand what data is needed. Thus, the data obtained helps answer questions and investigations conducted by researcher. The researcher in this study uses documents to collect data. The researcher took documents from the results of the use of reiteration values in students' writing. In the process of collecting data, the researcher collected students' writing to investigate and identify the use of reiteration in students' writing.

In this research, the researcher used several data collection techniques, including; interview and documentation.

1. Observation

According to Creswell, observation is a method of collecting open-ended, first-hand knowledge by observing people and locations at a research site.³⁷ The process of observation was done by referring to the research questions. In the process of observation in a research, the researcher observed the students' assignment on writing analytical

³⁵ Susan C. Weller and A. Kimbal Romney, *Systematic Data Collection* (USA: Sage Publication, 1988), 7.

³⁶ Yogesh Kumar Singh, *Fundamental of Research Methodology and statistics*, (New Delhi: New Age International Publisher, 2006), p. 212.

³⁷ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Ed. 4 (Boston: Pearson, 2012), 210.

exposition text. After obtaining the students' written documents, the researcher analyzed the students' writing based on research questions to answer and to achieve the research objectives.

2. Interview

Interview occurs when a researcher gives a general questions to the person concerned, and records the answers that have been given by the person concerned.³⁸ It means that the question and answer between two parties namely researcher and teacher to get data, information or opinions about a matter. Interviews in this study were conducted by researcher to one teacher and consists of six questions related to students' difficulties in using reiteration. In addition, researcher recorded the results of the interviews.

3. Documentation

In this study the documentation aims to obtain data by studying documents relating to all data needed in research. Qualitative researcher can use any written or supporting document to complement the incident being studied.³⁹

In addition, documentation was used as an effort to obtain data related to the data completeness at MAN 2 Tulang Bawang Barat to obtain data on vision, mission, history of school establishment, school

³⁸ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4th Ed*, (New Delhi: Pearson Education, 2012), p. 217

³⁹ *Ibid.*, p. 432

organizational structure, number of students and teachers at the school and school location. Moreover, in this study the researcher investigated several documents that can support research. Because of that, the researcher took several documents including the results of writing to students related to reiteration.

D. Data Analysis Technique

Data analysis is a step that must be completed in research because it can give meaning to the data collected. In addition, this research is a research that tends to explain the results of interviews and studies on the document that has been studied. Furthermore, the data obtained is analyzed qualitatively and explained in a descriptive form.

The researcher used Miles and Huberman's references to analyze the data.⁴⁰ This analysis model is illustrated by the following Figure 2.

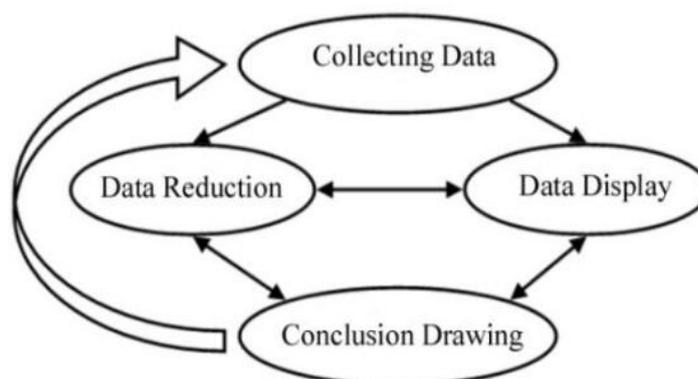


Figure 2
Analysis Components of Miles and Huberman Mode

⁴⁰ Michael Huberman M. and Miles, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), p. 429

1. Data collection is an activity that aims to get results to be analyzed.
2. Data reduction is the process of analysis by summarizing the results of research with a focus on only the important things.
3. Display data is research data that has been arranged in detail to provide a clear description of the research.
4. Conclusion or verification is the research process to give meaning to the data that has been analyzed.

Based on the information above, each step is carried out to obtain data validity by examining all available data from various sources.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. General Description

1. Description of Research Location

a. History of SMAN 2 Tulang Bawang Barat

Initially, the Madrasah was a private Madrasah under the auspices of the Amanah Islamic Education Foundation, namely Madrasah Aliyah Amanah which was established on July 1, 1988 on a waqf area of 5,000 M2 located in the RT / RK area 01/04 Kibang Budi Jaya Village, Tulang Bawah Tengah Regency North Lampung. At that time the number of students was 108. Along with the development of the district area, the area became Kibang Budi Jaya Village, Lambu Kibang District, Tulang Bawang Regency.

Furthermore, in 2005 the Madrasah became Madrasah Aliyah Negeri Kibang Budi Jaya which is located in the area of RW / RT 03/10 Kibang Budi Jaya Village, Lambu Kibang District, Tulang Bawang Barat Regency. in early 2015, MAN Kibang Budi Jaya was renamed MAN 2 Tulang Bawang Barat until now.

b. Vision and Mission of MAN 2 Tulang Bawang Barat

The vision of MAN 2 Tulang Bawang Barat is the realization of a quality and religious madrasah. Meanwhile, the mission of MAN 2 Tulang Bawang Barat, namely:

- 1) Carry out learning and guidance activities effectively and efficiently
- 2) Improve the quality of graduates in the fields of science, technology, arts and culture
- 3) Increase the professionalism of teachers and employees
- 4) Improving the management system of Madrasah which is dynamic, democratic and accountable
- 5) Increasing cooperation between Madrasah residents and related agencies.

c. Purpose of MAN 2 Tulang Bawang Barat

- 1) The implementation of creative and innovative learning and guidance processes in order to obtain quality results.
- 2) Availability of adequate facilities and infrastructure, so that it has optimal support for the implementation of creative and innovative learning activities.
- 3) The availability of educators and education personnel who meet the standards set, so as to support the creation of creative and innovative learning activities and quality results.
- 4) The implementation of the main duties and functions (tupoksi) of each component of the madrasah.
- 5) The implementation of the rules and regulations governing madrasah operations.

Futhermore, the documents of infrastructure data, educator and educator personel data, the teacher data, and administrative data of MAN 2 Tulang Bawang Barat are provided in the Appendices.

2. Description of Research Result

Description of Research Result refers to achieve the research objective including of: *What is the most frequent type of reiteration investigated in students' writing skill of the eleventh graders at MAN 2 Tulang Bawang Barat?; What are the difficulties of reiteration mastery analized in students writing skill of the eleventh graders at MAN 2 Tulang Bawang Barat?*

a. The Most Frequent Type of Reiteration Investigated in the Students' writing Skill of the Eleventh Graders at MAN 2 Tulang Bawang Barat

In collecting the data of the first research objective, the researcher used the techniques of observation. Therefore, the instrument used is observation sheet.

The research results of the most frequent type of reiteration investigated in the students' writing skill of the eleventh graders at MAN 2 Tulang Bawang Barat, shown in the following Table 6:

Table 6
The Most Frequent Type of Reiteration Investigated

No.	Type of Reiteration	Reiteration
1	Repetition	Anaphora <i>It.</i>
		Epiphora <i>Learning, Learning, Very Meaningful, Student, Physical Distancing, Physical Distancing, Physical Distancing, Physical Distancing, Physical Distancing, Avoid From, Covid-19, The Benefit, Learning, Learning, Learning, We, School, School, Healthy, Healthy, Important, Very Important, Covid-19, Social Distancing, Accidents, Accidents, Accidents, for not Following, Cause, Health, Body, Hand, Healthy Lifestyle, Healthy Lifestyle, The Plant, Properties, Properties, Hormone, Acne, Acne, Education, Education, Game, Game, Influence, Smoking, Smoking, Smoking, Smoking, Cigarettes, Cigarettes, People, People, Car, Protocol.</i>
		Anadiplosis -
		Framing -
		Chain Repetition -
Root Repetition <i>Healthy, Influential, and Dangerous.</i>		

		Synonymous Repetition	-
2	Synonym		<i>Important, in Era Covid-19, and Regulations.</i>
3	Superordinate		<i>The Nations ' Successor, and Means of Transportation.</i>
4	General Word		-

Based on the result of observation, it is investigated that there are 61 repetitions of 66 reiteration in the students' writing. The repetition includes of an anaphora. Furthermore, the other types of repetition are epiphora, anadiplosis, framing, chain repetition and synonymous repetition. There are 57 epiphora and three root repetition found in students' writing.

Therefore, there are three types of repetition analyzed in the students' writing including of anaphora, epiphora, and root repetition. Particularly, the most dominant types of repetition in the students' writing is epiphora. Meanwhile, the types of repetition that are not found in the students' writing includes of anadiplosis, framing, chain repetition and synonymous repetition.

Futhermore, it is investigated that there are three synonym, two superordinate of 66 reiteration in the students' writing. Yet, based on the result of observation, general word are not found in the students' writing.

In addition, it was investigated that the most frequent type of reiteration is repetition because the repetition type is more often

used than the other types in the students' writing, especially in the epiphora type.

The data result of observation sheet related with the most frequent type of reiteration investigated in the students' writing skill of the eleventh graders at MAN 2 Tulang Bawang Barat is provided in Appendix 9. The data analysis is illustrated in the following table:

Table 7
the Most Frequent Type of Reiteration Investigated in
the Students' writing Skill of The Eleventh Graders at MAN
2 Tulang Bawang Barat

No	Type of Reiteration	Frequency	Percentage
1	Repetition	61	92 %
2	Synonym	3	5 %
3	Superordinate	2	3 %
4	General Word	0	-
Total		66	100 %

b. The Difficulties of Reiteration Mastery Analyzed in the Students' writing of the Eleventh Graders at MAN 2 Tulang Bawang Barat

To analyze the barriers of reiteration mastery analyzed in the students' writing, the researcher used interview with English teacher. The interview consists of questions related to the students' barriers in writing. These questions are developed from theories taken from Halliday⁵³. Based on the result of interview, the researcher analyzed the barriers of reiteration mastery analyzed in

the students' writing, the researcher used interview with English teacher. including the following:

1) The students' difficulties in using repetition in writing

In fact, the students are not able to use repetition in their writing properly because they do not understand the word classes particularly in differing noun, verb, adjective, and adverb. The students' inability to apply the word classes of word in writing makes the students often tend to repeat word without trying to replace words with other forms. Furthermore, the students' difficulty in using repetition is the lack of word choice. In addition, the students have lack of vocabulary so that they have difficulty in determining repetition. Moreover, the students rarely write English essays. The low intensity in writing practice, cause the students' find the difficult to apply the concept of repetition. Therefore, they are passive in developing sentences by using repetition.

2) The students' difficulties in using synonyms for words with the same meaning

The students' difficulty in using synonyms for words with the same meaning is that they do not know the meaning of word, so it is hard for the students to determine the synonym. Basically, the difficulty in applying synonyms in writing is due to the students' unfamiliarity with the meaning of words caused

by their low vocabulary mastery. In other words, the students feel doubt to use synonyms because they are unsure of the supposed meaning in a text. Even if they know the synonym of the word, they have to use a dictionary for translating it in English because they have lack of vocabulary.

- 3) The students' difficulties in expressing superordinate to the words with the same meaning

The students' difficulties in expressing superordinate to the words with the same meaning is the lack of vocabulary. This happens that most students know the general classes of word, but they tend to repeat the same word because they do not understand that the word has superordinate which should be used so that the same repetition do not occur. Therefore, the students' writing tends to be monotonous due to frequent repetition words.

- 4) The students' difficulties in using the general words for the words with the same meaning

The students' difficulties in using the general words for the words with the same meaning is the lack of vocabulary. The difficulty of these students is also caused by the lack of understanding of general words that can represent words that are repeated before, for example in the use 'thing'. Because of this

lack of understanding, the students tend replacing them with general words.

Based on the results of the interview with the teacher, it can be concluded that the difficulties of students using reiteration in writing include the lack of vocabulary, incomprehension of word classes and word choice, and not being able to develop words in writing.

B. Discussion

1. The Most Frequent Type of Reiteration Investigated in the Students' writing Skill of the Eleventh Graders at MAN 2 Tulang Bawang Barat

The most frequent type of reiteration investigated in the students' writing skill of the eleventh graders at MAN 2 Tulang Bawang Barat were analyzed based on the instrument of observation. The analysis of the most frequent type of reiteration investigated in the students' writing skill of the eleventh graders at MAN 2 Tulang Bawang Barat was conducted by observing the students' English assignment in the form of students' writing analytical exposition text given by the English teacher. It was adopted from the theory taken

from Halliday about types of reiteration that include of repetition, synonym, superordinate, and general word.⁴¹

Based on the observation result, each percentage of the most frequent type of reiteration investigated in the students' writing skill of the eleventh graders at MAN 2 Tulang Bawang Barat, as follows:

- a. The percentage of repetition is 92% consisting of anaphore, epiphora, and root repetitions.
- b. The percentage of synonym is 5%.
- c. The percentage of superordinate is 3%.

Therefore, the most frequent type of reiteration investigated in the students' writing skill of the eleventh graders at MAN 2 Tulang Bawang Barat is repetition, particularly in the type of epiphora.

⁴¹ M. A. K. Holliday and Ruqaiya Hasan, *Cohesion in English* (London: Longman 1989), 278-279.

Table 8
the Most Frequent Type of Reiteration Investigated in
the Students' writing Skill of The Eleventh Graders at MAN
2 Tulang Bawang Barat

No	Type of Reiteration	Percentage
1	Repetition	92 %
2	Synonym	5 %
3	Superordinate	3 %
Total		100%

3) The Difficulties of Reiteration Mastery Analyzed in the Students' writing of the Eleventh Graders at MAN 2 Tulang Bawang Barat

In investigating the difficulties of reiteration mastery analyzed in the students' writing of the eleventh graders at MAN 2 Tulang Bawang Barat, the researcher used the instrument of interview with English teacher developed from theories taken from Hallyday. There are four charactersistics of the difficulties in using reiteration according to Halliday, namely:⁴²

- a. The researcheruses the repetition by repeating the same word without using anaphore, epiphora, anadiplosis, framing, root repetitions, chain repetition and synonymous repetition. So, the quality of writing is monotonous.
- b. The researcher does not use synonyms of the word in uttering words that contain the same meaning but uses the exactly same word repeatedly.

⁴² *Ibid.*, 279.

- c. The researcher does not use superordinate words correctly because they tends to mention the specific words without superordinate words before the specific words.
- d. The researcher does not use the general words in the reiteration process to repeat the words that have same meaning.

Based on the result of interview, the researcher analyzed the the difficulties of reiteration mastery analized in the students' writing of the eleventh graders at MAN 2 Tulang Bawang Barat including the following:

- 1) The students' difficulties in using repetition in writing.
- 2) The students' difficulties in using synonyms for words with the same meaning.
- 3) The students' difficulties in expressing superordinate to the words with the same meaning.
- 4) The students' difficulties in using the general words for the words with the same meaning.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher briefly illustrates the conclusion of the research that provides the research results. The first research result is about the most frequent type of reiteration investigated in the students' writing skill of the eleventh graders at MAN 2 Tulang Bawang Barat that is repetition, particularly in the type of epiphora. Because of repetition there are several types consist of anaphore, epiphora, anadiplosis, framing, root repetitions, chain repetition and synonymous repetition. Therefore, the most frequent type of reiteration is repetition, especially epiphora.

Furthermore, the second research result is about the difficulties of reiteration mastery analyzed in the students' writing of the eleventh graders at MAN 2 Tulang Bawang Barat including the students' difficulties in using repetition in writing; in applying synonyms for words with the same meaning; in expressing superordinate to the words with the same meaning; and in implementing the general words for the words with the same meaning.

B. Suggestion

The researcher provides some suggestion for the students, the teacher and the headmaster, as follows: the first, it is suggested that the students enrich their English vocabulary, comprehending the

concept of reiteration, and being more active in writing by applying variations of vocabulary. The second, it is recommended that the English teachers to assist the students in understanding reiteration, to motivate the students to increase vocabulary, and to guide the students to concentrate more in writing practice by applying grammar concepts and word choice. The last, it is suggested that the headmaster to support the teachers and students to be more intensive in developing English learning activity by providing infrastructure and providing the meaningful activities for the students.

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APPENDICES

1. Blue Print of Interview Sheet

No.	Type of Reiteration	Appropriate Characteristics	Inappropriate Characteristics	Reference
1.	Repetition	The writers use lexical items whose interpretation in this instance is shown (by anaphoric <i>the</i>) to be identical with that of an earlier lexical item to which they are related either by repetition.	The writer does not use proper repetitiozn with the anaphoric 'the'.	Holliday M. A and Hasan R. <i>Cohesion in English</i> , London: Longman, 1976, p.279 Kemertelidze, Nino and manjavidze, Tamar.
2	Synonym	The writers use synonymy that refers to words which are similar in meaning.	The writer in uttering words that contain the same meaning does not use synonyms of the word, but uses the exactly same word repeatedly.	Stylistic Repetition, It's Peculiarities And Types In Modern English, Europa
3	Superordinate	The writers use the category of superordinate that refers to any item whose meaning include that of the earlier one; in	The writer does not use superordinate words correctly, because they tends to mention the specific words without	

		<p>technical terms, any item dominates the earlier one in the lexical taxonomy. There are often several possible superordinate terms, words that are intermediate between the lowest level and highest level.</p>	<p>superordinate words before the specific words.</p>
4	General word	<p>The writers use the general word that is cohesive only when in the context of reference. Eg. The general words, such as; thing, person, make, do and so on.</p>	<p>The writer does not use the general words in the reiteration process to repeat the words that have same meaning.</p>

2. Blue Print Observation Sheet

Aspect	Sub-Aspect	The Criteria	Reference
Type of Reiteration in student' writing of the elventh graders	Repetition	Lexical items whose interpretation in this instance is shown (by anaphoric <i>the</i>) to be identical with that of an earlier lexical item to which they are related either by repetition.	Holliday M. A and Hasan R. <i>Cohesion in English</i> , London: Longman, 1976, p.279 Kemertelidze, Nino and manjavidze, Tamar. <i>Styic Repetition, It's Peculiarities And Types In Modern English</i> , Europa
	Synonym	Synonymy refers to words which are similar in meaning.	
	Superordinate	The category of superordinate that refers to any item whose meaning include that of the earlier one; in tecnichal terms, any item dominantes the aerlier one in the lexical taxonomy. There are often several possible superordinate terms, words that are intermediate between the lowes level and highest level.	
	General word	The general word that is cohesive only when in the context of	

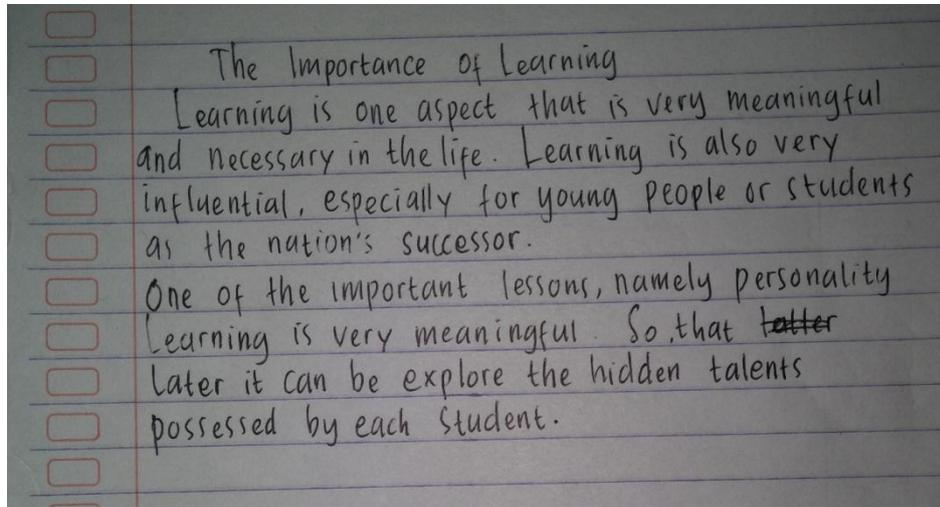
		reference. Eg. The general words, such as; thing, person, make, do and so on.	
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3. The Documentation of Research

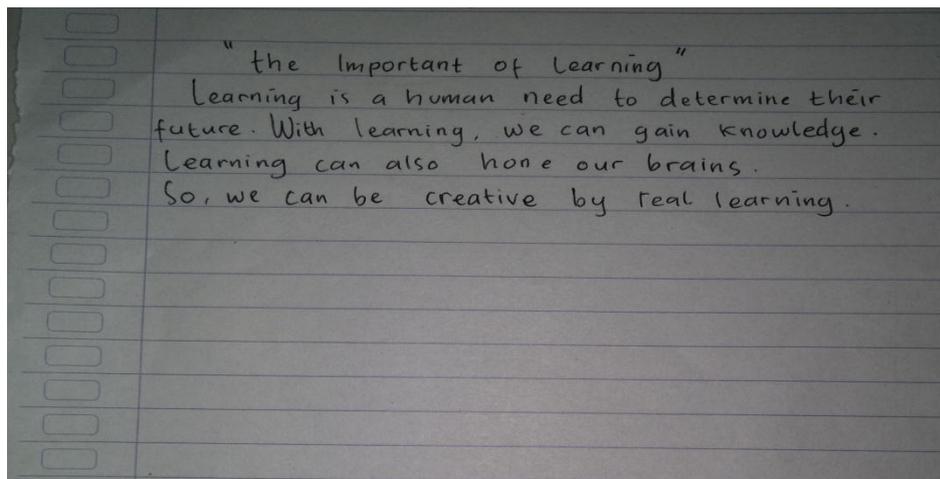
The researcher interview the teacher



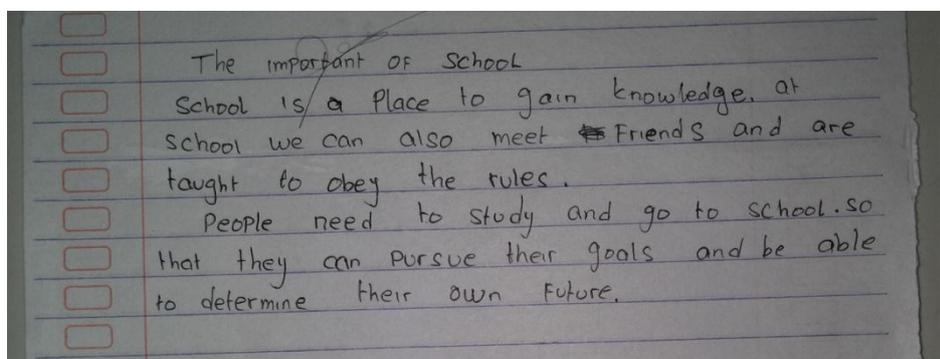
The data of the students English writing assignment



Niken Melia Putri



Panji Dian Sukma



Ricky Andrian

The Importance of Healthy Lifestyle
 Covid-19 is the most report case of this era.
 Indonesia is one of the countries affected by the virus.
 Because of this virus, we should always to comply
 healthy. Ways to keep a healthy body with
 use mask, social distancing and handwashing.
 So, the importance of changing a healthy
 lifestyle to avoid the disease.

Salsa Nur Rahmawaty Dewi

No. _____
 Date : _____

The Important of social distancing

In the pandemic era social distancing
 is very important for all people. First
 in order to avoid covid-19.
 So, from benefit above, the importance
 of social distancing is very important in
 era covid-19.

Tyah Tri Kurniawati

The important of car

- In the modern era. There a lot of people
 a have car. but many no comply
 law rules. Because so many people.

- Benefit of people
 - can do comfortable they do a car
 - No famous Rahn and other.

pendapat.
 Should people always keep and discipline
 schedule. Be footed Happaned Be footed.

Nikmah Khoirunnisa

The Importance of healthy Lifestyle

During this pandemic era, health is very necessary for our bodies. Especially, ^{the} hands and the face are always exposed to bacteria.

We must follow health protocols for ^{body} ~~behavior~~ in a way : wash hands, always wear a mask and keep your distance.

Therefore, the importance of healthy lifestyle so that our body is fresh.

Novita Sari

Benefits of aloe vera

Tongue is a plant that is rich in benefits. The plant that has a wide shape is known for its good hair health properties. Apart from these properties, aloe vera is also a remedy for inflamed acne on the skin.

The anti-inflammatory properties contained in this hormone are why aloe vera has this property. In addition, the gibberlin hormone is also able to grow new epithelial cells in the scars of acne, thereby reducing the chance of new acne growth.

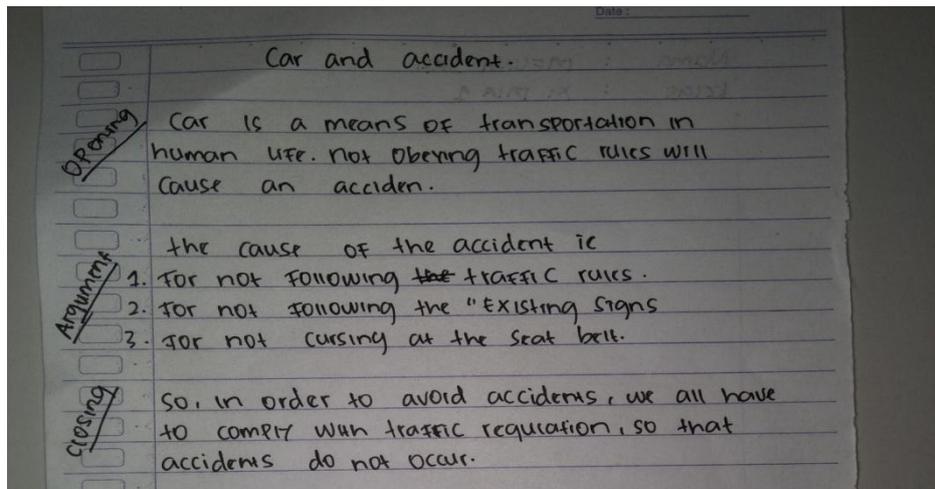
Dera Nur Aini

The Important of education

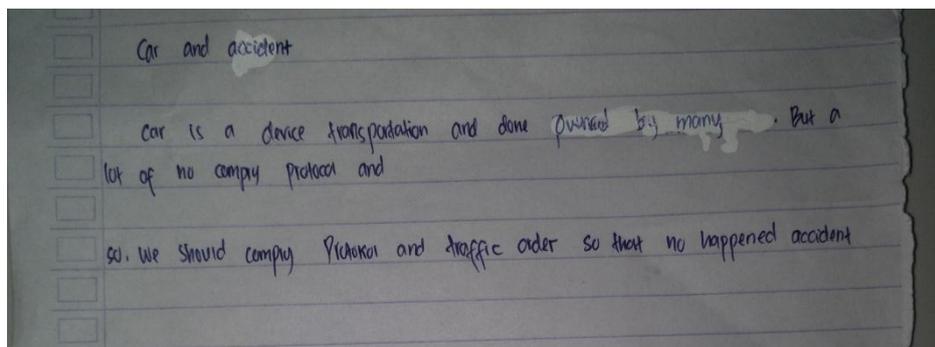
In the modern era, education is very important for all human beings. education can be applied starting when we are still children.

So, ~~education~~ from education we can learn about how to ~~to~~ respect and manners.

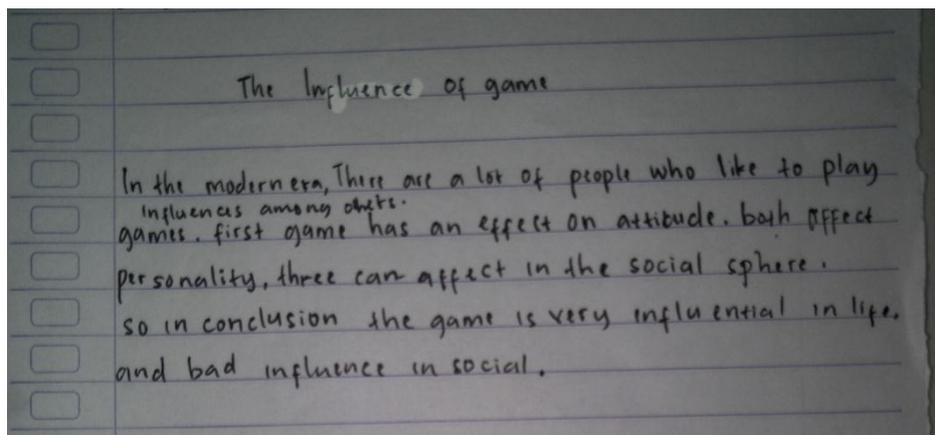
Umroh Nur Arba' atin



Meliana Sari



Putri Muthamnah



Riska Khasanah

The Importance of healthy lifestyle

Healthy lifestyle is very important for people.
 Healthy lifestyle can be done in ways:
 First, handwash before eating. Because can help to prevent famous disease.
 Second, To do sport every day. So, with keep healthy lifestyle, we avoid disease.

Rohmah Khoirunnisa

The important of no smoking.

thesis =
 Smoking is activities a lot of people Indonesian.
 Smoking is an activity that is detrimental to its users, smoking cigarettes that can harm the surrounding environment such as small toddlers. the danger of smoking is that it can cause cancer and so on

Argument :
 so, as Indonesian who understand how dangerous smoking is, we should stay away from cigarettes and not use them. Besides, we can also make most of the people aware of not being addicted to cigarettes.
 Smoking is allowed as long as you know the limits

Tommy Andreansyah

The important of Physical distancing at Pandemic covid-19

In the era Pandemic, there are a lot of people who stay physical distancing. Actually, physical distancing can to avoid from covid-19. The benefit of physical distancing for our life is. First, physical distancing can to avoid from infected covid-19. Second, physical distancing can to keep safety disain and our krus.

This is the benefit of Physical distancing :

Ustadziah Lutfiana

4. Observation Sheet

The Most Frequent Type of Reiteration Investigated in The Students' Writing of the Eleventh Graders at MAN 2 Tulang Bawang Barat

No.	Data	Type of Reiteration	Available	Inavailable	Total
1	Niken	Repetition	It, learning, learning, very meaningful, student		5
		Synonym	Important		1
		Superordinate	the nation's successor		1
		General Word	-	-	-
2	Ustadziah	Repetition	Physical distancing, Physical distancing, Physical distancing, Physical distancing, avoid from, covid-19, the benefit		8
		Synonym	-	-	-
		Superordinate	-	-	-
		General Word	-	-	-
3	Panji	Repetition	Learning, learning, learning, learning, we		5
		Synonym	-	-	-
		Superordinate	-	-	-
		General Word	-	-	-
4	Ricky	Repetition	School, school		2
		Synonym	-	-	-

		Superordinate	-	-	-
		General Word	-	-	-
5	Salsa	Repetition	Healthy, healthy		2
		Synonym	-	-	-
		Superordinate	The disease, the virus, this virus		3
		General Word	-	-	-
6	Tiyah	Repetition	Important, very important, covid-19, social distancing		4
		Synonym	In era covid-19		1
		Superordinate	-	-	-
		General Word	-	-	-
7	Melina	Repetition	Accidents, accidents, accidents, for not following, cause		6
		Synonym	Regulation=rules		1
		Superordinate	Means of transportation		1
		General Word	-	-	-
8	Novita	Repetition	Health,, body, hands, healthy		3
		Synonym	-	-	-
		Superordinate	-	-	-
		General Word	-	-	-
9	Rohmah	Repetition	Healthy lifestyle, healthy lifestyle		2
		Synonym	-	-	-
		Superordinate	-	-	-

		General Word	-	-	-
10	Dera	Repetition	the plant, hormon, properties, properties, acne, acne		6
		Synonym	-	-	-
		Superordinate	-	-	-
		General Word	-	-	-
11	Umroh	Repetition	Education, education		2
		Synonym	-	-	-
		Superordinate	-	-	-
		General Word	-	-	-
12	Riska	Repetition	Game, game, influence, influential		4
		Synonym	-	-	-
		Superordinate	-	-	-
		General Word	-	-	-
13	Tomy	Repetition	Smoking, smoking, smoking, smoking, cigarettes, cigates, dangerous		7
		Synonym	-	-	-
		Superordinate	-	-	-
		General Word	-	-	-
14	Nikmah	Repetition	People, people, people, car		4
		Synonym	-	-	-
		Superordinate	-	-	-
		General Word	-	-	-

15	Putri	Repetition	Protocol		1
		Synonym	-	-	-
		Superordinate	-	-	-
		General Word	-	-	-

Observation Sheet

The Most Frequent Type of Reiteration Investigated in The Students' Writing of the Eleventh Graders at MAN 2 Tulang Bawang Barat

No	Name	Type of Repetition							Total
		Anaphora	Epiphora	Anadiplosis	Framing	Root Repetition	Chain Repetition	Synonymous Repetition	
1.	Niken	<ul style="list-style-type: none"> • it 	<ul style="list-style-type: none"> • learning • learning • very meaningful • student 						5
2.	Ustadziah		<ul style="list-style-type: none"> • Physical distancing • avoid from • covid-19 • the benefit 						8

3.	Panji		<ul style="list-style-type: none"> • Learning • Learning • Learning • Learning • We 						5
4.	Ricky		<ul style="list-style-type: none"> • School • School 						2
5.	Salsa		<ul style="list-style-type: none"> • Healthy • Healthy 						2
6.	Tiyah		<ul style="list-style-type: none"> • Important • Very important • Covid-19 • Social distancing 						4
7.	Melina		<ul style="list-style-type: none"> • Accidents • Accidents • Accidents • For not following • Cause 						5
8.	Novita		<ul style="list-style-type: none"> • Health • Body • Hand 			<ul style="list-style-type: none"> • Healthy 			4
9.	Rohmah		<ul style="list-style-type: none"> • healthy lifestyle • healthy 						2

			lifesyle					
10.	Dera		<ul style="list-style-type: none"> • the plant • properties • properties • hormone • acne • acne 					6
11.	umroh		<ul style="list-style-type: none"> • Education • Education 					2
12.	riska		<ul style="list-style-type: none"> • Game • Game • influence 			<ul style="list-style-type: none"> • influential 		4
13.	tomy		<ul style="list-style-type: none"> • Smoking • Smoking • Smoking • Smoking • Cigaret • Cigaret 			<ul style="list-style-type: none"> • dangerous 		7
14.	Nikmah		<ul style="list-style-type: none"> • People • People • People • Car 					4
15.	putri		<ul style="list-style-type: none"> • Protocol 					1

5. Interview Sheet

The Questions of Interview Given to the Teacher

1. What are the students' difficulties in the process of writing the composition in English?

Answer: the difficulty of students most often is that students lack of vocabulary, so they find it difficult to use and choose the right words in writing. Another difficulty is tenses and word classes, so that writing is monotonous and unattractive to read.

2. How do students restate the words that have the same meaning?

Answer: students restate the words that have the same meaning with the same word, because they lack of vocabulary and do not know pronouns. So they repeat the word with the same meaning in the next sentence.

3. What are the students' difficulties in using reiteration in writing?

Answer: in fact, students have not been able use reiteration properly, because they do not understand the word classes and word choices. Moreover, students here rarely write English essays. Thus, they are very passive in developing sentences.

4. What are the students' difficulties in using synonyms for words with the same meaning?

Answer: the students' difficulties in using synonyms for words with the same meaning is that they do not know the meaning of the word, so it is determine the synonym. Even if they know the synonym of the word, they have to use a tool like a dictionary for translate it in English, because they really lack of vocabulary.

5. What are the students' difficulties in expressing superordinate to the words with the same meaning?

Answer: the students' difficulties in expressing superordinate to the words with the same meaning is the lack of vocabulary.

6. What are the students' difficulties in using the general words for the words with the same meaning?

Answer: the students' difficulties in using the general words for the words with the same meaning is the lack of vocabulary.

SILABUS

Mata Pelajaran	: Bahasa Inggris
Satuan Pendidikan	: MAN 2 Tulang Bawang Barat
Kelas	: XI (Sebelas)
Kompetensi Inti	:

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional” .
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan	• Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.	- Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisiran dan tawaran dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
should, can)		tidak diketahui atau yang berbeda
<p>4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan yang menunjukkan saran dan tawaran, dengan modal <i>should</i> dan <i>can</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa situasi, membuat beberapa saran dan tawaran yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan sekolah dan sekitarnya untuk membuat serangkaian saran dan tawaran untuk memperbaikinya - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>I think, I suppose, in my opinion</i>)</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) 	<ul style="list-style-type: none"> - Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan pendapat dan pikiran - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran dan menyebutkan pernyataan yang dimaksud - Bertanya dan
<p>4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan menyatakan pendapat <i>I think, I suppose, in my opinion</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat menumbuhkan perilaku yang termuat di KI 	<p>mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda</p> <ul style="list-style-type: none"> - Diberikan beberapa situasi peserta didik menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya kemudian menyatakan pendapat dan pikirannya terkait dengan upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar
<p>3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dalam konteks resmi • Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> - Sapaan - Isi - Penutup • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dan istilah yang digunakan 	<ul style="list-style-type: none"> - Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda - Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar - Mencermati beberapa undangan resmi lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang digunakan - Diberikan beberapa undangan resmi yang tidak
<p>4.3 Teks undangan resmi 4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja 4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>dalam undangan resmi</p> <ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia Layout yang membuat tampilan teks lebih menarik. 	<p>lengkap, dan kemudian melengkapinya dengan kata dan ungkapan yang sesuai</p> <ul style="list-style-type: none"> - Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat undangan resminya - Menempelkan undangan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Pendapat/pandangan - Argumentasi secara analitis - Kesimpulan • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan seperti <i>I believe, I</i> 	<ul style="list-style-type: none"> - Membaca dua teks eksposisi analitis tentang isu-isu aktual yang berbeda. - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis satu teks lainnya
<p>4.4 Teks eksposisi analitis</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual</p> <p>4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Pendapat/pandangan - Argumentasi secara analitis - Kesimpulan • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan seperti <i>I believe, I</i> 	<ul style="list-style-type: none"> - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks eksposisi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga teks eksposisi analitis

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	<p><i>think</i></p> <ul style="list-style-type: none"> - Adverbia <i>first, second, third ...</i> - Kata sambung <i>Therefore, consequently, based on the arguments</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <ul style="list-style-type: none"> • Topik Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI 	<p>yang koheren, seperti aslinya</p> <ul style="list-style-type: none"> - Membacakan teks-teks eksposisi tsb dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar - Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya. - Menempelkan teks tsb di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>passive voice</i>)</p>	<ul style="list-style-type: none"> • Fungsi Sosial Mendeskripsikan, memaparkan secara obyektif • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam <i>passive voice</i> - Preposisi <i>by</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this,</i> 	<ul style="list-style-type: none"> - Membaca dan mencermati beberapa deskripsi tentang produk seni budaya dari beberapa negara dengan banyak menggunakan kalimat pasif - Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar - Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar - Membacakan deskripsi setiap produk budaya yang
<p>4.5. Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam <i>passive voice</i> - Preposisi <i>by</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this,</i> 	<ul style="list-style-type: none"> - Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar - Membacakan deskripsi setiap produk budaya yang

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	<p><i>those, my, their, dsb.</i></p> <ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Benda, binatang, tumbuh-tumbuhan, yang terkait dengan mata pelajaran lain yang menumbuhkan perilaku yang termuat di KI 	<p>sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar</p> <ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjalin kedekatan hubungan antar pribadi • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Tempat dan tanggal - Penerima - Sapaan - Isi surat - Penutup • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan keakraban yang lazim digunakan dalam surat pribadi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Pengalaman, informasi, hal-hal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan beberapa contoh surat pribadi dengan ucapan, dan tekanan kata yang benar. - Membaca dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis dua surat pribadi lainnya - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga surat pribadi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga surat pribadi yang koheren, seperti aslinya - Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya - Melakukan refleksi tentang proses dan hasil belajar
<p>4.6 Teks surat pribadi</p> <p>4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya</p> <p>4.6.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
sesuai konteks		
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>because of ..., due to ..., thanks to ...</i>)	<ul style="list-style-type: none"> • Fungsi Sosial Menjelaskan, memberikan alasan, menyukuri, dsb. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) 	<ul style="list-style-type: none"> - Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan sebab akibat - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud
4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Kata yang menyatakan hubungan sebab akibat: <i>because of ..., due to ..., thanks to ...</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menumbuhkan perilaku yang termuat di KI. 	<ul style="list-style-type: none"> - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menulis teks pendek yang melibatkan pernuataan sebab akibat dan kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya dan kemudian membuat beberapa pandangan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan	<ul style="list-style-type: none"> • Fungsi Sosial Menjelaskan, memberi 	<ul style="list-style-type: none"> - Membaca beberapa teks information report terkait mata pelajaran lain di Kelas

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya	gambaran alasan terjadinya suatu fenomena	IX - Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks report dan mengamati cara penggunaannya, seperti yang dicontohkan
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI	<ul style="list-style-type: none"> ● Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> - fenomena - identitas gejala - rangkaian penjelasan ● Unsur Kebahasaan <ul style="list-style-type: none"> - Adverbia <i>first, then, following, finally</i> - Hubungan sebab-akibat (<i>if -then, so, as a consequence, since, due to, because of, thanks to</i>) - Kalimat pasif, dalam tenses yang <i>present</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan ● Topik Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI 	<ul style="list-style-type: none"> - Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda - Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam pendek dan sederhana. - Menempelkan teks masing-masing di dinding kelas untuk dibaca temannya - Mempresentasikan teksnya kepada teman-teman yang datang membaca - Melakukan langkah yang sama dengan topik fenomena sosial - Melakukan refleksi tentang proses dan hasil belajarnya
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	● Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif	- Membahas hal-hal yang terkait dengan tema lagu yang liriknya akan segera dibaca
4.9 Menangkap makna secara		- Membaca dan mencermati

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	<ul style="list-style-type: none"> • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI 	isi lirik lagu terkait dengan pembahasan sebelumnya <ul style="list-style-type: none"> - Menyimak, dan menirukan guru membaca lirik lagu secara bermakna - Menyebutkan bagian-bagian yang terkait dengan pesan-pesan tertentu - Membahas pemilihan kata tertentu terkait dengan tema lagu - Melakukan refleksi tentang proses dan hasil belajarnya

Infrastructure Data

No.	Infrastructure	Total of Rooms	Category of Room Conditions		
			Good	Not Bad	Bad
1.	Class Room	16	9	4	3
2.	Library	1	-	-	1
3.	Computer Lab.	2	1	-	1
4.	Principal's Office	1	-	-	1
5.	Teacher's Room	1	-	1	-
6.	Administrative Room	1	1	-	-
7.	Mosque	1	1	-	-
8.	Water Closet	6	2	-	4
9.	Gym	1	1	-	-
10.	Security Post	1	1	-	-

Educator and Education Personnel Data

No.	Description	Total
Educator		
1	Civil Servant Teacher's	7
2	Permanent Teacher's	-
3	Noncivil Servant Teacher's	23
4	Nonpermanent Teacher's	-
Education Personnel		
1	Civil Servant	8
2	Noncivil Servant	5

The Teacher Data

No.	Name	Education	Position
1	Drs. Safri, M.Pd	S2	Headmaster
2	Dwi Ishariwanto, S.Sos	S1	Civil Servant
3	Senni, S.Pd	S1	Civil Servant
4	Drs. Harun Nurosid	S1	Civil Servant
5	Sahril, S.Ag	S1	Civil Servant
6	Dra. Nurhayati	S1	Civil Servant
7	Dra. Sriwahyuni, M.Pd	S2	Civil Servant
8	Iffah Nuratikah, S.Pd	S1	Civil Servant
9	Drs. Suryono	S1	Noncivil Servant
10	Wiwik Kurniawati, S.Pd.I	S1	Noncivil Servant
11	Yusisman Hadi, S.Pd.I	S1	Noncivil Servant
12	Anik Kurnia, S.Pd.I	S1	Noncivil Servant
13	Margono, S.Pd.I	S1	Noncivil Servant
14	Siti Qoiriyah, S.Pd	S1	Noncivil Servant
15	Dwi Wijayanti, S.Pd	S1	Noncivil Servant
16	Mas Agus Romli, S.Pd	S1	Noncivil Servant
17	Indra Wati, S.Pd.I	S1	Noncivil Servant
18	Suwarno, S.Pd	S1	Noncivil Servant
19	Luky Wulandari, S.Pd	S1	Noncivil Servant
20	Ria Andresta, S.Pd	S1	Noncivil Servant
21	Nurfadilah, S.Pd	S1	Noncivil Servant
22	Sepriyana, S.Pd	S1	Noncivil Servant
23	Sri Styani, S.Pd	S1	Noncivil Servant
24	Puji Rina Anggreani, S.Pd	S1	Noncivil Servant
25	M Aljefri Nafis, S.Pd	S1	Noncivil Servant
26	Imam Taufiq, M.Pd	S2	Noncivil Servant
27	Agung Setia, M.Pd	S2	Noncivil Servant
28	Miswanto, S.Pd	S1	Noncivil Servant
29	Nadya Wulandari, S.Pd	S1	Noncivil Servant
30	Zulia Rahmawati, M.Pd	S2	Noncivil Servant
31	Siti Komariyah, M.Pd	S2	Noncivil Servant

Administrative Data

No.	Name	Education	Position
1	Taufiq, S.Pd.I	S1	Head of Administration
2	Darwin, S.H	S1	Treasurer
3	Sumanto, S.Pd.I	S1	General
4	Waeludin, S.Pd.I	S1	General
5	Sunariyo	SMA	General
6	Untung, S.Pd.I	S1	General
7	Dwi Erning Ruspilita, S.Pd.I	S1	General
8	Anik Kurnia, S.Pd.I	S1	General
9	Imam Taufiq, M.Pd	S2	General
10	Agung Setia, M.Pd	S2	General
11	Eli Fatmawati	SMA	General
12	Apriani Dwi Hastuti	SMA	General
13	Muhamad Aidin, S.E	S1	General
14	Yeni Oktafiyana, A. Md. Kep	D3	General

Kartu Bimbingan I



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

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

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

Nama : Mila Ardiana
NPM : 1601070111

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	26/02/2020	✓		..Chapter One - please understand every single word in your writing. See me when you are ready.	
	2/09/2020			- good progress - please revise accordingly - see me soon.	
	2/09/2020		(7.59 am)	revise mechanism part.	
	3/09/2020		(8.20 am)	has been revised accordingly AQA for Submission	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001



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

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

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

Nama : Mila Ardiana
NPM : 1601070111

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	07/12/2020			Research Instrument A@@. You might Continue to collect Research Instr	
	02/03/2021			- Table dibuat bersambung Saja. Table 1, Table 2, ...etc. - Table diletakkan di atas → Figure dibuat bersambung → Figure diletakkan di bawah.	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001



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

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

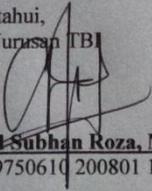
KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Mila Ardiana
NPM : 1601070111

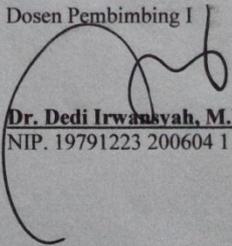
Jurusan : TBI
Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	8/03/2024	✓		beri halaman untuk appendix A@@ for Munasosyah	

Mengetahui,
Ketua Jurusan TBI


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

Dosen Pembimbing I


Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

Kartu Bimbingan II



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

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

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

Nama : Mila Ardiana
NPM : 1601070111

Jurusan : TBI
Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Maha Siswa
		I	II		
1	Selasa 23/6-2020		✓	Revise table 1	
	Selasa 30/6-2020		✓	Acc ch. I Continue to ch. II.	
	Selasa 2/7-2020		✓	Revise the concept of wib3 - Revise table 2.	
	Selasa 28/7 2020		✓	Acc ch. II continue to ch. III.	
	Selasa 11/8-2020		✓	Revise grammar	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

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



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

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

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

Nama : Mila Ardiana
NPM : 1601070111

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Selasa 18/0-2020		✓	Acc chr III-	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

Trisna Dinillah Harva, M.Pd
NIP. 19830511 200912 2 004



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

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

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

Nama : Mila Ardiana
NPM : 1601070111

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Selasa ¹⁹ /11/2020		✓	Revisi IPD	
	Selasa 24/11/2020		✓	Revisi observation sheet.	
	Jumat 4/12/2020			ACC - IPD	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

Trisna Dinillah Harva, M.Pd
NIP. 19830511 200912 2 004



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

Jalan Ki Hajar Dewantara Kampus 15A Inringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

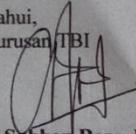
KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Mila Ardiana
NPM : 1601070111

Jurusan : TBI
Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Selasa 9/2-2021		✓	elaborate more the result of the research.	
	Jelasa 16/2-2021		✓	Revise the explanation of the result of the research.	
	Selasa 23/2-2020		✓	Ace ch. 1y 3 y.	

Mengetahui,
Ketua Jurusan TBI


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

Dosen Pembimbing II


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

Surat Izin Pra-Survey



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN TULANG BAWANG BARAT
MADRASAH ALIYAH NEGERI 2
Jalan Raya Transiok Unit VI Kibang Budi Jaya Kecamatan Lambu Kibang
Email : man_kibangbudijaya@yahoo.co.id

Nomor : B-190/Ma.08.02/PP.006/07/2020
Hal : Izin Melaksanakan Penelitian

Tulang Bawang Barat, 13 Juli 2020

Yth Ketua Jurusan Tadris Bahasa Inggris
IAIN METRO

Di –
Metro

Assalamu'alaikum Warahmatullahi Wabarakatuh

Dengan hormat,

Berdasarkan surat dari Institut Agama Islam Negeri Metro Nomor : B-0574/In.28.1/J/TL.00/03/2020, Tanggal 02 Maret 2020 tentang Izin Melaksanakan Pra-Survey :

Nama : MILA ARDIANA
NPM : 1601070111
Fakultas/Prodi : Tarbiyah dan Ilmu Keguruan / Pendidikan Bahasa Inggris

Dengan ini kami sampaikan bahwa mahasiswa tersebut diatas kami terima untuk melaksanakan Pra-Survey di MAN 2 Tulang Bawang Barat guna menyelesaikan penyusunan Skripsi.

Demikian surat ini kami sampaikan, agar dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.



Kepala Madrasah,

Drs. SAFRI, M.Pd

NIP. 196011201994031001

Surat Bimbingan Skripsi



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

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

Nomor : B-2952/In.28.1/J/TL.00/11/2020 Metro, 11 November 2020
Lampiran : -
Perihal : **BIMBINGAN SKRIPSI**

Kepada Yth.,

1. Dr. Dedi Irwansyah, M.Hum (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd (Pembimbing II)

Di-

Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : MILA ARDIANA
NPM : 1601070111
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : TBI
Judul : AN ANALYSIS OF REITERATION ON STUDENTS' WRITING OF THE ELEVENTH GRADERS AT MAN 2 TULANG BAWANG BARAT

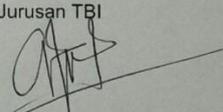
Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing II.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing I.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK Pembimbing Skripsi ditetapkan oleh Fakultas
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi yang ditetapkan oleh IAIN Metro
4. Banyaknya halaman skripsi antara 60 s.d 120 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

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

Wassalamu'alaikum Wr. Wb

Ketua Jurusan TBI


Ahmad Subhan Roza, M.Pd
NIP.197506102008011014

Surat Bebas Perpustakaan



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

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

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1005/In.28/S/U.1/OT.01/12/2020**

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

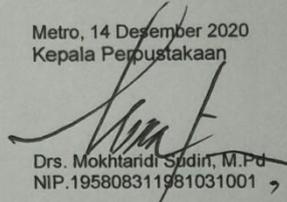
Nama : Mila Ardiana
NPM : 1601070111
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ TBI

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1601070111

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 14 Desember 2020
Kepala Perpustakaan


Drs. Mokhtaridi Sudiarta, M.Pd
NIP.195808311981031001

Surat Bebas Jurusan

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris menerangkan bahwa:

Nama : Mila Ardiana

NPM : 1601070111

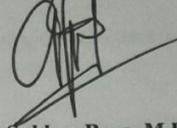
Fakultas : Tarbiyah dan Ilmu Keguruan

Angkatan : 2016

Telah menyerahkan buku berjudul : Language Contact : An Introduction

Metro,

Ketua Jurusan TBI



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

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris menerangkan bahwa:

Nama : Mila Ardiana

NPM : 1601070111

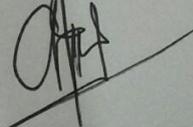
Fakultas : Tarbiyah dan Ilmu Keguruan

Angkatan : 2016

Telah menyerahkan buku berjudul : Language Contact : An Introduction

Metro,

Ketua Jurusan TBI



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

Surat Izin Tugas

12/15/2020

Untitled Document



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

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

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

SURAT TUGAS

Nomor: B-3280/In.28/D.1/TL.01/12/2020

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

Nama : MILA ARDIANA
NPM : 1601070111
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MAN 2 TULANG BAWANG BARAT, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul: "AN ANALYSIS OF REITERATION ON STUDENTS' WRITING OF THE ELEVENTH GRADERS AT MAN 2 TULANG BAWANG BARAT".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal : 15 Desember 2020



Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Surat Izin Research

12/15/2020

Untitled Document



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

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

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

Nomor : B-3281/In.28/D.1/TL.00/12/2020
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MAN 2 TULANG BAWANG
BARAT
di-
Tempat

Assalamu'alaikum Wr. Wb.

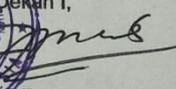
Sehubungan dengan Surat Tugas Nomor: B-3280/In.28/D.1/TL.01/12/2020, tanggal 15 Desember 2020 atas nama saudara:

Nama : **MILA ARDIANA**
NPM : 1601070111
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MAN 2 TULANG BAWANG BARAT, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF REITERATION ON STUDENTS' WRITING OF THE ELEVENTH GRADERS AT MAN 2 TULANG BAWANG BARAT".

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

Wassalamu'alaikum Wr. Wb.

Metro, 15 Desember 2020
Wakil Dekan I,

Prof. Dr. Fatmah MA
NIP. 19670531 199303 2 003 f

Surat Balasan Izin Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN TULANG BAWANG BARAT
MADRASAH ALIYAH NEGERI 2
Jalan Raya Translok Unit VI Kibang Budi Jaya Kecamatan Lambu Kibang
Email : man_kibangbudijaya@yahoo.co.id

Nomor : B-001./Ma.08.02/PP.006/01/2021

Tulang Bawang Barat, 18 Januari 2021

Hal : Izin Observasi/Survey

Yth IAIN METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Di –
Metro

Assalamu'alaikum Warahmatullahi Wabarakatuh

Dengan hormat,

Berdasarkan surat Tugas dari Institut Agama Islam Negeri Metro, Fakultas Tarbiyah dan Ilmu Keguruan Nomor :B-3280/ln.28/D.1/TL.01/12/2020 tentang Mengadakan Observasi/Survey di MAN 2 Tulang Bawang Barat :

Nama : MILA ARDIANA
NPM : 161070111
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Dengan ini kami sampaikan bahwa mahasiswa tersebut diatas kami terima untuk melaksanakan Observasi/Survey di MAN 2 Tulang Bawang Barat guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi Mahasiswa.

Demikian surat ini kami sampaikan, agar dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.



Kepala Madrasah,

DWI ISHARIWANTO, S.Sos
NIR: 197412242009011003

CURRICULUM VITAE



The name of writer is Mila Ardiana. She was born in Lesung Bakti Jaya on 28th Juni, 1997. She is the only child of the married couple Mr. Teguh Aripianto and Mrs. Supiyah. She was enrolled her study at the state Elementary School 1 Lesung Bakti Jaya on 2004-2010. She continued her study at Junior High School 1 Lambu Kibang on 2010-2013.

She continued her study at Senior High School 2 Tulang Bawang Barat 2013 and completed in 2016. After graduating of Senior High School 2 Tulang Bawang Barat, the writer continued her study at Kota Metro. In 2016, she was registered as a student of S1 English Education Department State Institute for Islamic (IAIN) Metro. Then, the writer takes study as an S1 Students of English Education Department State Institute for Islamic Studies of (IAIN) Metro.