THE CORRELATION BETWEEN SIMPLE PRESENT TENSE MASTERY AND WRITING ANALYTICAL EXPOSITION TEXT MASTERY AT THE XI GRADE STUDENTS OF MAS BAHARUDDIN

A THESIS

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

Written By:

LIAWARDANI SIHOMBING
Reg. No. 16 203 00039

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES

PADANGSIDIMPUAN

2022

THE CORRELATION BETWEEN SIMPLE PRESENT TENSE MASTERY AND WRITING ANALYTICAL EXPOSITION TEXT MASTERY AT THE XI GRADE STUDENTS OF MAS BAHARUDDIN

A THESIS

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

Written By:

LIAWARDANI SIHOMBING
Reg. No. 16 203 00039

ENGLISH EDUCATION DEPARTMENT

ADVISOR I

Dr. Fitriadi Lubis, M. Pd.
NIP. 19620917 199203 1 002

ADVISOR II

Sri Rahmadhani Siregar, M.Pd
NIDN. 2006058602

TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES

PADANGSIDIMPUAN

2022

LETTER OF AGREEMENT

Term   : Munaqosyah

Item   : 7 (seven) examplars

Padangsidimpuan,   February 2022

a.n. **Liawardani Sihombing**

To: **Dean**

Tarbiyah and Teacher Training Faculty

In-

Padangsidimpuan

Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Liawardani Sihombing**, entitled **"The Correlation Between Simple Present Tense Mastery and Writing Analytical Exposition Text Mastery at The XI Grade Students of MAS Baharuddin".** We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalam 'alaikumwr.wb.

Advisor I

Dr. Fitriadi Lubis, M.Pd.
NIP. 19620917 199203 1 002

Advisor II

Sri Rahmadhani Siregar, M.Pd.
NIDN. 2006058602

DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name	: Liawardani Sihombing
Reg. Number	: 16 203 00039
Faculty/Department	: Tarbiyah and Teacher Training Faculty/ TBI-1
The title of the Thesis	: THE CORRELATION BETWEEN SIMPLE PRESENT TENSE MASTERY AND WRITING ANALYTICAL EXPOSITION TEXT MASTERY AT THE XI GRADE STUDENTS OF MAS BAHARUDDIN

I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan in article 14 verse 2.

I do this declaration truthfully, if there is deceitfulness and incorrectness regarding to this declaration in the future, I will be willing to get the punishment as it is required in students' ethic code of IAIN Padangsidimpuan, article 19 verse 4, that is to cancel academic degree disrespectfully and other punishment regarding norms and legal law.

Padangsidimpuan, February 2022
Declaration Maker

Liawardani Sihombing
Reg. No. 16 203 00039

AGREEMENT PUBLICATION OF FINAL TASK

FOR ACADEMY CIVITY

As academic cavity of the State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

Name : Liawardani Sihombing
Registration Number : 16 203 00039
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-1
Kind : Thesis

To develop of science and knowledge, I hereby declare that I present to the state institute for Islamic Studies Padangsidimpuan Non Exclusive Royalty Right on my thesis with entitled: **"The Correlation Between Simple Present Tense Mastery and Writing Analytical Exposition Text Mastery at The XI Grade Students of MAS Baharuddin"** With all the sets of equipments (if needed). Based on the this non-exclusive royalty right, the State Institute for Islamic Studies Padangsidimpuan has the right to save, to format, to organize in data base form, to keep and to publish thesis for as I am determined as a writer and owner of its creative right.

Based on the statement above all, this statement is made true heartedly to be used properly.
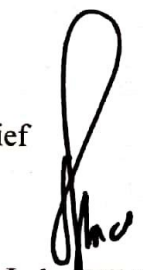
Padangsidimpuan, February 2022
Signed

Liawardani Sihombing
Reg. No. 16 203 00039

EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name   :   LIAWARDANI SIHOMBING

Reg. Number   :   16 203 00039

Faculty/ Department :   Tarbiyah and Teacher Training Faculty/ English Education Department

Thesis   :   **"THE CORRELATION BETWEEN SIMPLE PRESENT TENSE MASTERY AND WRITING ANALYTICAL EXPOSITION TEXT MASTERY AT THE XI GRADE STUDENTS OF MAS BAHARUDDIN"**

Chief

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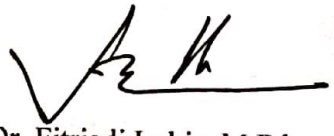
Secretary

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

Members

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

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

Dr. Fitriadi Lubis, M.Pd
NIP. 19620917 199203 1 002

Sri Rahmadhani Siregar, M.Pd
NIDN. 2006058602

Proposed:
Place   : Padangsidimpuan
Date   : 08th of March 2022
Time   : 14.00 until 17.00
Result/Mark   : 78 (B)
IPK   : 3,48
Predicate   : Sangat Memuaskan

LEGALIZATION

Thesis
: The Correlation Between Simple Present Tense Mastery and Writing Analytical Exposition Text Mastery at The XI Grade Students of MAS Baharuddin

Written By
: **LIAWARDANI SIHOMBING**

Reg. No
: **16 203 00039**

Faculty/Department
: **Tarbiyah and Teacher Training Faculty/TBI**

The Thesis had been accepted as a partial fulfillment of the Requirement for Graduate Degree of Education (S.Pd.)

Padangsidimpuan, February 2022

..., M.Si.

NIP. ...0920 200003 2 002

Name   : **Liawardani Sihombing**
Reg. No   : **16 203 00039**
Faculty   : **Tarbiyah and Teacher Training Faculty**
Department   : **English Education (TBI-1)**
Title of Thesis : **The Correlation Between Simple Present Tense Mastery and Writing Analytical Exposition Text Mastery at the XI Grade Students of MAS Baharuddin.**

ABSTRACT

This research discussed about the correlation between simple present tense mastery and writing analytical exposition text mastery at the XI grade students of MAS Baharuddin. The students problem in this research were: 1) the students cannot determine the type of the text, 2) the students are still less in tenses especially for simple present, 3) the students find difficulties to arrange the sentence, 4) the students find difficulties to write the text based on grammatical rules. In this research, the researcher wanted to find out about how significant the correlation between simple present tense mastery and writing analytical exposition text mastery at the XI grade students of MAS Baharuddin.

The formulation of the problem in this research was, how is the students' simple present tense mastery at the XI grade students of MAS Baharuddin, how is the students' at the XI grade students of MAS Baharuddin and is there a significant correlation between simple present tense mastery and writing analytical exposition text mastery at the XI grade students of MAS Baharuddin. The purpose of this research was to know the students' mastery of simple present tense, to know students' mastery of writing analytical exposition text, and to find out the correlation between the students' mastery of simple present tense and their writing analytical exposition text.

The kinds of this research was quantitative research with correlational method. The population of this research was all the eleventh grade students of MAS Baharuddin. The sample of this research are 26 students or all population from two classroom of XI-IPA and XI-Agama taken by using total sampling technique. Futher, the instrument of this research used for collecting the data was by giving test in multiple choice form and essay form.

To analyze the data, the researcher use Product Moment formula. After analyzing the data, the researcher found that mean score of variable X was 69.61 and mean score of variable Y was 64.26. Besides, the score of r_{xy} was more than r_{table} $0.93 > 0.388$. The result showed that there was any significant correlation between two variables. It means the hypothesis (H_a) was accepted and (H_o) was rejected. It was concluded that there was any significant correlation between between simple present tense mastery and writing analytical exposition text mastery at the XI grade students of MAS Baharuddin and the criteria score interpretation between in Simple Present Tense Mastery and Writing Analytical Exposition Text Mastery at the XI grade students of MAS Baharuddin high category.

Key words; *Simple Present Tense Mastery, Writing Analytical Exposition Text Mastery*

Nama   : Liawardani Sihombing
NIM   : 16 203 00039
Fakultas   : Fakultas Tarbiyah dan Ilmu Keguruan
Jurusan   : Pendidikan Bahasa Inggris (TBI-1)
Judul Skiripsi : Hubungan Penguasaan Simple Present Tense dengan Penguasaan Writing Analytical Exposition Text Pada Siswa Kelas XI MAS Baharuddin.

ABSTRAK

Penelitian ini membahas tentang hubungan penguasaan simple present tense dengan penguasaan teks analitis eksposisi pada siswa kelas XI MAS Baharuddin. Masalah siswa dalam penelitian ini adalah: 1) siswa tidak dapat menentukan jenis teks, 2) siswa masih kurang menguasai tenses terutama untuk simple present, 3) siswa kesulitan menyusun kalimat, 4) siswa menemukan kesulitan untuk menulis teks berdasarkan aturan tata bahasa. Dalam penelitian ini, peneliti ingin mengetahui seberapa signifikan hubungan antara penguasaan simple present tense dengan penguasaan menulis teks eksposisi analitis pada siswa kelas XI MAS Baharuddin.

Rumusan masalah dalam penelitian ini adalah, bagaimana penguasaan simple present tense siswa kelas XI MAS Baharuddin, bagaimana kemampuan siswa kelas XI MAS Baharuddin dan apakah ada hubungan yang signifikan antara simple present penguasaan tense dan penguasaan teks analitis eksposisi pada siswa kelas XI MAS Baharuddin. Tujuan dari penelitian ini adalah untuk mengetahui penguasaan siswa terhadap simple present tense, untuk mengetahui penguasaan siswa dalam menulis teks analitis eksposisi, dan untuk mengetahui hubungan antara penguasaan siswa terhadap simple present tense dengan penulisan teks analitis eksposisi.

Jenis penelitian ini adalah penelitian kuantitatif dengan metode korelasional. Populasi dalam penelitian ini adalah seluruh siswa kelas XI MAS Baharuddin. Sampel penelitian ini adalah 26 siswa atau seluruh populasi dari dua kelas XI-IPA dan XI-Agama yang diambil dengan teknik total sampling. Selanjutnya instrumen penelitian yang digunakan untuk mengumpulkan data adalah dengan memberikan tes dalam bentuk pilihan ganda dan esai.

Untuk menganalisis data, peneliti menggunakan rumus Product Moment. Setelah menganalisis data, peneliti menemukan bahwa skor rata-rata variabel X adalah 69,61 dan skor rata-rata variabel Y adalah 64,26. Selain itu, nilai rxy lebih besar dari rtabel 0,93 > 0,388. Hasil penelitian menunjukkan bahwa ada hubungan yang signifikan antara dua variabel. Artinya hipotesis (Ha) diterima dan (Ho) ditolak. Disimpulkan bahwa ada hubungan yang signifikan antara penguasaan simple present tense dengan penguasaan teks analitis eksposisi pada siswa kelas XI MAS Baharuddin dan interpretasi skor kriteria antara Penguasaan Simple Present Tense dan Penguasaan Writing Analytical Exposition Text pada kelas XI siswa MAS Baharudin kategori tinggi.

Kata kunci; *Simple Present Tense Mastery, Writing Analytical Exposition Text Mastery*

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Firstly, the researcher would like to convey his grateful to Allah SWT. The most Creator and Merciful who has given researcher the health, time and chance for finishing the thesis entitled *"The Correlation between Simple Present Tense Mastery and Writing Analytical Exposition Text Mastery at the XI Grade Students of MAS Baharuddin"*. Besides, Shalawat and Salam 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 acknowledgement the help and contribution to all lecturers, institution, family and friends who have contributed in different ways. Therefore, in this chance the writer would like to express the deepest gratitude to the following people:

1. Mr. Dr. Fitriadi Lubis, M.Pd., as the first advisor who has guided me for finishing this thesis, who have been the great advisors and gave me much knowledge, idea and suggestion sincerely and patiently during the progress of writing this thesis.

2. Mrs. Sri Rahmadhani Siregar, M.Pd as my second advisor who has guided, supported, advised, and suggested the writer with great patience to finish this thesis as well and as a chief of English Education Department.

3. The Rector of IAIN Padangsidimpuan.

4. The Dean of Tarbiyah and Teacher Training Faculty

5. All lecturers especially to English lecturers and all the cavities academic of IAIN Padangsidimpuan who had given so much knowledge and helped during I studied in this institute.

6. My beloved parents and my lovely siblings who always give me a lot of love, affection, attention, prayers and big spirit how to be patient and survive in any condition by my own self, who always give me motivation to achieve my dream, and who have been my inspiration.

7. Headmaster of MAS Baharuddin who has given me permission to carry out the research.

8. My greatest friends Anry Ani, Sri Rahayu, Risdayanti, Fauziah, Rusmi, Dini and all of my friend in English Department especially TBI-1, TBI-2, TBI-3 who help me to finishing my thesis until today and helpful each other. Thank you for all the things done to everyone who gave helps whether mention or not to finish my thesis.

       Nothing in the world is perfect, the researcher realize that there are still many shortcomings in this thesis. Therefore, the researcher would be very grateful for correction to improve this thesis.

Padangsidimpuan, 08 Maret 2022

Researcher

Liawardani Sihombing
Reg. No. 16 203 00039

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Pages

LIST OF APPENDIX

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the language skills that must be mastered by the students in language learning. Writing is one of the productive skills. It is used as one of tools of communication. Through writing, the writer can express thought, feelings, idea, and opinion that the writer wants to share to the readers on a paper.

Based on curriculum 2013, in English writing lesson there are some types or genre of the text namely, descriptive, recount, narrative, report, procedure, analytical exposition text, news item. Each text has the different social functions, generic structure and language features. One of the genre learned by eleventh grade students is analytical exposition text.

Analytical exposition text is a kind of text that include argumentations text type, it contains the writer's detailed thinking about a phenomenon in around. In addition, analytical exposition text to convince the reader that the topic presented is an important topic to discuss or get attention by providing arguments or opinions that support the main idea or topic. In other word, the writer presents the issues to persuade the reader.

The purpose of analytical expostion text is to persuade the reader that there is something which needs an attention, phenomena are usually discussed or problems that are tied a daily habit. In analytical exposition text, the students are able to analyze the social function and language features and

write the text by given the topic. This text can be found in magazine, journals, newspapaer, articles, scientific books, research reports, advertisement, and so on.

The government has done some efforts to increase the quality of education, such as curriculum development, teacher quality improvement, and textbook selection. The school also has done some efforts to increase education, such as prepare school facilities for the teaching process of teaching. The teacher is an important in increasing the quality of education, in addition to teaching, the teacher's job to monitor and provide feedback on student's learning. Of the efforts that have been done, students are expected to develop their writing skill especially to write analytical exposition text in the learning process.

The condition of writing mastery in the field is still poor. Based on the interview with the English teacher of MAS Baharuddin, the students' problem in learning English especially writing lesson those are:

> The students cannot determine the type of the text, the students are still less in tenses especially for simple present, the students find difficulties to arrange the sentence, the students find difficulties to write the text based on grammatical rules, and students feel bored when they write.[1]

There are many factors in writing analytical exposition text mastery. According to Brown in J-Shimic journal, says that "to make a good writing, a writer has to master the components of language; they are spelling,

---

[1]English Teacher in MAS Baharuddin, Privat interview, on September 03th 2021, at 10.23 a.m

vocabulary, punctuation, and grammar".[2] In Gabby and Habis's journal "there are some factors in writing analytical exposition, they are: students' motivation, teacher's strategy, and learning environment".[3] Moreover, Simon and Schuster cited in Mahrukh Bashir also stated "several language features of analytical exposition text are using emotive connotations, using simple present tense, using mental verbs, using saying verbs, and using connecting words".[4] As mention above, there are many factors in writing analytical exposition text, they are: spelling, vocabulary, punctuation, grammar, students' motivation, teacher's strategy, learning environment, using emotive connotations, using mental verbs, using saying verbs, using connecting words, and using simple present tense.

According to Patricia Werner simple present tense refers to action or situation that to do not change frequently. It is used to describe habits or routines, to express opinion, or to make general statements of fact, the simple present can also be used refer to the future.[5] So, simple present tense is used to talk about condition or activity happening right now or everyday activities.

Simple present tense is one of the English tenses that give an idea that something occurred in the present. So, mastery in simple present tense is reflected by the students to understand and to use present correctly in the

---

[2]Sry Wahyuni, "Students' Ability in Writing Hortatory Exposition of Eleventh Grade Sudents at SMAN 14 Pekanbaru" J-SHIMIC, Vol 4, No 2 August 2017

[3]Gabby Maureen Pricilia, Habib Rahmansyah, "The Effect of Free Strategy on Students' Achievement in Writing Exposition Text" Jurnal Education and Development, Vol 4, No 2 Januari 2018

[4]Mahrukh Bashir, Bahasa Inggris untuk SMA/MA/SMK/MAK, (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017), p. 48-49

[5]Patria Werner, *Mosaic 1 A Content- Based Grammar*, (New York: McGraw-Hill,2005), p. 125

appropriate sense. Mastering of simple present tense will help students to arrange the sentence correctly in their writing skill.

Actually, simple present tense and analytical exposition text must be study and should be mastered by the students. In learning, simple present tense is also always present in a variety of writing, and one of the texts that use this tense is analytical exposition text. Analytical exposition text that contains about case and there are arguments to support the topic, and simple present tense is one of language features in analytical exposition text. Simple present tense and analytical exposition text are two things interrelated, because simple present tense important rule to arrange words and indicates where an action or activity or statement was in present. So, based on explanation above can conclude that simple present tense is important and contributes in writing analytical exposition text.

Based on the explanation above, the researcher is interested to conduct a research entitled "The Correlation between Simple Present Tense Mastery and Writing Analytical Expostion Text Marstery at The XI Grade Students of MAS Baharuddin ".

B. **Identification of the Problem**

Based on the background of the problem above, writing analytical exposition text can be called as an expository writing. It means that writing of analytical exposition text needs factual argumentations. The writer has to elaborates the idea and analyze topic by developing arguments to inform to the reader if the idea is believable or true. Hence, writing analytical

exposition text is an activity which the writer delivers his or her perspective through analyzing the topic and giving the arguments in, so that the idea will be conveyed clearly to the reader.

There are several factors of writing analytical exposition text such as, spelling, vocabulary, punctuation, grammar, students' motivation, teacher's strategy, learning environment, using emotive connotations, using mental verbs, using saying verbs, using connecting words, and using simple present tense.

C. Limitation of the Problem

Based on the identifications of the problem above, there are some factors in writing analytical exposition text such as, spelling, vocabulary, punctuation, grammar, students' motivation, teacher's strategy, learning environment, using emotive connotations, using mental verbs, using saying verbs, using connecting words, and using simple present tense.

In this research, not all factors are discussed. This research only focused on one factor that is simple present tense.

The reason why choose simple present tense because this factor has been more affected in writing analytical exposition text.

D. Formulation of the Problem

Based on the background of the problem, researcher formulates the problem of the research as follows:

1. How is students' simple present tense mastery at the grade XI students' of MAS Baharuddin?

2. How is students' writing analytical exposition text mastery at the grade XI students' of MAS Baharuddin?

3. Is there a significant correlation between simple present tense mastery and writing analytical exposition text mastery at the grade XI students of MAS Baharuddin?

E. Purposes of the Research

From the formulation of problem, the researcher determined that the purpose of this research can be stated as follows:

1. To know the students' mastery of simple present tense.

2. To know students' mastery of writing analytical expostion text.

3. To find out the correlation between the students' mastery of simple present tense and their writing analytical exposition text.

F. Significances of the Research

The significant of this research are:

1. For headmaster, as an information to guide English teacher to teach English better.

2. For English teacher, as input in teaching and learning process especially in teaching analytical expostion text.

3. For researcher, who want to do research the same problem as information about the topics or as references for another researcher in the next time.

G. Outline of the Thesis

The systematic of this research was divided into five chapters. Each chapter consisted of many sub chapters with detail as follows :

Chapter one, it is consists the background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purpose of the research, the significances of the research, and outline of the thesis.

Chapter two, it is consist of theoretical description; review of related findings, framework of thinking, and hypothesis that the significant correlation between simple present tense mastery and writing analytical exposition text mastery at the grade XI students of MAS Baharuddin.

Chapter three, it is consist of the research methodology; the place and time of the research, research method, population and sample, definition of operational variables, instrument of the research, validity and reliability instrument, technique of analysis data.

Chapter four, it is consists the result of the research; description of data, testing of hyphothesis, disscussion of result, and threats of research.

Finally, in the five chapter consists of conclusion and suggestion.

CHAPTER II
LITERATURE REVIEW

A. Theoretical Description

1. Writing Analytical Exposition Text

a. Definition of Writing Analytical Exposition Text

Writing is the one skill must be mastered by students. Writing is an activity to express ideas, thoughts, feelings, and create written text by written. According to Hyland "writing is away sharing personal meaning, and writing course emphasizes the power of individual to construct his or her own views about the topic".[6] Then, Nunan stated that "writing is the human mental process of inventing ideas, the thinking process about how to express and organize the thought into statement and paragraphs will be clear to reader".[7] It means that through writing, people can convey their intention toward something by including their through of it.

According to Brown, he stated that" writing is a thinking process, writing can be planned and given with an unlimited number of revisions before its release".[8] Then, Urquhart and McIver state that "writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the

---

[6]Ken Hyland, *Teaching and Researching Writing*, (Great Britain: Pearson Education, 2002), p. 69

[7]David Nunan, *Language Teaching Methodology, A Textbook for Teachers*, (Amarica: theMc. Grow Hill Companies, 2003), p. 88

[8]Brown H. Douglas, *Teaching by Principle An Interactive Approach to Language Pedadogy*, (San Francisco: Longman, 2001), p. 336

stages". Moreover, Harmer stated that "writing is encourage students to focus on accurate language use".[9] Based on explanation above, it can be concluded that writing is a exploring and transmitting ideas, thought and feeling into written form.

According to Anderson and Anderson stated that " analytical exposition text is a piece of text that presents one of an issue.[10] Moreover, Muhammad A. Zahoor and Fakhar Bilal "analytical exposition text is a text elaborate the writer's idea about surrounding. To persuade the reader that this opinion is correct and support by arguments.[11] So, analytical exposition text is type of text server to be sure readers on the issue at hand, that is an important topic to discuss.

According to Djuharie stated that "analytical exposition text is a text elaborates the writer's idea about the phenomenon surrounding.[12] Then, Meanwhile, Sanggam and Khisno said that "analytical exposition text is about the truth or fact of a certain object, it is written to expose the truth of the fact of the object to the reader".[13]

Based on explanation above, it can be concluded that writing analytical exposition text is a type of written text that is to express ideas, thoughts, feelings, intended to persuade the readers that

---

[9]Jeremy Harmer, *How to Teach Writing*, (England Oxford: Person Education Limited 2004), p. 45

[10]Mark Anderson, and Kathy Anderson, *Text Type in English*, (South Yarra: Mackmillan, 1997), p.123

[11]Muhammad A. Zahoor, and Fakhar Bilal, *Marxist Historiography: An Analytical Exposition of Major Themes and Premis*, (London: W.W Norton Company), p. 220

[12]Otong Setiawan Djuharie, *Genre Dilengkapi 700 Soal Uji Pemahaman*, (Bandung: Yrama Ltd, 2007), 121

[13]Sanggam Sihaan and Khisno Shinoda, *Generic Structure Text*, (Yongyakarta: Graha Ilmu, 2008), p. 51

something is the case, and to make the persuasion more grounded the writer give a few contentions as fundamental reason why something is the case.

In English there are some types of the text or commonly called genre of the text. Genre classifications in English affected some things, among other things: the purpose of the writer writing the text, the function of the text, the language structure (generic structure), the language features. The matter that stands out in the text is generic structure and language features so these make the difference in every text in English.

There are thirteen genre of the text in English that we know. The text classification may differ to another based on generic structure and language features dominantly used. They are Narrative Text, Recount Text, Procedure Text, Report Text, Analytical Exposition Text, Hortatory Exposition Text, Explanation Text, Descriptive Text, Discussion Text, News Item Text, Review Text, Anecdote Text, Spoof Text.

In English, there are two kinds of exposition text. Analytical exposition text and hortatory exposition text. So understanding steps of the generic structure is needed. The generic structures of analytical and hortatory exposition text have little differences. The components of analytical are thesis, argumentation and reiteration while hortatory's components are thesis, argumentations, and

recommendation. So, mastering the generic structure really helps students to see the differences.[14]

Based on explanation above, can conclude that analytical and hortatory text have a little difference in generic structure. Reiteration and recommendation are different each other. Reiteration is simply restating the thesis or something like a summary, meanwhile recommendation is deeper than it. Recommendation does not only persuade readers to believe but also to act like what the writers do.

In this research, focus on the analytical exposition text. Analytical exposition text is one of the important genre in English, this genre not only about how to put words in written but also how to device their idea, message, suggestion, information, and persuasion correctly in the text, in particular criteria so the readers can catch the message the information. In delivering information and persuasion to the reader, the writer should be able to put them in writing briefly and clearly.

Analytical exposition text is assumed difficult to be learnt by the students. It is a text which gives the complicated information including evidence and facts to support the idea of the text. It makes the students should work hard to provide the concrete data and more

---

[14]Try U. Yeni, Rusdi Thaib, and Fauzia R. Syafei, " The Quality of Analytical Exposition Written by Grade Two Students of MAN 3 Sungai Penuh Viewed from Grammar and The Generic Structure" *Journal of English Language Teaching* 6, no 1 (2017): p. 60, http://ejournal.unp.ac.id

knowledge to convince the reader that the idea is important.[15] Based on explanation before, it can conclude that analytical exposition is certain argumentavive text. This is because the text contains an opinion of the author against something. This is type of text serves to be sure readers on the issue at hand, that is an important topic to discuss.

Based on explanation above, in writing analytical exposition text the students should bring their mind into one topic to be develop. It is important to make them focus to the topic that will be develop and created the arguments related to the topic. They should be able to arrange and organize the ideas until they have a meaning in the paragraph or the text.

b. Purpose of Writing Analytical Exposition Text

Students have some reasons to write. The students need to know for what they write in order to make them easier in developing their ideas. If students do not have clear purpose of writing, they will feel bored and not focus on their writing. By knowing the purpose, students will be easy to decide the strategies to achieve good writing. Therefore, student to identify a purpose of their writing.

---

[15]Hasbi Muhammad Affan, "Students' Ability in Writing Analytical Exposition Text at Eleventh Grade Students of SMA N 4 Padang", Thesis, (Padang: STKIP PGRI SUMBAR, 2015), p. 23

There are several general purposes for writing: to explain or educate, to entertain or amuse, to persuade or convince. Furthermore, Grenville points out the purpose of writing:

1. Writing to Entertain

   Writing to entertain means that it does not necessarily make the readers laugh, but at least engage their feelings in some way. Writing to entertain is also known as creative writing or imaginative writing. The examples of creative writing are novels, stories, poems, song lyrics, etc.

2. Writing to Inform

   Writing to inform means that we tell the readers about something. This writing is used to give important information related to the readers. The examples of writing to inform are newspapers, reports, articles, procedures, etc.

3. Writing to Persuade

   Writing to persuade means that we try to convince the readers about something. This writing tries to make the reader agree with the writer's opinion. This type of writing may include writer's opinion, but as a part of logical case backed up with evidence, rather than just as an expression of feelings.[16]

Based on the explanation above, it is clear enough that writing is necessary. By writing, the writer does not only express his/her in written form but also in order to give information, entertainment, etc. to the readers.

In other hand, based on curriculum (K13) there are some purpose of writing analytical exposition text in reviewer from Kompetensi Dasar in Senior High School, the purpose of writing analytical exposition text are divided into the following description:

---

[16]Kate Greville, *Writing from Start to Finish: A Six Step Guide*, (Australia: Giffin Press, 2001), p. 1

1. Comparing social function, text structure, and linguistic elements of several written analytical exposition by giving and asking information related to the actual issue, according to the context of use.
2. Comprehend contextual meaning related to social functions, text structure, and linguistics elements written analytical exposition related to actual issue.
3. Arrange of written analytical exposition, related to the actual issue, taking into account social function, and linguistics elements, correctly and in context.[17]

The specific explanation above, the purpose of writing analytical exposition text is to inform the phenomenon surrounding related to social function, text structure, and linguistics elements of written analytical exposition text. Students can able to write actual issue and bring their mind into one topic to be develop.

c. **Process of Writing Analytical Exposition Text**

Writing process is a process which writer begins to write down their thoughts on the paper which is important help to the entire learning process. Writing process as mention before may be a complicated movement not as it were needs dialect aptitude but too inventiveness to arrange a set of words, sentence gets to be a clear and reasonable content. In addition, writing fundamentally of making a point and give the prove to back or create that point to create clearer.

---

[17]Pusat Kurikulum dan Perbukuan, *Stop Bullying Kelas XI SMA/MA/SMK/MAK*, (Balitbang, Kemendikbud, 2014)

According to Jack. C. Richard, Willy A Renandya stated that, the process of writing as a classroom activity incorporates the four basic, they are:

1). Planning (prewriting) is any in the classroom that encourage students to write.
2). Drafting (writing) is once sufficient ideas are gathered at the planning stage, the first attempt at writing that is may process quickly.
3). Revising (redrafting) is when the students revise, the students review their text on the basis of the feedback give responding stage.
4). Editing is in this stage students are engaged in tidying up their text as the students prepare the final draft for evaluation by the teacher.[18]

In addition, according to Harmer stated that, there are four main stages in the process writing: planning, drafting, editing, and producing a final draft. Those stages are described as follows:

1). Planning
There are three main parts of planning should be determined. Firstly, a writer should consider the purpose of the writing, since it will be used to persuade, to inform, or to entertain. Secondly, a writer should determine the audience of the writing, such as formal or informal. Thirdly, a writer should determine the content structure of the writing. It refers to how a writer delivers the text, including the facts, arguments, and additional information appropriate to the writing.
2). Drafting
Process where a writer makes first draft of the writing. In this process, a writer makes a draft of writing and then it will be revised later on. There will be much draft made before it turns to be a final version of the writing.
3). Editing (reflecting and revising)
Once a writer has finished making a draft, there will be several changes to the writing. It can be modified in sentence structure, information, or paragraph of the writing. In order to produce an excellent final version of writing, a writer is help by other

---

[18]Richard, Jack C. and Willy A. Renandya, *Methodology in Language Teaching*, (United States of America: Cambridge University Press), p. 316

readers to check the draft include giving comment and suggestions.

4). Final version

In this stage, a writer has finished writing the final version of the draft. The final version of the draft has been edited with several necessary changes. The final version may be different from the first draft because it has been changes into a good writing version which is ready to be published.[19]

From the explanation above, can conclude that producing good writing needs some processes that should be followed by writer. The process of writing in general can be divided into four main steps. First is planning or prewriting that include determining the purpose, the audience, and the purpose of writing. Second step is drafting that include a process makes a draft of writing and then it will be revised, third step is editing that include making several changes or rebuilding the idea of the essay. The last step is final version which is the final draft of the writing that has been done by several changes needed.

d. **Social Function of Analytical Exposition Text**

As the explained previously that analytical exposition text could be a kind of exposition text which give contentions. It has social function to convince the reader that the displayed subject is an important subject for discourse or consideration by way of contentions or suppositions that bolster the idea or topic. Gabby and Habib quote from Rosa, Muryanti, and Mulia as follow:

According to Rosa, Muryanti, and Mulia said that social function of analytical exposition text is to persuade the readers

---

[19]Harmer, *How to Teach Writing...,* p. 4-5

that the idea is important matter. It means this text has influencing process to bring the readers to do or do not something relate to case is happening.[20]

Based on explanation above, can conclude that the social function of analytical exposition text is to reveal the readers that something is an important case. The analytical exposition text is to persuade the reader or listener that something in the case or that the idea is an important matter.

e. Generic Structure of Analytical Exposition Text

Generic structure is the stages that must be followed in arranging a text because it is the structure which forms a text.

The generic structure of the analytical exposition text basically consists of three main parts:

1) Thesis

In this part, the writer introduces the topic or main idea will be discussed. Thesis always presented on the first paragraph of analytical exposition text.

2) Arguments

In this part, the writer present arguments or opinions to support the writer's main idea. Usually in analytical exposition text there are three or more than two arguments. The more arguments presented the more belief from the reader that the discussion of the topic is a very important and needs to attention.

3) Reiteration

This is the last part of main analytical exposition text. Reiteration contains restatement of main idea on the first paragraph. It is also called as a conclusion of the whole text.[21]

---

[20]Gabby Maureen Pricilla, Habib Rahmansyah, " The Effect of Tree Strategy on Students' Achievement in Writing Exposition Text", *Jurnal Education and Development* Vol. 3 No. 2 2018 http://journal.ipts.ac.id

[21]Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sidney: Gerd Stabler, 2000) p. 198

Based on structural above, can concluded that the thesis is first paragraph to introduce the topic or main idea, arguments is the opinion of the writer, and reiteration is the last part contains restatement of the main idea.

f. Language Features of Analytical Exposition Text

The analytical exposition text has several language features that are commonly used for writing of the text. According to Gerrot and Wignet the significant grammatical features used in analytical exposition text are as follows:

1) Focus on generic human and non-human participant.
2) Use of simple present tense.
3) Use of rational process.
4) Use of internal conjuction to stage argument.
5) Reasoning through causal conjunction or normalization.[22]

It can be concluded in writing analytical exposition text, there are some language features must to know. By knowing the language features of analytical exposition text, the readers catch the information easily from the text.

g. Material of Teaching Analytical Exposition Text

The teaching learning activities will be effective if the teacher has a good preparation before starting the study in the classroom. In teaching analytical exposition text there are a few things that should be done by the teacher. Teacher give the material will be taught to the students.

---

[22]Linda Gerot and Peter Wignell, p. 199

In this research, the material which are given to the students are based on the standard of competence of the School-Based Curriculum in Senior High School, the material of teaching analytical exposition text is taken from the students' handbook. Due to the materials in the curriculum, the researcher only focus on writing analytical exposition text that one of materials in English lessons for SMA/MA/SMK/MAK especially in the eleventh grade.

To make be clear, the researcher will present the material of the students in teaching writing analytical exposition text as the following below:

Example of an exposition text

Text Organization	Banning of motorbikes is necessary in housing areas.	Language Features
Introduction (Thesis statement)	Motorbikes are a nuisance and a cause for great distress. **Even though** motorbikes are considered as the most convenient form of transportation, I **think** they are a hazard to humans, animals as well as the environment. I think motorbikes should be banned in housing areas due to the following reasons: cause of **unreasonable** amount of noise, air pollution, diseases, and accidents.	**Mental verbs** I think I believe
Argument 1 + elaboration	**First of all,** I would like to point out that motorbikes are a major contributor to the pollution in the world. **Research** has shown that motorbikes **emit** a deadly gas that is dangerous for the environment. **Consequently,** long-term emission of gas from motorbikes is a major contributor of global warming (Science Daily).	**Conjunctive relations** First of all Secondly **Causal conjunctions** Consequently
Argument 2 + elaboration	**Secondly,** according to a report from BBC News Channel, motorbikes are also responsible for causing diseases such as bronchitis, cancer and are a major trigger	**Generic reference** Accidents

50 Kelas XI SMA/MA/SMK/MAK

Source: English Textbook XI Grade of SMA/MA/SMK/MAK

	of asthma and high blood pressure. Some of the diseases are so ghastly that they can kill people (BBC News, 2009).	
Argument 3 + elaboration	**Furthermore,** motorbikes create so much noise. There is *"vroom vroom"* noise everywhere. It is **extremely difficult** to sleep. **Parents** with infants find it extremely **challenging.** The moment their **babies** fall asleep, one or another motorbike passes by and the baby wakes up. It is also **arduous** for children to concentrate on their homework. **Experts** are of the opinion that if there is extreme noise, it can lead to deafness and lack of concentration in **children** and adults (Fields, 1993).	Children Parents Expert opinion Expert Research show
Argument 4 + elaboration	**Finally,** motorbikes are responsible for horrible **accidents.** In some cases, there are deaths. Motorbike riders **go so fast** that they are unable to stop on time thus they end up hitting other people or animals. Many times a lot of animals are trampled and found dead on the road. Motorbikes are known to be the biggest killers on the road (Fields, 1993).	**Present tense Are responsible Go so fast Are known**
Conclusion (Reiteration of thesis statement)	**In conclusion,** from the arguments above, **I strongly believe** that motorbikes should be banned from housing areas.	

Table 4.1 The example and structure of an exposition text

Source: English Textbook XI Grade of SMA/MA/SMK/MAK

C Let's Practice

A. The article given below is incomplete.
   Complete it using the format of an exposition text and give it a suitable title.

Introduction (thesis statement)
Television is the most popular form of entertainment in every household in Indonesia. However, I think watching television too much especially soap operas and dramas can have negative impacts on the viewers.

Argument 1 + Elaboration

Argument 2 + Elaboration

Conclusion (restatement of thesis statement)

Source: English Textbook XI Grade of SMA/MA/SMK/MAK

E Writing Connection

Write an analytical exposition text on any of the recent issues in the media. Give at least two (2) arguments plus an explanation to support your thesis statement. Follow the format of an exposition text given in the building blocks.
When you are done writing your first draft, consult your teacher to get a feedback on your writing.

Draft 1:

Source: English Textbook XI Grade of SMA/MA/SMK/MAK

2. **Simple Prensent Tense**

a. **Definition of Simple Present Tense**

Simple present tense is a verb form to state facts, repetitious activities like routine or habit, or current events. The function of the tense is in order to be able to explain events that become a habit in everyday life or exlplaning events that had nothing to do with time.

According to Patricia Werner "simple present tense is to describe habits or routines, to express opinion, or to make general statements of fact, the simple present can also be used refer to the future".[23] So, simple present tense is used to talk about condition or activity happening right now or everyday activities.

The simple present tense is the one which we use when an action is happening right now, or when it happens regularly (or unceasingly), which is why it's sometimes called present indefinite). The simple present tense is formed by using the root form or adding –s or -es to the end, depending on the person.[24] So, simple present it is used to describe actions that are factual or habitual things that occur in the present but those are not necessarily happening right now.

Moreover, Azar stated that the "simple present tense is to express events or situations that exist always, usually, habitually, they exist

---

[23]Patria Werner, *Mosaic 1 A Content- Based Grammar*, (New York: McGraw-Hill,2005), p. 125

[24]Betty Schrampfer Azar, *Basic English Grammar*, (New York: Logman Group, 2009), p. 200

now, have existed in the past, and probably will exist in the future".[25]

Then, according to Martin Hewings "simple present tense is to describe things that are always true or situations that exist now and indefinitely or talk about habits or things that happen on a regular basis".[26]

Based on explanation above, the can conclude that simple present tense in information that uses to express a habitual action, general truth, and description of something.

b. Function of Simple Present Tense

The simple present tense is to describe something that was true in the past, is true in the present, and will be true in future.[27] The simple present tense is to describe habitual actions, e.g. Bob reads his e-mail first thing in the morning.[28]

According to Frank, the simple present tense could be:

1) To express a habitual action, with adverbs like usually, always, or often.
   Example: they often play football together.
2) To a state a general truth
   Example: the earth revolves around the sun.
3) To express future action, especially with verbs of movement or travel such as 'come', 'leave', 'stay', or 'arrive'.
   Example: I arrive in Hong Kong on Saturday
4) In commentaries on games and plays

---

[25]Betty Schrampfer Azar, *Understanding and Using English Grammar*, (New Jersey: Prentice Hall. Inc, 2008), p. 20

[26]Martin Hewings, *Advanced Grammar in Use*, (England: Combridge University Press, 2000), p. 2

[27]Betty Schrampfer Azar, *Understanding and Using English Grammar...*, p. 11

[28]Mark Lester, PH.D., et.al., *English Irregular Verb*, (United States: McGraw-Hill, 2010), p. 6

Example: he takes the shuttlecock and sends it high above the net.

5) In exclamations, announcements or demonstrations
Example: our club gives its annual dinner next week.[29]

According to Hornby the function of simple present tense divided into five kids:

1) To describes an activity that is actually in progress at the moment of speaking, e.g. in demonstration, explanation, step by step the way to cook something.
Example: I sift a flour, salt, and baking powder into a bowl. I mix them.

2) To commentaries, e.g. as broadcast during a sporting event such as a football match.
Example: Green passes the ball to Brown. Brown passes it to Black who heads it past the goalkeeper and scores!

3) To exclamatory sentences beginning with here and there.
Example: Here he comes!

4) In the general statement of what was true in the past time, is true now, is likely to be true in the future time.
Example: The sun shines during the day.

5) For references to what was communicate in the past.
Example: The newspaper say it's going to be cold today.[30]

Based on explanation above, it can be conclude that the simple present tense use to describe action, an event, or condition that is occurring in the present, at the moment of speaking.

c. **Formula of Simple Present Tense**

The simple present tense is the tense that has specific characteristics. The characteristics can be seen from the formula of simple present tense.

The following formula of simple present tense are:

---

[29]Frank. M, *Modern English*, (New Jersey: Prentice Hall Inc, 2000), p.66
[30]A.S. Hornby, *Guide to Patterns and Usage in English*, (Oxford: Oxford University Press, 2000), p. 82-85

1) Verbal sentences

   According to Azar stated that "verbal sentence is sentence that contains a verb form in the predicate position, when predicate is a verb". [31]

   a) Positive form

      The subject sentence of third person singular (she/he/it), the verb must be accompanied by an "s" or "es" in positive sentence.

      Formula: S + Verb + (e/es) + O
      Example: My father **reads** newspaper every morning.
      　　　　　I **get** up 5 o'clock every day.

   b) Negative form

      Negative sentence formed by putting "do not/does not" after subject sentence and applies to a third person single.

      Formula: S + do/does + not + Verb + O
      Example: My father **does not** read newspaper every morning.
      　　　　　I **do not** get up 5 o'clock every day.

   c) Interrogative form

      Interrogative sentence is shaped by placing an auxiliary "do/ does" in front of the sentence.

      Formula: do/does + S + Verb + O + ?
      Example: **Does** my father read newspaper every morning?
      　　　　　Do you get up 5 o'clock every day?

---

[31] Betty Schrampfer Azar, *Understanding and Using English Grammar...*, p.168

Based on explanation above, can conclude that verbal sentence use verb 1. Positive sentence the subject of third person singular (she/he/it) the verb must be accompanied s/es.

2) Nominal

Nominal sentence is a sentence consisting of a subject and complement without a linking verb, when the predicate (in a sentence) is a noun, pronoun, noun phrase, adjective or adverb.[32]

a) Positive form

This sentence is often called affirmative sentence, in general, this phrase is used to situation, position or rank.

Formula: S + to be + noun adjective/adverb
Example: The world **is** round.
       Tom and I **are** students.

b) Negative form

This will be negative sentences by adding 'not' after to be.

Formula: S + to be + not + noun adjective/adverb
Example: My bed **is not** comfortable.
       The shops **are not** open every morning.

c) Interrogative form

Interrogative sentence are form by putting 'to be' at the beginning of sentence.

Formula: to be + S + noun adjective/adverb + ?
Example: **Is** your parent at home?
       Are these hotel expensive?[33]

---

[32]M.J Lado, *Memahami Tenses Bahasa Inggris*, (Jakarta: Titik Terang, 2008), p.8
[33]Evi Fitria, "The Correlation Between Students' Simple Present Tense Mastery and Their Ability in Writing Descriptive Text at the First Semester of the Eight Grade of SMPN 1 Karya Penggawa Pesisir Barat in 2016/2017 Academic Year", http:// repository.radenintan.ac.id

d. Time Signal of Simple Present Tense

Time signals are words and expressions that tell us when an occasion takes put. Time signals for simple present distinguish more than fair one occasion, for example:

1). Adverb of Frequency

Example:
a) Ann **always** drinks tea with lunch.
b) Mary **usually** comes to class.
c) We **often** watch TV at night.
d) I **sometimes** drink tea with dinner.
e) They **seldom** go to the movies.
f) Anna **rarely** makes a mistakes.
g) I **never** eat paper.

2). Adverb of Time
Example:
a) **Every week** my brother goes to the gym.
b) I drink a tea **in the morning**.
c) They go to the beach **every month**.
d) **Every Saturday** uncle John plays badminton.
e) My family and I **today** visit grandma's house. [34]

Based on statement above, can conclude that simple present tense construction which tell or show the daily activities and general truth in the sentence using particular adverb of time.

B. Review of Related Findings

There are some related finding to this research, the rearcher found as follows:

The first, Sahtiti Ristia in her thesis found that the use of error monitoring strategy was categorize into good level because have done 76% of

---

[34]Betty Schrampfer Azar, *Basic English Grammar*, (New York: Longman Group, 2009), p. 46

error monitoring strategy and only 24% who was not. The student's writing in analytical exposition text by using error monitoring strategy was categorized into enough level because the mean score of writing ability test was 66.83. In other words, the use of error monitoring strategy has correlation with the students' ability in writing analytical exposition text of the second year students of Senior High School Al-Huda Pekanbaru.[35]

The second, Yosi Founisce Putri in her thesis found that the omission errors were found as the highest of occurrence, which was about 47,05 % which revealed that the eight graders of acceleration class still made errors in using simple present tense in writing descriptive text.[36]

The third, M. Wildan Fachruddin in his thesis found that the data analysis computed by using SPSS, it was obtained that Sig = 0.001 and α = 0.05. It means that Ha is accepted because Sig < α = 0.05. Based on this rearch, it was suggested that to have a good ability in writing analytical exposition text, students should have a good mastery of simple present tense.[37]

The fourth, Tisatun in her thesis found that the result of the correlation product momen was 0.677 and it was categorized as a substantial correlation. The level 5% of r_{table} of product moment is 0.374. the computation shows that rtabe is hinger than rtable that is 0.677 > 0.374 it means that there is sufficient

---

[35]Sahtiti Ristia, The Correlation between using Error Monitoring Strategy and Ability in Writing Analytical Exposition Text of the Second Year Students at Senior High School Al-Huda Pekanbaru, (UIN SUSKA Riau, 2015), http://repository.uin-suska.ac.id

[36]Yosi Founisce Putri, Students Errors in Using Simple Present Tense in Writing Descriptive Text, (University of Malang, 2016), http://mulok.library.um.ac.id

[37]M. Wildan Fachruddin, The Correlation between Students' Simple Present Tense Mastery and Their Ability in Writing Analytical Exposition Text at the Second Semester of the Eleventh Grade of SMA Ma'arif 07 Labuhan Maringgai, (UIN Raden Intan Lampung, 2019), http://respository.radenintan.ac.id

correlatio between x variable and y variable. And the writer finds that 45,8 % is the big influental level from the correaltion between the students' mastery of present tense and their writing ability, and it can be known that 54,2% of other factors influencing the student's writing ability.[38]

The fifth, Rina Septiana in her thesis found that the result of this research shows that there is improvement in the students' analytical exposition text writing ability after being taught using collaborative writing. It can be seen from the increase of the result of the pretest and posttest, 15.37 point, from 63.00 to 78.37. The data are analyzed by using t-test value in which the significance was determined by $p < 0.05$. The aspect improve the most is content, since collaborative writing provides the students multiple input by sharing and developing the ideas collaboratively.[39]

Based on related findings above, the researcher wants to research the correlation between simple present tense mastery and writing analytical exposition text at grade the XI students' of SMA N 8 Padangsidimpuan but this research is different with the research above. It can be looked from : place, and time of research.

C. Framework of Thinking

Simple present tense is a type of tenses used to speak of repeated or permanent actions or events, a statement or to describe something that is

---

[38]Tisatun, The Correlation between the Students' Mastery of Present Tense and Their Ability at the Eight Grade of MTs Nusantara Dadap Indramayu, (IAIN Syekh Nurjati, 2015), http://repository.syekhnurjati.ac.id

[39]Rina Septiana, Improving Students' Analytical Exposition Text Ability Throught Collaborative Writing Strategy in Second Year of SMA DCC Global Bandar Lampung, (Bandar Lampung: Universitas Lampung, 2016), http://digilib.unila.ac.id

happening at this moment (present) at a specific time. The simple present tense is kind of tenses it is most common when we read a text English.

Analytical exposition text is a text that elaborates the writer's idea about the phenomenon surrounding. It can be said that while having content, the writer's supposition is included. Analytical exposition text usually used to introduce several ideas that support the main idea of the writer and deliver to the reader.

The role of simple present tense in writing analytical exposition text is show the time of event or action and gives an idea that something occurred in the present. As we know, analytical exposition kind of text that elaborate the writer's idea about the phenomenon surrounding. To have a good mastery in writing analytical exposition text, the students should master the tenses well especially simple present tense, because simple present tense is a sentence most common used in writing analytical exposition text.

Based on explanation above, it can be assump that there is significant correlation between simple present tense mastery and writing analytical expostion text mastery.

Simple Present Tense Mastery **(Variable X)**	→	**Analytical Exposition Text Mastery** **(Variable Y)**
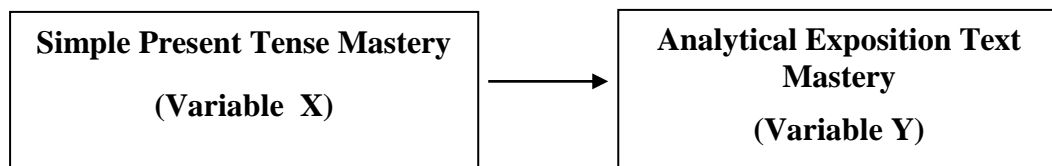
Figure 1. The Correlation between Simple Present Tense and Wriring Analytical Expostion Text.

D. Hypothesis

According to Suharsimi Arikunti, " Hypothesis is a provisional answer of result problem in research."[40] So, it can be concluded that the hypothesis is temporary answer to problems that are still preconceived because they have to be proved correct.

Based on the explanation above the researcher formulated the hypothesis as follow:

H_0: There is no significant correlation between simple present tense mastery and writing analytical exposition text mastery at the grade XI students of MAS Baharuddin.

Ha: There is significant correlation between simple present tense mastery and writing analytical exposition text mastery at the grade XI students of MAS Baharuddin.

---

[40]Suharsimi Arikunto, *Prosedur Penelitian Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006) p. 172

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The location of the research was in MAS Baharuddin. The school located at JL. Mandailing Km.17, Kec. Batang Angkola, South Tapanuli, North Sumatera. The location was ± 18 Km from the city center to the South.

Then, the process of the research had started from March 2021 until this research was finished.

B. Research Method

The kind of this research was quantitative research. L.R. Gay said that "quantitative research is based on colecction and analysis of numeral data. Usually it obtains from quentionnaris, test, checklist and other formal paper and pencil instrument".[41] The type of this research was correlation research. While, correlation research is attempted to determine whether and to what degree the correlation exist between two or more variables.[42] At correlation research, the data would be collected and analyzed by used statistical analysis to get the real result. Where the method in this research was descriptive method. "descriptive method is a from of research to describe the phenomena that happenend like natural phenomenan of fictive phenomena.[43] So, desriptive method is to describe the characteristics of the two variables.

---

[41]L. R. Gay and Peter Airaisan, *Educational Research: Competencies for Analysis and Applications*, (Prentice Hall Inc: New Jersey, 2000), p. 8
[42]Airaisan,.... p. 12
[43]Sanapiah Faisal dan Mulyadi Guntur, *Metode Penelitian Dan Pendidikan*, (Surabaya: Usaha Nasional, 1982), p. 119

From the explanation above, it can concluded this research was to find out the correlation between simple present tense mastery and writing analytical exposition text mastery.

C. Population and Sample

1. Population

Before the sample was collected, the researcher had to determine the population. According to Sugiyono, " population is geographic generaliation there are: object/subject has quality and certain of characteristic that set by researcher to learning the make the conclusion".[44]

The population of this research was the grade XI students of MAS Baharuddin. It consist of 2 classroom. The population number was shown in the table bellow:

Tabel 1.
The Population of Grade XI Students of MAS Baharuddin

No	Class	Students
1	XI – IPA	13
2	XI – Agama	13
Total Population		**26**

2. Sample

Selection of the sample is very important step in conducting a research. Sample is the small group that is observed. It is selected from a langer group which consist of the individuals, items or event referred to as

---

[44]Sugiyono, *Metode Penelitian Kualitatif dan Kuantitatif dan R&D*, (Bandung: Alfabeta, 2010), p. 117

population.[45] According to Arikunto, "a sample must be representive to a population". So, sample is part of population which to analyzed. Sample must be representative as one is to be able to general with confidence from the sample to population.

This research selected the sample by using total sampling technique. According to Sugiyono, "the total sampling is a technique to collect data which the total number sample is similar with the total population".[46] It means that this research took all of eleventh grade of MAS Baharuddin as the sample of population. The sample of this research were 26 students or all the population from 2 classroom of XI-IPA, and XI-Agama.

D. Definition of Operational Variable

Based on the title of this thesis, this research was consisted of two variables, so that the definition of variables as follow:

1. Simple Present Tense Mastery

    Simple present tense is a verb to stated facts, repetitious activities like routine or habit, general truth or current events in present time and can be used in verbal or nominal form of positive, negative, or interrogative sentence using its particular time signal.

2. Writing Analytical Exposition Text Mastery

    Writing analytical exposition text is a text to express ideas, thoughts, feelings intended to persuade the readers that something is the case, it means

---

[45]Asghar Raavieh Ary, Donald, Lucy Cheeser Jabos, Chris Sorensen, *Introduction to Researchin Education*, (Canada: Wadsworth Cengage Learning, 2010), p. 148
[46]Sugiyono, p. 124

that this text has an influencing process to bring the readers to do or not to do something related to a case is happening.

E. Instrument of the Research

Instrument is a tool that can be used to collect the valid and realible data. Suharsimi said that "instrument is a tool to help the researcher in collecting data easier and systematically".[47] In this research, the instrument to collect data were multiple choice question for simple present tense and free writing based on the indicator of writing for analytical exposition text. The instrument will explained below:

1. Simple Present Tense

To test students' simple present tense mastery this research used multiple choice type in order to facilitate the students to answer the test. The simple present tense mastery test was in form of multiple choice test with four options: a, b, c and d. The questions consisted of 115 items before doing the validity but after validity the test in this research was only 100 items questions that were valid.

The classification of simple present tense can be seen in the table bellow:

---

[47]Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: Rieneka Cipta, 2002), p. 134

Table. 2
The Spesification of Test for Simple Present Tense

No	Indicator	Numbers of item	Item	Scores	Total Scores
1.	Nominal Sentence				
	a. Positive form	1,2,4,6,8,33,43,49,56,59,61 73,76,78,	14	1	14
	b. Negative form	3,7,9,35,36,58,62,77,83,86, 92,96,98,99,	14	1	14
	c.Interrogative form	10,11,12,14,16,53,79,88,90 91,9 4,95,97,100	14	1	14
2.	Verbal Sentence				
	a. Positive form	5,13,15,18,19,22,25,31,38, 41,46,50,54,	13	1	13
	b. Negative form	17,20,27,44,57,66,68,69,71, 74,81,84,87	13	1	13
	c.Interrogative form	21,23,24,26,28,40,47,65,70, 75,85,89,93	13	1	13
3.	Time Signal				
	a. Adverb Time	29,30,32,34,37,39,42,45,48 51,52,55,60,63,64,67,72,80, 82	19	1	19
Total			**100**		**100**

Based on the table, it can be concluded that there were 100 questions for simple mastery test. The total of question for nominal sentence were 42 questions. Then for verbal sentence there were 39 questions. The last, for time signal there were 19 questions.

2. Free Writing Analytical Exposition Test

The researcher gave this test to measure the students' ability in writing analytical exposition test. In this research focused on analytical exposition text. To know the students' writing ability, the researcher asked

the students to write an analytical exposition text based on topic given.

Indicators of writing analytical exposition text is

presented in the following table bellow:

Table. 3
Indicator of Writing Analytical Exposition Text

Criteria	Score 4	Score 3	Score 2	Score 1
Ide yang dipilih (The selected idea)	The selected idea is original, the idea is suitable with genre, ideas are developed appropriately.	Only fulfill three of the four conditions set.	Only fulfill two of the four conditions set.	Only fulfill one or does not fulfill the four conditions set.
Organisasi/Struktur teks dan isi (Organization/structure text and content)	The text is suitable with genre, the term and features are followed perfectly, the information is relevant, the content of the text is very easy to understand.	Only fulfill three of the four conditions set.	Only fulfill two of the four conditions set.	Only fulfill one or does not fulfill the four conditions set.
Tata bahasa (Grammar)	There is no mistakes with grammar. The content and the meaning of of the text can be understood and very clear.	There are some mistakes, but do not interfere the meaning and content.	There are many mistakes, but do not interfere the meaning and content.	Too much mistakes and interfere the meaning and content.
Perbendaharaan kata (Vocabulary)	Effective word or idiom choice and usage.	Only fulfill three of the four conditions set.	Only fulfill two of the four conditions set.	Only fulfill one or does not fulfill the four conditions set.

Assessment:

$$\frac{Students'\ score}{Score\ maximum} x100$$

Note:
The total score obtained by students is the number of scores obtained students from criteria 1 to 5. The maximum score is the result of multiplying the highest score (4) by the number of criteria defined. So, the maximum score = 4x4 = 16.[48]

F. Validity and Reliability of the Instrument

Validity and reliability are the importand thing toward the research. In this research there were two instruments that had been identified the validity and reliability, as follow:

1. Validity

Validity is to see the correctness an instrument to do the function to measure. Borwn said that "validity is supported most convincing by subsequent personal observation by teacher and peers. By far the most complex criterion of a good test is validity".[49] This research used item validity to find out the validity of insrument.

Construct validity and reliability are a test validity based on the judgment of the experts. The validity of writing analytical exposition text use construct validity for writing test. The research used multiple choice test and free writing test. To make it sure, the researcher would consult to the English teacher of MAS Baharuddin and a lecturer who teachers in English

---

[48]Mahrukh Bashir, Emi Emilia, and Helena I.R. Agustien, *Buku Bahasa Inggris SMA/MA kelas XI*, (Jakata Pusat Kurikulum dan Perbukuan, Balitbang Kemendikbud, 2017)
[49]H. Douglas Brown, *Teaching by Principles An Interactive Approch to Language Pedadogy*, (San Fransisco: Logman, 2007), p. 448

education Department of State Institute for Islamic Studies Padangsidimpuan.

This research used the content and item validity to find out the validity of instrument for simple present tense item validity which is a part of the test as a totally to measure the test by items. The test consisted of 100 multiple choice test that would be validated in other sample. To get the validity of the each test, it refered to list *r* in 5% significant level which was 0.396 and 1% significant level was 0.449. So, the test is categorized valid if $r_{count} > r_{table}$.

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

Where :
r_{pbi} : coefficient item validity
M_p : mean score
M_t : mean score of the total score
SD_t : Standart Deviation of the total score
p : presentation of the right answer of the item tested validity
q : presentation of the wrong answer of the item tested.[50]

2. Reliability

An instrument of the research must be reliable. According to Ary, "reliability is the extent to which the test measures accurately and consistently".[51] The instrument was said reliable when the instrument was believable to used as an insrtument of collecting data because the instrument is good.

---

[50]Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2008), p. 258.
[51]Donal Ary, et. al., *Introduction to Research....*, p. 201

The writing analytical exposition text test was categoried reliable, because this instrument based on expert. The reliability of the test can be found by using K-R 20 formula. The formula is as follow:

$$R_{11} = \left(\frac{n}{n-1}\right)\left(\frac{st2 - \sum pq}{st2}\right)$$

Where:

R11 : Reliability of the Instrument
n   : Total of Question
St^2 : Variants Total
p   : <u>Proposi Subject who is right answer (1)</u>
               N

q   : <u>Proposi Subject who is wrong answer (0)</u>[52]
               N

Reliability is a good character of the test that refers to the consistency of the instrument. The test is reliable if r count > r table by using formulation K-R 20.

G. Technique of Data Analysis

After the processed of data collection, the researcher analysis the data used quantitative data. Analysis data means the process of calculation and arrangement systematically of the data by the researcher. All the data will compute by statistic.

In quantative research the most suitable analysis use the statistical process and with following steps:

1. Identified and corrected the answer, the subject research from the tests.

---

[52]Arikunto, *Prosedur Penelitian....*, p. 182

2. Identified mean, median and modus by using descriptive statictic to arrange and to categorize the score of variable X and Y. It is the second ways of presenting the data analysis. According to Anas Sudijono, the three formulas above had been explained bellow :

a) Know the mean (average) score used the formula :

$$M(x) = \frac{\sum fx}{N}$$

b) Know the median score used the formula :

$$Me = \ell + \left(\frac{\frac{1}{2}n - fkb}{fi}\right) xi$$

c) Know the modus of score used the formula :

$$Mo = \left(\frac{fa}{fa+fb}\right) xi \quad atau \quad M_0 = U - \left(\frac{fb}{fa+fb}\right) xi [53]$$

Table. 4
Interpretation of Means Score[54]

No	Interval	Predicate
1	80-100	Very Good
2	70-79	Good
3	60-69	Enough
4	50-59	Less
5	0-49	Fail

Source: Nana Sudjana and Ibrahim, Penelitian dan Penilaian Pendidikan

[53]Anas Sudijono, *Pengentar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), p. 85-106

[54]Nana Sudjana and Ibrahim, *Penelitian dan Penilaian Pendidikan*, (Bandung: Sinar Baru Algesindo, 2001), p.

3. Identified the Normality Tests

Normality test is used to know whether the data of research is normal or not. To know the normality, this research used *Chi-Square* formula. The formula is as follow:

$$X^2 = \sum \left(\frac{f_o - f_h}{f_h}\right)^2$$

Where :

X^2 =Value of Chi-Square
$F_{O} =$ Observed Frequency
$F_e =$ Expected Frequency[55]

To calculate the result of *Chi-Quadrate*, it used 5% significat level. If result $X^2_{count} < X^2_{table}$, it can be concluded that data was distributed normal.

4. To Test Hypothesis

To know the correlation between variable X and Y, the data were calculated by applying product moment formula. It has been refered to list r product moment with 5% significant level. The hypothesis was accepted if $r_{count} > r_{table}$. The formula of product moment was explained below:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N.\sum X^2 - (\sum X^2)][N.\sum Y^2 - (\sum Y)^2]}}$$

Where :

$r_{xy} =$ Coeficient Correlation between variable X and Y
$\sum X =$ The scores of variable X
$\sum Y =$ The scores of variable Y
$\sum XY =$ Product X and Y
$N =$ Total of sample[56]

---

[55]Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan* (Medan : Perdana Publishing, 2015) p. 81.

5. To Examine the significances Variable

   To examine the significances variable X and Y, it was calculated by:

   $$T = \frac{r_{xy}\sqrt{n-1}}{\sqrt{1-(r_{xy})^2}}$$

   Where :
   T = result of t-test
   n = total of sample
   r_{xy} = coefficient correlation between X and Y[57]

6. To know the contribution of coefficient determination variables

   To know the contribution of coefficient correlation between variable X and Y, it can be defined from formula of determinant correlation:

   $$CD = r^2 \text{ x } 100\%$$

   Where :

   CD = Contribution of coefficient determination
   r   = Coefficient correlation[58]

   The result should be appropriated with the interpretation to the index correlation of product moment, the interpretation of the result can be seen in the following table below:

---

[56]Suparni,et.al, *Pengantar Statstik Pendidikan*, (Jakarta: Gaung Persada press Jakarta, 2009), p. 97
[57]Riduan, *Belajar mudah Penelitan untuk Guru*, Karyawan dan Penelitian Pemuda, p. 98
[58]Sugiyono, *Statistika untuk Penelitian,* (Bandung: Alfabeta, 2008), p. 98.

Table. 5
The Criteria Score Interpretation of XY

Product Moment	Interpretation
Between 0.00-0.20	Very Low
Between 0.21-0.40	Low
Between 0.41-0.70	Enough
Between 0.71-0.80	High
Between 0.91-1.00	Very high

Source: Sugiyono, Statistika untuk Penelitian.

CHAPTER IV

RESULT OF THE RESEARCH

In this chapter, this research discussed the resut of testing, in order to evaluate the correlation between simple present tense mastery and writing analytical exposition text mastery at the XI grade students of MAS Baharuddin. The researcher has calculated the data by using descriptive method. Applying the quantitative analysis, this research used formulation "r" Product Moment. The researcher described the data as follow:

A. The Description of the Data

To facilitate understanding of the result of this study, the data were described by sequence of variables. Description of research result was started from variable (X) which was Simple Present Tense Mastery, and variable (Y) which was Writing Analytical Exposition Text Mastery. In this part, the researcher showed the result or score of both of the variables.

1. Simple Present Tense Mastery

In this part, this reserch showed the result of this research that has been done to the dependent variable that was Simple Present Tense Mastery. In this research, the researcher presented 100 items question of multiple choice. For each number, the sample got 1 score if the answer was true.

After calculating the score, it was found that the highest score was 84 and the lowest score was 55 (see appendix : Variable X Simple Present Tense Mastery). To complete this research, the researcher calculated the mean score which was 69.61, median score was 70.1, mode was 70.1, and

interval class was 6. Where mean was the score which represent the general value that was achieved by the students.

      Meanwhile, median was the score in the middle of score which divides as distribution of data into two equal part and mode was a score which has the most frequency. The resume score of variable simple present tense mastery at the XI grade students of MAS Baharuddin was described in the table below:

Table. 6
The Resume of Variable Score of Simple Present Tense Mastery

No	Statistics	Variable X
1	High Scores	84
2	Low Score	55
3	Range	29
4	Interval	6
5	Mean Score	69.61
6	Median Score	70.1
7	Mode	70.1
8	Standart Deviation	54.74

      Table 6 presented the conclusion of the resut from student' answer. It showed that mean was 69.61 which mean that the students in simple present tense mastery was in enough predicate (see table 4: interpretation of means score).

      Then, the computed of the frequency distribution of the students's score of group can be applied into table frequency distribution as follow below:

Table. 7
The Frequency Distribution of Simple Present Tense Mastery

Interval	Mid Point	Frequency	Percentage
55 – 60	57,5	3	11.53%
61 – 66	63,5	4	15.38%
67 – 72	69,5	10	**38.46%**
73 – 78	75,5	6	23.07 %
79 – 84	81,5	3	11.53%
Total		26	100%

Based on the table above, it was known that the variable revelation of simple present tense mastery showed that the respondent an interval 55-60 were 3 student (11.53 %), interval 61-66 were 4 students (15.38%), interval 67-72 were 10 students (38.46%), interval 73-78 were 6 students (23.07%) and last interval 79-84 were 3 students (11.53%).

In order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure:

Frequency
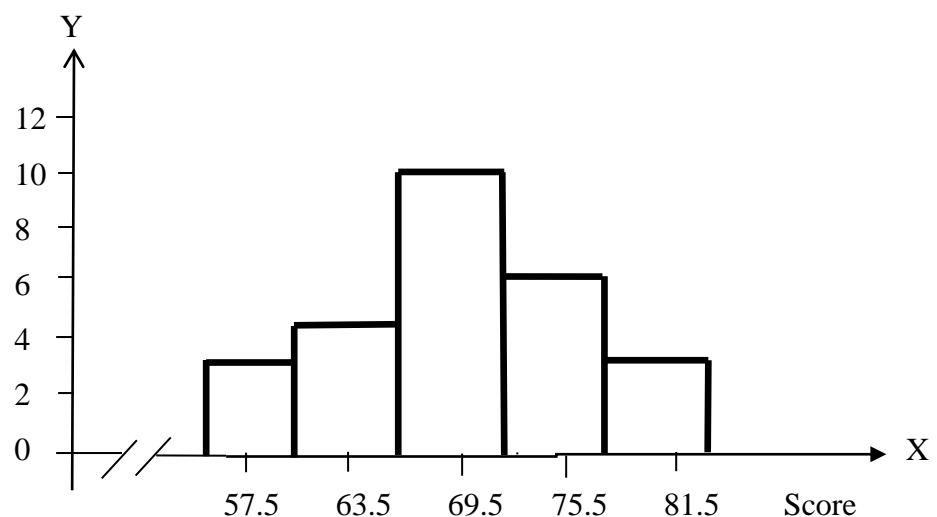
Figure 2:
The Histogram of Simple Present Tense Mastery at the XI grade Students of MAS Baharuddin

By looking at the above histogram, it can be said that the curve was normal. The degree of students' (respondent) in agreement of simple present tense mastery were the highest at the middle position.

2. Writing Analytical Exposition Text Mastery

The resume score of variable writing analytical exposition text mastery at the XI grade students of MAS Baharuddin has been gotten as table below:

Table. 8
The Resume of Variable Score of Writing Analytical Exposition Text Mastery

No	Statistics	Variable X
1	High Scores	75
2	Low Score	50
3	Range	25
4	Interval	5
5	Mean Score	64.26
6	Median Score	63.9
7	Mode	65.4
8	Standart Deviation	45.66

From the table above, the researcher got that high score was 75, low score was 50, mean score was 64.26, median score was 63.9, mode score was 65.4, and interval class was 5. The data could be seen in the appendix 14 (variable Y : Writing Analytical Exposition Text Mastery)

Based on the calculating the result mean score was 64.26 it means that the students' writing analytical exposition text mastery was enough predicate (see table 4: interpretation of means score). Then, the computed

of the frequency distribution of the students' score of group can be applied

in to table frequency distribution as follows:

Table. 9
The Frequency Distribution of Writing Analytical Exposition Text Mastery

Interval	Mid Point	Frequency	Percentage
50 – 55	52,5	4	15.38%
56 – 61	58,5	4	15.38%
62 – 67	64,5	9	**34.61%**
68 – 73	70,5	5	19.23 %
74 – 79	76,5	4	15.38%
Total		26	100%

Based on the table above, it was known that the variable revelation

of writing analytical exposition text mastery showed that the respondent an

interval 50-55 were 4 student (15.38 %), interval 56-61 were 4 students

(15.38%), interval 62-67 were 9 students (34.61%), interval 68-73 were 5

students (19.23%) and last interval 74-79 were 4 students (15.38%).

In order to get a description of the data clearly and completely, the

researcher presents them in histogram on the following figure:

Frequency

Y
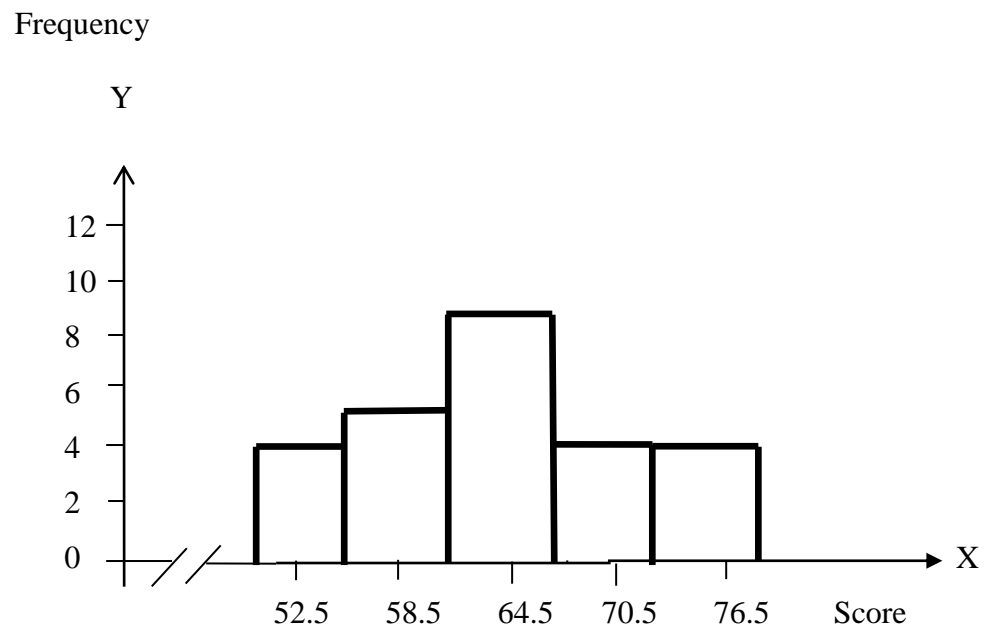
Figure 3:
The Histogram of Writing Analytical Exposition Text Mastery at
the XI grade Students of MAS Baharuddin

By looking at the above histogram, it can be said that the curve was normal. The degree of students' (respondent) in agreement of writing analytical exposition text mastery were the highest at the middle position.

B. Testing of Hypothesis

1. Normality Test

After getting the resume score of variable X and variable Y, the data were analyzed by using Chi-Square formula to know the data was normal or not. Normality test was as the requirement of test before testing hyphothesis.

Table. 10
Normality and Homogenity Data X dan Data Y

Class	Normality Test		Homogeneity Test	
	t_{count}	t_{table}	f_{count}	f_{table}
Data X	4.44	7.815	1.12 < 4.26	
Data Y	3.94	7.815		

Based on the table above, the score of data X = 4.44 < 7.815 with n = 26 and data Y = 3.94 < 7.815 with n = 26 and real level α 0.05. It means that data X dan data Y were distributed normal. It can be seen in appendix 15.

The coefficient of F_{count} = 1.12 was compared with F_{table} = 4.26 where f_{table} was determined at real α 0.05, and the different numerator dk = N − 1 = 26-2 = 24. So, by using the list of critical value of F distribution is got F 0.05 = 1.12 it showed that F_{count} 1.12 < F_{table} 4.26. It shows that both variable X and Y were homogeneous. The calculation can be seen on the appendix 16.

2. **Hypothesis Testing**

Hypothesis testing aims to determine the correlation between simple present tense mastery and writing analytical exposition text mastery at the XI grade students of MAS Baharuddin by using the product moment formula. Before testing the hypothesis, first performed the calculation of the scores obtained by the respondents as below :

X   = 1824

Y = 1623

X^2 = 129188

Y^2 = 102945

XY = 115179

By using the values above, calculated the value of correlation between variable X and Y :

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

$$= \frac{26.115431 - (1828)(1623)}{\sqrt{[26.129188 - (1824)^2][26.102945 - (1623)^2]}}$$

$$= \frac{2994654 - 2960352}{\sqrt{[3358888 - 3326976][2676570 - 2634129]}}$$

$$= \frac{34302}{\sqrt{(31912)(42441)}}$$

$$= \frac{34302}{\sqrt{1354377192}}$$

$$= \frac{34302}{36801,863}$$

$$= 0.93$$

H_a : there is a significant correlation between simple present tense mastery and writing analytical exposition text mastery at the XI grade students of MAS Baharuddin.

H_o : there is no significant correlation between simple present tense mastery and writing analytical exposition text mastery at the XI grade students of MAS Baharuddin.

So, based on the calculation between variabel X and Y by r_{xy}, the researcher got 0.93. The calculating product moment by getting correlation coefficients $r_{xy} = 0.93$ was more than $r_{table} = 0,388$ on 5% and 1% = 0,496. The result showed that there was a significant the correlation between simple present tense mastery and writing analytical exposition text mastery at the XI grade students of MAS Baharuddin. It means that H_a is accepted and H_o is rejected. It had been written in the table of coefficient correlation interpretation.

Table. 11
Categories Value Correlation Coefficient and Strength Correlation

No	Value of high r	Interpretation
1	0.90 – 1.00	Very good
2	0,70 – 0,90	Good
3	0,40 – 0,70	Enough
4	0,20 – 0,40	Low
5	0.00 – 0,20	Lowest

To look for the contribution of Variable X and Y as follows:

CD : the score of determine coefficient

r : the score of the coefficient correlation

CD : r^2 x 100%

: $(0,93)^2$ x 100%

: 0.8649 x 100%

: 86.49%

Based on X variable (simple present tense mastery) and Y variable (writing analytical exposition text mastery), the result of contribution was 0,93 belong to good category contribution variable has CD 86.49% and 13.51% influenced by other variable.

Testing the truth of significant correlation, used the formulate t_{count} :

$$T_{count} = \frac{r\sqrt{n-2}}{1-r^2}$$

$$= \frac{0.93\sqrt{26-2}}{1-(0.93)^2}$$

$$= \frac{0.93\sqrt{24}}{1-0.8649}$$

$$= \frac{0.93 \cdot 4.89}{0.13}$$

$$= \frac{4.54}{0.13}$$

$$= 34.9$$

Based on the calculative above, $t_{count} > t_{table}$ namely t_{count} : 34,9 and t_{table} on significant 5% = 2,064 and on 1% = 2,797. It means that there was significant correlation between two variables that it was said that the validity of the contribution of variable X to variable Y was valid or could be say that the validity of the distribution of variable X and variable Y was "accepted".

C. Discussion

After did the research, the researcher found that the correlation between simple present tense mastery and writing analytical exposition text mastery at the XI grade students of MAS Baharuddin is in very high correlation. The researcher discussed the result and compared it with result in research related finding. But, previously, the researcher said that there was no research that was exactly the same as the title of this study, namely "The Correlation between Simple Present Tense Mastery and Writing Analytical Exposition Text Mastery". So, the researcher compared with the other research one by one the variable of this research, such as:

First, the researcher done by Ristia, she concluded that there is a correlation between using error monitoring strategy and ability in writing analytical expositon text of the second year students at senior high school Al-Huda Pekanbaru. The result was $t_{count} > t_{table}$ (0.873 > 0.325) which means the hypothesis was accepted.[59] Second, Fachruddin, he concluded that there is a correlation between students' simple present tense mastery and their ability in writing analytical exposition text at the second semester of the eleventh grade of SMA Ma'arif 07 Labuhan Maringgai. The result was $t_{count} > t_{table}$ (0.681 > 0.308) which means the hypothesis was accepted.[60] Third, Tisatun, she concluded that there is a correlation between the students' mastery of present

---

[59]Sahtiti Ristia, The Correlation between using Error Monitoring Strategy and Ability in Writing Analytical Exposition Text of the Second Year Students at Senior High School Al-Huda Pekanbaru, (UIN SUSKA Riau, 2015), http://repository.uin-suska.ac.id

[60]M. Wildan Fachruddin, The Correlation between Students' Simple Present Tense Mastery and Their Ability in Writing Analytical Exposition Text at the Second Semester of the Eleventh Grade of SMA Ma'arif 07 Labuhan Maringgai, (UIN Raden Intan Lampung, 2019), http://respository.radenintan.ac.id

tense and their ability at the eight grade of MTs Nusantara Dadap Indramayu. She was proved by mean score for mastering of present tense is 76 and score of writing test is 69. The result was $t_{count} > t_{table}$ (0.677 > 0.374) which means the hypothesis was accepted.[61]

Based on the explanation above, there were similarities between the result of this research and related findings such instrument, technique of data analysis, formula, and hypothesis was accepted. However, there were also differences between this research and related findings. The score interpretation of Ristia was high categories, Fachruddin and Tisatun were enough categories.

So far exactly there is no research that the same title with this research. It was proved that this reasearch about simple present tense mastery and writing analytical exposition text mastery was rather different with the other research. In other words it was supported by this research and it was proved by testing hypothesis of the research. This fact can be seen from $r_{count} > r_{table}$ (0.93 > 0.388) was very high categories. So, it is clearly simple present tense mastery have the significant correlation to students writing analytical exposition text mastery. Simple present tense mastery is needed and really important to write an analytical exposition text.

---

[61]Tisatun, The Correlation between the Students' Mastery of Present Tense and Their Ability at the Eight Grade of MTs Nusantara Dadap Indramayu, (IAIN Syekh Nurjati, 2015), http://repository.syekhnurjati.ac.id

D. Threats of the Research

There were some aspects that could threat for this research, as follow:

1. The researcher did not know how serious the students were in answering the questionnaire.

2. The researcher was in capable of measuring honest aspects of the students in answering the test that given. until possibly the students cheat or guess.

3. The researcher did not know wether students' concentrated or not in answering the test and questionnaire, and time was limited.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After getting the result of research work, the research come to describe the data as follow:

1. Students simple present tense mastery at the grade XI students of MAS Baharuddin was "enough" getting mean score were 69.61.

2. Students writing analytical exposition text mastery at the grade XI students of MAS Baharuddin was "enough" by getting mean score were 64,26.

3. There was a significant correlation between simple present tense mastery and writing analytical exposition text mastery at the grade XI students of MAS Baharuddin. On the result of calculating data, the hypothesis H_a was accepted whereas H_o was rejected. The calculating of product moment by getting correlation coefficient $r_{xy}= 0.93$. The significant correlation level was done by looking r_{table} (rt) on significant level 5% was 0,388. The hypothesis (H_a) in this research was accepted namely $r_{count} > r_{table}$ (0.93 > 0.388). Then, categories value correlation coefficient between simple present tense mastery and writing analytical exposition text mastery at the grade XI students of MAS Baharuddin that showed the correlation into high category.

B. Suggestions

Here, the researcher give information as follows:

1. The headmaster MAS Baharuddin of was hoped to support all English teacher to teach well and provide facilities involves with learning English.

2. The English teacher should give motivation to students and give information about the important in learning English, especially to learn about using simple present tense and writing analytical exposition text.

3. The researcher hopes that the others researchers who want to conduct a research related to this research to find the others influence. In order to motivate readers more critics and consider whatever they read and the researcher hopes to another researcher to do the research with the same title with this research namely "The Correlation between Simple Present Tense Mastery and Writing Analytical Exposition Text Mastery at the grade XI students of MAS Baharuddin" and get the better value.

s

REFERENCES

Anderson, Mark, and Kathy Anderson. *Text Type in English*. South Yarra: Mackmillan, 1997.

Arikunto, Suharsimi. *Prosedur Penelitian Pendekatan Praktik*. Jakarta: Rineka Cipta, 2006.

Ary, Asghar Raavieh, Donald, Lucy Cheeser Jabos, Chris Sorensen, *Introduction to Researchin Education*. Canada: Wadsworth Cengage Learning, 2010.

Azar, Betty Schrampfer . *Basic English Grammar*. New York: Logman Group, 2009.

Azar, Betty Schrampfer. *Understanding and Using English Grammar*. New Jersey: Prentice Hall. Inc, 2008.

Djuharie, Otong Setiawan. *Genre Dilengkapi 700 Soal Uji Pemahaman*. Bandung: Yrama Ltd, 2007.

Douglas, Brown H. *Teaching by Principle An Interactive Approach to Language Pedadogy*. San Francisco: Longman, 2001.

English Teacher in MAS Baharuddin, Privat interview, on September 03th 2021, at 10.23 a.m

Evi Fitria, "The Correlation Between Students' Simple Present Tense Mastery and Their Ability in Writing Descriptive Text at the First Semester of the Eight Grade of SMPN 1 Karya Penggawa Pesisir Barat in 2016/2017 Academic Year", http:// repository.radenintan.ac.id

Faisal, Sanapiah dan Mulyadi Guntur. *Metode Penelitian Dan Pendidikan*. Surabaya: Usaha Nasional, 1982.

Frank. M. *Modern English*. New Jersey: Prentice Hall Inc, 2000.

Gabby Maureen Pricilla, Habib Rahmansyah, " The Effect of Tree Strategy on Students' Achievement in Writing Exposition Text", *Jurnal Education and Development* Vol. 3 No. 2 2018, http://journal.ipts.ac.id

Gay, L. R. and Peter Airaisan. *Educational Research: Competencies for Analysis and Applications*. Prentice Hall Inc: New Jersey, 2000.

Greville, Kate. *Writing from Start to Finish: A Six Step Guide*. Australia: Giffin Press, 2001.

Harmer, Jeremy. *How to Teach Writing*. England Oxford: Person Education Limited, 2004.

Hasbi Muhammad Affan, "Students' Ability in Writing Analytical Exposition Text at Eleventh Grade Students of SMA N 4 Padang", Thesis, (Padang: STKIP PGRI SUMBAR, 2015, http://jim.stkip-pgri-sumbar.ac.id

Hewings, Martin. *Advanced Grammar in Use*. England: Combridge University Press, 2000.

Hornby, A.S. *Guide to Patterns and Usage in English*. Oxford: Oxford University Press, 2000.

Hyland, Ken. *Teaching and Researching Writing*. Great Britain: Pearson Education, 2002.

Lado, M.J. *Memahami Tenses Bahasa Inggris*. Jakarta: Titik Terang, 2008

Lester, Mark PH.D., et.al. *English Irregular Verb*. United States: McGraw-Hill, 2010.

M. Wildan Fachruddin, "The Correlation between Students' Simple Present Tense Mastery and Their Ability in Writing Analytical Exposition Text at the Second Semester of the Eleventh Grade of SMA Ma'arif 07 Labuhan Maringgai", (UIN Raden Intan Lampung, 2019), http://respository.radenintan.ac.id

Mahrukh Bashir, Emi Emilia, and Helena I.R. Agustien, *Buku Bahasa Inggris SMA/MA kelas XI*, (Jakata Pusat Kurikulum dan Perbukuan, Balitbang Kemendikbud, 2017)

Nunan, David. *Language Teaching Methodology, A Textbook for Teachers*. America: theMc. Grow Hill Companies, 2003.

Pusat Kurikulum dan Perbukuan, *Stop Bullying Kelas XI SMA/MA/SMK/MAK*. Balitbang, Kemendikbud, 2014)

Putri, Yosi Founisce," Students Errors in Using Simple Present Tense in Writing Descriptive Text", (University of Malang, 2016), http://mulok.library.um.ac.id

Rangkuti, Ahmad Nizar. *Statistik Untuk Penelitian Pendidikan*. Medan : Perdana Publishing, 2015.

Richard, Jack C. and Willy A. Renandya. *Methodology in Language Teaching*. United States of America: Cambridge University Press

Riduan. *Belajar mudah Penelitan untuk Guru*. Karyawan dan Penelitian Pemuda

Rina Septiana, "Improving Students' Analytical Exposition Text Ability Throught Collaborative Writing Strategy in Second Year of SMA DCC Global Bandar Lampung", (Bandar Lampung: Universitas Lampung, 2016), http://digilib.unila.ac.id

Sahtiti Ristia, "The Correlation between using Error Monitoring Strategy and Ability in Writing Analytical Exposition Text of the Second Year Students at Senior High School Al-Huda Pekanbaru", (UIN SUSKA Riau, 2015), http://repository.uin-suska.ac.id

Sihaan, Sanggam and Khisno Shinoda. *Generic Structure Text*. Yongyakarta: Graha Ilmu, 2008.

Sry Wahyuni, "Students' Ability in Writing Hortatory Exposition of Eleventh Grade Sudents at SMAN 14 Pekanbaru" J-SHIMIC, Vol 4, No 2 August 2017, http://journal.uir.ac.id

Sudijono, Anas. *Pengantar Statistik Pendidikan*. Jakarta: PT. Raja Grafindo Persada, 2008.

Sugiyono. *Metode Penelitian Kualitatif dan Kuantitatif dan R&D*. Bandung: Alfabeta, 2010.

Sugiyono. *Statistika untuk Penelitian.* Bandung: Alfabeta, 2008.

Suparni,et.al. *Pengantar Statstik Pendidikan*. Jakarta: Gaung Persada press Jakarta, 2009.

Tisatun, "The Correlation between the Students' Mastery of Present Tense and Their Ability at the Eight Grade of MTs Nusantara Dadap Indramayu", (IAIN Syekh Nurjati, 2015), http://repository.syekhnurjati.ac.id

Try U. Yeni, Rusdi Thaib, and Fauzia R. Syafei, " The Quality of Analytical Exposition Written by Grade Two Students of MAN 3 Sungai Penuh Viewed from Grammar and The Generic Structure" *Journal of English Language Teaching* 6, no 1 (2017): p. 60, http://ejournal.unp.ac.id

Werner, Patria. *Mosaic 1 A Content- Based Grammar*. New York: McGraw-Hill, 2005.

Zahoor, Muhammad A. and Fakhar Bilal, *Marxist Historiography: An Analytical Exposition of Major Themes and Premis*. London: W.W Norton Company

CURRICULUM VITAE

A. Identity

Name : Liawardani Sihombing

Nim : 16 203 00039

Place and Birthday : Sipetang, September 17th, 1997

Gender : Female

Religion : Islam

Address : Dusun Hutaimbaru, Kec. Sipirok

Parent

1. Father's name : Segar Sihombing
2. Mother's name : Nurhansa

B. Educational Background

1. Elementary School : SDN 173247 Aeksah   (2010)
2. Junior High School : SMP N 1 Simangumban   (2013)
3. Senior High School : SMA N 1 Simangumban   (2016)
4. College   : IAIN Padangsidimpuan   (2022)

Appendix 1

Instrument (Test) for Simple Present Tense

Name   :

Class   :

Instruction: Choose the best answer (a, b, c or d) to following the questions!

1. She… a good girl.
   a. Is having   c. was having
   b. has   d. is

2. I… Indonesian.
   a. Am   c. are
   b. Is   d. was

3. Ahmad: Hello Nisa, are you in your uncle's house?
   Nisa: I… in my uncle's house.
   a. Is not   c. am not
   b. Was not   d. are not

4. A teacher… a person who teach students.
   a. Is   c. were
   b. Are   d. was

5. My friend and I… English at English course every day.
   a. Learn   c. learns
   b. Learning   d. learned

6. I have a friend. She is Amira from Jakarta. She… an artist.
   a. Am   c. are
   b. Is   d. was

7. He… a police.
   a. Aren't   c. weren't
   b. Am   d. isn't

8. I… not a doctor.
   a. Am   c. are
   b. Is   d. were

9. He… happy
   a. Isn't   c. weren't
   b. Aren't   d. wasn't

10. … Mr. Aldi an English teacher?
    a. Are   c. is
    b. Do   d. does

11. … Maria a student?
    a. Is   c. does
    b. Do   d. are

12. Where… you from?
    a. Is   c. does
    b. Do   d. was
13. The Earth… around the sun.
    a. Move   c. moved
    b. Moves   d. was moving
14. … Azura a police women?
    a. Are   c. do
    b. Is   d. did
15. Dani… mathematic every night.
    a. Study   c. studying
    b. Studies   d. studied
16. … you a good girl?
    a. Are   c. was
    b. Is   d. do
17. Maura … cooking.
    a. Don't like   c. don't liked
    b. Doesn't likes   d. doesn't like
18. The old man … in the farm every morning.
    a. Work   c. works
    b. Working   d. worked
19. Every year George doesn't … a medal from Olympiad in London.
    a. Gotten   c. gonna
    b. Got   d. get
20. He… not go to school every day.
    a. Does   c. do
    b. Go   d. did
21. Does Alice … to school?
    a. Goes   c. gone
    b. Go   d. went
22. He doesn't … every Friday.
    a. Work   c. worked
    b. Works   d. working
23. Does Maryam … every night?
    a. Study   c. studying
    b. Studies   d. is study
24. … you work every day?
    a. Do   c. does
    b. Done   d. did

25. I ... this novel every day.
    a. read   c. Reads
    b. am read   d. Is read
26. …. Mr. John go to office every Saturday?
    a. Doesn't   c. isn't
    b. Don't   d. aren't
27. … your mom … every morning.
    a. Doesn't, cooks   c. doesn't, cooked
    b. Doesn't cook   d. doesn't, cooking
28. … Aland and Sherina like to drink cocacola?
    a. Do   c. does
    b. Don't   d. doesn't
29. He breakfast …
    a. Every   c. every morning
    b. Morning   d. tonight
30. … 1945 Indonesia freedom.
    a. Ago   c. in the
    b. Last   d. finally
31. Rafki … coffee in the morning.
    a. Never   c. drunk
    b. Drinks   d. never drink
32. She go to school …
    a. Study   c. last night
    b. Everyday d. year
33. I think Helen … always lucky.
    a. Were   c. are
    b. Am   d. is
34. My grandfather goes to the doctor …
    a. Every   c. hospital
    b. Month   d. every month
35. Aqila … not work because she has flu.
    a. Is   c. do
    b. Does   d. be
36. I …not know what you mean.
    a. Does   c. was
    b. Do   d. were
37. They always come …
    a. In the   c. yesterday
    b. Late   d. ago

38. He … in a supermarket.
    a. Works   c. work
    b. Working   d. is work
39. My uncle give me some books … week.
    a. Yesterday   c. last
    b. Late   d. in the
40. Her students … speak Arabic in class.
    a. Don't   c. doesn't
    b. isn't   d. aren't
41. Jonny sometimes… books.
    a. Reads   c. read
    b. Write   d. wrote
42. Adam … comes on time, so he is never late.
    a. Never   c. often
    b. Always   d. now
43. Windows … made of glass.
    a. Is   c. were
    b. Am   d. are
44. I ... have money right now.
    a. don't   c. Am not
    b. is not   d. Doesn't
45. Indonesia … its independence day in August.
    a. Always celebrate   c. never
    b. Be   d. feel
46. I … tennis.
    a. Play   c. playing
    b. Player   d. plays
47. … your brother come here every year?
    a. Are   c. do
    b. Does   d. is
48. The works … late for work.
    a. Came   c. be
    b. Never be   d. never
49. Jack, Shofia, and Shani … my best friend.
    a. Are   c. am
    b. Is   d. was
50. He … help right now.
    a. Needs   c. need
    b. Is need   d. needed

51. His family go to café …
    a. Be   c. Saturday
    b. Every Saturday night   d. one day
52. How … you exercise? At last one week.
    a. Often   c. often do
    b. Do   d. do often
53. ... he a geologist at PT. Chevron Pacific Indonesia?
    a. is   c. Do
    b. does   d. Are
54. She ... the house every day.
    a. cleans   c. Cleaned
    b. cleaning   d. clean
55. We … read some book every day.
    a. Usually   c. chemistry
    b. Do   d. language
56. My mother cooks fried rice. It … amazing
    a. Does   c. is
    b. Do   d. are
57. Our teacher ... check the attendance list every day.
    a. not doing   c. Did not
    b. does not   d. Do not
58. New York … a big city.
    a. Are not   c. is not
    b. Were not   d. was not
59. My friend and I … in library. We read some books.
    a. Am   c. have
    b. Is   d. are
60. They … walk to school.
    a. Always   c. open
    b. Ways   d. often
61. You are prohibited to use this bicyle, because it ... broken.
    a. are   c. Is
    b. do   d. Does
62. We ... a bad team.
    a. is not   c. Am not
    b. do not   d.are not
63. He does not go to party …
    a. Every month   c. month
    b. Every   d. back

64. I… go to Bali, so I don't know about Kuta beach.
    a. Often   c. sometimes
    b. Never   d. seldom
65. ... they go to the beach on weekend?
    a. do   c. Does
    b. are   d. Is
66. Bambam and I ... together.
    a. don't play   c. Do playing
    b. doesn't play   d. Does playing
67. They… study hard and get the best score.
    a. Always   c. do
    b. All   d. seldom
68. We do not… soccer match.
    a. Do   c. watching
    b. Watches   d. watch
69. My family do not ... breakfast at 8 a.m
    a. ate   c. Eaten
    b. to eat   d. Eat
70. ... you study for two hours every night?
    a. does   c. Am
    b. do   d. Are
71. My sister does not ... shirts.
    a. wearing   c. Wear
    b. wears   d. Weared
72. My aunty ... cooks a cake every Sunday.
    a. never   c. is
    b. often   d. Does
73. My English teacher ... always kind to every student.
    a. was   c. Is
    b. are   d. am
74. I ... like a cup sweet tea.
    a. was not   c. Does not
    c. do not   d. Am not
75. ... they go to the beach on weekend?
    a. do   c. Does
    b. are   d. Is
76. Andi and Bagas ... diligent.
    a. is   c. Am
    b. was   d. Are

77. Susi Pudjiastuti ... the Ministry of Maritime Affairs and Fisheries.
    a. is not   c. Are not
    b. do not   d. Does not
78. My neighbors ... gossipers.
    a. are   c. Is
    b. am   d. Was
79. ... they football fans of Juventus?
    a. are   c. Do
    b. does   d. Is
80. My father ... reads newspaper in the morning.
    a. often   c. Are
    b. is   d. Do
81. He ... know that Mr. Adam is our maths teacher.
    a. does not   c. Is not
    b. do not   d. Am not
82. My brother rides a bike to school ...
    a. every day   c. Last day
    b. next time   d. Two days ago
83. Diana ... very patience.
    a. are not   c. Is not
    b. am not   d. Was not
84. Nurul does not... every morning.
    a. took a bath   c. Take a bath
    b. takes a bath   d. Taking a bath
85. ... you enjoy watching the movie?
    a. do   c. Does
    b. are   d. Is
86. The President of Indonesia ... Donal Trump.
    a. are not   c. Am not
    b. was not   d. Is not
87. Sandy does not ... piano for two hour.
    a. playing   c. Plays
    b. play   d. Played
88. ... I beautiful?
    a. am   c. Is
    b. are   d. Was
89. ... they study two hours every night?
    a. are   c. Does
    c. do   d. Is

90. ... I the only one here?
    a. am   c. Do
    b. is   d are
91. ... your parent in the house?
     a. am   c. Are
     b. is   d. Do
92. The children ... naughty.
    a. is not   c. Does not
    c. do not   d. Are not
93. ... she read a Harry Potter book?
    a. do   c. Are
    b. is   d. Does
94. ... your step sisters nice to your friends?
    a. is   c. Am
    b. do   d. Are
95. ... the umbrella under the bed?
    a. do   c. Is
    b. are   d. am
96. It ... cold today.
    a. do not   c. Am not
    b. are not   d. Is not
97. ... I good memorizing people's name?
    a. is   d. are
    b. am   d. do
98. David ... angry.
    a. is not   c. Are not
    b. do not   d. Am not
99. My twin brothers .... naughty.
    a. are not   c. Is not
    b. do not   d. does not
100. ... it a great idea?
    a. is   c. Are
    b. do   d. does

Validator   **Researcher**

Irna Suti, S.Pd   **Liawardani Sihombing**
                                        NIM. 16 203 00039

Appendix 2

KEY ANSWER

1. D	26. A	51. B	76. D
2. A	27. B	52. C	77. A
3. C	28. A	53. A	78. A
4. A	29. C	54. A	79. A
5. A	30. D	55. A	80. A
6. B	31. B	56. C	81. A
7. D	32. B	57. B	82. A
8. A	33. D	58. C	83. C
9. A	34. D	59. C	84. C
10. C	35. B	60. A	85. A
11. A	36. B	61. C	86. D
12. B	37. B	62. D	87. B
13. B	38. A	63. A	88. A
14. B	39. D	64. B	89. B
15. B	40. C	65. A	90. A
16. A	41. A	66. A	91. C
17. D	42. B	67. A	92. D
18. C	43. A	68. D	93. D
19. D	44. A	69. D	94. A
20. A	45. A	70. B	95. C
21. B	46. A	71. C	96. D
22. A	47. B	72. B	97. B
23. A	48. D	73. C	98. A
24. A	49. A	74. C	99. A
25. A	50. A	75. A	100. A

Appendix 3

Instrument for Writing Analytical Exposition Text

Name   :

Class   :

Instruction:
1. Write your name and your class clearly on the paper
2. Use your time adequately
3. Work individually

Direction:

Write an Analytical Exposition text about "Why is learning English important?" correctly based on the topic.

_____

Validator   **Researcher**

Irna Suti, S.Pd   **Liawardani Sihombing**
                                                           NIM. 16 203 00039

Appendix 5

Calculation of the formulation $r_{pbi=\frac{M_p-M_t}{SD_t}\sqrt{\frac{p}{q}}}$

1. **Mean score from score total (M_t)**

$$M_{t=\frac{X_t}{M}}$$

$$M_{t=\frac{1600}{21}=76.2}$$

2. **Standard Deviation (SD_t)**

$$SD_{t=\sqrt{\frac{\Sigma X_t^2}{n}-(\frac{\Sigma X_t}{n})^2}}$$

$$SD_{t=\sqrt{\frac{138026}{21}-(\frac{1600}{21})^2}}$$

$$SD_{t=\sqrt{6574.19-5806.44}}$$

$$SD_{t=\sqrt{767.75}=27.7}$$

3. **Mean Score**
   Item 1

$$M_{pl=\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n79}}$$

$$M_{pl=\frac{99+88+111+92+100+106+59+79}{8}}$$

$$M_{pl=}\frac{734}{9}=91.75$$

   Item 2

$$M_{pl=\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n80}}$$

$$M_{pl=\frac{99+61+90+111+81+92+105+106+79}{9}}$$

$$M_{pl=}\frac{824}{9}=91.55$$

Item 3

$$\mathbf{M}_{pl=}\frac{\textit{total score of students' score that true item answer}}{n81}$$

$$\mathbf{M}_{pl=}\frac{99+90+88+111+81+41+92+100+89+105+38+100+74+106+59+79}{16}$$

$$\mathbf{M}_{pl=}\frac{1352}{16}=84.5$$

Item 4

$$\mathbf{M}_{pl=}\frac{\textit{total score of students' score that true item answer}}{n82}$$

$$\mathbf{M}_{pl=}\frac{61+88+92+100+89+102+100+106+59+79}{10}$$

$$\mathbf{M}_{pl=}\frac{876}{10}=87.6$$

Item 5

$$\mathbf{M}_{pl=}\frac{\textit{total score of students' score that true item answer}}{n83}$$

$$\mathbf{M}_{pl=}\frac{99+90+88+111+81+41+92+100+89+105+102+40+100+14=74+106}{16}$$

$$\mathbf{M}_{pl=}\frac{1332}{16}=83.25$$

Item 6

$$\mathbf{M}_{pl=}\frac{\textit{total score of students' score that true item answer}}{n84}$$

$$\mathbf{M}_{pl=}\frac{99+90+88+111+81+92+100+89+105+102+100+74+106+59+79}{15}$$

$$\mathbf{M}_{pl=}\frac{1375}{15}=91.67$$

Item 7

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n85}$$

$$\mathbf{M}_{pl=}\frac{99+90+88+111+81+41+92+100+89+105+38+102+40+100+74+106+59+79}{18}$$

$$\mathbf{M}_{pl=}\frac{1494}{18}=83$$

Item 8

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n86}$$

$$\mathbf{M}_{pl=}\frac{61+88+100+89+105+102+100+74+106+59+79}{11}$$

$$\mathbf{M}_{pl=}\frac{963}{11}=87.54$$

Item 9

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n87}$$

$$\mathbf{M}_{pl=}\frac{61+88+111+92+100+102+74+106+59+79}{10}$$

$$\mathbf{M}_{pl=}\frac{872}{10}=87.2$$

Item 10

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n88}$$

$$\mathbf{M}_{pl=}\frac{99+88+111+35+41+92+100+89+105+102+40+100+106+79}{14}$$

$$\mathbf{M}_{pl=}\frac{1187}{14}=84.75$$

Item 11

$$M_{pl} = \frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n89}$$

$$M_{pl} = \frac{99+90+88+111+81+35+41+92+100+89+105+38+102+100+74+106+79}{17}$$

$$M_{pl} = \frac{1430}{17} = 84.12$$

Item 12

$$M_{pl} = \frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n90}$$

$$M_{pl} = \frac{99+61+90+88+111+81+92+100+102+100+14+59}{12}$$

$$M_{pl} = \frac{997}{12} = 83.08$$

Item 13

$$M_{pl} = \frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n91}$$

$$M_{pl} = \frac{99+61+90+111+81+35+92+100+89+105+102+100+74+106+59+79}{16}$$

$$M_{pl} = \frac{1383}{16} = 86.44$$

Item 14

$$M_{pl} = \frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n92}$$

$$M_{pl} = \frac{99+90+88+111+81+35+92+100+89+105+38+102+100+14+74+106+59+79}{18}$$

$$M_{pl} = \frac{1462}{18} = 81.22$$

Item 15

$$M_{pl} = \frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n93}$$

$$\mathbf{M}_{pl=} \frac{99+61+90+88+111+81+35+41+92+100+89+102+100+74+106+59}{16}$$

$$\mathbf{M}_{pl=} \frac{1328}{16} = 83$$

Item 16

$$\mathbf{M}_{pl=} \frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n94}$$

$$\mathbf{M}_{pl=} \frac{99+61+90+88+111+81+41+92+100+89+105+38+102+40+100+74+106+59+79}{19}$$

$$\mathbf{M}_{pl=} \frac{1555}{19} = 81.84$$

Item 17

$$\mathbf{M}_{pl=} \frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n65}$$

$$\mathbf{M}_{pl=} \frac{90+111+81+105+38+102+100+106+79}{19}$$

$$\mathbf{M}_{pl=} \frac{812}{9} = 90.22$$

Item 18

$$\mathbf{M}_{pl=} \frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n66}$$

$$\mathbf{M}_{pl=} \frac{99+90+88+111+81+100+89+105+102+100+14}{11}$$

$$\mathbf{M}_{pl=} \frac{979}{11} = 89$$

Item 19

$$\mathbf{M}_{pl=} \frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n67}$$

$$\mathbf{M}_{pl=} \frac{99+61+90+88+111+81+35+41+92+100+89+105+100+74+106+59+79}{17}$$

$$\mathbf{M}_{pl=} \frac{1410}{17} = 82.94$$

Item 20

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n68}$$

$$\mathbf{M}_{pl=}\frac{61+111+81+41+92+100+89+105+102+100+106}{11}$$

$$\mathbf{M}_{pl=}\frac{988}{11} = 89.82$$

Item 21

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n69}$$

$$\mathbf{M}_{pl=}\frac{99+61+88+111+35+92+100+89+105+100+74+106+79}{13}$$

$$\mathbf{M}_{pl=}\frac{1139}{13} = 87.61$$

Item 22

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n70}$$

$$\mathbf{M}_{pl=}\frac{99+61+111+92+100+102+100+106+59+79}{10}$$

$$\mathbf{M}_{pl=}\frac{909}{10} = 90.9$$

Item 23

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n71}$$

$$\mathbf{M}_{pl=}\frac{99+88+111+92+100+89+105+102+40+100}{10}$$

$$\mathbf{M}_{pl=}\frac{926}{10} = 92.6$$

Item 24

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n72}$$

$$\mathbf{M}_{pl=}\frac{99+61+90+88+81+92+100+89+105+102+100+14+79+106+59+79}{16}$$

$$\mathbf{M}_{pl=}\frac{1344}{16}=84$$

Item 25

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n73}$$

$$\mathbf{M}_{pl=}\frac{99+61+90+88+111+81+35+92+100+105+102+100+14+106+79}{15}$$

$$\mathbf{M}_{pl=}\frac{1263}{15}=84.2$$

Item 26

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n74}$$

$$\mathbf{M}_{pl=}\frac{99+90+88+81+92+100+89=105+38+40+100+74+106+79}{14}$$

$$\mathbf{M}_{pl=}\frac{1181}{14}=84.36$$

Item 27

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n75}$$

$$\mathbf{M}_{pl=}\frac{99+90+88+111+81+92=100+89+105+38+40+100+74+106+59}{15}$$

$$\mathbf{M}_{pl=}\frac{1272}{15}=84.8$$

Item 28

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n76}$$

$$\mathbf{M}_{pl=}\frac{99+61+90+88+111+81+41+92+100+89+105+102+40+106+79}{15}$$

$$\mathbf{M}_{pl=}\frac{1248}{15} = 85.6$$

Item 29

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n277}$$

$$\mathbf{M}_{pl=}\frac{99+90+111+81+105+102+40+106+79}{9}$$

$$\mathbf{M}_{pl=}\frac{813}{9} = 90.33$$

Item 30

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n78}$$

$$\mathbf{M}_{pl=}\frac{99+88+89+105+102+74+106+59+79}{9}$$

$$\mathbf{M}_{pl=}\frac{801}{9} = 89$$

Item 31

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n95}$$

$$\mathbf{M}_{pl=}\frac{99+61+90+88+111+81+35+92+100+89+102+40+100+74+106}{15}$$

$$\mathbf{M}_{pl=}\frac{1268}{15} = 84.53$$

Item32

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n96}$$

$$\mathbf{M}_{pl=}\frac{99+61+90+80+111+81+92+89+105+102+40+100+74+106+59+79}{15}$$

$$\mathbf{M}_{pl=}\frac{1288}{15} = 85.87$$

Item 33

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n97}$$

$$\mathbf{M}_{pl=}\frac{99+61+90+88+111+81+35+41+92+100+89+105+38+102+100+74+106+59+79}{19}$$

$$\mathbf{M}_{pl=}\frac{1550}{19}=81.58$$

Item 34

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n98}$$

$$\mathbf{M}_{pl=}\frac{99+61+90+88+111+35+92+100+89+105+102+40+106+79}{14}$$

$$\mathbf{M}_{pl=}\frac{1197}{14}=85.5$$

Item 35

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n99}$$

$$\mathbf{M}_{pl=}\frac{99+61+90+88+111+81+41+92+100+89+105+38+102+40+100+74+106+59+79}{19}$$

$$\mathbf{M}_{pl=}\frac{1500}{19}=78.95$$

Item 36

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n100}$$

$$\mathbf{M}_{pl=}\frac{61+90+88+111+81+35+41+92+100+89+105+102+100+74+106+79}{16}$$

$$\mathbf{M}_{pl=}\frac{1354}{16}=84.61$$

Item 37

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n101}$$

$$\mathbf{M}_{pl=}\frac{99+61+90+88+111+81+41+92+100+89+105+102+40+106+79}{15}$$

$$\mathbf{M}_{pl=} \frac{1284}{15} = 85.6$$

Item 38

$$\mathbf{M}_{pl=} \frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n102}$$

$$\mathbf{M}_{pl=} \frac{99+61+90+88+111+41+92+100+89+105+102+40+106+79}{14}$$

$$\mathbf{M}_{pl=} \frac{1203}{14} = 85.93$$

Item 39

$$\mathbf{M}_{pl=} \frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n103}$$

$$\mathbf{M}_{pl=} \frac{99+90+111+81+92+100+89+102+40+100+74+79}{12}$$

$$\mathbf{M}_{pl=} \frac{1057}{12} = 88.08$$

Item 40

$$\mathbf{M}_{pl=} \frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n104}$$

$$\mathbf{M}_{pl=} \frac{99+61+90+111+81+92+89+100+74+59}{10}$$

$$\mathbf{M}_{pl=} \frac{856}{10} = 85.6$$

Item 41

$$\mathbf{M}_{pl=} \frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n105}$$

$$\mathbf{M}_{pl=} \frac{90+88+111+81+35+41+92+100+89+105+102+100+106+59+79}{15}$$

$$\mathbf{M}_{pl=} \frac{1278}{15} = 85.2$$

Item 42

$$\mathbf{M}_{pl=\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n106}}$$

$$\mathbf{M}_{pl=\frac{61+92+100+105+102+106+79}{7}}$$

$$\mathbf{M}_{pl=} \frac{645}{7} = 92.14$$

Item 43

$$\mathbf{M}_{pl=\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n107}}$$

$$\mathbf{M}_{pl=\frac{90+88+111+92+100+89+105+102+100+74+106+59}{12}}$$

$$\mathbf{M}_{pl=} \frac{1116}{12} = 93$$

Item 44

$$\mathbf{M}_{pl=\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n108}}$$

$$\mathbf{M}_{pl=\frac{111+41+105+106+59+79=}{6}}$$

$$\mathbf{M}_{pl=} \frac{501}{6} = 83.5$$

Item 45

$$\mathbf{M}_{pl=\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n109}}$$

$$\mathbf{M}_{pl=\frac{99+90+88+111+105+74}{6}}$$

$$\mathbf{M}_{pl=} \frac{567}{6} = 94.5$$

Item 46

$$\mathbf{M}_{pl=\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n110}}$$

$$\mathbf{M}_{pl=\frac{99+61+90+88+111+81+41+92+100+89+105+38+102+40+100+74+106+79}{18}}$$

$$\mathbf{M}_{pl=} \frac{1496}{18} = 83.11$$

Item 47

$$\mathbf{M}_{pl=} \frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n111}$$

$$\mathbf{M}_{pl=} \frac{90+111+92+100+105+38+106+79}{8}$$

$$\mathbf{M}_{pl=} \frac{721}{8} = 90.12$$

Item 48

$$\mathbf{M}_{pl=} \frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n112}$$

$$\mathbf{M}_{pl=} \frac{99+90+111+81+105+102+40+106+59+79}{10}$$

$$\mathbf{M}_{pl=} \frac{872}{10} = 87.2$$

Item 49

$$\mathbf{M}_{pl=} \frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n113}$$

$$\mathbf{M}_{pl=} \frac{61+90+88+111+81+89+105+38+102+100+106}{11}$$

$$\mathbf{M}_{pl=} \frac{971}{11} = 88.27$$

Item 50

$$\mathbf{M}_{pl=} \frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n114}$$

$$\mathbf{M}_{pl=} \frac{99+90+111+92+100+89+105+102+40+100+74+106+59}{13}$$

$$\mathbf{M}_{pl=} \frac{1167}{13} = 89.77$$

Item 51

$$\mathbf{M}_{\text{pl=}}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n115}$$

$$\mathbf{M}_{pl=}\frac{99+90+88+92+100+89+105+38+100+74+106}{11}$$

$$\mathbf{M}_{pl=}\frac{974}{11}=88.54$$

Item 52

$$\mathbf{M}_{\text{pl=}}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n116}$$

$$\mathbf{M}_{pl=}\frac{99+61+88+111+92+100+105+102+100+14+106}{11}$$

$$\mathbf{M}_{pl=}\frac{978}{11}=88.91$$

Item 53

$$\mathbf{M}_{\text{pl=}}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n117}$$

$$\mathbf{M}_{pl=}\frac{99+88+111+92+100+89+105+102+40+100+74+106+59}{13}$$

$$\mathbf{M}_{pl=}\frac{1165}{13}=89.61$$

Item 54

$$\mathbf{M}_{\text{pl=}}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n118}$$

$$\mathbf{M}_{pl=}\frac{99+90+88+111+41+89+105+102+100+74+106+59}{12}$$

$$\mathbf{M}_{pl=}\frac{1064}{12}=88.67$$

Item 55

$$\mathbf{M}_{\text{pl=}}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n119}$$

$$\mathbf{M}_{pl=}\frac{90+88+111+81+35+100+105+38+102+100+74+105}{12}$$

$$\mathbf{M}_{pl=}\frac{1039}{12} = 86.58$$

Item 56

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n120}$$

$$\mathbf{M}_{pl=}\frac{99+88+111+92+100+105+102+40+100+74+79}{11}$$

$$\mathbf{M}_{pl=}\frac{990}{11} = 90$$

Item 57

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n121}$$

$$\mathbf{M}_{pl=}\frac{99+61+111+41+92+100+105+38+102+100+74+106+79}{13}$$

$$\mathbf{M}_{pl=}\frac{1108}{13} = 85.23$$

Item 58

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n122}$$

$$\mathbf{M}_{pl=}\frac{99+61+90+88+111+81+41+92+100+89+105+38+102+40+100+74+106+59+79}{19}$$

$$\mathbf{M}_{pl=}\frac{1500}{19} = 78.95$$

Item 59

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n123}$$

$$\mathbf{M}_{pl=}\frac{99+61+90+88+111+92+100+89+105+102+40+100+74+106+59}{15}$$

$$\mathbf{M}_{pl=}\frac{1316}{15} = 87.73$$

Item 60

$$M_{pl} = \frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n124}$$

$$M_{pl} = \frac{99+90+111+81+92+89+102+40+100+106+59+79}{12}$$

$$M_{pl} = \frac{1048}{12} = 87.33$$

Item 61

$$M_{pl} = \frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n125}$$

$$M_{pl} = \frac{99+90+111+81+92+89+102+40+100+14+74}{11}$$

$$M_{pl} = \frac{892}{11} = 81.09$$

Item 62

$$M_{pl} = \frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n1}$$

$$M_{pl} = \frac{99+61+90+88+111+81+35+92+100+89+105+102+40+100+74+106}{16}$$

$$M_{pl} = \frac{1373}{16} = 85,81$$

Item 63

$$M_{pl} = \frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n2}$$

$$M_{pl} = \frac{99+61+90+88+111+81+35+41+92+100+89+105+102+100+74+106+59+79}{18}$$

$$M_{pl} = \frac{1512}{18} = 84$$

Item 64

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n3}$$

$$\mathbf{M}_{pl=}\frac{99+90+111+100+105+102+14+106}{8}$$

$$\mathbf{M}_{pl=}\frac{727}{8}=90.88$$

Item 65

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n4}$$

$$\mathbf{M}_{pl=}\frac{99+90+111+92+89+105+102+40+59}{9}$$

$$\mathbf{M}_{pl=}\frac{787}{9}=87.44$$

Item 66

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n5}$$

$$\mathbf{M}_{pl=}\frac{99+61+90+111+35+92+100+89+105+38+102+100+74+106+79}{15}$$

$$\mathbf{M}_{pl=}\frac{1281}{15}=85.4$$

Item 67

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n6}$$

$$\mathbf{M}_{pl=}\frac{99+90+111+92+100+100+79}{7}$$

$$\mathbf{M}_{pl=}\frac{671}{7}=95,86$$

Item 68

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n7}$$

$$\mathbf{M}_{pl=}\frac{90+111+92+100}{4}$$

$$\mathbf{M}_{pl=}\frac{393}{4} = 98{,}25$$

Item 69

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n8}$$

$$\mathbf{M}_{pl=}\frac{99+90+88+111+81+100+89+105+38+40+100+74+106}{13}$$

$$\mathbf{M}_{pl=}\frac{1121}{13} = 86.23$$

Item 70

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n9}$$

$$\mathbf{M}_{pl=}\frac{99+90+88+111+81+100+89+105+38+40+100+74+106}{13}$$

$$\mathbf{M}_{pl=}\frac{1121}{13} = 86.23$$

Item 71

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n10}$$

$$\mathbf{M}_{pl=}\frac{99+111+92+100+100+79}{6}$$

$$\mathbf{M}_{pl=}\frac{581}{6} = 96.83$$

Item 72

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n11}$$

$$\mathbf{M}_{pl=}\frac{99+90+88+111+81+100+89+105+38+40+100+74+106}{13}$$

$$\mathbf{M}_{pl=}\frac{1121}{13} = 86.23$$

Item 73

$$M_{pl} = \frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n12}$$

$$M_{pl} = \frac{99+90+88+111+100+105+102+14+106}{9}$$

$$M_{pl} = \frac{815}{9} = 90.55$$

Item 74

$$M_{pl} = \frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n13}$$

$$M_{pl} = \frac{99+61+88+111+81+35+92+100+89+105+102+40+100+74+59+79}{16}$$

$$M_{pl} = \frac{1315}{16} = 82.19$$

Item 75

$$M_{pl} = \frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n14}$$

$$M_{pl} = \frac{99+111+92+100+89+105+102+40+100+14}{10}$$

$$M_{pl} = \frac{852}{10} = 85.2$$

Item 76

$$M_{pl} = \frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n15}$$

$$M_{pl} = \frac{99+90+88+111+81+92+100+89+105+38+102+100+106}{13}$$

$$M_{pl} = \frac{1201}{13} = 92.38$$

Item 77

$$M_{pl} = \frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n16}$$

$$\mathbf{M}_{pl=}\frac{90+88+111+81+35+92+100+89+105+102+40+100+74+106}{14}$$

$$\mathbf{M}_{pl=}\frac{1213}{14}=86.64$$

Item 78

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n17}$$

$$\mathbf{M}_{pl=}\frac{90+111+81+89+105+102+100+74+106+59+79}{11}$$

$$\mathbf{M}_{pl=}\frac{996}{11}=90.54$$

Item 79

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n18}$$

$$\mathbf{M}_{pl=}\frac{99+61+90+88+100+105+102+74+59+79}{10}$$

$$\mathbf{M}_{pl=}\frac{857}{10}=85.7$$

Item 80

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n19}$$

$$\mathbf{M}_{pl=}\frac{99+61+92+100+89+105+38+102+100+106}{10}$$

$$\mathbf{M}_{pl=}\frac{892}{10}=89.2$$

Item 81

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n20}$$

$$\mathbf{M}_{pl=}\frac{99+61+90+88+111+81+100+89+105+38+102+100+106}{13}$$

$$\mathbf{M}_{pl=}\frac{1170}{13}=90$$

Item 82

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n21}$$

$$\mathbf{M}_{pl=}\frac{99+61+90+88+111+81+35+92+100+89+105+38+102+100+74+106+59+79}{18}$$

$$\mathbf{M}_{pl=}\frac{1509}{18}=83.83$$

Item 83

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n22}$$

$$\mathbf{M}_{pl=}\frac{99+61+90+88+111+81+41+92+100+89+105+38+102+106}{14}$$

$$\mathbf{M}_{pl=}\frac{1203}{14}=85.93$$

Item 84

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n23}$$

$$\mathbf{M}_{pl=}\frac{99+61+90+88+111+81+35+41+92+100+89+105+102+100+74+106+59+79}{18}$$

$$\mathbf{M}_{pl=}\frac{1512}{18}=84$$

Item 85

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n24}$$

$$\mathbf{M}_{pl=}\frac{99+61+90+88+111+81+89+105+102+100+74+106+59+79}{14}$$

$$\mathbf{M}_{pl=}\frac{1244}{14}=88.86$$

Item 86

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n25}$$

$$\mathbf{M}_{pl=}\frac{90+111+81+89+105+102+100+14}{8}$$

$$\mathbf{M}_{pl=}\frac{692}{8} = 86.5$$

Item 87

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n26}$$

$$\mathbf{M}_{pl=}\frac{99+61+90+88+111+81+89+105+102+40+100+74+106}{16}$$

$$\mathbf{M}_{pl=}\frac{1058}{12} = 88.17$$

Item 88

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n27}$$

$$\mathbf{M}_{pl=}\frac{61+90+111+81+89+105+102+100+106+79}{10}$$

$$\mathbf{M}_{pl=}\frac{924}{18} = 92.4$$

Item 89

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n28}$$

$$\mathbf{M}_{pl=}\frac{99+61+90+88+111+81+35+92+100+89+105+102+40+100+74+106+59}{17}$$

$$\mathbf{M}_{pl=}\frac{1432}{17} = 84.23$$

Item 90

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n29}$$

$$\mathbf{M}_{pl=}\frac{99+61+90+88+111+81+41+92+100+89+105+38+100+106+59+79}{16}$$

$$\mathbf{M}_{pl=}\frac{1339}{16} = 83.69$$

Item 91

$$M_{pl} = \frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n30}$$

$$M_{pl} = \frac{99+61+90+88+111+81+100+105+102+74+106}{11}$$

$$M_{pl} = \frac{1017}{11} = 92.45$$

Item 92

$$M_{pl} = \frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n31}$$

$$M_{pl} = \frac{99+90+88+111+92+89+100+79}{8}$$

$$M_{pl} = \frac{748}{8} = 93.5$$

Item 93

$$M_{pl} = \frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{32}$$

$$M_{pl} = \frac{99+61+90+88+111+81+35+92+100+89+105+102+40+100+74+106}{16}$$

$$M_{pl} = \frac{1373}{16} = 85.81$$

Item 94

$$M_{pl} = \frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n33}$$

$$M_{pl} = \frac{99+88+111+100+105+102+100+14+106+59}{10}$$

$$M_{pl} = \frac{884}{10} = 88.4$$

Item 95

$$M_{pl} = \frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n34}$$

$$\mathbf{M}_{pl=}\frac{111+92+100+38+102+100+74+106}{8}$$

$$\mathbf{M}_{pl=}\frac{723}{8} = 90.37$$

Item 96

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n35}$$

$$\mathbf{M}_{pl=}\frac{99+61+111+35+89+105+102+100+74+106+79}{11}$$

$$\mathbf{M}_{pl=}\frac{961}{11} = 87.36$$

Item 97

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n36}$$

$$\mathbf{M}_{pl=}\frac{99+61+90+88+111+81+41+92+100+105+102+100+74+106+59}{15}$$

$$\mathbf{M}_{pl=}\frac{1309}{15} = 87.27$$

Item 98

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n37}$$

$$\mathbf{M}_{pl=}\frac{99+88+111+41+92+100+89+105+102+100+106+79}{12}$$

$$\mathbf{M}_{pl=}\frac{1112}{12} = 92.67$$

Item 99

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n38}$$

$$\mathbf{M}_{pl=}\frac{99+61+88+111+81+41+92+100+105+102+100+74+106+59}{14}$$

$$\mathbf{M}_{pl=}\frac{1219}{14} = 87.07$$

Item 100

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n39}$$

$$\mathbf{M}_{pl=}\frac{99+90+88+111+81+35+41+92+100+105+102+40+100+74+106+79}{16}$$

$$\mathbf{M}_{pl=}\frac{1343}{16}=83.94$$

Item 101

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n40}$$

$$\mathbf{M}_{pl=}\frac{99+61+88+111+41+92+100+105+102+100+74+106+59}{13}$$

$$\mathbf{M}_{pl=}\frac{1138}{13}=87.54$$

Item 102

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n41}$$

$$\mathbf{M}_{pl=}\frac{99+61+88+111+41+92+100+105+102+100+74+106+59}{13}$$

$$\mathbf{M}_{pl=}\frac{1138}{13}=87.54$$

Item 103

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n42}$$

$$\mathbf{M}_{pl=}\frac{99+111+41+105+102+100+106+59+79}{9}$$

$$\mathbf{M}_{pl=}\frac{802}{9}=89.11$$

Item 104

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n43}$$

$$\mathbf{M}_{pl=}\frac{99+90+88+111+81+35+41+92+100+89+105+38+102+100+74+106+59+79}{18}$$

$$\mathbf{M}_{pl=}\frac{1489}{18}=82.72$$

Item 105

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n44}$$

$$\mathbf{M}_{pl=}\frac{99+88+111+81+35+92+100+89+105+102+40+100+106+59+79}{15}$$

$$\mathbf{M}_{pl=}\frac{1286}{15}=85.73$$

Item 106

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n45}$$

$$\mathbf{M}_{pl=}\frac{61+90+111+81+100+105+102+74+106}{9}$$

$$\mathbf{M}_{pl=}\frac{830}{9}=92.22$$

Item107

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n46}$$

$$\mathbf{M}_{pl=}\frac{99+61+90+80+111+81+35+41+92+100+89+105+38+102+100+106+59+79}{18}$$

$$\mathbf{M}_{pl=}\frac{1476}{18}=82$$

Item 108

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n47}$$

$$\mathbf{M}_{pl=}\frac{99+90+88+111+81+35+92++100+89+105+38+102+100+74+106+79}{16}$$

$$\mathbf{M}_{pl=}\frac{1373}{16}=85.81$$

Item 109

$$M_{pl=}\frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n48}$$

$$M_{pl=}\frac{61+90+88+111+81+41+92+100+89+38+102+100+74+106+79}{15}$$

$$M_{pl=}\frac{1512}{18}=84$$

Item 110

$$M_{pl=}\frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n49}$$

$$M_{pl=}\frac{105+102+100+14+106+90+90+111}{8}$$

$$M_{pl=}\frac{727}{8}=90.88$$

Item 111

$$M_{pl=}\frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n50}$$

$$M_{pl=}\frac{99+111+92+90+105+102+59+40+89}{9}$$

$$M_{pl=}\frac{787}{9}=87.44$$

Item 112

$$M_{pl=}\frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n51}$$

$$M_{pl=}\frac{99+90+88+81+41+100+89+105+38+102+100+74+106+79}{14}$$

$$M_{pl=}\frac{1281}{15}=85.4$$

Item 113

$$M_{pl=}\frac{total\ score\ of\ students'score\ that\ true\ item\ answer}{n52}$$

$$\mathbf{M}_{pl=}\frac{99+79+90+100+111+100+92}{7}$$

$$\mathbf{M}_{pl=}\frac{671}{7} = 95.86$$

Item 114

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n53}$$

$$\mathbf{M}_{pl=}\frac{90+111+92+100}{4}$$

$$\mathbf{M}_{pl=}\frac{393}{4} = 98.25$$

Item 115

$$\mathbf{M}_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n54}$$

$$\mathbf{M}_{pl=}\frac{99+90+111+88+81+100+89+105+38+100+40+106+74}{13}$$

$$\mathbf{M}_{pl=}\frac{1121}{13} = 86.23$$

Appendix 6

No	M_p	M_t	SD_t	P	Q	$r_{pbi=\frac{M_P-M_t}{SD_t}\sqrt{\frac{p}{q}}}$	r_t on 5% significant	Interpretation
1	91.75	76.2	27.7	0.38	0.62	0.437	0.444	Valid
2	91.55	76.2	27.7	0.42	0.58	0.471	0. 444	Valid
3	84.5	76.2	27.7	0.76	0.24	0.410	0.444	Valid
4	87.6	76.2	27.7	0.47	0.53	0.386	0.444	Invalid
5	83.25	76.2	27.7	0.76	0.24	0.452	0.444	Valid
6	91.67	76.2	27.7	0.71	0.29	0.872	0.444	Valid
7	83	76.2	27.7	0.85	0.1	0.583	0.444	Valid
8	87.54	76.2	27.7	0.52	0.48	0.425	0.444	Valid
9	87.2	76.2	27.7	0.47	0.53	0.373	0.444	Invalid
10	84.75	76.2	27.7	0.66	0.34	0.429	0.444	Valid
11	84.12	76.2	27.7	0.80	0.2	0.572	0.444	Valid
12	83.08	76.2	27.7	0.57	0.43	0.285	0.444	Invalid
13	86.44	76.2	27.7	0.76	0.24	0.659	0.444	Valid
14	81.22	76.2	27.7	0.85	0.15	0.431	0.444	Valid
15	83	76.2	27.7	0.76	0.24	0.436	0.444	Valid
16	81.84	76.2	27.7	0.90	0.1	0.612	0.444	Valid
17	90.22	76.2	27.7	0.42	0.58	0.430	0.444	Valid
18	89	76.2	27.7	0.52	0.48	0.480	0.444	Valid
19	82.94	76.2	27.7	0.80	0.2	0.486	0.444	Valid
20	89.82	76.2	27.7	0.52	0.48	0.512	0.444	Valid
21	87.61	76.2	27.7	0.61	0.39	0.515	0.444	Valid
22	90.9	76.2	27.7	0.47	0.53	0.498	0.444	Valid
23	92.6	76.2	27.7	0.47	0.53	0.556	0.444	Valid
24	84	76.2	27.7	0.76	0.24	0.501	0.444	Valid
25	84.2	76.2	27.7	0.71	0.29	0.431	0.444	Valid
26	84.36	76.2	27.7	0.66	0.34	0.411	0.444	Valid
27	84.8	76.2	27.7	0.71	0.39	0.484	0.444	Valid
28	85.6	76.2	27.7	0.71	0.39	0.529	0.444	Valid
29	90.33	76.2	27.7	0.42	0.58	0.433	0.444	Valid
30	89	76.2	27.7	0.42	0.58	0.393	0.444	Invalid
31	84.53	76.2	27.7	0.71	0.29	0.469	0.444	Valid
32	85.87	76.2	27.7	0.71	0.29	0.544	0.444	Valid
33	81.58	76.2	27.7	0.90	0.1	0.582	0.444	Valid
34	85.5	76.2	27.7	0.66	0.3	0.467	0.444	Valid
35	78.95	76.2	27.7	0.90	0.1	0.498	0.444	Valid
36	84.62	76.2	27.7	0.76	0.24	0.541	0.444	Valid
37	85.6	76.2	27.7	0.71	0.29	0.529	0.444	Valid
38	85.93	76.2	27.7	0.66	0,34	0.488	0.444	Valid
39	88.08	76.2	27.7	0.57	0.43	0.493	0.444	Valid

40	85.6	76.2	27.7	0.47	0.53	0.418	0.444	Valid
41	85.2	76.2	27.7	0.71	0.29	0.507	0.444	Valid
42	92.14	76.2	27.7	0.33	0.67	0.401	0.444	Valid
43	93	76.2	27.7	0.57	0.43	0.670	0.444	Valid
44	83.5	76.2	27.7	0.28	0.72	0.463	0.444	Valid
45	94.5	76.2	27.7	0.28	0.72	0.409	0.444	Valid
46	83.11	76.2	27.7	0.85	0.15	0.593	0.444	Valid
47	90.12	76.2	27.7	0.38	0.62	0.491	0.444	Valid
48	87.2	76.2	27.7	0.47	0.53	0.473	0.444	Valid
49	88.27	76.2	27.7	0.52	0.48	0.453	0.444	Valid
50	89.77	76.2	27.7	0.61	0.39	0.612	0.444	Valid
51	88.54	76.2	27.7	0.52	0.48	0.463	0.444	Valid
52	88.91	76.2	27.7	0.52	0.48	0.477	0.444	Valid
53	89.61	76.2	27.7	0.61	0.39	0.605	0.444	Valid
54	88.67	76.2	27.7	0.57	0.43	0.517	0.444	Valid
55	86.58	76.2	27.7	0.57	0.43	0.431	0.444	Valid
56	90	76.2	27.7	0.52	0.8	0.518	0.444	Valid
57	85.23	76.2	27.7	0.61	0.39	0.406	0.444	Valid
58	78.95	76.2	27.7	0.90	0.1	0.498	0.444	Valid
59	87.73	76.2	27.7	0.71	0.29	0.649	0.444	Valid
60	87.33	76.2	27.7	0.57	0.43	0.461	0.444	Valid
61	81.09	76.2	27.7	0.52	0.48	0.183	0.444	Valid
62	85.81	76.2	27.7	0.76	0.24	0.617	0.444	Valid
63	84	76.2	27.7	0.85	0.15	0.669	0.444	Valid
64	90.87	76.2	27.7	0.38	0.62	0.413	0.444	Valid
65	87.44	76.2	27.7	0.42	0.58	0.445	0.444	Valid
66	85.4	76.2	27.7	0.71	0.29	0.518	0.444	Valid
67	95.86	76.2	27.7	0.33	0.67	0.497	0.444	Valid
68	98.25	76.2	27.7	0.19	0.79	0.482	0.444	Valid
69	86.23	76.2	27.7	0.61	0.39	0.452	0.444	Valid
70	86.23	76.2	27.7	0.61	0.9	0.452	0.444	Valid
71	96.83	76.2	27.7	0.28	0.72	0.461	0.444	Valid
72	86.83	76.2	27.7	0.61	0.39	0.452	0.444	Valid
73	90.55	76.2	27.7	0.42	0.58	0.440	0.444	Valid
74	82.19	76.2	27.7	0.76	0.24	0.484	0.444	Valid
75	85.2	76.2	27.7	0.47	0.53	0.415	0.444	Valid
76	92.38	76.2	27.7	0.61	0.39	0.73	0.444	Valid
77	86.64	76.2	27.7	0.66	0.24	0.524	0.444	Valid
78	90.54	76.2	27.7	0.52	0.48	0.539	0.444	Valid
79	85.7	76.2	27.7	0.47	0.53	0.522	0.444	Valid
80	89.2	76.2	27.7	0.47	0.53	0.440	0.444	Valid
81	90	76.2	27.7	0.61	0,39	0.622	0.444	Valid
82	83.83	76.2	27.7	0.85	0.15	0.654	0.444	Valid

83	85.93	76.2	27.7	0.66	0.34	0.489	0.444	Valid
84	84	76.2	27.7	0.85	0.15	0.669	0.444	Valid
85	88.86	76.2	27.7	0.66	0.34	0.635	0.444	Valid
86	86.5	76.2	27.7	0.38	0.62	0.290	0.444	Invalid
87	88.17	76.2	27.7	0.57	0.43	0.496	0.444	Valid
88	92.4	76.2	27.7	0.47	0.53	0.549	0.444	Valid
89	84.23	76.2	27.7	0.80	0.2	0.58	0.444	Valid
90	83.69	76.2	27.7	0.76	0.24	0.480	0.444	Valid
91	92.45	76.2	27.7	0.52	0.48	0.610	0.444	Valid
92	93.5	76.2	27.7	0.38	0.62	0.487	0.444	Valid
93	85.81	76.2	27.7	0.76	0.24	0.618	0.444	Valid
94	88.4	76.2	27.7	0.47	0.53	0.414	0.444	Valid
95	90.37	76.2	27.7	0.38	0.62	0.399	0.444	Valid
96	87.36	76.2	27.7	0.52	0.48	0.419	0.444	Valid
97	87.27	76.2	27.7	0.71	0.29	0.530	0.444	Valid
98	92.67	76.2	27.7	0.57	0.42	0.683	0.444	Valid
99	87.07	76.2	27.7	0.66	0.34	0.544	0.444	Valid
100	83.94	76.2	27.7	0.76	0.24	0.499	0.444	Valid
101	87.54	76.2	27.7	0.61	0.39	0.512	0.444	Valid
102	87.54	76.2	27.7	0.61	0.39	0.512	0.444	Valid
103	89.11	76.2	27.7	0.42	0.58	0.397	0.444	Valid
104	82.72	76.2	27.7	0.85	0.15	0.560	0.444	Valid
105	85.73	76.2	27.7	0.71	0.29	0.537	0.444	Valid
106	92.22	76.2	27.7	0.42	0.58	0.492	0.444	Valid
107	82	76.2	27.7	0.85	0.15	0.450	0.444	Valid
108	85.18	76.2	27.7	0.76	0.24	0.617	0.444	Valid
109	84	76.2	27.7	0.85	0.15	0.669	0.444	Valid
110	90.87	76.2	27.7	0.38	0.62	0.413	0.444	Valid
111	87.44	76.2	27.7	0.42	0.58	0.345	0.444	Invalid
112	85.4	76.2	27.7	0.71	0.29	0.518	0.444	Valid
113	95.86	76.2	27.7	0.33	0.67	0.497	0.444	Valid
114	98.25	76.2	27.7	0.19	0.79	0.382	0.444	Invalid
115	86.23	76.2	27.7	0.61	0.39	0.452	0.444	Valid

From the table above, it can be seen that 7 items was invalid and 108 items was valid. So, the researcher took 100 items for simple present tense test.

Appendix 7

THE RESULT OF WRITING ANALYTICAL EXPOSITION TEXT MASTERY

No	Initial	The select idea	Organization	Grammar	Vocabulary	Score
1	AA	2	2	3	4	11/16x100= 69
2	ARH	2	2	3	3	10/16x100= 63
3	DMS	2	4	2	2	10/16x100= 63
4	JR	2	2	2	2	8/16x100= 50
5	MI	2	3	2	3	10/16x100= 63
6	MH	2	3	2	4	11/16x100= 69
7	NAA	3	3	3	3	12/16x100= 75
8	NB	3	2	2	3	10/16x100= 63
9	PS	2	2	2	3	9/16x100= 56
10	RA	3	3	3	3	12/16x100= 75
11	SM	2	2	2	4	10/16x100= 63
12	SS	2	2	2	2	8/16x100= 50
13	ZA	2	3	2	2	9/16x100= 56
14	AHS	2	2	2	2	8/16x100= 50
15	AR	3	3	3	3	12/16x100= 75
16	AZR	2	4	2	2	10/16x100= 63
17	FH	4	2	2	2	10/16x100= 63
18	FP	4	2	2	2	10/16x100= 63
19	FP	2	3	2	2	9/16x100=56
20	JRS	3	3	3	3	12/16x100= 75
21	MTH	3	2	2	2	9/16x100= 56
22	PSI	2	3	2	3	10/16x100= 63
23	RSR	3	2	2	2	9/16x100= 56
24	RAS	3	3	2	3	11/16x100= 69
25	SS	2	2	2	2	8/16x100= 50
26	YH	3	3	2	2	11/16x100= 69

Appendix 8

THE RESULT OF STUDENTS SIMPLE PRESENT TENSE MASTERY

No	Name	Students Score
1	AA	78
2	ARH	67
3	DMS	73
4	JR	55
5	MI	70
6	MH	71
7	NAA	79
8	NB	71
9	PS	64
10	RA	77
11	SM	70
12	SS	58
13	ZA	66
14	AHS	60
15	AR	82
16	AZR	70
17	FH	73
18	FP	72
19	FP	68
20	JRS	84
21	MTH	69
22	PSI	73
23	RST	66
24	RAS	75
25	SS	61
26	YH	72
Total		1824

Appendix 9

**THE RESULT OF STUDENT WRITING ANALYTICAL EXPOSITION
TEXT MASTERY**

No	Name	Students Score
1	AA	69
2	ARH	63
3	DMS	63
4	JR	50
5	MI	63
6	MH	69
7	NAA	75
8	NB	63
9	PS	56
10	RA	75
11	SM	63
12	SS	50
13	ZA	56
14	AHS	50
15	AR	75
16	AZR	63
17	FH	63
18	FP	63
19	FP	56
20	JRS	75
21	MTH	56
22	PSI	63
23	RST	56
24	RAS	69
25	SS	50
26	YH	69
Total		1623

Appendix 10

VARIABLE X

(SIMPLE PRESENT TENSE MASTERY)

1. Maximal and minimum core were gotten by setting the variable score from low score to high score.

55	58	60	61	64	65	66
66	67	68	69	70	70	71
71	72	72	72	73	73	75
77	78	79	82	84		

2. High score = 84
3. Low score = 55
4. Range

   R = High score − low score

   = 84-55

   = 29

5. The total of the class (BK) = 1 + 3,3 log n

   = 1 + 3,3 log (26)

   = 1 + 3,3 . 1,414

   = 1 + 4, 66

   = 5,66

   = 6

6. Interval class (i)

   $I = \dfrac{range}{many\ class} = \dfrac{29}{5} = 5,8$

   I = 6

7. Mean score

No	Interval Class	F	X	FX	F_{kb}	F_{ka}
1	55 – 60	3	57,5	172,5	26= N	3
2	61 – 66	4	63,5	254	23	7
3	67 – 72	**10**	69,5	695	19	17
4	73 – 78	6	75,5	453	9	23
5	79 – 84	3	81,5	244,5	3	26=N
	Total	26		1810		

Mean (X) = $\frac{FX}{F}$

$\quad$ = $\frac{1.810}{26}$ = 69,61

8. Median score

No	Interval Class	F	X	FX	F_{kb}	F_{ka}
1	55 – 60	3	57,5	172,5	26= N	3
2	61 – 66	4	63,5	254	23	7
3	67 – 72	**10**	69,5	695	19	17
4	73 – 78	6	75,5	453	9	23
5	79 – 84	3	81,5	244,5	3	26=N
	Total	26		1810		

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

$\quad$ = 66,5 + 6 ($\frac{\frac{1}{2}26-7}{10}$)

$\quad$ = 66,5 + 6 ($\frac{6}{10}$)

$$= 66,5+ 6\ (0,6)$$

$$= 66,5+ 3,6$$

$$= 70,1$$

9. Modus

No	Interval Class	F	X	FX	F_{kb}	F_{ka}
1	55 – 60	3	57,5	172,5	26= N	3
2	61 – 66	4	63,5	254	23	7
3	67 – 72	**10**	69,5	695	19	17
4	73 – 78	6	75,5	453	9	23
5	79 – 84	3	81,5	244,5	3	26=N
	Total	26		1810		

$$Mo = b + p\ (\frac{b1}{b1+b2})$$

$$= 66,5 + 6\ (\frac{6}{6+4})$$

$$= 66,5 + 6\ (\frac{6}{10})$$

$$= 66,5 + 6\ (0,6)$$

$$= 66,5 + 3,6$$

$$= 70,1$$

Appendix 11

<div align="center">

VARIABEL Y

(WRITING ANALYTICAL EXPOSITION TEXT MASTERY)

</div>

1. Maximal and minimum core were gotten by setting the variabel score from low score to high score .

50	50	50	50	56	56	56
56	56	63	63	63	63	63
63	63	63	63	69	69	69
69	75	75	75	75		

2. High score = 75
3. Low score = 50
4. Range = high score – low score

$$= 75 - 50$$

$$= 25$$

5. The total of the class BK = 1 +3,3 log n

$$= 1 + 3,3 \log (26)$$

$$= 1 + 3,3 . 1,414$$

$$= 1 + 4,66$$

$$= 5, 66$$

$$= 6$$

6. Interval (i)

$$I = \frac{range}{many\ class}$$

$$= \frac{25}{5} = 5$$

7. Mean score

No	Interval Class	F	X	Fx	F_{kb}	F_{ka}
1	50 – 55	4	52,5	210	26= N	4
2	56 – 61	5	58,5	292,5	22	9
3	62 – 67	9	64,5	580,5	17	18
4	68 – 73	4	70,5	282	8	22
5	74 – 79	4	76,5	306	4	26=N
	Total	26		1671		

Mean (x) = $\frac{Fx}{F}$

$= \frac{1671}{26} = 64,26$

8. Median

No	Interval Class	F	X	Fx	F_{kb}	F_{ka}
1	50 – 55	4	52,5	210	26= N	4
2	56 – 61	5	58,5	292,5	22	9
3	62 – 67	9	64,5	580,5	17	18
4	68 – 73	4	70,5	282	8	22
5	74 – 79	4	76,5	306	4	26=N
	Total	26		1671		

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

$= 61,5 + 6 (\frac{\frac{1}{2}26-9}{9})$

$$= 61{,}5 + 6 \left(\frac{4}{9}\right)$$

$$= 61{,}5 + 6\,(0{,}4)$$

$$= 61{,}5 + 2{,}4$$

$$= 63{,}9$$

9. Modus

No	Interval Class	F	X	Fx	F_{kb}	F_{ka}
1	50 – 55	4	52,5	210	26= N	4
2	56 – 61	5	58,5	292,5	22	9
3	62 – 67	**9**	64,5	580,5	17	18
4	68 – 73	4	70,5	282	8	22
5	74 – 79	4	76,5	306	4	26=N
	Total	26		1671		

$$\text{Mo} = b + p \left(\frac{b1}{b1+b2}\right)$$

$$= 61{,}5 + 6 \left(\frac{4}{4+5}\right)$$

$$= 61{,}5 + 6 \left(\frac{4}{9}\right)$$

$$= 61{,}5 + 6\,(0{,}4)$$

$$= 61{,}5 + 3{,}9$$

$$= 65{,}4$$

Appendix 12

NORMALITY TEST

RESULT OF NORMALITY DATA X

No	Interval Class	F	Xi	Fixi	Xi^2	$Fixi^2$
1	55 – 60	3	57,5	172,5	3306	9.918
2	61 – 66	4	63,5	254	4032	16.128
3	67 – 72	10	69,5	695	4830	48.300
4	73 – 78	6	75,5	453	5700	34.200
5	79 – 84	3	81,5	244,5	6642	19.926
Total		26		1810		128.472

$$SD_t : I \sqrt{\frac{fixi^2}{n} - \frac{(fixi)^2}{n}}$$

$$: 6 \sqrt{\frac{128472}{26} - \frac{(1810)^2}{26}}$$

$$: 6 \sqrt{4941 - 4845}$$

$$: 6 \sqrt{96}$$

$$: 6 . 9,79$$

$$: 54,74$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval	Real Upper Limit	Z-score	Limit of large of the area	Large of area	Fh	Fo	$\dfrac{(fo-fh)}{fh}$
55 – 60	57,5	-0,22	0,0871		1,04	3	0.65
				0,04			
61 – 66	63,5	-0,11	0,0438		1,04	4	0.74
				0,04			
67 – 72	69,5	-0,00	0,0000		-7,81	10	1.78
				-0,03			
73 – 78	75,5	0,10	0,0398		-1,04	6	1.17
				-0,04			
79 – 84	81,5	0,21	0,0832			3	
						X^2	4,34

Based on the table above, the researcher found that $X^2_{count} = 4{,}34$ while $X^2_{table} = 7{,}815$ (0,05) and 11,341 (0,01). Because $X^2_{count} < X^2_{table}$ (4,34 < 7,815) with degree of dk = 5-1 = 4 and significant level 5% (0,05) distribution of data X (Simple Present Tense Mastery) is Normal.

Appendix 13

NORMALITY TEST

RESULT OF NORMALITY DATA Y

No	Interval Class	F	Xi	Fixi	Xi²	Fixi²
1	50 – 55	4	52,5	210	2756	11.024
2	56 – 61	5	58,5	292,5	3422	17.110
3	62 – 67	9	64,5	580,5	4160	37.440
4	68 – 73	4	70,5	282	4970	19.880
5	74 – 79	4	76,5	306	5852	23.408
Total		26		1671		108.862

$\mathbf{SD_t}$: I $\sqrt{\dfrac{fixi^2}{n} - \dfrac{(fixi)^2}{n}}$

: 6 $\sqrt{\dfrac{108862}{26} - \dfrac{(1671)^2}{26}}$

: 6 $\sqrt{4187 - 4129}$

: 6 $\sqrt{58}$

: 6 . 7,61

: 45,66

Table of Normality Data Test with Chi Kuadrat Formula

Interval	Real Upper Limit	Z-score	Limit of large of the area	Large of area	Fh	Fo	$\frac{(fo-fh)^2}{fh}$
50 – 55	52,5	-0,25	0,0987		1,3	4	0.67
				0,05			
56 – 61	58,5	-0,12	0,0478		1,04	5	0.79
				0,04			
62 – 67	64,5	0,00	0,0000		-1,3	9	1.14
				-0,05			
68 – 73	70,5	0,13	0,0517		-1,3	4	1.32
				-0,05			
74 – 79	76,5	0,26	0,1026			4	
						X^2	3,94

Based on on the table above, the researcher found that $X^2_{count} = 3,94$ while $X^2_{table} = 7,815$ (0,05) and 11,341 (0,01). Because $X^2_{count} < X^2_{table}$ (6,522 < 7,815) with degree of dk = 5-1 = 4 and significant level 5%(0,05) distribution of data Y (Writing Analytical Exposition Text Mastery) is Normal.

Appendix 14

HOMOGENEITY TEST

$$S = \sqrt{\frac{n \ x^2 - xi}{n \ (n-1)}}$$

Hypotheses :

$H_{o} : \alpha_1{}^2 = \alpha_2{}^2$

$H_{1} : \alpha_1{}^2 \neq \alpha_2{}^2$

A. Variant of Data X

No	Xi	Xi^2
1	78	6084
2	67	4489
3	73	5329
4	55	3025
5	70	4900
6	71	5041
7	79	6241
8	71	5041
9	64	4096
10	77	5929
11	70	4900
12	58	3364
13	66	4356
14	60	3600
15	82	6724
16	70	4900
17	73	5329
18	72	5184
19	68	4624
20	84	7056
21	69	4761
22	73	5329
23	66	4356
24	75	5625
25	61	3721
26	72	5184
Total	1824	129189

n = 26   xi = 1824 $\sum xi^2 = 129188$

So :

$$S = \sqrt{\frac{n\ x^2 - xi}{n\ (n-1)}}$$

$$= \sqrt{\frac{26.129188 - 1824}{26\ (26-1)}}$$

$$= \sqrt{\frac{3357064}{650}}$$

$$= \sqrt{5164,71}$$

$$= 71,86$$

B. Variant of Data Y

No	Yi	Yi^2
1	69	4761
2	63	3969
3	63	3969
4	50	2500
5	63	3969
6	69	4761
7	75	5625
8	63	3969
9	56	3136
10	75	5625
11	63	3969
12	50	2500
13	56	3136
14	50	2500
15	75	5625
16	63	3969
17	63	3969
18	63	3969
19	56	3136
20	75	5625
21	56	3136
22	63	3969

23	56	3136
24	69	4761
25	50	2500
26	69	4761
Total	1623	102945

n = 26　　　　　　yi = 1623　　　　　$\sum yi^2 = 102945$

So :

$$S = \sqrt{\frac{n\ x^2 - xi}{n\ (n-1)}}$$

$$= \sqrt{\frac{2676570 - 1623}{26\ (26-1)}}$$

$$= \sqrt{\frac{2674947}{650}}$$

$$= \sqrt{4115,303}$$

$$= 64,15$$

The formula was used to test hypothesis was :

$$F = \frac{the\ biggest\ variant}{the\ smallest\ variant}$$

$$F = \frac{71,86}{65,15}$$

F = 1,12

　　　　After doing the calculation, researcher found that $F_{count} = 1.12$ with α 5% and dk= (26-2= 24) from the distribution list F, researcher found that F_{table}= 4.26 cause $F_{count} < F_{table}$ (1.12 < 4.26). So, there is no difference in variant between the X and Y. It means, that the variable is Homogenous.

Appendix 15

THE RESULT OF VARIABLE X AND VARIABLE Y

No	Initial of Students	Variable X	Variable Y
1	AA	78	69
2	ARH	67	63
3	DMS	73	63
4	JR	55	50
5	MI	70	63
6	MH	71	69
7	NAA	79	75
8	NB	71	63
9	PS	64	56
10	RA	77	75
11	SM	70	63
12	SS	58	50
13	ZA	66	56
14	AHS	60	50
15	AR	82	75
16	AZR	70	63
17	FH	73	63
18	FP	73	63
19	FP	68	56
20	JRS	84	75
21	MTH	69	56
22	PSI	73	63
23	RST	66	56
24	RAS	75	69
25	SS	61	50
26	YH	72	69
TOTAL		1824	1623

Appendix 16

<div align="center">

TABLE

STATISTICAL ANALYSIS OF DATA

</div>

No	Initial of students	Variable X	Variable Y	X^2	Y^2	XY
1	AA	78	69	6084	4761	5382
2	ARH	67	63	4489	3969	4221
3	DMS	73	63	5329	3969	4599
4	JR	55	50	3025	2500	2750
5	MI	70	63	4900	3969	4410
6	MH	71	69	5041	4761	4899
7	NAA	79	75	6241	5625	5925
8	NB	71	63	5041	3969	4473
9	PS	64	56	4096	3136	3584
10	RA	77	75	5929	5625	5775
11	SM	70	63	4900	3969	4410
12	SS	58	50	3364	2500	2900
13	ZA	66	56	4356	3136	3696
14	AHS	60	50	3600	2500	3000
15	AR	82	75	6724	5625	6150
16	AZR	70	63	4900	3969	4410
17	FH	73	63	5329	3969	4599
18	FP	72	63	5184	3969	4536
19	FP	68	56	4624	3136	3808
20	JRS	84	75	7056	5625	6300
21	MTH	69	56	4761	3136	3864
22	PSI	73	63	5329	3969	4599
23	RST	66	56	4356	3136	3696
24	RAS	75	69	5625	4761	5175
25	SS	61	50	3721	2500	3050
26	YH	72	69	5184	4761	4968
Total		X = 1824	Y = 1623	X^2 = 129188	Y^2 = 102945	Xy = 115179

The result was used to calculated the value of correlation between variabel X and Y. This is the calculation of $r_{xy} : 0.93$

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

$$= \frac{26.115431 - (1828)(1623)}{\sqrt{[26.129188 - (1824)^2][26.102945 - (1623)^2]}}$$

$$= \frac{2994654 - 2960352}{\sqrt{[3358888 - 3326976][2676570 - 2634129]}}$$

$$= \frac{34302}{\sqrt{(31912)(42441)}}$$

$$= \frac{34302}{\sqrt{1354377192}}$$

$$= \frac{34302}{36801,863}$$

$$= 0.93$$

Appendix 17

NILAI – NILAI DALAM DISTRIBUSI t

α untuk uji dua fihak (*two tail test*)					
0,50	0,20	0,10	0,05	0,02	0,01
α untuk uji satu fihak (*one tail test*)					
Dk	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,486	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	0,03
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,165
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,178	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,132	2,623	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,898

18	0,688	1,330	1,743	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

Appendix 18

NILAI-NILAI r PRODUCT MOMENT

N	Taraf Signif		N	Taraf Signif		N	Taraf Signif	
	5 %	1 %		5 %	1 %		5 %	1 %
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,375	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	100	0,195	0,250
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128

19	0,456	0,575	43	0,301	0, 389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,503	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

Appendix 19

Chi-Square Table

Dk	Significant level					
	50%	**30%**	**20%**	**10%**	**5%**	**1%**
1	0,455	1,074	1,642	2,706	3,841	6,635
2	1,386	2,408	3,219	4,605	5,991	9,210
3	2,366	3,665	4,642	6,251	7,815	11,341
4	3,357	4,878	5,989	7,779	9,488	13,277
5	4,351	6,064	7,289	9,236	11,070	15,086
6	5,348	7,231	8,558	10,645	12,592	16,812
7	6,346	8,383	9,803	12,017	14,067	18,475
8	7,344	9,524	11,030	13,362	15,507	20,090
9	8,343	10,656	12,242	14,684	16,919	21,666
10	9,342	11,781	13,442	15,987	18,307	23,209
11	10,341	12,899	14,631	17,275	19,675	24,725
12	11,340	14,011	15,812	18,549	21,026	26,217
13	12,340	15,119	16,985	19,812	22,362	27,688
14	13,339	16,222	18,151	21,064	23,685	29,141
15	14,339	17,222	19,311	22,307	24,996	30,578
16	15,338	18,418	20,465	23,542	26,296	32,000
17	16,338	19,511	21,615	24,769	27,587	33,409
18	17,338	20,601	22,760	25,989	28,869	34,805
19	18,338	21,689	23,900	27,204	30,144	36,191
20	19,337	22,775	25,038	28,412	31,410	37,566
21	20,337	23,858	26,171	29,615	32,671	38,932
22	21,337	24,939	27,301	30,813	33,924	40,289
23	22,337	26.018	28,429	32,007	35,172	41,638
24	23,337	27,096	29,553	33,196	35,415	42,980
25	24,337	28,172	30,675	34,382	37,652	44,314
26	25,336	29,246	31,795	35,563	38,885	45,642
27	26,336	30,319	32,912	36,741	40,113	46,963
28	27,336	31,391	34,027	37,916	41,337	48,278
29	28,336	32,461	35,139	39,087	42,557	49,588
30	29,336	33,530	36,250	40,256	43,773	50,892

Appendix 20

Z-Table

z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952

2.6	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964
2.7	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974
2.8	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981