

**THE USE OF INFORMAL LANGUAGE IN ACADEMIC WRITING
BY THE STUDENTS OF ENGLISH TEACHER EDUCATION
DEPARTMENT AT UIN SUNAN AMPEL SURABAYA**

THESIS

Submitted in Partial Fulfillment of the Requirement for the Degree of
Sarjana Pendidikan (S.Pd) in Teaching English



By

Zaidatus Sholihah
NIM D75214048

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHERS TRAINING
UIN SUNAN AMPEL SURABAYA

2018

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

Nama : Zaidatus Sholihah
NIM : D75214048
Prodi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Judul Skripsi : “The Use of Informal Language in Academic Writing by the Students of English Teacher Education Department at UIN Sunan Ampel Surabaya”

Menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini benar-benar merupakan karya sendiri., bukan merupakan pengambil alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan atau pikiran sendiri. Segala materi yang diambil dari karya orang lainhanya digunakan sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang ditetapkan oleh jurusan.

Surabaya, 17 Juli 2018

Yang membuat pernyataan



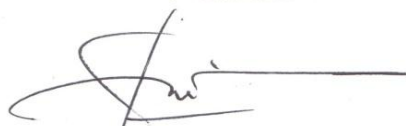
Zaidatus Sholihah

ADVISOR APPROVAL SHEET

This thesis created by Zaidatus Sholihah entitled, "The Use of Informal Language in Academic Writing by The Students of English Teacher Education Department at Uin Sunan Ampel Surabaya", has been approved by the advisors for further approval by the Board of Examiners.

Surabaya, 11 July 2018

Advisor I



Dr. Mokhammad Salik, M.Ag
NIP. 196712121994031002

Advisor II




Rakhmawati, M.Pd
NIP. 197803172009122002

EXAMINER APPROVAL SHEET


This thesis by Zaidatus Sholihah entitled "*The Use of Informal Language in Academic Writing by The Students of English Teacher Education Department at UIN Sunan Ampel Surabaya*" has been examined on July 25th 2018 and approved by the Board of Examiners.



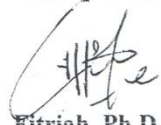
Dean,


Prof. Dr. H. Ali Mas'ud, M.Ag M.Pd.I
NIP. 196301231993031002

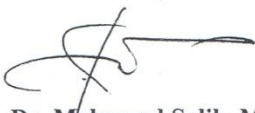
Examiner I,


Dr. Siti Asmivah, M.TESOL
NIP. 197704142006042003


Examiner II,


Fitriah, Ph.D
NIP. 19761004120092001

Examiner III,


Dr. Mohamad Salik, M.Ag
NIP. 196712121994031002

Examiner IV,


Sigit Pramono Jati, M.Pd
NIP. 198605182011011005



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300
E-Mail: perpus@uinsby.ac.id

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : Zaidatus Sholihah
NIM : D75214048
Fakultas/Jurusan : Tarbiyah dan Keguruan / Pendidikan bahasa
E-mail address : zaidsholihah@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :

Skripsi Tesis Desertasi Lain-lain (.....)

yang berjudul :

THE USE OF INFORMAL LANGUAGE IN ACADEMIC WRITING BY
THE STUDENTS OF ENGLISH TEACHER EDUCATION DEPARTMENT
AT UIN SUNAN AMPEL SURABAYA

beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya,

Penulis

(Zaidatus Sholihah)
nama terang dan tanda tangan

take academic writing class to be researched as it is the last step before writing the thesis.

Before conducting this study, the researcher do preliminary research to both the students and the teacher in academic writing class. There are two results of preliminary research. The first one is that the students of English Teacher Education Department revealed that they are not taught about the language which should be used in academic writing. This problem have made the researcher assumes that there will be informal language in students' writing. The second one is the teachers have different perspective in language used by the students. Several teachers stated that some elements of informality should be corrected and some other teachers stated that it should not be corrected.

There are many studies previously conducted by the researcher. The first one was conducted by Ken Hyland and Feng Kevin Jiang at University of East Anglia Hongkong in 2017. The title is "*Is Academic Writing becoming more Informal?*". This study investigated several journals in different corpus to find if today's writing becoming more informal. The second one is conducted by Mogh. Sabrowi in State Islamic University of Sunan Ampel Surabaya. The title is "*Students' reflection on challenges in academic writing at state islamic university of sunan ampel Surabaya*". The third one is conducted by Hamzah at Universitas Negeri Padangena in academic year 2011. The title is "*An Analysis Of The Written Grammatical Errors Produced By Freshment Students In English Writing*". This study investigated the grammatical error in writing which is produced by the freshmen students. The forth one is conducted by Diah Suciati at IAIN Sunan

2012. The question of this study is about the common errors made by Indonesian speaking learners on written production of English, the classification of those errors and the distribution of those errors in their categories. The findings of the study reveal that the errors can be grouped into fifteen categories ranging from severe errors to mild errors. The categories for severe errors are word choice, verb group, article, preposition, plurality and spelling. The finding above had concluded that this paper is different from the previous research. Both have the similarities in area of academic writing error.

The study was conducted by Diah Suciati in year 2012 at IAIN Sunan Ampel Surabaya. the title is *“An analysis of organization in the English composition which is produced by writing 1 students of the English education department faculty of tarbiyah at IAIN Sunan Ampel Surabaya thesis”*. The question of this study is about the problem faced by writing 1 students of English Education department and the cause of the organization’s problem. From those research question, the result shows that the problem faced by writing 1 students are classified into five. They are topic sentence problems, supporting sentence problems, concluding sentence problems, unity problems, and coherence problems. Whereas, the causes of those organization problem also classified into five. They are the cause of the topic sentence problem is the matching of topic sentence with the genre of paragraph, the cause of supporting sentence problem is the difficulty in finding facts, the cause of concluding sentence problem is the worry that their concluding sentence does not represent the content of paragraph, the cause of unity problem is the difficulty in keeping the supporting sentence in

pronouns and unattended anaphoric pronouns. In C class, as mentioned previously that there are seven elements used in this class. However, there are three elements which are frequently used by the students. The three elements are contraction, initial conjunctions or conjunctive adverbs and unattended anaphoric pronouns.

In the three classes, it can be concluded that there are nine elements of informality in total used by the fifteen students. From the nine elements, there are three elements which are frequently used by the fifteen students. The elements are initial conjunctions or conjunctive adverbs, first person pronouns and unattended anaphoric pronouns. The three elements has different number of frequency. Initial conjunction or conjunctive adverb and first person pronoun are used 99 times meanwhile unattended anaphoric pronoun is used 69 times. A form of initial conjunction or conjunctive adverb in students' theses proposal which are frequently occurred are *but, and, so, because and then*. Those conjunction or conjunctive adverb is used by the students to begin the sentence. The example is "*But, the difficulties to develop a paragraph or essay are still founded in undergraduate students..*". Meanwhile the form of first person pronoun which are frequently occurred are *I, we* and *our*. The example is "*Writing is as a tool to express our unspoken idea need to be completed*". The form of unattended anaphoric pronoun which are frequently occurred are *it* and *this*. The example of the form is "*This consists of the various procedures and*

teaching activity?”. The research question in students’ theses proposal is not counted to this element. Furthermore, the example of sentence fragment is “*A sequence instruction to do something*”. The example of second person pronoun’s form in students’ theses proposal is “*you received 1 point for each of the questions you answered correctly*”. This kind of element is frequently used by the students to suggest the reader.

3. Teachers’ responses on informal language

Another data in this research is obtained from the teachers who taught in three classes which are A, B and C class. The researcher interviewed the teachers about the responses on informal language. After interviewing the teacher, the data is finally gained.

The result of the interview shows that the teachers categorized informal language as an error where it should be corrected. They also agreed that giving feedback to the students’ error can improve the students’ writing. However, the teachers also tend to be selective in choosing which elements that will be corrected. From the nine elements of informality found, the teachers give feedback on all elements except for adverb in initial or final position. However, each teacher has different perspective on which elements should be corrected.

As it is mentioned that eight elements of informality are corrected in academic writing class. However, the use of those eight elements are not corrected by all the three teachers. All the teachers agree on correcting against four elements. They are initial conjunction, sentence fragment,

listing contraction and contraction. Meanwhile not all the teachers argue that the use of first person pronoun, second person pronoun, direct question and unattended anaphoric pronoun are needed to be corrected. The teacher 2 and 3 need to correct the use of first person pronoun while the teacher 1 allow this element is used in students' thesis proposal. According to Teacher 1 and 2, second person pronoun is also needed to be corrected while teacher 3 said that students are allowed to use them in their thesis proposal. When the students used direct question in their thesis proposal, teacher 1 and 3 will correct them but teacher 2 ignored them. The use of unattended pronoun is allowed by teacher 1 and 2, but it is not allowed by teacher 3. This explanation can be seen in table below.

Table 4.5

The teachers' response toward element of informality

No	Element of informality	Teacher		
		1	2	3
1	Initial conjunctions and conjunctive adverbs	Direct	Indirect	Indirect
2	Sentence fragment	Direct	Indirect	Indirect
3	Listing expressions	Indirect	Indirect	Direct
4	Contraction	Indirect	Indirect	Direct
5	First person pronouns	-	Indirect	Direct
6	Second person pronouns	Indirect	Indirect	-
7	Direct questions	Direct	-	Indirect
8	Unattended anaphoric pronouns	-	-	Direct

As it is mentioned in previous paragraph that teachers in academic writing class is corrected to eight elements of informality. However, in eight elements of informality, teachers have different perspective on how to correct to each elements. It can be seen in the table above that teacher 1 usually commented directly to the use of initial conjunction or conjunctive adverb, sentence fragment and direct question. Teacher 1 usually commented to those elements by giving red mark and giving note about the error. Meanwhile, the use of listing expression, contraction and second person pronoun are corrected by the teacher 1 indirectly. The teacher is usually gives red mark on these elements to point out the error, but the teachers do not give explanation why it is categorized as error.

The teacher 2 who taught in B class is always respond to the elements indirectly. According to him, this kind of respond will help the students to improve their writing by looking for the error by themselves. The indirect response which is given by the teacher here is giving the note in the end of the text.

The teacher 3 who taught in C class usually respond to four elements of informality directly. The four elements are listing expression, contraction and first person pronoun. The teacher here usually gives a mark in the location where the error occurred. The teacher then give the explanation and write the example of the right form of the error. Beside giving response directly, the teachers also respond to three elements of informality indirectly. The elements are initial conjunction or conjunctive adverb,

Table 4.12

The form of contraction in students' theses proposal

No	Informal form	Formal form
1	It <i>won't</i> help concentration and it will lead to bad reading approaches	It will not help concentration and it will lead to bad reading approaches
2	They <i>haven't</i> many vocabulary that support their capability in English skill.	They have not many vocabulary that support their capability in English skill.
3	The problem is the <i>can't</i> arrange the whole...	The problem is they cannot arrange the whole...
4	<i>I'll</i> make the students or the teacher..	<i>It will</i> make the students or the teacher..
5	..broken or <i>couldn't</i> work smoothly like..	..broken or could not work smoothly like..

Another element which is found in students' theses proposal is contraction. Based on the finding, there are 24 number of contraction. The table above presents the various forms of contraction made by the students in their thesis proposal. The forms are consisting of *won't*, *haven't*, *can't*, *I'll*, *couldn't*, *didn't*, *it's*, *doesn't*, *we're*, *that's* and *don't*. This forms are not allowed in academic writing because it makes writing sound informal. In academic writing, a word should be written in original form. The first example in the table above shows that the students write *won't* instead of *will not*. In the second example, the students write *haven't* instead of *have not*. In the third example, the students write *can't* instead of *cannot*. In the fourth example, the students write *I'll* instead of *I will*. The fifth example,

stated direct feedback may be appropriate in a situation when errors are *untreatable* that are not susceptible to self-correction such as sentence structure and word choice. The teacher points out directly the error and give the comment; meanwhile, in A class where taught by teacher 1, direct feedback is given to three elements. They are split infinitive, sentence fragment and direct question. Those three elements seldom used by the students in their thesis proposal. Although, there are some elements which are seldom used but it is given indirect feedback. In B class taught by teacher 2, the teacher respond indirectly to most of the elements. There are some elements which are frequently used and given indirect feedback. The elements are first person pronoun, initial conjunction or conjunctive adverb and listing expression. In C class taught by teacher 3, direct feedback is given to three elements which are not frequently used. They are first person pronoun, unattended anaphoric pronoun and listing expression. Although, there is one element which is frequently used by it is given direct feedback. This means that the teachers' response is mostly same as the suggestion from Feris in his book.

All the teachers agree that response which is given to students' writing by the teachers could reduce the use of informal language in the next project writing. It means that response to students' writing is needed to help the students aware of appropriate language used in their thesis proposal.

