



**THE STUDENTS' ABILITY IN IDENTIFYING CONJUNCTION IN
ANALYTICAL EXPOSITION TEXT AT INTENSIVE LANGUAGE
PROGRAMME IAIN PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute For Islamic Studies (IAIN)
Padangsidimpuan as a Partial Fulfillment of the Requirement
for the Graduate Degree of Education (S. Pd)
in English Program*

Written By:

LELI SORAYA

Reg. Number. 14 203 00058

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2021



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Reg. Number :14 203 00058



ENGLISH EDUCATION DEPARTMENT

Advisor I

Advisor II

Rayendriani Fahmei Lubis., M. Ag.
NIP.19710510 200003 2 001

Fitri Ravani Siregar., M. Hum.
NIP.19820731 200912 2 004

**TARBIYAH AND TEACHER TRAINING FACULTY
INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2021

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Term : Munaqosyah
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To:
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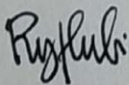
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Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Educational Departemnt of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

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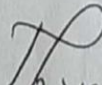
Advisor I



Rayendriani Fahmei Lubis, M. Ag.

NIP. 19710510 200003 2 001

Advisor II



Fitri Rayani Siregar, M. Hum

NIP. 19820731 200912 2 004

DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name : Leli Soraya
Registration Number : 14 203 00058
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-3
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Reg. No. 14 203 00058

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Telp (0634) 22080 Fax (0634) 24022

SURAT PERNYATAAN KEABSAHAN DAN KEBENARAN DOKUMEN

Saya yang bertanda tangan dibawah ini:

Nama : Leli Soraya

NIM : 14 203 00058

Semester : XIV (Empat Belas)

Program Studi : S1-Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

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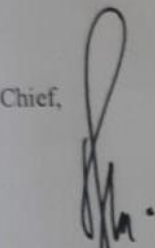
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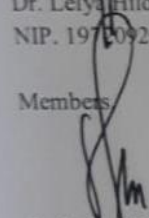
Name : Leli Soraya
Registration Number : 14 203 00058
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-3
The Tittle of Thesis : **STUDENTS' ABILITY IN IDENTIFYING
CONJUNCTION IN ANALYTICAL EXPOSITION
TEXT AT INTENSIVE LANGUAGE
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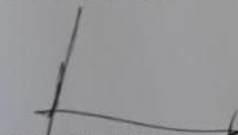


Dr. Lelya Hilda, M.Si
NIP. 19720920 200003 2 002

Members

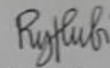


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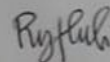


Zainuddin, M.Hum
NIP. 19760610 200801 1 016

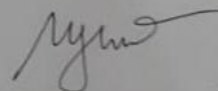
Secretary,



Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001



Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001



Yusni Sinaga. M.Hum
NIP. 19700715 200501 2 010

Proposed :

Place : Padangsidempuan
Date : June, 30th 2021
Time : 08:00 WIB until finish
Result/Mark : 79,25 (B)
IPK : 3.01
Predicate : Sangat Memuaskan



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

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faksimile (0634) 24022

Nomor : B - 1030 /In.14/E.1/TL.00/09/2020
Hal : Izin Penelitian
Penyelesaian Skripsi.

28 September 2020

Yth. Kepala Pusat Pengembangan Bahasa
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Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Leli Soraya
NIM : 1420300058
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

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Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n.Dekan

Wakil Dekan Bidang Akademik



Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd.
NIP. 198004132006041002

Name : Leli Soraya
Reg. Number : 14 203 00058
Faculty : Tarbiyah and Teacher Training
Department : English Education (TBI-3)
Title of Thesis: The Students' Ability In identifying Conjunction in Analytical Exposition Text at Intensive Language Programme IAIN Padangsidimpuan.

ABSTRACT

This research focuses on The ability in identifying conjunction in analytical exposition text at intensive room 1 language programme IAIN Padangsidimpuan. The problems of students in identifying conjunction in analytical exposition text is "how is the students ability in identifying conjunction in analytical exposition text at intensive room 1 language programme IAIN Padangsidimpuan.

The method that is used in this research is quantitative descriptive method. Two classes were chosen randomly as the sample. They were room 1 in intensive language programme as quantitative descriptive method that consisted of 28 students. In collecting data, the researcher used test as instrument, the test of this research is underlining test. To analyze the data, the researcher used z-test formula.

After calculating the data to show the description of the data is find that the students ability in identifying conjunction in analytical exposition text at Intensive Language Programmer in Padangsidimpuan 66.5 mean score into categorized high category. From the hypothesis testing the researcher found that hypothesis is rejected it can be proved from $Z_{count} = -2.69 < Z_{table} = 3.26$ by level of significant 0.05 or 5%. Therefore, the students' ability in identifying conjunction in analytical exposition text at intensive language programme IAIN Padangsisimpuan are high category.

Key Words: *Students Ability In Identifying Conjunction In Analytical Expostion Text.*

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praised to Allah Swt, the most creator and merciful who has given me the health, time, knowledge and strength to finish the thesis entitled “The Students’ Ability Identifying Conjunction in Analytical Exposition Text at Intensive Language Programme IAIN Padangsidimpuan”. Besides, peace and greeting be upon to the prophet Muhammad saw, that has brought the human from the darkness era into the lightness era.

It is a pleasure to acknowledge the help and contribution to all of lectures, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In the process of finishing this thesis, I got a lot of guidance and motivation from many people. Especially from my beloved parents and also my big family who have taught me how to be patient, praying and survive with my own hand who never be tired to give me the advice and always support me in any condition. Additionally, in this chance I would like to express my deepest gratitude to the following people:

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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidempuan, Desember, 2020
Researcher

LELI SORAYA NST
Reg. No. 14 203 00058

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THEORETICAL DESCRIPTION

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Language is the most important thing for human and non-human as a means of communication. It is basically a means of both oral and written communication. Language also is the ability possessed by humans to communicate with other human using signs, for example word and movement. In the case language as a means of communication between member of society consist of sound symbol produced by human speech tool and communication system that use vocal symbol that are arbitrary. People use a language to express ideas, feeling, emotion and wishes to other people such as when the need other helping, and also by this we can keep in touch with others. By language people can express ideas, thoughts and feelings so each other, therefore, language is very important to make live more meaningful. Language is a system of communication by sound, not only the organ of speech and hearing among human being of certain group of communication using vocal symbol processing arbitrary conventional meaning.

There are many languages, as a first language, second language, or national language and international language such as Arabic, Indonesian, Mandarin, English, Spain, Russia, and French, but the first international language in this world is English. English is the international language which is used by most people around the world. That is way of subject that

taught in the school of Indonesia and cause of that many people want to be able to master English well. In Indonesia, English is used as foreign language. It has been one of the compulsory subject which must be learnt by student from junior high school up to university level. It means that beside other subjects, English should be studied by every student in their level education. It has been studied several years in school, and student should be able to use in their daily life.

In learning about English, there are four skills that should be mastered by students, they are: listening, speaking, reading and writing. First, listening is the process as the brain acts on the impulses, bringing to hear a number of different cognitive and affective mechanism. Second, speaking is a tool for interaction that can be used by people to speak to other people. By speaking, people can interact and deliver message each other in daily activity, and speaking is a skill communication to express human thought as well as a form of social behavior. Next, reading a receptive skill it is a transactional between a reader and writer. The last, writing is an activity for production and expressing, it is producing the words and sentences then it expressing with meaning of ideas, opinion, experiences and information. To support the four aspect of the language are needed vocabulary, grammar, and structure.

Based on syllabus of curriculum 2013 of English in Intensive Language Programme IAIN Padangsidempuan , it is stated that there is base competences taught in this level: structure and grammar studied to

comprehended the text such as parts of speech (nouns, pronoun, verb, adverb, adjective, preposition, conjunction, interjection), tenses (simple present tense, simple past tense, future tense, perfect tense), the last is kinds of the text (descriptive text, analytical exposition text, hortatory exposition text, narrative text, spoof text, news items).¹ Structure and grammar is very important to be known even to be comprehended, because it is one of the important aspect of a language no exception in English. In learning English structure and grammar many subjects to be studied to comprehend text which read or write.

In this case, the students are expected to master not only in structure and grammar part of speech (nouns, verb, adverb, adjective, preposition, conjunction) and tenses (simple present tense, simple past tense) but also comprehend about the kind of text. For example in analytical exposition text used some the language elements of analytical exposition text are, nouns, adjective, conjunction, simple present tense, and action verb. Structure and is very important to be known even to be comprehended, because it is one important aspects of language especially to easy comprehend about analytical exposition text. In this research, the researcher wants to analyze student's ability in identifying conjunction in analytical exposition text.

¹ English Syllabus (Curriculum 2013) of Intensive Language Programme IAIN Padangsidempuan (2013). P. 16

The students in Intensive Language Programme IAIN Padangsidimpuan, especially at room one grade still confuse about the structure and grammar and kinds of the text. It can be known when the researcher asked the English lecture in Intensive Language Programme IAIN Padangsidimpuan. She told that the students' achievement in learning structure and grammar still low, there are many students still confuse when they study about structure and grammar. Students had difficulties in understanding structure and grammar well such as in understanding about tenses, verb adverb, preposition and gerund and especially in conjunction. Although, they have studied about conjunction from high school until to senior high school but, in the fact the still have problem in understanding about conjunction well. They were lack in how to use conjunction in English and the last they did not know about the position of conjunction and how to differentiate the kinds of conjunction in English sentences.²

Based on the reason above the researcher interest to di research title about **“The Students Ability in Identifying Conjunction in Analytical Exposition Text at Intensive Programme Language IAIN Padangsidimpuan”**

² Sri Minda , as a English Lecture in Intensive Language Programme IAIN Padangsidimpuan, *Personal Interview* (IAIN Padangsidimpuan: September, 22, 2020 at 10.00 a.m)

B. The Focus of the Research

Based on the background of the problem above, there are many problems for the students in learning English includes in grammar especially on conjunction and analytical exposition text. The researcher focused the problem to make it clearly. It is limited on the students ability identifying conjunction in analytical exposition text at intensive language programme IAIN Padangsidempuan, include parts conjunction (coordinating conjunction, subordinating conjunction, and correlative conjunction), in analytical exposition text.

C. The Formulation of the Research

Based on the problem above, the researcher formulates the problem on the questions below:

“How is the students’ ability in identifying conjunction in analytical exposition text at Intensive Language Programme IAIN Padangsidempuan”?

D. The Purpose of the Research

Based on the formulation of the problem above, the purpose of this research are follows: “To describe the students ability in identifying conjunction in analytical exposition text at Intensive Language Programme IAIN Padangsidempuan”

E. The Significances of the Research

The significances of this research is expected to useful for the teacher to improve their teaching conjunction and analytical exposition text. It is also expected to be useful for the students in increasing their ability in identifying conjunction. The significances has benefits as follows:

1. To English teacher of Intensive Language Programme IAIN Padangsidmpuan to know the solution of the problem and improve their teaching and learning especially in conjunction and analytical exposition text.
2. The result can be used to students as input to add knowledge in identifying conjunction in analytical exposition text.
3. As an input for the reader especially the English learners that is research is expected to be able to improve their knowledge in learning the conjunction and analytical exposition text.
4. This research can give information about the students ability identifying conjunction in analytical exposition text at Intensive Language Programme IAIN Padangsidimpuan, in order to improve the quality of teaching.
5. The other, the result of the research is hoped the other research who will conduct further research in some topic. This research can give them information about the students ability in identifying conjunction

in analytical exposition text, and to other researcher who have same title to research.

F. The Definition of the Terminologies

To avoid ambiguity in this research, the researcher make definition of operational variables, as follows:

1. Students Ability

Student is a pupil especially in Elementary School, Junior High School or Senior High School. According to Hornby “the students’ is a person who is the studying at a school, college, university.”³ While in Indonesian dictionary the students is a learner especially on the grade Elementary, Junior and Senior high school.

So, based on the definition above the students’ is the pupil at intensive language programme IAIN Padangsidempuan.

According to Hornby stated that “ability means the capacity of the students’ to do the fact or that is able to do”. Ability is a level of the skill or intelligence.⁴ Ability is physical, mental or legal to perform (he has ability to accomplish whatever he sets his mind to).⁵ Ability is the fact able to do something physical or mental. Means we do something consist physical or mental achievement.⁶

³ A.S Hornby, *Oxford Advance Learner’s Dictionary* (New York: Oxford University Press, 2000), p. 1344

⁴ A. S. Hornby, *Oxford Advanced Learner’s Dictionary*,, p. 2

⁵ A. Merriam Webster, *Webster’s Colegiate Thesaurus* (USA: Massa Chussets, 1976) P. 33.

⁶ Victoria Neufelat and David B. Gurumik, *Webstern new world college dictionary*, (USA: Mac Milan, 1995) p. 2

Based on the definition above, the research concludes that ability is a level of the skill and mental having someone to do something by hard. In this case, the ability is the skill and quality to identifying conjunction in analytical exposition text of students at Intensive Language Programme IAIN Padangsimpuan.

2. Identifying Conjunction

Identifying means the process of recognizing or finding or discovering of something. Identifying is show or prove who or what, it means how par the students' knowing and using conjunction in analytical exposition text when they build the English text.

Conjunction is the part speech which joins together. In the other, this word is from the latin *con* meaning 'together' and *jungere* meaning 'to join'. A conjunction joins two word or more parts of speech of a similar kind or two or more parts of the sentence.⁷ According to Marcella Frank that "Most conjunctions are historically derived from other parts speech, particularly from prepositions, Like preposition, the conjunction are members of a small class that have no characteristic form, The function chiefly as non-movable structure words that join such units as parts of speech, phrases, or clause".⁸ Wren and Martin says "A conjunction is a word which merely joins

⁷ Dykes Barbar, *Grammar for everyone: practical tools for learning and teaching grammar*, (Australia: ACER Press, 2007), p. 73

⁸ Marcella Frank, *Modern English A Practical Reference Guide* (Prentice-Hall, Inc: 1972), p. 206

together sentences and sometimes words.⁹ So, the explanation above conjunction is the parts of the speech which joins together sentences, sometimes words, phrases or clauses.

3. Analytical Exposition Text

Analytical exposition is a text which persuades the reader or listener that something in case, gives a point of view, and confirms what is claimed.

Analytical exposition is a text that elaborates the writer's ideas about the phenomenon surrounding. To persuade the reader or the listener that there is something that certainly need to get attention to analyze the topic and to persuade the reader that this opinion is correct and supported by arguments.¹⁰

Based on explanation above, the researcher concludes "The Students' Ability in Identifying conjunction in Analytical Exposition Text at Intensive Language Programme IAIN Padangsidmpuan" is the detailed study or examination of the process the recognizing finding discovering of conjunction in analytical exposition text in order be know the skill to quality of Intensive Language Programme IAIN Padangsidimpuan.

⁹ Wren and Martin, *High School English Grammar and Composition*, (N. D. V: Persada Rajo: 1990). 151.

¹⁰ Muhammad Abrar Zahoor, Fakhar Bilal, *Marxist Historiography : An Analytical Exposition of Major Themes and Premis*, (London: W.W Norton Company, 1978), p. 220

G. The Outline of the Thesis

The systematic of this research was divided in to five chapters. Each chapter consist of any sub chapters with detail, as follow:

1. Chapter one consist of introduction: First, background the problem. Second, Focus the problem is made to specify the discussion of the research. Third, formulation of the problem. Fourth, the aim of the research is the part will answer the question in formulation of the problem or the statements which reveal the things that will be get in the last of the research. Fifth, the significant of the study explain about what for the research is done by the researcher. Sixth, definition of key term to know definition of some terms. Seventh, outlines of the thesis explain about the content for each chapter.
2. Chapter two of the theoretical description. First, explains about definition of conjunction, the kinds of conjunction, and example conjunction. Second, definition of analytical exposition text, generic structure of analytical exposition text, the language features of analytical exposition text, and the last example of analytical exposition text. And last, review of related findings.
3. Chapter three, consist of the methodology of the research, include in: First, the place and time of the research, this research would be conducted with descriptive analysis with quantitative research. Second, method of the research was held in Intensive Language Programme IAIN Padangdimpuan. Third the source of the data. Fourth,

instrument of collecting data. Fifth, the technique of the data trust worthiness. Sixth, techniques analysis data

4. Chapter four included in First, the data. Second, the primary data, Third the secondary data. Fourth data analysis.
5. Chapter five consist of conclusion and suggestion from researcher.

CHAPTER II

THEORITICAL DESCRIPTION

A. Students' Ability

1. Definition of Students ability

Students' ability comes from two words; students and ability. According to Hornby that "The students is a persons in studying at school or college."¹¹ In simirly, Victoria said that students is a person who studies, or investigates or person who is enrolled for study at school, college, etc.¹²

Mariam said the ability or being able, especially in physical, mental, or legal power to perform ability to accomplish whatever he sets his mind too and also ability a power mental that have by someone to do something a property.

Ability is a capacity to do something physical or mental. According to Woodwooth the word ability has three meaning, they are:

- a. Achievement is actual ability can be measured by straight use of the instrument or devised test.

¹¹ Horby, *Oxford Advanced Learning Dictionary* (New York : Oxford University Press), p. 41

¹² Victoria Neufelt & David B. Guralmilk, *Webstern New World Collage Dictionary*, (USA: Macmillan, 1995) p. 2

- b. Capacity is potential ability can be measured by straight, the individual capacity.
- c. Attitude is quality and can be expressed by especially training.¹³

That's means to do something consist of physical capacity achievements, so, can be determine as a skills expertness or talent. Therefore ability is the mental or physical capacity, power or skill required to do something.

Based on explanation above, the researcher conclude students ability it means the achievements of person who is studying at school, collage.

B. Conjunction

1. Definition of conjunction

Conjunction is one of parts of speech in grammar. Where conjunction is as a verb and added by ion as a suffix, lation -ion is suffix forming nouns. Conjunction is which used join word with other words, sentences with other sentences until can compose an understanding or meaning distinct and complete.¹⁴ Conjunction is used as a joiner for words, phrases, or clauses in a particular sentences. It links these words or groups of words together, in such

¹³ H. Douglas Brown, *Teaching By Principles and Interactive Approach to Language Pedagogy*, (New Jersey: Engle Wood Cliffs, 2001), p. 236-238.

¹⁴ Wahyu Purnomo, *English Grammar & Everyday Conversation*, (Surabaya, 2005), p. 102

a way that certain relationships among these different parts of the sentence will be established, and the thought that all of these convey will be connected.

According to Marcella Frank most conjunctions are historically derived from other parts of speech, particularly from prepositions. Like prepositions, the conjunctions are members of a small class that have no characteristic form. They function chiefly as non-moveable structure words that join such units as parts of speech, phrases, or clauses.¹⁵ Wren and Martin says “A conjunction is a word which merely joins together sentences, and sometimes words.”¹⁶ While according to Windy Novia that “Conjunction is a word that has the function to connect word by word, part sentence by part sentence or sentence by sentence.”¹⁷

So, conjunctions are members of a small class or units as parts of speech, phrases, or clauses that have no characteristic form. Which has the function to connect word by word, and sentence by sentence.

Based on the definition above, conjunction is a word that connects clauses or sentences or to coordinate words in the same clause. Conjunction is the action or an instance of two or more events or things occurring at the same point in time or space.

¹⁵ Marcella Frank, *Modern English A Practical Reference Guide*, (Prentice-Hall, Inc: 19972) , p. 206

¹⁶ Wren and Martin *High School English Grammar and Composition* , (N.D.V: Persada Rao : 1990), p. 151

¹⁷ Windy, Novia, *Basic English Grammar*, (Gama Press: 2010), p. 200.

Further, conjunction that enable us to gracefully transition from one part of a sentence to another part of the sentence.

The last, in grammar a conjunction is a part of speech that connects words, phrases or clauses that are called the conjuncts of the conjoining construction. From definition above may overlap with that of other parts speech, so what constitutes a conjunction must be defined for each language. In general, a conjunction is an invariable grammatical particle and it may or may not stand between the items in a conjunction. last, in grammar a conjunction is a part of speech that connects words, phrases or clauses that are called the conjuncts of the conjoining construction. From definition above may overlap with that of other part of speech, so what constitutes a conjunction must be defined for each language. In general, a conjunction is an invariable grammatical particle and it may or may not stand between the items in a conjunction.

2. Kinds of Conjunction

Conjunctions are divided into three types, namely:

- a. Coordinating Conjunction
- b. Subordinating Conjunction
- c. Correlative Conjunction¹⁸

¹⁸Wren and Martin, *High School English Grammar and Composition*, (N.D.V: Persada Rao 1990), p. 153.

From the types of conjunction above, the researcher focus is on conjunctions (Coordinating, Subordinating and Correlative).

a. Coordinating conjunction

Coordinating conjunction is join together clauses of equal rank. According to Wren and Martin coordinating conjunction is the sentence contains two independent statements or two statements of equal rank or importance, because the conjunction joining together these two statements or clauses of equal rank. According to Barbara Dykes coordinating conjunction such as *and*, *but*, and *or* are used to join two or more different things. According to George M. Jones coordinating conjunction are used to join co-ordinate words, phrases, and clauses, i.e, words, phrases, and clauses of the same grammatical rank.

So, coordinating conjunction is the used to join two statements or clauses equal rank. Coordinating conjunctions consist of *for*, *and*, *nor*, *but*, *or*, *yet*, *so* which called FANBOYS also, *either..or*, *neither.. nor*.

There are four kinds of coordinating conjunction :

- 1) Cumulative or Copulative which merely add one statement to another.

Cumulative conjunction which merely add one statement to another. Cumulative conjunction can brought together several adjectives on one subject or some of the activities. It is used

when we need to only add one statement to another. It does which both have equal positions. Cumulative or copulative consist of and, both.. and, also, as well as, no less than, not only... but also and now. For example:

a) And (add two or more equal)

Example :

My father bought some rambutans **and** banana yesterday.

I go to school **and** he goes to office.

He didn't write **and** I didn't feel at rest.

I make the payments **and** keep the accounts.

The river is wide **and** deep.

b) Both And

Example

She is **both** good **and** honest.

Both my mother **and** my sister are here.

He is **both** a drunkard **and** a coward.

I like **both** swimming **and** fishing.

This morning, you drank **both** tea **and** milk.

c) Also

Example

He is drunkard, and you **also**

He is honest, and you **also**.

d) As well as

Example

She **as well as** you is get caught.

He **as well as** you is guilty.

e) No less than

Example

She **no less than** you is sin.

He **no less than** you is guilty.

f) Not only But also

Example

He is **not only** handsome **but also** clever.

Not only my mother **but also** my sister is here.

She is **not only** beautiful **but also** clever.

That man was **not only** accused, **but also** convicted.

Jack is **not only** smart **but also** handsome.

g) Now

Example :

Now he pass away, I weep better.

Now that I am older, I understand better.

2) Alternative which express a choice between two alternatives.

We are often faced with some choices in real life, do we prefer to eat a lot of essential satiety or reduce sweet and salty foods for health? As well as, we seek employment with the

education we have or continue our high level education?
 Everything that has become our choice has passed through a
 mature thought. Alternative consist of either...,or,
 neither...nor, or, and else.

a) Either ...or

Example :

Either he is thief **or** his parents.

Either that boy sinned **or** his parents.

Either I **or** you like swimming.

I like **either** swimming **or** fishing.

Yesterday, I swam **either** in the river **or** on the beach.

b) Neither ...or

Example :

She is **neither** singer **nor** dancer.

He was **neither** an opium-smoker **nor** a drunkard.

I **neither** saw him **nor** heard him.

c) Or (add two choice)

Example:

You **or** Dimas is wrong

Don't approach a step nearer, **or** you will be killed.

d) Else

Example :

Else you'll be sick.

Run, **else** you will be late.

3) Disjunctive which explain opposition

a) However

Example:

The weather is bad. **However**, she is goes swimming.

I'd like to go **however** I haven't the time.

b) Therefore

Example :

Sakinah is sick. **Therefore**, her mother takes her to the hospital.

4) Adversative which express opposition or contrast between two statements.

The meaning a function that is challenged in a sentence there is a clause that has the opposite meaning to the parent sentence. Adversative consist of but, still, yet, and whereas.

a) But (add two sentence which opposite)

Example

She is rich, **but** arrogant.

I go to school **but** he stays home.

He is poor, **but** honest.

b) Still

Example :

I was wooden, **still** I kept quite.

c) Yet (add sentence contradicting)

Example

She is very beautiful, **yet** she not be grateful.

I'm a vegetarian, **yet** my father eats beef.

She is very rich, **yet** she isn't contented.

d) Whereas

Example :

My brother is silly **whereas** my sister is clever.

Wise men love truth, **whereas** fools shun it.

I thought it was gold, **whereas** it was only an article of brass.

Shinta has got married **whereas** she is still in university.

5) Illative which express and inference as something certainly fell in.

The meaning of function has been describe. The meaning is the previous sentence the possibility of explaining an activity and in the text sentence there is a continuation of the result.

a) For (add reason)

Example :

She will not come tomorrow **for** she is sick.

It is going to rain **for** the barometer is falling.

b) So (add yield)

Example :

He did not come to the party tomorrow **so** I angry with him.

It is time to go **so**, let us start.

c) So then

Example :

It is time to go **so then** let us pray.

b. Subordinating Conjunction

Subordinating conjunction is joins a clause to another on which it depends for its full meaning. Wren and Martin says that the sentence contains two statements or clauses one of which, because it interest me is dependent on the other.¹⁹ Because the conjunction introduction the dependent or subordinate clause. According to Goerge M. Jones subordinating Conjunction are used to join subordinate clauses to certain words in the clauses to which they are subordinate.²⁰

So, Subordinating conjunction is joins a clauses to another on which it depends for its meaning. Subordinating conjunction consist of if, because, that, until, after, before, while, why, where, when, who, which, in order to, although, and unless.

¹⁹ Wren and Martin, *High School English Grammar and Comparison*, (N.D.V: Persada Rao 1990), p. 154

²⁰ Goerge M. Jones, *High School English Grammar*, (J.M.Dent: London, 1992), p.180

Subordinating conjunction may be classified according to their meaning:

1. Time

The meaning of explained the time of the clause that has occurred.

Example: I will help you, **while** I can doing.

2. Cause or Reason

The meaning of function above, states the causal relationship.

Example: He will winner, **because** he is try hard.

3. Purpose

The meaning function of purpose is to explained purpose or aim relationship.

Example: I study, **so that** I smart

4. Manner

The meaning function of manner is to explain meaning of manner.

Example: I will reap **as** I sow.

5. Result or consequence

Example: She dance so sensational, **that** she tired.

6. Condition

The meaning function of condition is to explain meaning of condition sentence.

Example: Rio will come **if** sifa comes.

7. Concession

The meaning function of concession is to explain of concessive, and to explain not condition.

Example: I will not see him, **although** he came.

8. Comparison

Example: She is as beautiful as I (am)

c. Correlative Conjunction

Correlative conjunction is thus used in pairs. When conjunction are used as correlatives, each of the correlated words should be placed immediately before the words to be connected.²¹ According Marcella Frank that when **and**, **or**, **but** join coordinate elements, the first item may also be preceded by a conjunction such paired conjunction.²² This correlative pair expresses addition, with greater emphasis placed on the second element. When this correlative joins two independent clause also may be omitted or it may be separated from but and placed in one of the adverbial positions.

Some conjunction are used in pairs, as:

1. Either – Or

Example

²¹ Wren and Martin, *High School English Grammar*, (N.D.V: Persada Rao, 1990). p. 152

²² Marcella Frank, *Modern English A Practical Reference Guide* (Prentice Hall Inc: 1972), p. 212

Either you **or** he likes watching television.

Either you will confess **or** I will complain

2. Neither – Nor

Example:

Neither he **nor** they likes sport.

she is **neither** dependable **nor** trustworthy.

3. Both – And

Example:

we **both** hate **and** quarrel.

Both nina **and** nani are in love with William.

4. Whether – Or

Example: I do not angry **whether** you go **or** stay here.

5. Not only – But also

Example :

Not only is he smart, **but** also polite.

he can cook **not only** pastry **but also** pizza.

6. Though – Yet

Example : **Though** he is poor, **yet** he work.

7. Between – And

Example: **Between** father **and** mother don't likes banana

C. Analytical Exposition Text

1. Definition of Analytical Exposition Text

Analytical exposition text is a text that elaborates the writer's idea about the phenomenon surrounding. To persuade the reader or listener that there is something that there is something that, certainly, needs to get attention to analyze a topic and to persuade the reader that opinion is correct and supported by arguments.²³

Analytical exposition text is a text which discuss about something that happen in society. The writers give their opinion about the phenomenon that will be discussed.²⁴

Analytical exposition is a type of written text that is intended to persuade readers that something in the case. To make persuade stronger, the writer gives dome argument the fundamental reason why something is the case.

So, Analytical Exposition Text is the provides the writers' op inion about something that happens in the society.

2. The Purpose of Analytical Exposition Text

The purpose of an analytical exposition text is to persuade the reader or listener by presenting one side of an argument. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case.²⁵

²³ Muhammad Abrar Zahoor, Fakhar Bilal, *Marxist Historiography: An Analytical Exposition of Major Themes and Premis*, (London: W.W Norton Company, 1978), p.220

²⁴ Anisa Fitri Irwan, Fauzia Rozani, Leni Marlina, "Students Ability in Writing an Analytical Exposition Text at English Department of University Negeri Padang", dalam Jurnal of English Language Teaching, Volume , No 1, Tahun 2018, p. 170

²⁵ Rina Mayasari , "The Use of Group Investigation to Improve Students' Ability in Writing Skill on Analytical Exposition Text at English Department of

The purpose of an analytical exposition text is to persuade the reader with opinion about an issue and to give the arguments about the topic that happen recently.

So, based on the above the purpose of analytical exposition text is to give acceptable and reasonable argument.

3. Generic Structure of Analytical Exposition Text

Pardiyono states that the generic structure of analytical exposition text consist of thesis, arguments, and reiteration. The explanation can be seen below:

a. Thesis

Thesis is also called general statement. It is instruction the topic and show speakers or writer's position; outlines of the argument to be presented.

b. Arguments

Arguments it consist about point and elaboration point, states the main argument. Elaboration develops and support each point of argument.

c. Reiteration

Reiteration or restatement is restates speakers or writer's position.

4. Language Features of Analytical Exposition Text

The language features of analytical exposition text follows:

- a. Focus on generic human and non-human participants.
- b. Use mental process, It is used to state what the writer or speaker thinks or feels about something, for example: realize, feel, etc.
- c. Need material process, it used to state what happens, for example: has polluted, etc.
- d. Use of simple present tense.
- e. Use of relational processes.
- f. Use of internal conjunction state argument.
- g. Reasoning through causal conjunction or nominalization.

There are the language features that they have to write the analytical exposition text

5. Example of Analytical Exposition Text

Table 1
Example of analytical Exposition Text

The Importance of Education	
THESIS	Education is most important among all of us. Education plays a very important role in your life. For living a luxurious life or for living a better life, you should be educated.
ARGUMENTS	Education is that which transforms a person to live a better life and even in a social well being. Education is the one that doing something constructive in our near future. It helps a person to show their best by their mind and spirit. It gives you a lot of kind knowledge in whatever aspect. Education is plays a vital role in your success in personal growth. The more you have knowledge the more grow. Being educated and earning a professional degree prepares

	<p>you to be a part in reputed organizations, companies or institutions.</p> <p>In today's competitive world education is necessity for man, and shelter. Education is the solution of any problems, it is the only education which promotes good habits, values and awareness towards anything like terrorism, corruption and much more.</p>
REITERATION	So, education is the strength to a person and education need to a person.

The researcher interest to choose this text. Because the researcher thinks many students have done camping, so they will be easy to understand this text.

D. Review of Related Findings

Related to this research, some researcher has done as below: therefore the researcher made theirs related finding. The first the thesis of Siti Fatimah "Students' conjunctions mastery at grade XI SMA N 1 Panyabungan Utara Kabupaten Mandailing Natal. The conclusion of her research is good. It could be categorized into enough category (57.38%).²⁶

The second, research conducted by Ira Anggita Maya Sofa "An Analysis of Students' Ability in Writing Analytical Exposition Text at Grade XI SMA S Nurul Ilmi Padangsidimpuan" can be categorized into low category.²⁷

²⁶ Siti Fatimah "Students' Conjunction Mastery at Grade XI SMA Negeri 1 Panyabungan Utara Kabupaten Mandailing Natal, *unpublished script 2018*, (Padangsidimpuan: IAIN, 2018), p. 49

²⁷ Ira Anggita Maya Sofa "An Analysis of Students Ability in Writing Analytical Exposition at Grade XI SMA S Nurul Ilmi Padangsidimpuan, *unpublished script 2018*, (Padangsidimpuan: IAIN, 2018), p.38

The Last, research conducted Anisa Fitri Irawan, An Fauziah Rozani, and Leni Marlina “Students’ Ability in Writing Analytical Exposition Text at English Department of University Negeri Padang”, can be categorized in to good category.²⁸

So, based explanation above if the research above had explanation about Students’ ability identifying conjunction in analytical exposition text at intensive room 1 programme language IAIN Padangsidimpuan. the researcher want to complete the researcher above, whereas, the researcher The students ability in identifying conjunction in analytical exposition text at intensive room 1 programme language IAIN Padangsidimpuan.

E. Hypothesis

The hypothesis is needed to show the researcher’s thinking and expectation outcomes of the research related to this research. The researcher was done using statistical analysis of Z-test. So, Hypothesis of this research are as follow. “the students ability identifying conjunction in analytical exposition text at intensive language programme IAIN Padangsidimpuan” is enough category.

²⁸ Anisa Fitri Irawan, An Fauziah Rozani, and Leni Marlina “Students’ Ability in Writing Analytical Exposition Text at English Department of University Negeri Padang” *dalam Journal English Language Teaching Volume 7 No 1 Tahun 2018*, p. 174

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Research

1. Place

The research is located at grade Intensive Language Programme IAIN Padangsidimpuan. It is located on, H. T. Rizal Nurdin Km. 4,5 Sihitang, Padangsidimpuan.

2. Time

This research has been done collecting data and analyzing the data in this research. It was started September 2020 until finished.

B. The Research Design

The research used quantitative descriptive. According to L.R Gay & Peter Airasian that “Quantitative method is based on the collect and analysis data by numeral, usually obtained from questionnaires, test, checklist, and other formal paper and pencil instrument and using normality data to find middle score.”²⁹

This research uses quantitative research with method of research is descriptive method. According Babbie, quantitative research deals in number, logic, and the objective, focusing on logic, number, and unchanging static data and detailed, convergent reasoning rather than divergent reasoning.

²⁹L. R Gray and Peter Airasian, *Educational Research Competences FOR Analysis and Application*, (USA; NEW Jersey, 2000), p. 279.

Descriptive method which is the research that described and interpreted the object research. It means that this research is described and interpreted of the ability of the students of Intensive Language Programme IAIN Padangsidimpuan in identifying conjunction on Analytical exposition text.

Based on the definition above, the researcher conclude that this research is the quantitative descriptive research that is describing the students ability in identifying conjunction in analytical exposition text by measuring the students score in numeral data at Intensive Language Programme IAIN Padangsidimpuan.

C. The Population and Sample

1. Population

According to Gay, population is the group of interest to the researcher, the group to which she or he would like to result of the study to be generalizable.³⁰ It is concluded that population is whole of the subject that is researched. Population of this research are all six room at intensive language programme IAIN Padangsidimpuan. Total of population are Room I is 28 students, Room II is 28 students, Room III is 28 students, Room IV is 28 students, Room V is 28 students and Room VI is 21 students.

These are amount of population base on Intensive Language Programme IAIN Padangsidimpuan and total of class inside. They are:

³⁰ L. R Gray and Peter Ariansian., *Educational Research Competences For Analysis and Application*, ..., p.122

Table 2

**Amount of Room 1 of Intensive Language Programme
IAIN Padangsidimpuan**

No	Room	Students
1	Room I	28
2	Room II	28
3	Room III	28
4	Room IV	28
5	Room V	28
6	Room VI	21
Total		161

2. Sample

The researcher used simple random sampling for taking sample of this research. Random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample.³¹ Random sampling in which each individual in the population has an equal probability of being selected (a systematic or probabilistic sample).³²

It means that the researcher take Intensive Language Programme IAIN Padangsidimpuan. Based on the explanation above the sample of this research can be seen in the table below:

³¹ L.R Gay and Peter Airsian, *Educational Research Competences for Analysis and Application*, ..., p.123

³² Creswell, John W., *Research Design Second Edition* (America: Sage Publications, Inc, 2003), p. 156.

Table 3
Sample of the research at Room 1 in
Intensive Language Programme
IAIN Padangsidempuan

No	Gender	Total Students	Total Sample
1	Male	8	8
2	Female	20	20
Total		28	28

D. The Instruments of Collecting Data

Instrument is a tool that can be used by the researcher to collect the valid data. In this research, researcher use a test. Then, the test is used for analyzing the students' ability in identifying conjunction in analytical exposition text in order to know the students' score objectively and measured learning outcome directly. The types of this test is analyzing test. In this test, the students' must identify 25 conjunction from underlining word. In this test the researcher make the indicator of the test in table below:

TABLE 4
The Indicators

Types of test	Indicators	Items	Score	Total score
The students are able to identifying	1. Coordinating Conjunction	22	4	88
	2. Subordinating Conjunction	1	4	4
	3. Correlative Conjunction	2	4	8
TOTAL		25	4	100

Based on the table of indicators of test above, the researcher gives 100 values for the respondents' correct answer of translating totality.

E. The Techniques for Collecting Data

After preparing the test, the researcher has given the test to the sample of the research, then has tried to find out the result. There are some steps to collect the data:

1. Prepared the test. The researcher made the test in underlining or analyze of the test.
2. The researcher makes validity of the test by checking it to be English teacher. It was content validity.
3. After making the item test valid, the researcher gave students the test and the time to do the test.
4. The researcher determine the time of doing the time the test. The time of during test in 60 minutes.
5. The researcher give chance of time for students as ask something left or unclear in doing the test.
6. The researcher ask the students to do and the researcher monitor the students during the test is doing.
7. After students finish answering the test, the researcher collect their answer to be analyzed.

F. The Techniques of Analysis Data

After the collecting data, the researcher analyzed the data by quantitative data; it was presented in statistic formula. Data were analyzed by statistical analysis with following steps:

1. Identifying and correcting the answer of the subject research from the test.
2. Using mean score to analyze the test result:

$$M = \frac{\sum x}{N}$$

Explanation:

M :Mean Score (average)

$\sum x$: Total of the result

N : Sum of respondent.³³

3. After the researcher get the data, it would enter in test hypothesis with the formula as follow:

Z- Test

$$Z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(1-p)}{n}}}$$

Explanation

x = Data that includes hypothesis categories.

n = All of data.

p = Hypothesis proportion.³⁴

³³ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 2008), p. 258.

4. Then, after the researcher get the data, it has been presented in frequency table as following:

Table 5

The classification quality of the students' score

No	Interval	Predicate
1	81% - 100%	Very high
2	61% - 80%	High
3	41% - 60%	Enough
4	26% - 40%	Low
5	0% - 25%	Very low

5. After the researcher found the mean score of all students, it would be consult to the criteria as the following:
- 1) If the value of mean score is 0-25, it can be categorized Ito very low ability.
 - 2) If the value of mean score 26-40, it can be categorized into low ability .
 - 3) If the value of mean score is 41-60, it can be categorized into enough ability.
 - 4) If the value of mean score is 61-80, it categorized into high ability.
 - 5) If the value of mean score is 81- 100, it categorized into very high ability.

³⁴ Ahmad Nizar Rangkuti, *Statistik Penelitian Pendidikan*, (Medan: PerdanaMulyaSarana, 2014), p. 80.

CHAPTER IV

RESULT OF THE RESEARCH

This chapter presents the research result, in order to know the students' ability in identifying conjunction in analytical exposition text at intensive room 1 language programme IAIN Padangsidimpun. The researcher has calculated the students' test result relate to this research's title by applying analysis. This quantitative descriptive analysis was used mean score to get their whole result as general. Then to test the hypothesis, the researcher used formula of Z test. Next, the detailed description of data as follows:

A. Description of Data

Absolutely, to know the extend of the students' ability in identifying conjunction in analytical exposition text, the researcher used the test as instrument of collecting the data. Whereas, the researcher asked to the identify conjunction in the text correctly. The total number of the test were 25, the score of a question were 4. Thus, the total score of all the test were 100. After distributing the instrument of research for the students' at intensive room 1 language programme IAIN Padangsidimpun in identifying conjunction, the score each of their can be got as below:

Table. 6
The Students` Total Score in Identifying Conjunction
In Analytical Exposition Text at Intensive Room 1
Language Programme IAIN Padangsidimpuan

No	Students` Initial Name	Total Score	Quality Score
1	AS	44	Low
2	Asy	52	Enough
3	MKH	56	Enough
4	TN	60	Enough
5	RPH	56	Enough
6	RSH	72	High
7	AS	56	Enough
8	I	80	Very High
9	NS	80	Very High
10	NU	84	Very High
11	RAS	88	Very High
12	KFNP	84	Very High
13	NA	76	High
14	SHB	60	Enough
15	HIP	64	Enough
16	DF	72	High
17	N	52	Enough
18	R	44	Low
19	WP	52	Enough
20	AA	60	Enough
21	UH	76	High
22	LM	80	Very High
23	FAL	56	Enough
24	IP	52	Enough
25	RF	88	Very High
26	MAN	56	Enough
27	ESL	72	High
28	AE	76	High
	TOTAL	1848	

Based on the table above, the total score of students at Intensive room 1 Language Programme IAIN Padangsidimpuan in identifying conjunction is 1848. It can be seen also that were many students have got 88 as the highest

score and there were have many got 44 as the lowest score. And then, it is clearly quality score in identifying conjunction in analytical exposition text is differently. Whereas, there were many students' have low, enough, high and very high. It means that the ability at intensive room 1 Language Programme IAIN Padangsidimpuan in 2020-2021 academic years in identifying conjunction in analytical exposition text is variously.

The test score become the data that were needed for testing hypothesis is the data are tabulated as follow:

Table.7
The Resume of Variable Score in Identifying Conjunction
in Analytical Exposition Text

No	Statistic	Variable
1	High Score	88
2	Low Score	44
3	Mean Score	66.5
4	Median	66.25
5	Mode	50.5

From the table above, it was known that the high score for variable in identifying conjunction in analytical exposition text had been searched from 28 students, and best on the total of sample research the high score is 88 and low score is 44, mean score is 66.5, median score is 66.25, and mode score is 50.5.

Based on the calculation mean score were 66.5. So, application identifying conjunction in analytical exposition text was high, it can be known from the

table interpretation mean score in chapter V. To know revelation of data was done to group variable score in identifying conjunction in analytical exposition text which interval 7.

Table.8
The Frequency Distribution in Identifying Conjunction
in Analytical Exposition Text

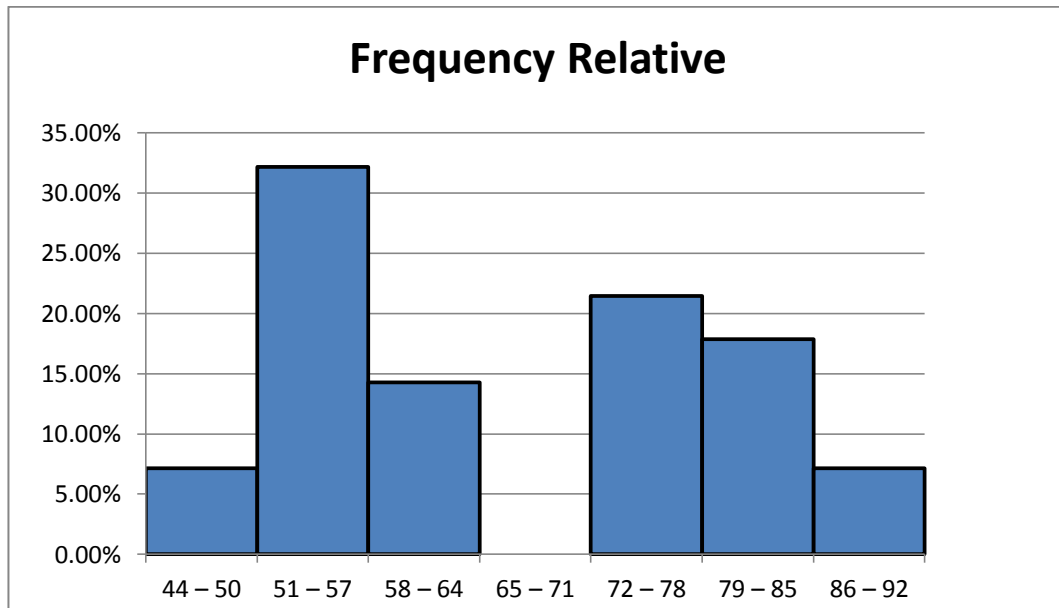
No	Interval Class	Frequency Absolut	Frequency Relative
1	44 – 50	2	7.14 %
2	51 – 57	9	32.14%
3	58 – 64	4	14.29%
4	65 – 71	0	-
5	72 – 78	6	21.43%
6	79 – 85	5	17.86%
7	86 – 92	2	7.14%
I = 7		28	100%

From the table above, it could be known the score of the students were 28 have 44 up to 88. The teacher has calculated the data by using statistic count. From the test score above the data were tabulated as follow:

In continuation, the distribution data, the researcher describe the numbers into followed histogram:

Histogram: Data Description

Frequency:



The Histogram of Identifying Conjunction in Analytical Exposition Text at Intensive Room 1 Language Programme IAIN Padangsidimpuan.

Based on the histogram above, it was known that the variable revelation in identifying noun in analytical exposition text shows that the respondent in 44 – 50 was 2 students (7.14%), 51 – 57 was 9 students (32.14%), 58 – 64 was 4 students (14.29%), 65 – 71 was 0 students (0%), 72 – 78 was 6 students (21.43%), 79 – 85 was 5 students (17.86%), 86 – 92 was 2 students (7.14%). So, the meaning of interval is showing the count of sample that got score in percentage.

Table.8
The Classification Quality of Students Score

No	Interval	Predicate
1	81% - 100%	Very high
2	61% - 80%	High
3	41% - 60%	Enough
4	26% - 40%	Low
5	0% - 25%	Very low

B. Hypothesis Testing

The hypothesis testing of the research, “the students’ ability in identifying conjunction in analytical exposition text at intensive room 1 language programme IAIN Padangsidimpuan”. Based on the collecting data, the data has been analyzed to prove hypothesis by using formula of Z test. It can be seen follow:

Calculation Z_{hitung} :

$$Z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(1-p)}{n}}}$$

$$Z = \frac{\frac{15}{28} - 0,75}{\sqrt{\frac{0,75(1-0,75)}{28}}}$$

$$Z = \frac{0.53 - 0,75}{\sqrt{\frac{0,75(0.25)}{28}}}$$

$$Z = \frac{-0.22}{\sqrt{\frac{0.1875}{28}}}$$

$$Z = \frac{-0.22}{\sqrt{0.00669}}$$

$$Z = \frac{-0.22}{0.0819}$$

$$Z = -2.69$$

Calculation Z_{table} :

$$Z\left(\frac{1}{2} \alpha\right) = Z_{table}$$

$$\alpha = 0,05$$

$$\alpha = \frac{1}{2} (0,05)$$

$$Z_{table} = 0,025$$

Based on the calculation it can be concluded that $Z_{count} = -2.69$ was greater than $Z_{table} = 3,26$, ($Z_{count} = -2.69 < Z_{table} = 3,26$ by level 0,05). So, from the result above the researcher concluded that hypothesis is accepted by using Z-test. Because $Z_{count} = -2.69 < Z_{table} = 3,26$. The meaning in level significant 5% the students' ability in identifying conjunction in analytical exposition text at intensive room 1 language programme IAIN Padangsidimpuan have enough ability.

So, the students' ability in identifying noun in analytical exposition text at intensive room 1 language programme IAIN Padangsidimpuan was high ability according table VII. the classification quality of students' score. It was 66.5 high category.

C. Discussion

In this research, the researcher searched students' ability in identifying conjunction in analytical exposition text at intensive room 1 language programme IAIN Padangsidimpuan. The researched wanted to know the

students` ability in identifying conjunction in analytical exposition. The researcher conducted with a test. The research who conducted the test to determine the level of students` ability in identifying conjunction in analytical exposition text. The test was that have been conducted by researcher.

After the analyzing the data, it was known the students` ability in identifying conjunction in analytical exposition at intensive language programme IAIN Padangsidimpuan was categorized into high category or 66.5 score, it was gotten from the result of students` mean score in doing by test.

Table.8
Result of previous research

No	Name of Research	Result in Research in Identifying Noun	Category of Mean Score
1	Leli Soraya	66.50%	High
2.	Siti Fatimah	57.38%	Enough
2	Ira Anggita Maya Sofa	58.49%	Enough
3	Anisa , Fauziah and Leni	71.60%	High

The researcher hypothesis was proved by calculation by using Z_{test} which the research had done. The result calculation were $Z_{\text{count}} = -2.69$ was more than $Z_{\text{table}} = 3,26$ by level of significances 0,05, so, from the result the researcher concluded that the hypothesis is rejected.

The first, research by Siti Fatimah with the title Students` Conjunction Mastery at grade XI SMA N 1 Panyabungan Utara Kabupaten Mandailing Natal. The result of the thesis was enough (57.38).³⁵

³⁵ Siti Fatimah “ Students’ Conjunction Mastery at Grade XI SMA N 1 Panyabungan Utara Kabupaten Mandailing Natal” *Unpublished Script* 2018. (Padangsidimpuan: IAIN, 2018), p.49

The second, research conducted by Ira Anggita Maya Sofa “ An Analysis of Students’ Ability in Writing Analytical Exposition Text at Grade XI SMA S Nurul Ilmi Padangsidempuan”. The result of the thesis was low category (58.49).³⁶

The Last, research conducted Anisa Fitri Irawan, An Fauziah Rozani, and Leni Marlina “Students’ Ability in Writing Analytical Exposition Text at English Department of University Negeri Padang”. The result of the thesis was good category (71.60).³⁷

D. Treats of the Research

In conducting this research, the researcher realized that there were many treats of the researcher. It the starter from the title until the technique of analyzing data, so the researcher knew that is was so far from excellence thesis.

On doing the test, there were the treats of time, because the students` had the activities. Besides, the time with was given to be students` not enough. Then, students also did not do the test seriously. So, the researcher look answer directly without care about it.

The researcher was aware all the things would want to be searched but to get the excellent result from the research were more difficult become there

³⁶ Ira Anggita Maya Sofa “An Analysis of Students Ability in Writing Analytical Exposition at Grade XI SMA S Nurul Ilmi Padangsidempuan, *unpublished script 2018*, (Padangsidempuan: IAIN, 2018), p.38

³⁷ Anisa Fitri Irawan, An Fauziah Rozani, and Leni Marlina “Students’ Ability in Writing Analytical Exposition Text at English Department of University Negeri Padang” *dalam Journal English Language Teaching Volume 7 No 1 Tahun 2018*, p. 174

were threats the writer, the researcher helping from the entire advisors, headmaster, and English teacher.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, it was known that the researcher given conclusion as follows: the students' ability in identifying conjunction in analytical exposition text at intensive room 1 language programme IAIN Padangsidimpuan was categorized into enough category. It can be seen from the value of the percentage from mean score gotten students, that is 66.5. Then, the hypothesis is "the students' ability in identifying conjunction in analytical exposition text at intensive room 1 language programme IAIN Padangsidimpuan is enough category". Then, from the result of the hypothesis testing, the researcher found that the hypothesis is rejected. It can be proved from $Z_{count} = -2.69 < Z_{table} = 3.26$.

B. Suggestion

Based on the conclusion of the research that had mentioned previously, the researcher would like to give some suggestion to a person who gets benefits from this research.

1. The researcher on this opportunity hopes that other researcher would conduct a research related to the topic of this study, especially to find out other students' ability in identifying conjunction in analytical exposition text..
2. To the students of intensive language programme IAIN Padangsidimpuan should have to do practice write analytical exposition text in to use conjunction.

1. .

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Wren and Martin, *High School English Grammar and Composition*, (N. D. V: Persada Rajo: 1990).

CURRICULUM VITAE

A. Identity

Name : Leli Soraya
 Reg. No. : 14 203 00058
 Place/Birth : Maura Parlampungan/April, 01th 1996
 Sex : Female
 Religion : Islam
 Address : Muara Parlampungan, Kec. Batang Natal, Mandailing
 Natal

B. Parents

Father's Name : Pintor Nasution
 Mother's Name : Yusna Lubis

C. Educational Background

1. Elementary School : SD Negeri No. 142682 Muara Parlampungan (2008)
2. Junior High School : SMP Negeri 3 Batang Natal Kayulaut (2011)
3. Senior High School : SMK Negeri 1 Panyabungan (2014)
4. Institute : IAIN Padangsidempuan
(2020)

APPENDIXES 1

Instrument

Name :

Class :

Subject :

Instruction: identify the conjunction (Coordinating, Subordinating, and Correlative Conjunction) in the text for underlined word in each text.

TEXT I

Global Warming

Global warming is a phenomenon used to described the gradual increase in the temperature of Earth's atmosphere and oceans. Global warming is not a new problem but lately people are acknowledging that we are facing a serious problem. Climate change is apparent everywhere. failed crops, economic slowdown and deforestation are among the several impact of global warming.

First of all, there is irrefutable evidence that human activities have changed the atmosphere of our earth. Since the time we have been industrializing, we started polluting our waters and air, and have been realizing greenhouse gases that contribute to global warming.

Secondly, according to research by the Greenpeach organization, there is evidence of extensive deforestation being carried out in Indonesian and other tropical countries around the world. These forest used to grow crops like palm sugar, palm oil and coffee life time line of Western society (Greenpeach report, 2007). The impact of climate change is noticeable throughout Asia-pacific, either during hot days or too much rain accompanied by wind and thunderstorm. This has started to affect to the economy as well.

Furthermore, the shifting weather patterns have made it difficult for farmer to grow crops. A recent study has shown that due to unpredictable weather patterns, there have been lots of failed crops (Reuters, 2007).

In conclusion, global warming is not a new problem nor are we solely responsible for it. But as the citizens of the world, we have to take every possible action to help overcome this issue. It is only for us but for all the future generations to follow.

TEXT II

Why is Learning English Important

Language is the mean of communication. Mostly groups of society have their own languages. Some of them appear the top global languages. Most people in the world hear about English, Arabic, and Mandarin. However English is the most global spoken language. Then if a man wants to catch a global goal, he has to master English.

Everyone recognize that English is an international language. English is used in writing and speaking by many people all over the world. It can be either as a first or second language. We even hear British, American, Australian, and even Singaporean English. Those various names of English are used as the first language in those countries. Furthermore, some countries have their own languages as a mother language but also use English mostly in daily communication.

Besides usage in daily interaction, English is also used as a key to open doors leading to scientific and technical knowledge. No wonder we find manual guides and instructions of many devices written in English. Even if we have a pack of instant noodle, we will see the cooking instruction also written in English. This transfer of science and technology will include many countries in economic, social and politics development.

Finally, the most easily seen in the importance of learning English is that most top requirement in filling job opportunities is the ability using English; active or passive. Job applicants who master English are more favorable than ones who do not.

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KEY ANSWER**1. Coordinating Conjunction**

- | | | |
|--------|--------|--------|
| a. And | k. For | u. And |
| b. And | l. But | v. or |
| c. And | m. For | |
| d. And | n. And | |
| e. And | o. And | |
| f. And | p. And | |
| g. And | q. And | |
| h. For | r. And | |
| i. Nor | s. for | |
| j. For | t. And | |

2. Subordinating Conjunction

- a. Why

3. Correlative Conjunction

- a. Either – or

Either

APPENDIXES III

DESCRIPTION DATA USING MATHEMATIC FORMULA

1. The score of the students scores' from low to high score

44	52	56	60	56	72	88
56	80	80	84	84	88	56
76	60	64	72	52	44	72
52	60	76	80	56	52	76

2. High Score = 88

3. Low Score = 44

4. Range = high score – low score
= 88 – 44
= 44

5. Total of the classes (BK) = $1 + 3.3 \log (n)$
= $1 + 3.3 \log (28)$
= $1 + 3.3 (1.447)$
= $1 + 4.78$
= $5.78 = 6$

6. Interval (i)

$$I = \frac{R}{BK} = \frac{44}{6} = 7.3 = 7$$

7. Mean Score

$$(X) = \frac{\sum fixi}{\sum fi}$$

No	Interval	Fi	Xi	Fixi
1	44 – 50	2	47	94
2	51 – 57	9	54	486
3	58 – 64	4	61	244
4	65 – 71	0	68	0
5	72 – 78	6	75	450
6	79 – 85	5	82	410
7	86 – 92	2	89	178
I= 7		28		1862

$$\text{Mean} = x = \frac{\sum x}{N} \quad X = \frac{1862}{28} = 66.5$$

8. Median

$$\text{Me} = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$b = 58 - 0.5$$

$$b = 57.5$$

$$f = 9$$

$$F = 4$$

$$P = 7$$

$$\text{Me} = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$\text{Me} = 57.5 + 7 \left(\frac{\frac{1}{2}28 - 9}{4} \right)$$

$$\text{Me} = 57.5 + 7 \left(\frac{14 - 9}{4} \right)$$

$$\text{Me} = 57.5 + 7 \left(\frac{5}{4} \right)$$

$$\text{Me} = 57.5 + 8.75$$

$$\text{Me} = 66.25$$

9. Modus

$$\text{Mo} = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

$$b = 58 - 0.5 = 57.5$$

$$p = 7$$

$$b_1 = 4 - 9 = -5$$

$$b_2 = 4 - 0 = 4$$

$$\text{Mo} = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

$$\text{Mo} = 57.5 + 7 \left(\frac{-5}{1+4} \right)$$

$$\text{Mo} = 57.5 + 7 \left(\frac{-5}{5} \right)$$

$$\text{Mo} = 57.5 + -7$$

$$\text{Mo} = 50.5$$

=



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
PUSAT PENGEMBANGAN BAHASA**

Jalan T. Rizal Nurdin Km.4,5 Sihitang Kode Pos 22733

Telepon. 0634.22080 Faximile 0634 24022

Website : www.iaain.psp.ac.id

11 Desember 2020

SURAT KETERANGAN
B- / 63/In.14/J.2/PP.00.9/12/2020

Kepala Pusat Pengembangan Bahasa IAIN Padangsidimpuan

Dengan ini menerangkan bahwa :

Nama : Leli Soraya
NIM : 1420300058
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Adalah benar telah melakukan penelitian di Pusat Pengembangan Bahasa mulai Tanggal 19 s.d 21 Oktober 2020 dengan Judul : **The Students Ability in Identifying Conjunction in analytical Exposition Text at Intensive Language Programme IAIN Padangsidimpuan.**

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya .



Kepala Pusat Pengembangan Bahasa,

Rizki Fuli
Ravendhani Fahmei Lubis, M.Ag

197105102000032001



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

Jalan H. T. Rizal Nurdin KM. 4,5 Sihitang 22733
Telepon (0634) 22080, Fax. (0634) 24022

Padangsidimpuan, 18 November 2018

Nomor : 202/In.14/E.6a/PP.00.9/11/2018
Lamp : -
Perihal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth

1. **Rayendriani Fahmei Lubis, M. Ag.** (Pembimbing I)
2. **Fitri Rayani Siregar, M. Hum.** (Pembimbing II)

Di Padangsidimpuan

Assalamu' alaikum Wr. Wb

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bila mana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : **Leli Soraya**

NIM : **14 203 00058**

Fak/Jurusan : **Tarbiyah dan Ilmu Keguruan/TBI-3**

Judul Skripsi : **THE STUDENTS' ABILITY IN IDENTIFYING CONJUNCTION
IN ANALYTICAL EXPOSITION TEXT AT INTENSIVE
LANGUAGE PROGRAMME IAIN PADANGSIDIMPUAN.**

Demikian surat ini disampaikan, atas kesedian dan kerjasama yang baik dari bapak/ibu kami ucapkan terimakasih.

Ketua Program Studi Tadris Bahasa Inggris

Rayfah

Rayendriani Fahmei Lubis, M. Ag
NIP. 19710510 200003 2 001

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAKBERSEDIA
Pembimbing I

Rayfah

Rayendriani Fahmei Lubis, M. Ag
NIP. 19710510 200003 2 001

BERSEDIA/TIDAKBERSEDIA
Pembimbing II

Fitri

Fitri Rayani Siregar, M. Hum.
NIP. 19820731 200912 2 004