



**THE CORRELATION BETWEEN CONJUNCTION MASTERY
AND WRITING ANALYTICAL EXPOSITION TEXT
MASTERY AT THE ELEVENTH GRADE
STUDENTS OF SMA NEGERI 1
PANYABUNGAN UTARA**

A THESIS

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fullfilment of the Requirement
for the Graduate Degree of Education (S.Pd.) in English*

Written by

MUHIBBAH NST
Reg. Num. 18 203 00026

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF SYEKH ALI HASAN
AHMAD ADDARY
PADANGSIDIMPUAN**

2023



**THE CORRELATION BETWEEN CONJUNCTION MASTERY
AND WRITING ANALYTICAL EXPOSITION TEXT
MASTERY AT THE ELEVENTH GRADE
STUDENTS OF SMA NEGERI 1
PANYABUNGAN UTARA**

A THESIS

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fulfillment of the Requirement
for the Graduate Degree of Education (S.Pd.) in English*

Written by

MUHIBBAH NST
Reg. Num. 18 203 00026

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF SYEKH ALI
HASAN AHMAD ADDARY**

PADANGSIDIMPUAN

2023



**THE CORRELATION BETWEEN CONJUNCTION MASTERY
AND WRITING ANALYTICAL EXPOSITION TEXT
MASTERY AT THE ELEVENTH GRADE
STUDENTS OF SMA NEGERI 1
PANYABUNGAN UTARA**

A THESIS

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fullfilment of the Requirement
for the Graduate Degree of Education (S.Pd.) in English*

Written by

MUHIBBAH NST
Reg. Num. 18 203 00026

ENGLISH EDUCATION DEPARTMENT

Advisor I

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

Advisor II

Sokhira Linda Vinde Rambe, M.Pd
NIP. 19851010 201103 2 007



**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF SYEKH ALI
HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2023

LETTER AGREEMENT

Term : Munaqosyah
Item : 7 (seven) exemplars

Padangsidempuan, 6 Januari 2023

a.n. **Muhibbah Nst**

To: **Dean**

**Tarbiyah and Teacher Training
Faculty**

In-

Padangsidempuan

Assalamu 'alaikumwarohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Muhibbah Nst**, entitled "**The Correlation Between Conjunction Mastery and Writing Analytical Exposition Text Mastery at the eleventh Grade students of SMAN 1 Panyabungan Utara**". 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 State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

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 in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalamu 'alaikumwarohmatullah wabarakatuh

Advisor I



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

Advisor II



Sokhira Linda Vinde Rambe, M.Pd.
NIP. 19851010 201103 2 007

DECLARATION LETTER OF WRITING SELF THESIS

The name who signed here:

Name : Muhibbah Nst
Reg. Number : 18 203 00026
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-2
The title of the Thesis : The Correlation Between Conjunction Mastery and Writing Analytical Exposition Text Mastery at the eleventh Grade students of SMAN 1 Panyabungan Utara

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 State Islamic University of Syekh Ali Hasan Ahmad Addary 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 State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan, article 19 verse 4, that is to cancel academic degree disrespectfully and other punishment regarding norms and legal law.

Padangsidimpuan, 23 Desember 2022
Declaration Maker



MUHIBBAH NST
Reg. Number 18 203 00026

AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMY CIVITY

As Academic Cavity of the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan, the name who signed here:

Name : Muhibbah Nst
Registration Number : 18 203 00026
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-2
Kind : Thesis

To develop science and knowledge, I hereby declare that I present to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Non Exclusive Royalty Right on my thesis with entitled: **“The Correlation Between Conjunction Mastery and Writing Analytical Exposition Text Mastery at the eleventh Grade students of SMAN 1 Panyabungan Utara”**.

With all the sets of equipments (if needed). Based on the this non-exclusive royalty right, the State Islamic University of Syekh Ali Hasan Ahmad Addary 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, 25 Desember 2022

Signed




Muhibbah Nst

Reg. Num. 18 203 00026

EXAMINERS
SCIOLAR MUNAQOSYAH EXAMINATION

Name : Muhibbah Nst
Registration Number : 18 203 00026
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-2
The Tittle of Thesis : **The Correlation Between Conjunction Mastery and Writing Analytical Exposition Text at the Eleventh Grade Students of SMAN 1 Panyabungan Utara**

Chief,



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

Secretary,



Sokhira Linda Vinde Rambe, M.Pd
NIP.19851010 201903 2 007

Members,



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



Sokhira Linda Vinde Rambe, M.Pd
NIP.19851010 201903 2 007



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



Sri Rahmadhan Siregar, M.Pd
NIDN. 2006058602

Proposed:

Place : Padangsidempuan
Date : Januari, 09th 2023
Time : 8. 30WIB until 12.00 WIB
Result/Mark : 84,25 (A)
IPK : 3,57
Predicate : Sangat Memuaskan



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. T. Rizal Nurdin, Km, 4,5 Sihitang. Telp. (0634) 22080
Sihitang 22733 Padangsidempuan

LEGALIZATION

Thesis : **The Correlation Between Conjunction Mastery and Writing Analytical Exposition Text Mastery at the Eleventh Grade Students of SMAN 1 Panyabungan Utara.**

Name : **Muhibbah Nst**

Reg. Num : **18 203 00026**

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

The thesis has been accepted as a partial fulfillment of the requirement for graduate degree of Education (S.Pd) in English.

Padangsidempuan, 23 December 2022.
Dean of Tarbiyah and Teacher Faculty



Dr. Idrisya Hilda, M.Si.
NIP. 9720920 200003 2 002

Name : Muhibbah Nst
Reg. Number : 1820300026
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
The Title of Thesis : **The Correlation Between Conjunction Mastery and Writing Analytical Exposition Text Mastery at the Eleventh Grade students of SMAN 1 Panyabungan Utara.**

ABSTRACT

This research focused on the correlation between conjunction mastery and writing analytical exposition text mastery at the XI grade students of SMAN 1 Panyabungan Utara. The students problems in this research were: 1) the students are shortage of vocabulary, 2) the students are still less in conjunction, 3) the students find difficulties to arrange the sentences, 4) the students find difficulties to write a text based on grammatical rules.

The formulation of this research were: 1) How is the students' conjunction mastery at the eleventh grade students of SMAN 1 Panyabungan Utara? 2) How is the students' writing analytical exposition text mastery at the eleventh grade students of SMAN 1 Panyabungan Utara ? 3) Is there a significant correlation between conjunction mastery and writing analytical exposition text mastery at the XI grade students of SMAN 1 Panyabungan Utara.

The objectives of this research is to know the students' mastery of conjunction and to know the students' mastery of writing analytical exposition text, and to find out whether or not there is significant correlation between conjunction mastery and writing analytical exposition text mastery at the XI grade students of SMAN 1 Panyabungan Utara. The kinds of this research was quantitative research with the correlational research type. The population of this research was all the eleventh grade students of SMAN 1 Panyabungan Utara. The sample of this research was 20 students from population taken by using random sampling technique. Further, the instrument to collect the data was by giving test in multiple choice and essay form.

From the result of the data analysis, it was found that mean score of conjunction mastery was 67.60 and the mean score of writing analytical exposition text mastery was 65.60. The result shows that t_{count} was (11.593) higher than t_{table} (11.953 > 0.05). That means, there was correlation between students' conjunction mastery and students writing analytical exposition text mastery at eleventh grade studentd of SMAN 1 Panyabungan Utara.

Keywords: Conjunction Mastery and Writing Analytical Exposition Text Mastery.

Name : Muhibbah Nst
Reg. Number : 1820300026
Faculty : Tarbiyah dan Ilmu Keguruan
Department : Tadris Bahasa Inggris
The Title of Thesis : Hubungan antara penguasaan kata penghubung dan penguasaan teks analitis eksposisi pada siswa kelas sebelas SMAN 1 Panyabungan Utara.

ABSTRAK

Penelitian ini terfokus pada hubungan antara penguasaan kata penghubung dan penguasaan teks analitis eksposisi pada siswa kelas sebelas SMAN 1 Panyabungan Utara. Masalah siswa dalam penelitian ini adalah: 1) Siswa kekurangan kosataka, 2) siswa masih kurang menguasai kata penghubung, 3) siswa menemukan kesulitan menyusun kalimat, 4) siswa menemukan kesulitan untuk menulis teks berdasarkan aturan tata bahasa.

Rumusan masalah dalam penelitian ini adalah: 1) bagaimana penguasaan conjunction siswa kelas XI SMAN 1 Panyabungan Utara ? 2) bagaimana kemampuan menulis teks analitis eksposisi siswa kelas SMAN 1 Panyabungan Utara ? 3) apakah ada hubungan yang signifikan antara penguasaan conjunction dan penguasaan teks analitis eksposisi pada siswa kelas XI SMAN 1 Panyabungan Utara?

Tujuan dari penelitian ini adalah untuk mengetahui penguasaan siswa terhadap conjunction dan untuk mengetahui penguasaan siswa dalam menulis teks analisis eksposisi dan untuk mengetahui ada atau tidak hubungan antara penguasaan siswa terhadap conjunction dengan penulisan teks analitis eksposisi.

Jenis penelitian ini adalah penelitian quantitative dengan tipe korelasional. Populasi dalam penelitian ini adalah 20 siswa dari kelas sebelas SMAN 1 Panyabungan Utara. Penelitian ini mengambil semua populasi sebagai sampel dengan menggunakan teknik total sampling. Instrumen yang digunakan untuk mengumpulkan data adalah dengan memberikan tes pilihan ganda dan esai. Dari hasil analisis data, ditemukan nilai rata-rata siswa pada penguasaan konjungsi adalah 67.60 dan nilai rata-rata siswa pada penguasaan menulis text analitis eksposisi adalah 65.60. Hasil menunjukkan bahwa t_{count} (11.593) lebih tinggi dari t_{table} (11.953 >0.05) Artinya terdapat hubungan yang penting antara penguasaan konjungsi siswa dan penguasaan siswa menulis teks analitis eksposisi siswa kelas XI SMAN 1 Panyabungan Utara.

Kata kunci: Penguasaan Konjungsi, Penguasaan Menulis Teks Analitis Eksposisi .

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim

Praise to Allah the almighty for giving me healthy, opportunity, and ability to complete this thesis. Peace and Salutation to our beloved prophet Muhammad SAW who has guided us to have good life. In writing this thesis, the researcher has found various difficulties. Fortunately, many people help me to finish this thesis. May be without their helped and supported this thesis would not be as it is now. My biggest gratitude goes to those who have helped the writer in finishing this thesis, they are:

1. Mr. Dr. Fitriadi Lubis, M.Pd., as the first advisor who has guided the researcher completing this research.
2. Mrs. Sokhira Linda Vinde Rambe, M.Pd., as the second advisor who has conducted the researcher finishing this research.
3. Dr. H. Muhammad Darwis Dasopang, M.Ag, as a rector of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.
4. Dr. Lelya Hilda, M.Si., as a Dean of Tarbiyah and Teacher Training Faculty.
5. Mrs. Fitri Rayani Siregar, M.Hum., as a Chief of English Education Department.
6. Mrs. Sokhira Linda Vinde Rambe, M.Pd., as the Secretary of English Education Department.
7. Mrs. Rayendriani Fahmei Lubis, M.Ag., as my academic advisor.
8. All lecturers and staff in English Education Department who have given their valuable advice and cooperation.
9. Chief of IAIN Library and all staffs for their cooperation for using many books and references
10. Special thanks to my beloved parents (Nasrul Nasution and Maimunah Pulungan), big brothers (Ahmad Husein, Fahmi, and Rian Akbar Pratama), my sisters (Nur laili and

atika), Young Brother (Muammar and Muhammad Rafly.

11. My best friends Amna Sari Harahap, Indah Pertiwi, Iqbal Habibi Pasaribu, Safriyaldi Rahadi Hasibuan, Amardi Halomoan, and Yuni Annisa Hafni Rambe, Mariani, Zul'Afni and all of family TBI-1, TBI-2, and TBI-3. Especially best support me in TBI-2.
12. Special thanks to Mrs. Dahrani Lubis, S.Pd., as a teacher of English class that has given such a big contribution to help researcher finishing this research.
13. Last but not least, I want to thank me, for believing in me, for doing all the hard work, for having no days off, for never quitting, for just being me at all times.

I realize this thesis can not be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for me to get critiques and suggestion to make this thesis better.

Padangsidempuan, Desember 2022
Declaration maker,

Muhibbah Nst
Reg. No. 18 203 00026

TABLE OF CONTENT

TITLLEPAGE	
Pages	
LEGALIZATIONADVISOR SHEET	
AGREEMENTADVISOR SHEET	
DECLARATION OF SHEETTHESIS COMPLETION	
AGREEMENT PUBLICATION OF FINAL TASK FOR	
ACADEMICCIVITY	
SCHOLARMUNAQOSAH EXAMINATION	
LEGALIZATION OF DECAN OF TARBIYAH AND	
TEACHERTRAINING FACULTY	
ABSTARCT	i
ABSTRAK	ii
ACKNOWLEDGEMENT	iii
TABLEOF CONTENTS	v
LISTOF TABLES	vii
LISTOF FIGURES	viii
LISTOF APPENDIXES	ix
CHAPTER I : INTRODUCTION	
A. Background ofthe Problem	1
B. Identification ofthe Problem	4
C. Limitation ofthe Problem.....	5
D. Formulation oftheproblem.....	5
E. Objective oftheResearch.....	6
F. Significances oftheResearch.....	6
CHAPTER II: LITERATURE REVIEW	
A. Theoretical Description.....	7
1. Writing Analytical Exposition Text.....	7
a. Definition of Writing Analytical Exposition Text.....	7
b. The Purpose ofWriting Analytical Exposition Text	8
c. The Procces ofWriting Analytical Exposition Text.....	10
d. Generic Structure of Analytical Exposition Text.....	12
e. Languange Feature of Analytical Exposition Text	13
f. Example of Analytical Exposition Text.....	14
g. Assesment of Analytical Exposition Text.....	15
2. Conjunction Mastery.....	16
a. Definition of Conjunction	16
b. Purpose of Conjunction.....	16
c. Kinds of Conjunction.....	17
1) Coordinating conjunction	17
2) Subordinating conjunction.....	20

B. Review of Related Findings.....	28
C. Framework of Thinking.....	30
D. Hypothesis	31

CHAPTER III: RESEARCH METHODOLOGY

A. Place and Time of Research.....	32
B. Research Design	32
C. Population and Sample	33
D. Definition of Operational Variable	35
E. Instrument of Collecting Data.....	35
F. Test Validity and Instrument Reliability	39
G. Technique of Data Collection	38
H. Technique of Data Analysis.....	40

CHAPTER IV: THE RESULT OF RESEARCH

A. Description of Data.....	42
1. Conjunction Mastery.....	42
2. Writing Analytical Exposition Text.....	45
B. Hypothesis Testing	58
C. Discussion of the result.....	51
D. Limitation of the research.....	53

CHAPTER V: THE CONCLUSIONS AND SUGGESTIONS

A. Conclusions.....	54
B. Suggestions	54

REFERENCES

APPENDIXES

CURRICULUM VITAE

LIST OF TABLES

	Pages
Table 1. The Population of the Grade XI Students of SMAN 1 Panyabungan	
Utara	33
Table 2. The Sample of the Grade XI Students of SMAN 1 Panyabungan	
Utara	35
Table 3. The Classification of Test for Conjunction Mastery.....	36
Table 4. The Indicator of Writing Analytical Exposition Text Mastery.....	38
Table 5. The Interpretation of Means Score.....	40
Table 6. The Criteria Score Interpretation of XY	40
Table 7. The Resume of Variable Score of Conjunction Mastery	42
Table 8. The Frequency Distribution of Conjunction Mastery	43
Table 9. The Resume of Variable Score of Writing Analytical Exposition Text Mastery	44
Table 10. The Frequency of Distribution of Writing Analytical Exposition Text Mastery	45
Table 11. The Table of Normality and Homogeneity data X and data Y	47
Table 12. The Table of Product Moment Test	47
Table 13. Categories Value Correlation Coefficient and Strength Correlation	48
Table 14. The Result of Hypothesis Test	50

LIST OF FIGURES

	Pages
Figure 1 :Simple Paradigma.....	31
Figure 2 :The Histogram data of Conjunction Mastery	43
Figure 3 :The Histogram data of Writing Analytical Exposition Text Mastery ...	45

LIST OF APPENDIX

- Appendix 1. Instrument of Conjunction Mastery (X)
- Appendix 2. Answer Keys of Conjunction Mastery
- Appendix 3. Instrument for Writing Analytical Exposition Text Mastery
- Appendix 4. Validity of Test
- Appendix 5. The Result of Conjunction Mastery(X)
- Appendix 6. The Result of Writing Analytical Exposition Text Mastery(Y)
- Appendix 7. The Result Data of Variable X and Y
- Appendix 8. Variable X (Conjunction Mastery)
- Appendix 9. Variable Y (Writing Analytical Exposition Text Mastery)
- Appendix 10. Homogeneity of data X and data Y
- Appendix 11. Result of data X and data Y
- Appendix 12. Result of Hypothesis Test
- Appendix 13. Table Distribusi t
- Appendix 14. Table “r” Product Moment
- Appendix 15. Documentation

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is a complex activity. Author must have the ability to write and integrate information so that readers can easily understand language used in written communication. Writing is skill which we express ideas, feelings, and thought that are arranged in words, sentences and paragraph by using eyes, brain and hands. Writing is taught for students at school. In writing, students learns some kinds of text. There are five kinds of text at eleventh grade of senior high school, such as narrative text, descriptive text, report text, procedure text and analytical exposition text. One of writing text at eleventh grade is analytical exposition text. Analytical Exposition text is a text that elaborates the writer's topic or idea critically about one side of a phenomenon or situation in. To make it stronger, the writers give some arguments as a fundamental reason why is something is the case.

There are a few essentials why students should have ability in writing analytical exposition text, they are: First, writing well is a vital skill for academic or occupational success. Second, writing can be an effective tool for development for academic language proficiency. Third, as written expression allows learners to raise their awareness of knowledge.

There are various efforts that has been done by government to improve the quality of education in Indonesia, includes curriculum development, procedurement of textbook, and teacher quality improvement. In teaching writing teacher should consider several things. First, teacher should choose appropriate analytical exposition text which contains the moral value that can educate the students to do something positive and interesting. Second, teacher should give clear explanation and understanding in teaching analytical exposition text. Third, teacher should give comment to the students composition for better next writing assignmnet, because they will know about the mistakes that they still made. Everything is done by the teacher so that learning objectives are achieved.

Based on interview to English teacher of SMA Negeri 1 Panyabungan Utara.” Teacher said that many students felt difficulty in writing analytical exposition text because they are lack of vocabulary, the find difficult in understanding the material. They find difficulties in stucture grammar. They also find difficulty in using conjunction in sentences”.¹ Its mean there are problem in ability of conjunction. Another time with the students at eleventh grade of SMA N 1 Panyabungan Utara, RP said I cannot write nicely because lack of vocabulary and still difficulty in conveying and organizing the idea. MA said I can’t find interesting topic to write and I can’t use grammar,

¹An English Teacher of SMA Negeri 1 Panyabungan Utara, Privat Interview, on April 13 nd 2022, at 02.00 p.m

especially I don't know how to connect sentences correctly. AP said I cannot write text because I felt confused to connect sentences to other sentences so I can't write a good sentences²

Its means that, there are many students in SMA N 1 Panyabungan Utara difficult in writing analytical exposition text because they are in shortage of vocabulary, they find difficult in understanding material. they meet a lot of difficulties when facing with grammar structure and they difficult to connect one sentence to other sentences (difficult in using conjunction).

There are many factors that can have an effect on writing analytical exposition text. According to Brown in J-Shimic journal, says that “ to make a good writing a writer has to master the component of language: they are spelling, vocabulary, punctuation and grammar”.³ In Gabby and Habis's journal “ there are some factor in writing analytical exposition, they are: students motivation, teacher's strategy and learning environment”.⁴ Moreover, Simon and Schuster cited in Mahrukh Basir also stated” several language features of analytical exposition text are using emotive connotations, using simple present tense, using mental verbs, using saying and using connecting word(conjunction).⁵

²The Students of SMA Negeri 1 Panyabungan Utara, Privat Interview, on June 28 th 2022, at 02.00 p.m

³ Sri Wahyuni, “ Students' Ability in Writing Hortatory Exposition of Eleventh Grade Students at SMAN 14 Pekanbaru “ J –SHIMIC, vol 4, No 2 August 2017.

⁴ Gabby Maureen and Pricilia, Habib Rahmansyah, The effect of Free Strategy on Students's Achievement in Writing Exposition Text “ Jurnal Education and Development, Vol 4, No 2 Januari 2018

⁵ Makhruk Basir, Bahasa Inggris untuk SMA/MA/SMK/MAK, (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017), p.48-49

Conjunction is a word or phrase that connects words, phrases, clauses, and sentences together. Conjunction are useful in writing and speech to connect related ideas together, they help us make our sentences shorter and less confusing.

The role of conjunction in writing analytical exposition text are they make our sentences more interesting and allow us to skill fully provide a greater amount of information in the same sentences, they also improve the diversity of our sentences and paragraphs, making the overall text more pleasant to read.

Based on the explanation above, the resercher is interested to do a research entitled “ The Correlation Between Conjunction Mastery and Writing Analytical Exposition Text Mastery at Elevent grade Students of SMA Negeri 1 Panyabungan Utara”

B. Identification of the Problem

Writing is one of the most important skill for foreign language in learning. Writing analytical exposition text is trying to convince readers that following topics are good topic to discuss or receive attention by providing arguments or opinions that support the idea of topic.

As mention above the factors of writing analytical exposition text are : spelling, vocabulary, punctuation, grammar, student's motivation, teacher's strategy, learning environment, using emotive connotation, using saying verbs, using simple present tense, and using connecting words(conjunction).

C. Limitation of the Problem

From the identification above, there are several factors of writing analytical exposition text, such as spelling, vocabulary, punctuation, grammar, student's motivation, teacher's strategy, learning environment, using emotive connotation, using saying verbs, using simple present tense, and using connecting words(conjunction).

In this research did not discuss all the factors of writing analytical exposition text, in this research only focus on one factor. It is conjunction.

This research focus on conjunction in writing analytical exposition text because some factors. First, students don't understand material about conjunction. Second, students don't understand how to use conjunction in a sentence correctly. Third, students can't differentiate the type of conjunction and the last students still difficulty in using conjunction when they are writing.

D. Formulation of the problem

Based on the background of the study above, the formulation of this research can be formulated as follows:

1. How is students' conjunction mastery at grade XI SMA N 1 Panyabungan Utara?
2. How is students' writing ability in analytical exposition text at grade XI SMA N 1 Panyabungan Utara?
3. Is there a significant correlation between conjunction mastery and ability in writing analytical exposition text at grade XI students' of SMA N 1 Panyabungan Utara?

E. Objectives of the Research

From the formulation of the problem, the objectives of this research are:

1. To know the students' mastery of conjunction at grade XI students' of SMA N 1 Panyabungan Utara.
2. To know the students' writing ability in analytical exposition text at grade XI students' of SMA N 1 Panyabungan Utara.
3. To know whether there a significant correlation between students' conjunction mastery and their ability in analytical exposition text writing at grade XI students' of SMA N 1 Panyabungan Utara.

F. Significances of the Research

1. For the headmaster.

To supervice and to give the significant theory and practice contribution to English teaching in learning process.

2. For the English teacher.

As input in teaching and learning process especially in teaching conjunction and analytical exposition text.

3. For researchers.

To give information about correlation between students' conjunction mastery and their ability in writing analytical exposition text.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Writing Analytical Exposition Text

a. Definition of Writing Analytical Exposition Text

Writing is an activity need by students in learning English.

Writing is a process of transferring ideas into a written form that is understandable. According to Nunan “Writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presenting in a manner that is polished and comprehensible to readers”.⁶ Writing is a process where the students can provide an opportunity to develop their ideas. According to Hyland “ writing is a way of sharing personal meanings and writing courses emphasize the power of individuals to construct his or her views on a topic”.⁷ Brown states, writing is in fact a transaction with word where by you free yourself from what you presently think feel and receive.⁸ Its means that writers make the available to herself better than what she would be stuck with if he would actually succeeded in making her ideas clearly in written form.

⁶ Nunan(ed), *Practical English Language Teaching* (New york, NY: McGraw-Hill, 2003), p.98.

⁷ Hyland, *Second Language Writing* (1stEd) (New york: Cambridge University Press, 2003), p.9.

⁸ Brown, *Teaching by principle : an interactive approach to language pedagogy*, (New Jersey: Person education, 2001), p.263-364.

Analytical exposition text is one of the text genres studied in senior high school based on curriculum. An analytical exposition text usually used to introduce several ideas that support the main idea of the writers' and deliver it to the audience. According to Djuharie, analytical exposition text is a text that elaborates on the writers' idea about phenomenon surrounding.⁹ Its means that while having the text, the writers' opinion is involved. Analytical exposition text is a text that elaborates the writers' idea, point of view argument about phenomenon surrounding.¹⁰ According to Aderson, analytical exposition is a piece of text that presents one side of an issue.¹¹

From the explanation above, it can be conclude that writing analytical exposition text is a type of written text that is to express ideas, thought, feelings, intended to persuade the readers something is the case, and to make the persuasion stronger writer give opinion or argument as fundamental reason why something is the case.

b. The Purpose of Writing Analytical Exposition Text

Writing has many purposes. The purpose of writing is not only about how to share opinion in someone mind but purpose of writing can be to informs new information and also examine a process of something.

⁹ Djuharie, *Essay Writing*, (Bandung : Yrama Widya,2009), p.161

¹⁰ Veneranda, *Teaching Learning Reading Comprehension on Analytical exposition Text By using Multipass Strategy*, Tanjungpura University Pontianak 2014

¹¹ Anderson and Kathy, *Text Type in English*(South Yarra: mackamillan,1997),p.123

According to Grenville, there are three purposes of writing. They are :

- 1) To entertain: Writing to entertain generally takes the form of imaginary or creative writing. Meaning that the research needs to use his/her creativity. It must not make the readers laugh, but engage their feeling in some ways.
- 2) To inform: Writing to inform has purpose to tell the readers about something. Writing can focus on objects, places, procedure, and event it can be seen in newspaper and article, scientific or business.
- 3) To persuade: to tries to convince the reader of reader of something that a point of view is valid by presenting the fact/data so that readers follow researcher opinion and act upon it.¹²

Based on 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:

- 1) Comparing social function, text structure, and linguistic element 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 linguistic element written analytical exposition related to actual issue.
- 3) Arrange of written analytical exposition, related to actual issue, taking into account social function, and linguistic

¹² Grenville, Writing from Start to Finish : A Six Step Guides, (Sydney: Allen and Unwind, 2001),p.1

elements, correctly in context.¹³

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

c. The Process of Writing Analytical Exposition Text

Writing is a process which the writer begins to write down through 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 word, 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.

According to Richard and Renandya states that, the process of writing as a classroom activity incorpotates 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 students revise, the students review their text on the basis of the feedback give responding stage.

¹³Pusat Kurikulum dan Perbukuan, Stop Bulliyng Kelas XI SMA/SMK/MAK,(Balitbang, Kemendikbud,2014)

- 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 teacher¹⁴

In addition, according to Harmer state that, there are four main stages in the process of 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 and 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 make a draft or writing and then it will be revised later on. There will be much draft made before turns to be a final version of the writing.

3) Editing(reflecting and revising)

Once a writer has finished making a draft, there will several changes to the writing. It can be modified in sentences structure, information, or paragraph of the writing. In order to produce an excellent final version of writing, a writer is help by other readers to check the draft include giving comment and suggestion.

4) Final version

In this stage, a writer has finished writing the final version of 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 published.¹⁵

¹⁴ C and Renandya, *Methodology in Language Teaching* , (United States of America: Cambridge University Press), p. 316

¹⁵ Harmer, *How to Teach Writing* (England: Longman, 1988),p.4-5

From explanation above, can conclude that producing good writing need some process that should be followed by writer. The process of writing in general can be divided into four 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 making several changes the idea of the essay. The last st by several needed is final version which is final draft of the writing that has been done

d. Generic Structure of Analytical Exposition Text

Gerrot and Wignell reveal that the structure of an analytical exposition text consist of thesis, arguments, and reiteration.

1.) Thesis

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

2.) Argument

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

3.) Reiteration

This is the last part of analytical exposition text. Reiteration contains restatement of the main idea on the first paragraph. Its also called as a conclusion of whole text.¹⁶

¹⁶ Gerrot and Wignell, *Making sense of Funcional Grammar*, (Sidney: Gerdstabler, 1994),p.19

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

e. Language Feature of Analytical Exposition Text

The analytical exposition text has several language feature that commonly used for writing of the text. According to Gerrot and Wignell the significances grammatical features used in analytical exposition text are as follow:

- 1) Focus on generic human and non human participants.
- 2) Use of simple present tense.
- 3) Use of rational procces.
- 4) Use of internal conjunction to stage argument.
- 5) Resaoning through causal conjunction or normalization.¹⁷

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

¹⁷ Gerot and Wignell,p.198.

f. Example of Writing Analytical Exposition Text

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

	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

Bahasa Inggris 51

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

g. Exercise of Writing Analytical Exposition Text

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)

52 Kelas XI 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:

56 Kelas XI SMA/MA/SMK/MAK

2. Conjunction

a. Definition of conjunction

Conjunction is a connecting words. It joins single word, words groups and sentences parts.¹⁸ Frank state the conjunction are members of a small that have characteristic form.¹⁹ Based on statement above that concepts of conjunction have similarity in the case of the principle of the point of view, the writer was to assume that conjunction is a word or phrase that links two clauses. Conjunction must be carefully distinguished from relative pronouns, relative adverb , and preposition which are also connecting word. Based on the statements that concepts of conjunction have similarity in the case of the principle pf the point of views, the writer will like to assume that conjunction is a word or phrase that links two clauses.

From explanation above, conjunction is considered as the one of the items inside the grammar and known as a word that has function to links word, phrases, and clauses inside a sentence or process of combining two component in one sentences to express certain meanings.

b. Functions of conjunctions

A conjunction is a word which namely joins together sentences, and sometimes words. Conjunction is joining words, phrases and also

¹⁸ Watson, *Grammar and Usage* (Newyork: Saddleback Publishing, 2022)p.102.

¹⁹ Frank, *Modern English*, (USA : Prentince-Hall 1972).p.218

clauses. Conjunction have an important function because they join other words, phrases, clauses together. Without conjunction could only make very simple sentences.

c. Kinds of conjunctions.

According to Warrier state”there are three kinds of conjunction. Firstly is coordinating conjunctions, secondly is correlative conjunction and the thirdly is subordinating conjunctions”.²⁰ Wren and Martin state “there are two kinds of conjunction they are, coordinating conjunction and subordinating conjunction”.²¹ A stated by Nelson and Greenbaum,“there are two kinds of conjunction, coordinating conjunction and subordinating conjunction”.²² Based on explanation above there are two kinds of conjunctions they are: coordinating conjunction and subordinating conjunction.

1) Coordinating conjunction

a) Definition of coordinating conjunction

According to Rossiter state” coordinating conjunction are used to link two clauses or phrases or words of equal value or equal status”.²³ Bryan state” coordinating conjunction join words or groups of words of equal grammatical rank, element of

²⁰John, *Warriner's English Grammar and Composition first course.* (Newyork: Harcourt Brace Jovanovicch, 1982).p.68

²¹Wren and Martin, *High school English Grammar and Composition* (Newdelhi: S. Chand & Company Ltd,2000).p 153

²²Nelson and Greenbaum, *An Introduction to English Grammar* (Newyork: Routladge, 2016).p 123

²³Rossiter, *A New English Grammar* (Newyork: linguapress,2021).p137

independent and equal rank, such as two nouns, two verbs, two phrases, or two clauses.²⁴

b) Purpose of coordinating conjunction

A coordinating conjunction joins two parts of a sentence of equal emphasis. Coordinating conjunctions are used in English grammar to link independent words, clauses, or phrases.

c) Kinds of coordinating conjunction.

There are four kinds of coordinating conjunction: cumulative, adversative, disjunctive and illative.

(1) Cumulative or Copulative

Cumulative coordinating conjunctions denote addition. The second clause states an additional fact that is related to the first clause. These conjunctions include *and*, *also*, *moreover*, and *no less than*.²⁵ Cumulative conjunction merely adds a new statement to another existing statement.

Example :

- a. We carved not a line **and** we raised not a stone.
- b. He has one good dictionary **and** at least 3 good English.
- c. I like milk **and** sugar in my tea.²⁶

(2) Adversative conjunctions

Adversative or contrasting coordinating conjunctions denote contrast or comparison. The second clause,

²⁴ Bryan, *The Chicago Guide to Grammar, usage, and Punctuation* (London: University of Chicago Press, 2016) p.146

²⁵ Bryan, 147

²⁶ Wren and Martin, 153

sometimes called an adversative clause, usually qualifies the first clauses in some way. These conjunction include but, still, yet, and neverless.²⁷ Adversative conjunction presents two alternatives, or sometimes indicates an option between them.

Example:

- a. She could pass the exam, **nevertheless** she worked hard.
- b. I am studying hard **but** her mother is lazy.
- c. She's earned her doctorate, **yet** she's not satisfied with herself.
- d. Your brother is rich **yet** he is a miser.²⁸

(3) Disjunctive or separative

Disjunctive coordinating conjunction denotes separation or alternatives. Only one of the statements joined by conjunction may be true, both may be false. These conjunction includes: either, or, else, nor, neither, otherwise.²⁹ An alternative conjunction present two alternatives, or sometimes indicates an option between them.

Example:

- a. She must weep **or** she will die.
- b. Go quickly **else** you will not reach on time.
- c. Neither she **nor** I went.³⁰

²⁷ Bryan, 147

²⁸ Sanjay Kumar Sinha, *The King's grammar*(Newdelhi: S chand Publishing,2012)p.344

²⁹ Bryan.147

³⁰ Hotben, *Advanced English Grammar for TOEFL Preparation*(Jakarta:Puspa swara,2006)p.113

(4) Illative or final

Illative conjunction coordinating conjunction denote inferences or sequences. The second clauses given a reason for the first clauses statement, or it shows that has been or ought to be done in view of the first expression. These conjunction includes: consequently,, as a result, for, hence, so, thus, therefore, as a consequence, so that, and so then.³¹ Illative conjunction states an inference.

Example:

- a. He had done a crime **therefore** he was imprisoned.
- b. All precautions must have been neglected **for** the plague spread rapidly.
- c. She could not recognize her enemy **consequently** she lost everything.
- d. My brother will get the target **for** is he studying day and night.³²

2) Subordinating conjunction

a) Definition of subordinating conjunction

Subordinating conjunction connect two part of a sentences that are not equal.³³ According to Kumar” a conjunction that joins a principle and subordinate clause its subordinate conjunction”.³⁴ While Wishon and Julia says “ a subordinate conjunction is introduce the adverbial clause and connects it with

³¹ Bryan 147

³² kumar,344

³³ Rahmah, *English Grammar*(Medan: Cipta pustaka MediaPerintis, 2010)p.105

³⁴ Kumar,p346

a word in the main clause".³⁵ .Marti state" subordinating conjunction the dependent or subordinate clause".³⁶ So subordinating conjunction is the conjunction used to connect two sentences are not equal. Two sentences serve as dependent clause an independent clause.

b) Purpose of subordinating conjunction

A Subordinating conjunction is used in English grammar to connect a dependent clause (subordinate clause) to independent clause to make a complex sentence.

c) Kinds of subordinating conjunction

There are three kinds of subordinate conjunction are named according to their function or work in the sentences, they are:

1) Noun Clause

Noun clause names a thing, and does the work of a noun, either as the subject or as the complement. The link words or connectives of noun clauses as subordinating conjunction are: that, where, what,³⁷ Noun clause are when the subordinate clause in the sentence replaces as a noun. Noun clause contain both

³⁵ Wishon and Julia, *Let's Write English* (Revised Ed.Canada: Litton Educational Publishing,1980)p.69

³⁶ Marti, *Remdial English Grammar*,(India: Krisna Prakasha Media,2010)p.10.

³⁷ Dagleish, *Lower Grade English*(New york: T.nelson and son, 1895)p. 43

subject and verb, and typically function as direct object or predicate nominates.

Example:

- a) The news **that** he has come is true.
- b) I don't know **what** he said.
- c) **Where** he lives at is not known.
- d) This is **what** I wanted to tell you.³⁸

2) Adjective clause

Adjective clause describes a things, and may be attached to noun in any part of sentence. The link words or connectives of adjectives clauses as the relative pronouns and the relative.³⁹ “An adjective clause, like an adjective describes (or qualifies) a noun or pronoun (who, whom, which,that) or relative adverb (where, when, why). The clause usually follows the noun it qualifies”.⁴⁰

Example:

- a) What is the name of the girls **who** danced last night?
- b) Here is the book **which** you want.
- c) This is the place **where** the accident happened.
- d) The boy **who** is standing there is my nephew.
- e) The film **that** I told you about is on at the Anand.

³⁸ Prasad, *E - English grammar* (india: partridge , 2016)p.

³⁹ Bryan, 187

⁴⁰ Prasada Rao, *Learner English Grammar and composition*(Newdelhi: S chand,2000)p.164

f) The man **whom** I was traveling with could speak French.⁴¹

3) Adverbial clause

“ Adverbial clause describes an action, and is joined to a verb, to an adjective, or to another adverb. Adverbial clauses express Time, place, manner, reason, purpose, result, condition, degree and concession.”⁴²

The following are link-words or connectives express Time, place, manner, purpose, result, condition, degree , reason and concession.

a) Adverbial of time.

Adverbial of time is the adverb clause that shows the time when the action take place.⁴³ That describes when the action of verb is carried out. They are : when, while, wherever, before, unless, since, until, as soon as.

Example:

1. **When** the cat is away, the mice will play.
2. The doctor always comes **wherever** he is called for.
3. I met a lame man **while** I was walking in the street.
4. I will not do it **before** I take the money.
5. **Since** he is a minor, he cannot vote.
6. Wait **unless** I come back.
7. Wait **until** I come back.`

⁴¹ Prasada Rao, 164

⁴² Prasada Rao,166

⁴³ Shalini Verma, *Common Error in English*(Newdelhi: S shand: Company Limited,2017)p.146

8. He awoke **after** the sun had gone up in the sky.

9. **As soon as** I reached the station than the rain had left.⁴⁴

b) Adverbial of place.

Adverbial of place is the adverb clause that the place where the action takes place.⁴⁵ They are: where, wherever.

Example:

1. I shall come to meet you **wherever** you hide.
2. She knows well **where** he lives.
3. I don't know **where** he will continue the job.
4. He will get success **wherever** he goes.⁴⁶

c) Adverbial of reason/cause.

Adverbial of reason is a adverb that shows purpose why the action takes⁴⁷. They are: because, since, that.

Example:

1. **Since** you are so clever you will be able to explain this.
2. He thinks **because** he is rich.
3. **Since** your father not at home I will ask you to take the message.
4. I did not like the look of it **because** I did not buy it.
5. Because I like you I will shall help you.
6. I did it **because** I wanted you.⁴⁸

⁴⁴ Prasad, p.25

⁴⁵ Salini verma, 147

⁴⁶ Sanjay kumar,346

⁴⁷ Prasada Rao, 167

⁴⁸ Wren and Martin,209

d) Adverbial of purpose.

Adverbial purpose is the adverb clause that shows the purpose why the action takes place.⁴⁹

They are so, so that, in order that.

Example:

1. Let the dog loose **so that** it may have a run.
2. I hit the boy **so that** he would never climb trees again.
3. Bring it closer so **that** I can see it better.
4. I picked him a little food **so that** he wouldn't get hungry.⁵⁰

e) Adverbial of condition.

Adverbial of condition is the adverb clause that shows that condition that made that action.⁵¹ They are if unless, in case.

Example:

1. **If** I like it I will buy it.
2. **If** it rains we shall stay at home.
3. **If** you have tears prepare to shed them now.
4. **Unless** you work harder you will fail.
5. I shan't pay it **unless** he sends me the bill again.⁵²

f) Adverbial of concession

Adverbial of concession is the adverb clause that shows the concession of the action which takes

⁴⁹ Salini verma, 147

⁵⁰ Prasada Rao, 166

⁵¹ Salini verma, 147

⁵² Wren and Martin, 210

place.⁵³ They are: though, although, even though, even if.

Example:

1. **Though** he is poor, he is neatly dressed.
2. **Even though** it's hard work I enjoy it.
3. **Although** he has a car he often goes to the office on foot.
4. I won't fail to come **even if** it rains.⁵⁴

g) Adverbial of result.

Adverbial of result is the adverb clause that shows result of the action takes place. They are: as that, so that.

Example:

1. Australia played well **so** they won the world cup.
2. He did not do the home work **so** he was punished.
3. I was late **so** I could not meet him.
4. You answered well **so** you were selected.⁵⁵

h) Adverbial of comparison

There are two kinds of adverbial comparison. They are: adverbial of degree and adverbial of manner.

1. Adverbial of degree

⁵³ Salini verma, 147

⁵⁴ Rao, 167

⁵⁵ kumar, 347

Adverbial of degree is the adverb clause that shows degree or extent of the action takes place.

They are: as, than.

Example:

- a. No one can run faster **than** rama.
- b. He is younger **than** he looks.
- c. He is as stupid **as** he is lazy.
- d. You must work harder **than** I do.
- e. He is older than he looks.
- f. It is later **than** I through. ⁵⁶

2. Adverbial of manner

Adverbial manner clause is a adverb manner that shows the manner in the action takes place.⁵⁷

They are: as, so that.

Example:

- a. You may do **as** you please.
- b. It all ended **as** I expected.
- c. **As** you have made your bed so you must lie on.
- d. **As** he has lived so will he die.
- e. **As** the twig is bent the branch will grow.⁵⁸

⁵⁶ Wren and Martin,211

⁵⁷ Salini verma, 147

⁵⁸ Wren and Martin,211

B. Review of Related Findings.

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

The first, Muslikah in her thesis found that the data analysis computed by using SPSS, it was obtained that $Sig = 0,05$. It means H_a is accepted because $Sig = 0.001 < 0.05$. Therefore, there is significant correlation between student's vocabulary mastery and their writing analytical exposition text at second semester of student eleventh grade at SMA Karya Mataram South Lampung in the academic year of 2016/2017.⁵⁹

The second, Zulfahmi in her thesis found that the data analysis by used Pearson correlation formula by using SPSS, it can be conclude that the mean score of students conjunction mastery is 62.27 and the main score writing narrative text ability is 58.90. The Pearson correlation(r) of this research is 0.542 and it compared to r table at 5% and 1 %, (0.361 and $0.463 < 0.542$), meaning there is a significant correlation between student's conjunction mastery toward their writing narrative text ability at the second year students of MA Darel Hikmah Pekanbaru.⁶⁰

The third, Fatmawati in his thesis found that the data analysis computed by using SPSS, The Pearson correlation(r) of this research is 0.715 and it compared to r table at 1% was 0.430 and 5% was 0.334. Based on the result, it

⁵⁹ Muslikah, The correlation between student's vocabulary mastery and their writing analytical expositionat second semester of student eleventh grade at SMA Karya Mataram South Lampung,(UIN RadenIntan Lampung, 2017).

⁶⁰ Zulfahmi, The correlation between student's conjunction mastery towards their writing ability at second years of Ma Darel Hikmah Pekanbaru text ,(UIN Sultan Syarim Kasim Riau 2016).

can be concluded that r observed was bigger than r table. It means that H_0 was accepted and it can be inferred that there was positive and significant correlation between conjunction mastery and writing ability in narrative text at eleventh grade of SMA Ma'arif NU 5 Purbalinggo in academic years 2013/2014.⁶¹

The fourth, Septiana in her thesis found that the result of this research shows that there is improvement in the student's 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 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.⁶²

The fifth, Tisatun in her thesis found that the result of the correlation product moment 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 r_{table} is higher than r table that is $0.677 > 0.374$ it means that there is sufficient correlation between x variable and y variable. Than the writer find that 45,8 % is the big influential level from the correlation between student's mastery of

⁶¹ Ely Fatmawati, The correlation between student's conjunction mastery and writing in narrative text at eleventh grade of SMA Ma'arif Nu Purbalinggo, (IAIMNU Metro Lampung, 2014).

⁶² Rina Septiana , Impoving student's Analytical Exposition Text Ability Throught Collaborative writing Strategy in Second Year of SMA DCC Global Bandar Lampung, (Bandar Lampung : Universitas Lampung, 2016).

present tense and their writing ability, and it can be known that 54,2 % of other factors influencing the students writing ability.⁶³

Based on related findings above, the researcher want to research the correlation between conjunction mastery and writing ability of analytical exposition text at eleventh grade student's of SMAN 1 Panyabungan Utara. This research is different with the research above, it can be looked, from : variable one, place and time of the research.

C. Framework of thinking

Conjunction is a word used to join words or groups of words together or one sentences to another. Conjunction is part of speech it is most common when we write a text English.

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

The role of conjunction in writing analytical exposition text are to make our sentences more interesting and improve the diversity of our sentences and paragraph, making the overall text more pleasant to read. As we know, writing analytical exposition kind of text that elaborates the writers idea about phenomenon surrounding. To have a good mastery in writing analytical

⁶³ Tisatun, The Correlation between The Students Mastery of Present Tense and Their Ability at the Eight Grade of MTs Nusantara Dadaap Indramayu, (IAIN Syekh Nurjati, 2015)

exposition text, the students should master the conjunction well, because conjunction is most common used in writing analytical exposition text.

Based on explanation above, it can be assumed that there is significant correlation between conjunction mastery and writing analytical exposition text.

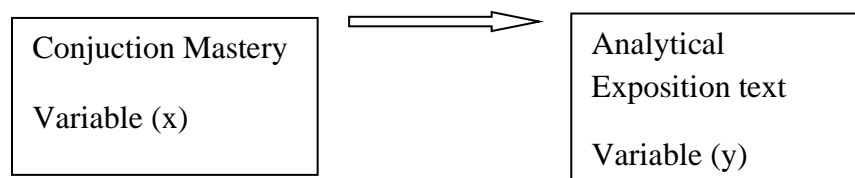


Figure 1. The Correlation between Conjunction Mastery and Writing Analytical Exposition Text.

D. Hypothesis

According to Arikunto, "Hypothesis is a provisional answer of result problem in research".⁶⁴ So it can be concluded that the hypothesis is temporary answer to problem that are still preconceived because they have to be proved correct.

Based on explanation above, Hypothesis of this research formulated into two, as follows:

1. Alternative Hypothesis (H_a): There is significant correlation between conjunction mastery and writing analytical exposition text mastery at the eleventh grade students of SMAN 1 Panyabungan Utara.
2. Null Hypothesis (H_0): There is no significant correlation between conjunction mastery and writing analytical exposition text mastery at eleventh grade students of SMAN 1 Panyabungan Utara.

⁶⁴Arikunto, *Prosedur Penelitian Pendekatan Praktik*, (Jakarta Rineka Cipta, 2006) p.172

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The location of this research was in SMAN 1 Panyabungan Utara. It is located on Jl. Bhayangkara Raya IV ,Desa Rumbio, Panyabungan Utara, North Sumatera. Then, the process of the research was started from April 2022 – 10 November 2022.

B. Research method

The kind of this research was quantitative research. Gay and Airasen said that “ quantitative research is based on collection and analysis of numeral data. Usually it obtains from questions, test, checklist and other formal paper and pencil instrument.”⁶⁵

The type of this research was correlational research. While correlational research is attempted to determine whether and to what degree the correlation exist between two or more variables.⁶⁶At correlational research, the data will be collected and analyzed by using statistical analysis Where the method in this research is descriptive method. “Descriptive method is a form of research to describe the phenomena that happened like natural phenomenon of fictivephenomena”.⁶⁷ So, descriptive method is to describe the correlation between two variables.

⁶⁵Gay and Airasen, Educational research: Competencies for Analysis and Applications, (Prentice Hall Inc: New jersey,2000),p.8

⁶⁶Airasen,p.12

⁶⁷ Faisal and Guntur, Metode Penelitian dan Pendidikan,(Surabaya: Usaha Nasional,1982),p.119

From explanation above, it is concluded that, this research was to find out the correlation between conjunction mastery and writing analytical exposition text mastery.

C. Population and Sample

1. Population

Population is defined as an area of generalization consisting of object or subjects that are determined by researcher for studying and then taking the conclusion.⁶⁸The population of this research was the grade XI students of SMAN 1 Panyabungan Utara. It consisted of 3 classes. The population number is shown in the table below:

Table 1.
The population of the XI Grade Students of SMAN
1 Panyabungan Utara.

No	Class	Students
1	XI IPA 1	40
2	XI IPA 2	36
3	XI IPA 3	29
	Total Population	105

Source: The Teacher of SMAN 1 Panyabungan Utara

2. Sample

Sample is the subject /object that research observed. “ Sample is the part of population”⁶⁹ it means sample is a small group that is observed. The sample selected by using random sampling technique. Its means, all the population of subject have a chance to choose as a sample.

⁶⁸ Sugiyono, Metode Penelitian Kualitatif dan Kualitatif dan R&D,(Bandung : Alfaberta,2010),p.117

⁶⁹Sugiyono, 80

This research used the way by using lottery. Where the name of all the students were written on a piece of a paper. Then the paper put into the small box and shaken then out as much as need.

The formula for calculating the sample size of known population was Slovin's formula.

$$n = \frac{N}{1 + N.e^2}$$

n = the total of sample

N = the total of population

e = the percentage of leeway in the accuracy of sample errors that can still be tolerated.

e = 0,1 (10%) for a small population

e = 0,2 (20%) for large population.⁷⁰

So, this research used the formula above to determine the sample size, with the limit error tolerance 20% as follows:

$$n = \frac{105}{1 + 105.0,2^2}$$

$$n = \frac{105}{1 + 105.0,04}$$

$$n = \frac{105}{5,2}$$

$$n = 20$$

From the explanation above, it can be said that all the number of sample were 20 students. After the names were taken from the box, the researcher got the numbers from each class, they were 9 students from XI IPA 1, 7 students from XI IPA 2 and 4 students from XI IPA 3.

⁷⁰Husein Umar, Metode Riset Bisnis (Jakarta: Gramedia Pustaka Utama,2003),141-142

Table 2.
Number of Sample for Each Class

No	Class	Total
1	XI IPA 1	9
2	XI IPA 2	7
3	XI IPA 3	4
Total		20

D. Definitions of Operational Variables

1. Conjunction

Conjunction is a collection of words that connect sentences in the form of compound sentences and complex sentences.

2. Writing Analytical Exposition Text.

Writing analytical exposition text is ability to write text which express idea, thought, feelings, intended to elaborates the readers that something is the case. To make it stronger, the writer give opinion or argument as a fundamental reason why something is the case.

E. Instrument of data collecting.

Instrument is very important to support every research. Arikunto said that “ instrument is a tool to help the researcher in collecting data easier and systematically.”⁷¹ The instrument in this research was test.

1. Test

A test it is a first method. It is an instrument a states of technique, procedure, or item that requires performance on the part of test taker.⁷²

⁷¹Arikunto, *Prosedure Penelitian*, (Jakarta: Rineka Cipta, 2002) p.134

⁷² Brown, *Language Assesment Principle and Classroom Practice* (Americca: Longman, 2004), p.3

This research used multiple choice test. According to Brown” multiple choice items which may on the surface appear to be simple items to construct”⁷³ It means multiple choice test is suitable to get data about conjunction. In this research the question consisted of 50 items, the credit of items was 2 score for each items.⁷⁴So, maximum score of test was 100

Table 3.
The classification of conjunction

No	Kinds of conjunctions	Question	No items	Score
1	Coordinating conjunction	For	1,2	4
		And	3,4	4
		Nor	5,6	4
		Or	7,8	4
		Yet	9,10	4
		So	11,12	4
		But	13,14	4
		Consequently	15,16	4
		As a result	17,18	4
		Therefore	19,20	4
		Nevertheless	21,22	4
		Else	23,24	4

⁷³ H. Douglas Brown, *Language Assessment Principle and Classroom Practice* (San Francisco: Longman, 2003), p.67

⁷⁴ Purwanto, *Prinsip-prinsip dan Teknik Evaluasi, Pengajaran*, (Bandung: Remaja Rosada Karya, 1990) p.142

No	Kindsof conjunctions	Question	No items	Score
2	Subordinating conjunction	After	25	2
		Althought	26, 27	4
		Before	28	2
		While	29	2
		As long as	30	2
		What	31, 32	4
		Wherever	33, 34	4
		Because	35	2
		When	36, 37	4
		Who	38	2
		Since	39	2
		If	40	2
		Than	41	2
		As	42	2
		Thought	43	2
		Even though	44	2
		Even if	45	2
		So that	46	2
		Unless	47	2
That	48	2		
Which	49, 50	4		

2. Test of Writing Analytical Exposition Text

This research used test technique for collecting data. This is usually done to know the students writing analytical exposition text mastery. This

research used essay test. The students write an analytical exposition text based on topic given. The indicator of writing analytical exposition text is present below:

Table 4.
Indicator of Writing Analytical Exposition Text

No	Criteria	Score 4	Score 3	Score 2	Score 1
1.	Ide yang di pilih (selected idea).	The selected idea is original, the idea is suitable with genre, ideas are developed appropriately.	Only fulfill three of four conditions set.	Only fulfill two of four conditions set.	Only fulfill one or does not fulfill the four condition set.
2.	Organisasi /Struktur text 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 four conditions set.	Only fulfill two of four conditions set.	Only fulfill one or does not fulfill the four conditions set.
3.	Tata Bahasa (Grammar)	There is no mistakes with grammar. The content and the meaning 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	There are many mistakes, but do not interfere the meaning and content
4.	Perbendaharaan kata (Vocabulary)	Effective word or idiom choice and usage.	Only fulfill three of four conditions set.	Only fulfill two of four conditions set.	Only fulfill one or does not fulfill the four conditions set.

Assesment:

$$\frac{\text{student's score}}{\text{score maximum}} \times 100$$

Note: The total score obtained by students is the number of scores obtained students from criteria 1 to 4. The maximum score is the result of multiplying the highest score (4) by the number of criteria defined. So, the maximum score is = $4 \times 4 = 16$.⁷⁵

F. Test Validity and Instrument reliability

1. Validity

Validity is a tool that used to measure the test. Sugionostate “

Validity is a characteristic of the good test”⁷⁶. This research used test and validated by the teacher of senior high school.

2. Reliability

An instrument of the research must be reliable. The instrument is said reliable when the instrument believable to use as an instrument of collecting data because of good. So, this researcher used SPSS to reliable the instruments such us normality and homogeneity that using SPSS.

G. Technique of Collecting data

To get the data, this research used test. The first the researcher come to chief of School SMAN 1 Panyabungan and to English teacher for asking permission. The Second the researcher went to the class asked the students attention and participation. The third the researcher gave the test to students

⁷⁵Makhruk Basir ,Emiemilia and Helena, Buku Bahasa Inggris SMA/MA kelas XI, (Jakarta Pusat Kurikulum Perbukuan, Balitbang Kemendikbud,2017)

⁷⁶Sugiono163.

H. Technique of Data Analysis

After the process of data collection, the researcher analyzed the data by using quantitative data. Analysis data means the process of calculation and arrangement systematically of the data is done by the researcher. In quantitative research the most suitable analysis using the statistical process and with following steps.

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

Identified mean, median and modus by using SPSS V.24 to arrange and to categorize the score of variable X and Y. It is the second way of presenting the data analysis.

2. Identified the normality test

Normality test is used to know whether the data of research is normal or not. To know the normality, the researcher calculated by using SPSS V.24.

3. Homogeneity test

Homogeneity test will be used to see the from two classes will be same or different in variant case, is calculated by using SPSS V. 24

The test Criteria are:

1. If the significance value (sig) > 0.05, the data variance of the two classes is homogeneous (accepted H_0).
2. If the significance value (sig) > 0.05, the data variance of the two classes it not homogeneous (accepted H_a).

4. To test Hypotesis

This research used T-test to examine the hypothesis. This research used independent sample with SPSS V. 24. The result it can be seen from the mean score.

5. To examine the Significanses Variable

To examine the significanses variable X and Y was calculated by using SPSS V. 24.

6. To know the constribution coefficient data termination variable .

To know the contribution of coefficient correlation between variables X and Y.It canbedefining The Formula Determinant Correlation.

$$CD=r^2 \times 100\%$$

Where:

CD = Contribution of coefficient determination
r = Coefficientcorrelation⁷⁷

The result should be appropriated with the interpretation to the index correlation of product moment, the interpretationof the result can be seen inthefollowingtable.

Tabel 4.
TheTableInterpretationof XY

No.	The Value	Degree
1	Between 0.00-0.20	Very Low
2	Between 0.21-0.40	Low
3	Between 0.41-0.70	Enough
4	Between 0.71-0.80	High
5	Between 0.91-1.00	Very High

Source: Sugiyono, Statistika Untuk Penelitian

⁷⁷Sugiyono, *Statistika untuk Penelitian*, (Bandung : Alfabeta,2008)p.98

CHAPTER IV

RESULT OF THE RESEARCH

In this chapter, this research discussed the result of testing, in order to evaluate the correlation between conjunction mastery and writing analytical exposition text mastery at the eleventh grade students of SMAN 1 Panyabungan Utara. 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 Conjunction Mastery, and variable (Y) which was Writing Analytical Exposition Text Mastery. In this part, the researcher showed the result or score of the both two variables.

1. Conjunction Mastery

The result score of students' conjunction mastery (variable x). In this part, the researcher presented 50 items question multiple choice. For each number, the sample got 2 score if the answer was true. After calculating the score, it was found that the highest score was 80 and the lowest score was 56 (see appendix : variable X Conjunction Mastery). To complete this research, the researcher calculated that the mean score was 67,60 median score was 67 ,mode was 66, and interval class was 5. 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 the score which divides a distribution of data into two equal part and mode is a score which has the most frequency. The resume score of variable conjunction mastery at the eleventh grade students of SMAN 1 Panyabungan Utara was described in the table below:

Table 4.1
The resume of Variable Score of Conjunction Mastery

No	Statistics	Variable X
1	High Score	80
2	Low Score	56
3	Range	24
4	Interval	5
5	Mean Score	67.60
6	Median Score	67
7	Mode	66
8	Deviation Standart	6.824

Table 4.1. showed that mean was 67.60 which means that students' conjunction mastery was in enough predicate (see table 5: interpretation of mean score). Then, the computed of the frequency distribution of the students score of group can be applied into table frequency distribution as follow below:

Table 4.2
The Frequency Distribution of Conjunction Mastery

No	Interval	Mid Point	Frequency	Percentage
1.	56-60	58	3	15%
2.	61-65	63	4	20%
3.	66-70	68	6	30%
4.	71-75	73	3	15%
5.	76-80	78	4	20%
	Total		20	100 %

Based on the table above, it was known that the variable revelation of conjunction mastery showed that the respondent in interval 56-60 were 3 student (15%), interval 61-65 were 4 students (20%), interval 66-70 were 6 students (30%), interval 71-75 were 3 students (15%) and last interval 76-80 were 4 students (20%). In order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure:

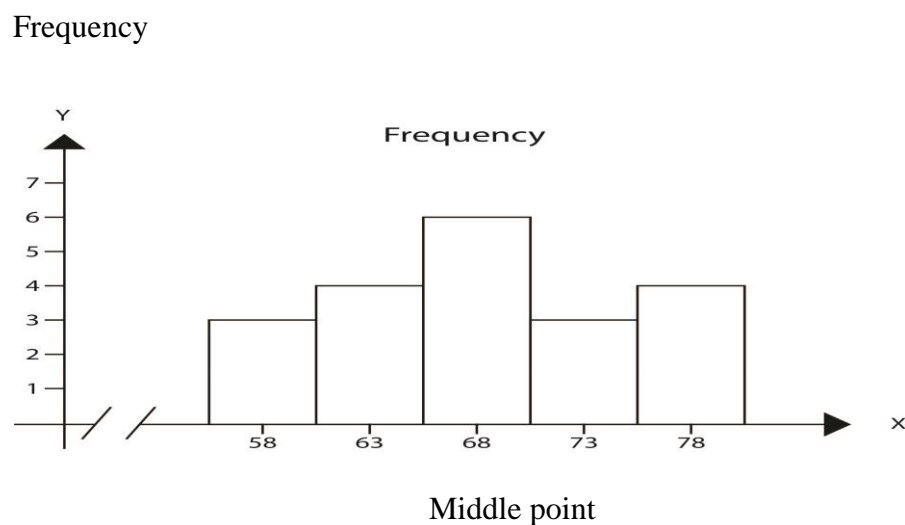


Figure 2.
The Histogram of Conjunction Mastery at the Eleventh Grade Students of SMAN 1 Panyabungan Utara.

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

2. Writing Analytical Exposition Text

The resume of variable writing analytical exposition text mastery at the eleventh grade students of SMAN 1 Panyabungan Utara has been gotten as table below:

Table 4.3
The Resume of Variable Score of Writing Analytical Exposition Text Mastery

No	Statistics	Variable X
1	High Score	75
2	Low Score	50
3	Range	25
4	Interval	5
5	Mean Score	65.60
6	Median Score	56
7	Mode	60
8	Deviation Standart	8.296

From the table above, the researcher got that the highest score was 75, the lowest score was 50, mean score was 65.60, median score was 56.00 and mode score was 50 and interval class was 5. The data could be seen in appendix (variable Y: Writing Analytical Exposition Text).

Based on the calculation result of mean score which was 65.60, it means that the students writing analytical exposition text mastery was enough predicate (see table 4 : interpretation of mean score). The computed of the frequency distribution of the students score of group can be applied in to table frequency distribution as follow:

Table 4.4
The Frequency Distribution of Writing
Analytical Exposition Text Mastery.

No	Interval	Mid Point	Frequency	Percentage
1.	50-54	52	3	15%
2.	55-59	57	4	20%
3.	60-64	62	6	30%
4.	65-69	67	4	20%
5.	70-74	72	3	15 %
Total			20	100 %

Based on the table above, it was known that the variable revelation of conjunction mastery showed that the respondent in interval 50- 54 were 3 student (15 %), interval 55-59 were 4 students (20%),interval 60-64 were 6 students (30%), interval 60-64 were 4 (20%)and last interval 70-74 were 3 students (15%).

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

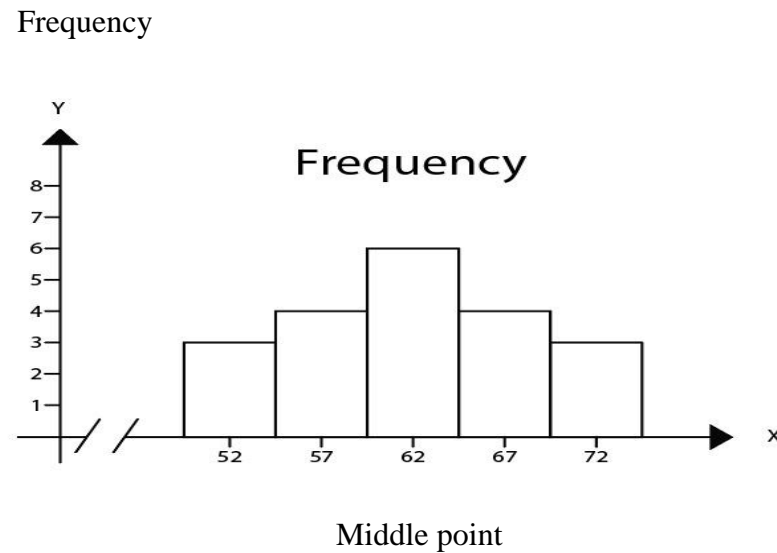


Figure 2.
The Histogram of Writing Analytical Exposition Text Mastery at the Eleventh Grade Students of SMAN 1 Panyabungan Utara.

B. Testing of Hypothesis

1. Normality Test

Normality test data were calculated using SPSS v.24 Shapiro Wilk test because the number of sample in this study was 20 students, the significances level of test was 5% Or 0.05. It means data X and data Y were distributed normal.(appendix 10).

Table 4.10
Normality Data X and Data Y

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Variable x	.127	20	.200*	.968	20	.716
Variable y	.224	20	.010	.898	20	.059
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Based on the table above, the researcher found that Shapiro Wilk > 5% ($0.716 > 0.05$) in variable X. ($0.059 > 0.05$) in variable Y. Distribution of data X and data Y (Conjunction mastery and Writing mastery) is normal.

2. Homogeneity Test

The result of homogeneity test by using SPSS V.24 was found that homogeneity of variances both of class was 0.176 and the significant value was 0.05. It means that homogeneity of variances was higher than significant value ($0.176 > 0.05$). So, based on the data it can be seen that both variable X and Y were distributed homogeneous or similar. (appendix 11).

Test of Homogeneity of Variances			
Variable x and Variable y			
Levene Statistic	df1	df2	Sig.
1.903	1	38	.176

3. Hypothesis Test

Hypothesis testing aims to determine the correlation between conjunction mastery and writing analytical exposition text mastery at the eleventh grade students of SMAN 1 Panyabungan Utara. Based on the result, to analyze the hypothesis the researcher used Product Moment Formula with using SPSS.

Table 4.11
Product moment test

No.	Correlations			
			X	Y
1.	X	Pearson Correlation	1	.595**
		Sig. (2-tailed)		.006
		N	20	20
2.	Y	Pearson Correlation	.595**	1
		Sig. (2-tailed)	.006	
		N	20	20
**. Correlation is significant at the 0.01 level (2-tailed).				

Based on the result of calculations using SPSS, it was obtained that a correlation coefficient $r_{xy} = 0.595$. The result showed that there was a significant correlation between conjunction mastery and writing analytical exposition text mastery at the eleventh grade students of SMAN 1 Panyabungan Utara. It had been written in the table of coefficient correlation interpretation.

Table 4.12
The Criteria Score Correlation of variable x and y

No	The Value	Degree
1.	Between 0.00–0.20	Very Low
2.	Between 0.21–0.40	Low
3.	Between 0.41–0.70	Enough
4.	Between 0.71–0.80	High
5.	Between 0.91–1.00	Very High

The result in a table of XY interpretation is “enough” category. Its means when the students have enough in conjunction mastery, it will effect to their writing analytical exposition text, that make them will also enough in writing analytical exposition text.

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

CD: $r^2 \times 100\%$

: $(0.595)^2 \times 100\%$

: $(0.354) \times 100\%$

: 35.4%

Based on the calculative above, it is found that the correlation of conjunction mastery and writing analytical exposition test mastery was 35.4. Testing the truth of significant correlation, calculated by using SPSS.

Table.4.13
Hypothesis test
Paired Sample Test

		Paired Differences						df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper	t		
Pair 1	X - Y	7.750	2.900	2.900	6.393	9.107	11.953	19	0.001

Then, by using SPSS calculated t count is 11.953, dk is $(20-2) = 18$, and taraf significant is 5% (0.05). So, $t_{count} > t_{table}$ ($11.953 > 2.0092$). It meant that there was a significant correlation between two variables and the hypothesis was "accepted".

C. Discussion

There are several factors of writing analytical exposition text such as, spelling, vocabulary, punctuation, grammar, student's motivation, teacher's strategy, learning environment, using emotive connotation, using saying verbs, using simple present tense, and using connecting words (conjunction). Conjunction was one factor which can influence someone writing analytical exposition text mastery. Conjunction plays an important role in increasing student's writing analytical exposition text mastery.

After doing the research, the researcher found that there was a significant correlation between conjunction mastery and writing analytical exposition text mastery at the XI grade students of SMAN 1 Panyabungan Utara is enough category. The researcher got that $r_{count} > r_{table}$ ($0.595 > 0.005$). $t_{count} > t_{table}$ ($11.953 > 2.0092$). It meant that there was a significant correlation between two variables and the H_0 hypothesis was "accepted".

The researcher discussed the result and compared it with results in research in related findings. But, previously, the researcher said that there was no research that was exactly the same as the title of this study. So, the researcher compared with other research one by one variable of this research such as:

The first researcher was done by Fatmawati. The result of this research is there was a positive and significant correlation between conjunction mastery and writing ability in narrative text at eleventh grade of Sma Ma'arif NU 5 Purbalinggo. The researcher found that the data analysis computed by using

SPSS, r count = 0.715 and it compared to r table at 1% was 0.430 and 5% was 0.334. Its means that H_a is accepted.⁷⁸ The similarity of Ely's research and this research was technique of data analysis and hypothesis was accepted, but the difference with this research was kinds of text which is related to analytical exposition text.

The second, is by Zulfahmi in his thesis found that the data analysis by used Pearson correlation formula by using SPSS, it can be conclude that the mean score of students conjunction mastery is 62.27 and the main score writing narrative text ability is 58.90. The Pearson correlation (r) of this research is 0.542 and it compared to r table at 5% and 1 %, (0.361 and 0.463 < 0.542). Its showed that alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. So, between two variable has a positive a significant correlation.⁷⁹ The similarity of zulfahmi's research and this reserach was technique of data analysis and hypothesis was accepted, the difference is kinds of text which is related to analytical exposition text.

The Third researcher is Liawardani who found that there is significant correlation between students' simple present tense mastery and their writing analytical exposition text at the eleventh grade students of MAS Baharuddin.⁸⁰

The researcher found that mean score of variable X was 69.61 and Mean score

⁷⁸Ely Fatmawati, The correlation between student's conjunction mastery and writing in narrative text at eleventh grade of SMA Ma'arif Nu Purbalinggo, (IAIMNU Metro Lampung, 2014).

⁷⁹Zulfahmi, The correlation between student's conjunction mastery towards their writing ability at second years of Ma DarelHikmahPekanbarutext ,(UIN Sultan SyarimKasim Riau 2016).

⁸⁰Liawardani, The correlation between simple present tense mastery and writing analytical exposition text mastery at the eleventh grade students of Mas Baharuddin,(UIN Padangsisimpulan,2022)

of variable Y was 64.26. Beside, the score of r_{xy} was more than $r_{table}0.93 > 0.388$. The similarity of Liawardani's research and this research was instrument and hypothesis was accepted. The result of this research it was found that the mean score of students conjunction mastery was 67.60 and the mean score of students writing analytical exposition text mastery was 65.60. The result shows that t_{count} was higher than $t_{table}(11.953 > 0.05)$ That means there was a significant correlation between conjunction mastery and writing analytical exposition text mastery at the eleventh grade students of SMAN 1 Panyabungan Utara.

D. Limitation of the research

There are some aspect that could threat for this research, as follow:

1. This research did not know how serious the students were in answering the test.
2. This research did not know whether students concentrate or not when they were answering the test.
3. This research does not saw the measuring honest aspects of the students in answering the test until possibility the students cheat or guess.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

This chapter is described a brief result of data about the correlation between students' conjunction mastery and writing analytical exposition text mastery at the eleventh grade of SMAN 1Panyabungan Utara . Based on the result of the research that have been done, it could be concluded that:

1. The students' conjunction mastery at the eleventh grade of SMAN 1 PanyabunganUtara was enough because the mean score was 67.60.
2. The students' writing analytical exposition text mastery was low because the mean score was 65.60.
3. Hypothesis was accepted from the score $t_{count} (11.953) > t_{table} (2.0092)$, it means there was a significant correlation between conjunction mastery and writing analytical exposition text mastery at the eleventh grade of SMAN 1Panyabungan Utara. Based on the explanation, it can be concluded that many factors that can influence someone writing analytical exposition text mastery. Conjunction was one factor which can influence someone writing analytical exposition text mastery

B. Suggestion

The researcher has some suggestions as follows:

1. The headmaster of of SMAN 1 Panyabungan Utara was hoped to support the English teachers to teach well and provide involves with learning English.
2. The English teacher should choose the good method in teaching an

learning process to improve students' English mastery.

3. The researcher hopes that the others who want to conduct a research related to this research to find the other factors that influence of influence someone writing analytical exposition text mastery

REFERENCES

- Anderson Mark and Kathy Aderson, *Text Type in English*(South Yarra: mackamillan,1997)
- Andrew Rossiter, *English Grammar* (Lingua Press, 2002), <https://doi.org/10.4324/9780203015469>.
- Arikunto, Suharsimi, *Prosedur Penelitian Pendekatan Praktik*,(Jakarta Rineka Cipta, 2006) <http://z-lib.org>
- Brown, H. Douglas *Language Assesment Principle and Classroom Practice* (San Fransicco: Longman,2003) <http://z-lib.org>
- Brown, *Teaching by principle : an interactive approach to languange pedagogy*, (New Jersey: Person education, 2001)
- Djuharie, *Essay Writing*, (Bandung : Yrama Widya, 2009)
- Fatmawati, Ely, *The Correlation Between Student's Conjunction Mastery and Writing in Narrative text at Eleventh Grade of SMA Ma"arif Nu Purbalinggo*, (IAIMNU Metro Lampung, 2014).
- Gabby Maureen and Pricilia, Habib Rahmansyah, *The effect of Free Strategy on Students's Achievement in Writing Exposition Text* " *Jurnal Education and Development*, Vol 4, No 2 Januari 2018
- Gay and Airasen, *Educational research: Competencies for Analysis and Applications*, (Prentice Hall Inc: New jersey, 2000) <http://z-lib.org>
- Gerot and Wignell, *Making sense of Funcional Grammar*, (Sidney: Gerdstabler, 1994)
- Grenville, *Writing from Start to Finish : A Six Step Guides*, (Sydney: Allen and Unwind, 2001) <http://z-lib.org>
- Hotben, *Advanced English Grammar for TOEFL Preparation*(Jakarta:Puspa swara, 2006) <http://z-lib.org>
- Husein Umar, *Metode Riset Bisnis* (Jakarta: Gramedia Pustaka Utama, 2003) .
- Ken Hyland, *On Second Language Writing*, *Cambridge University Press*, vol. 36 (New York: cambridge unevercity press, 2003), <https://doi.org/10.2307/3588251>.

- Lubis, Fitriadi and Hasibuan Risda, "The Students ' Mastery in Subordinating Conjunction," *Journal for Teaching and Learning* 09, no. 01 (2021): 87–99.
- Lubis, Rayendriani Fahmei and Hasibuan Nur Khoiria, "Students ' Writing Procedure Text Mastery," *English Journal for Teaching and Learning* 08, no. 02 (2020): 166–76, <https://doi.org/10.24952/ee.v8i2.3238>.
- Makhruk Basir ,Emiemilia and Helena, *Buku Bahasa Inggris SMA/MA kelas XI*, (Jakarta Pusat Kurikulum Perbukuan, Balitbang Kemendikbud,2017)
- Marti, *Remdial English Grammar*,(India: Krisna Prakasha Media,2010)
- Muslikah, The correlation between student's vocabulary mastery and their writing analytical expositionat second semester of student eleventh grade at SMA Karya Mataram South Lampung,(UIN RadenIntan Lampung, 2017)
- Nelson and Greenbaum, *An Introduction to English Grammar* (Newyork: Routladge, 2016)
- Prasada Rao, *Learner English Grammar and composition*(Newdelhi: S chand, 2000)
- Purwanto, Prinsip-prinsip dan Teknik Evaluasi, Pengajaran,(Bandung: Remaja Rosada Karya, 1990)
- Pusat Kurikulum dan Perbukuan, Stop Bulliying Kelas XI SMA/SMK/MAK,(Balitbang, Kemendikbud,2014)
- Rahmah, *English Grammar*(Medan: Cipta pustaka Media Perintis, 2010)
- Rina Septiana , Impoving student's Analytical Exposition Text Ability Throught Collaborative writing Strategy in Second Year of SMA DCC Global Bandar Lampung, (Bandar Lampung : Universitas Lampung, 2016).
- Risdayanti Hasibuan, "The Students ' Mastery in Subordinating Conjunction," 89.
- Sanjay Kumar Sinha, *The King's grammar* (Newdelhi: S chand Publishing, 2012) <http://z-lib.org>
- Shalini Verma, *Common Error in English*(Newdelhi: S shand: Company Limited,2017) <http://z-lib.org>
- Siregar, Fitri Rayani, Yeni R, Lubis Rayenriani Fahmei, "Improving Students Writing Ability in Report Text Throught Clustering Technique at Grade XI

- SMAN 1 SIABU” 05, no. 1 (2017): 15–28, <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/view/3238/2352>.
- Sri Wahyuni, “ Students’ Ability in Writing Hortatory Exposition of Eleventh Grade Students at SMAN 14 Pekanbaru “ J –SHIMIC, vol 4, No 2 August 2017.
- Sugiyono, *Metode Penelitian Kualitatif dan Kualitatif dan R&D*,(Bandung : Alfabeta, 2010) <http://z-lib.org>
- Sugiyono, *Statistika untuk Penelitian*,(Bandung : Alfabeta,2008) <http://z-lib.org>
- Tisatun, *The Correlation between The Students Mastery of Present Tense and Their Ability at the Eight Grade of MTs Nusantara Dadaap Indramayu*, (IAIN SyekhNurjati, 2015)
- Veneranda, *Teaching Learning Reading Comprehension on Analytical exposition Text By using Multipass Strategy*, Tanjungpura University Pontianak 2014
- Watson, *Grammar and Usage* (Newyork: Saddleback Publishing, 2022) <http://z-lib.org>
- Wren and Martin, *High school English Grammar and Composition* (Newdelhi: S. Chand & Company Ltd, 2000) <http://z-lib.org>
- Zulfahmi, *The Correlation Between Student’s Conjunction Mastery Towards their Writing Ability at second years of Ma Darel Hikmah Pekanbaru text* ,(UIN Sultan Syarim Kasim Riau 2016).

APPENDIX 1

Instrument (test) for Conjunction

Name :

Class :

Instruction :Choose the best answer a,b,c,d to the following question.

G. She is tired.....she works really hard.

- a. And
- b. But
- c. or
- d. For

H. The girls was hungry.....She had not eaten since breakfast.

- a. And
- b. But
- c. For
- d. yet

I. My mother..... I went to the market for shopping.

- a. Or
- b. But
- c. For
- d. And

J. Please calm down. Lets see.....wait.

- a. Or
- b. So
- c. For
- d. And

K. She went to daycare.....She did not want to go.

- a. Or
- b. So
- c. For
- d. Nor

L. She doesn't like apples.....does she likes pears.

- 4. Nor
- 5. But
- c. For
- d. And

M. The teacher said she must wear her jacket.....She must stay inside.

- a. Or
- b. So
- c. For
- d. Nor

N. I will go shooping... I will go camping.

- a. Nor
- b. But
- c. For
- d. Or

O. Aisyah plays tennis well..... her favorite sport is soccer.

- a. Or
- b. So
- c. Yet
- d. Nor

P. Life is full of troubles.....none want to die.

- 2. Or
- 3. Yet
- c. For
- d. Nor

Q. Muhammad is still a baby.....he can't talk yet.

- a. Or
- 3. So
- c. For
- d. Nor.

R. Ahmad was hungry.....he ate all burge.

- 6. Or
- 4. So
- c. For
- d. Nor

S. It was very hot..... he opened the window.

- a. But
- b. So
- c. For
- d. Nor

T. Aminah likes cakes.....hates cookies.

- a. And
- b. So
- c. For
- d. But

U. She could not recognize her enemy.....she lost everything.

- 4. After
- 5. Before
- c. When
- d. Consequently

V. He only wears brown wingtips..... he does not wear white socks.

- a. Consequentlyc. When
- b. Before
- d. After

W. I was feeling blue..... I didn't go to office.

- a. As a result
- b. Before
- c. When
- d. After

X. She makes one big mistakes.....she lost her job.

- a. After
- b. Before
- c. When
- d. as a result

Y. He had done a crime.....he was imprisoned.

- a. Therefore c. When
- b. Before d. After

Z. Salad are good for health..... I take them regularly.

- a. While c. When
- b. Before d. Therefore.

AA. She could pass the exam.....she worked hard.

- a. Nevertheless c. When
- b. wherever d. After

BB. She was in experienced she decided to play the game.

- a. While c. When
- b. Before d. Nevertheless

CC. I can havesoup....broth.

- a. Before c. neither....nor
- b. As long as d. either.....or

DD. He ate to much.....he is greedyhungry.

- a. While c. When
- b. Before d. either.....or.

EE. He awokethe sun had gone up in the sky.

- a. Before c. When
- b. As long as d. After

FF......he has a car he often goes to office on foot.

- a. While c. When
- b. Before d. Although.

GG.he is rich, he is not a miser.

- a. While c. When
- b. Before d. Although

HH. I will do it.....I take the money.

- a. Before c. When
- c. While d. Although

II. I met a lame man.....I was walking in the street.

- a. Before
- b. After
- c. When
- d. While

JJ. I reached the station than the rain had left.

- a. Before
- b. As soon as
- c. When
- d. While

KK. I don't know.....he said.

- 4. As long as
- 5. Before
- c. When
- d. What

LL. This is....I want to tell you.

- a. What
- b. As long as
- c. When
- d. Wherever

MM. The doctor always comes..... he is called for.

- a. Wherever
- b. While
- c. When
- d. before

NN. He will get success.....he goes.

- a. Because
- b. As long as
- c. When
- d. Wherever

OO. I did not like the look of it.....I did not buy it.

- a. Wherever
- b. Because
- c. When
- d. after.

PP......the cat is away, the mice will play.

- C. Because
- D. As long as
- c. When
- d. Wherever

QQ. He won so many tournaments.....he was young.

- a. Wherever
- b. While
- c. When
- d. before

RR. The boy.....is standing there is my nephew.

- a. Who
- b. While
- c. before
- d. when

SS.you are so clever you will be able to explain this.

- a. Since
- b. After
- c. who
- d. before

TT.it rains we shall stay at home.

- a. While
- b. If
- c. after
- d. wherever

UU. No one can run faster.....rama.

- a. Than
- b. But
- c. after
- d. which

VV. It all ended.....I expected.

- a. As
- b. Before
- c. after
- d. so

WW.he is poor, he is neatly dressed.

- a. Though
- b. While
- c. after
- d. since

XX.it is hard work I enjoyed.

- a. So
- b. Even though
- c. after
- d. but

YY. I won't fail to come.....it rains.

- a. Even if
- b. But
- c. before
- d. while

ZZ. I hit the boy.....he would never climb threes again.

- a. After
- b. Before
- c. so that
- d. while

AAA. You will not cract the exam.....you prepare well.

- a. Which
- b. After
- c.unless
- d. so

BBB. He did not do the homework.....he was punished.

- a. So
- b. After
- c. which
- d. before

CCC. I read it.....you are drying your hair.

- | | |
|------------|--------|
| a. Which | c. but |
| b. Even if | d. and |

DDD. Here is the book....you want.

- | | |
|-----------|----------|
| a. Which | c. after |
| b. Before | d. so |

Validator

Researcher

Dahrani, S.Pd

Muhibbah Nst

Nim.1820300026

APPENDIX 2

KEY ANSWER

1. D	21. A	41. A
2. C	22. D	42. A
3. D	23. A	
43. A		
4. D	24. B	
44. B		
5. D	25. D	
45. A		
6. A	26. D	
46. C		
7. A	27. D	
47. C		
8. D	28. A	
48. C		
9. C	29. D	
49. A		
10. B	30. B	
50. A		
11. B	31. D	
12. B	32. A	
13. A	33. A	
14. D	34. D	

15. D	35. B
16. A	36. C
17. A	37. C
18. D	38. A
19. A	39. A
20. D	40. B

APPENDIX3

Instrument (test) for Writing Analytical Exposition Text

Name:

Class:

Instruction:

1. Write your name and your class clearly.
2. Use your time adequately.
3. Work individually.

Direction:

Write an Analytical Exposition Text about “ Why books are important for us?
Consist of thesis, argument, and reiteration.

Validator

Researcher

Dahrani, S.Pd

Muhibbah Nst

Nim.1820300026

APPENDIX 4

THE RESULT OF WRITING ANALYTICAL EXPOSITION TEXT MASTERY

No	Name	The select idea	Organization	Grammar	Vocabulary	Score
1	AA	2	2	2	2	$8/16 \times 100 = 50$
2	AS	2	4	2	2	$8/16 \times 100 = 50$
3	D	3	3	3	3	$12/16 \times 100 = 75$
4	DS	2	2	2	4	$10/16 \times 100 = 63$
5	FB	2	4	2	2	$10/16 \times 100 = 63$
6	I	2	3	2	2	$9/16 \times 100 = 56$
7	LA	2	3	2	2	$9/16 \times 100 = 56$
8	NF	2	4	2	2	$10/16 \times 100 = 63$
9	NF	3	3	3	3	$10/16 \times 100 = 63$
10	NH	2	2	2	4	$11/16 \times 100 = 69$
11	NHS	2	4	2	2	$10/16 \times 100 = 63$
12	P	2	3	2	2	$9/16 \times 100 = 56$
13	PA	3	3	3	4	$12/16 \times 100 = 75$
14	RA	2	2	2	4	$11/16 \times 100 = 69$
15	RK	2	2	2	2	$8/16 \times 100 = 50$
16	RA	2	3	2	2	$9/16 \times 100 = 56$
17	TA	2	2	2	4	$8/16 \times 100 = 50$
18	YE	2	4	2	2	$8/16 \times 100 = 50$
19	YS	3	3	3	3	$8/16 \times 100 = 50$
20	ZF	2	2	2	2	$8/16 \times 100 = 50$

APPENDIX 5

THE RESULT OF STUDENTS CONJUNCTION MASTERY

No	Name	Students Score
1	AA	56
2	AS	56
3	D	60
4	DS	62
5	FB	62
6	I	64
7	LA	64
8	NF	66
9	NF	66
10	NH	68
11	NHS	66
12	P	66
13	PA	68
14	RA	72
15	RK	72
16	RA	72
17	TA	76
18	YE	76
19	YS	78
20	ZF	80
	Total	1352

APPENDIX 6

THE RESULT OF STUDENTS WRITING ANALYTICAL EXPOSITION TEXT MASTERY

No	Name	Students Score
1	AA	50
2	AS	50
3	D	50
4	DS	50
5	FB	52
6	I	54
7	LA	56
8	NF	56
9	NF	56
10	NH	56
11	NHS	56
12	P	63
13	PA	63
14	RA	63

15	RK	63
16	RA	69
17	TA	69
18	YE	69
19	YS	75
20	ZF	75
	Total	1195

APPENDIX 7

THE RESULT OF VARIABLE X AND VARIABLE

No	Name	X	Y	X ²	Y ²	XY
1	AA	56	50	3.884	2.500	2.800
2	AS	62	50	3.884	2.500	3.100
3	D	64	75	4.096	5.625	4.800
4	DS	72	63	5.184	3.968	4.536
5	FB	80	63	6.400	3.968	5.040
6	I	62	56	3.884	3.884	3.472
7	LA	56	56	3.884	3.884	3.136
8	NF	72	63	5.184	3.968	4.536
9	NF	80	63	6.400	3.968	5.040
10	NH	70	69	5.040	4.761	4.830
11	NHS	64	63	4.096	3.968	4.032
12	P	72	56	5.184	3.884	4.200
13	PA	68	75	4.624	5.625	5.100
14	RA	74	69	5.476	4.761	5.106
15	RK	62	50	3.884	2.500	3.100
16	RA	60	56	3.600	3.884	3.360
17	TA	56	50	3.884	2.500	2.800
18	YE	60	50	3.600	2.500	3.000
19	YS	62	50	3.884	2.500	3.100
20	ZF	56	50	3.884	2.500	2.800
				89.956	73.648	77.888

APPENDIX 8

Variable X (CONJUNCTION MASTERY)

1. Maximum and minimum score were gotten by setting the variable score from low score to high score.

56	56	60	62	62	64
64	66	66	66	66	68
68	72	72	72	76	76
78	80				

2. High score = 80

3. Low score = 56

4. Range (R) = high score - low score

$$= 80 - 56$$

$$= 24$$

5. Total of classes (K) = $1 + 3.3 \log(20)$

$$= 1 + 3.3 \log(20)$$

$$= 1 + 3.3 (1.310)$$

$$= 1 + 4.29$$

$$= 5.29$$

$$= 5$$

6. Length of Classes = $\frac{\text{range}}{\text{total of classes}} = \frac{24}{5} = 4.8 = 5$

Interval Class	Frequency	Percentage
56-60	3	15%
61-65	4	20%
66-70	6	30%
71-75	3	15%
76-80	4	20%

7. Mean, median and mode.

Descriptives

		Statistic	Std. Error	
variab ex	Mean	67.60	1.526	
	95% Confidence Interval for Mean	Lower Bound	64.41	
		Upper Bound	70.79	
	5% Trimmed Mean		67.56	
	Median		67.00	
	Variance		46.568	
	Std. Deviation		6.824	
	Minimum		56	
	Maximum		80	
	Range		24	
	Interquartile Range		10	
	Skewness		.084	.512
	Kurtosis		-.598	.992

APPENDIX 9

VARIABLE Y

(WRITING ANALYTICAL EXPOSITION TEXT MASTERY)

1. Maximum and minimum score were gotten by setting the variable score from low score to high score.

50	50	50	50	52
54	56	56	56	56
56	63	63	63	63
69	69	69	75	75

2. High score = 75

3. Low score = 50

4. Range (R) = high score – low score

$$= 75 - 50$$

$$= 25$$

5. Total of classes (K) = $1 + 3.3 \log(20)$

$$= 1 + 3.3 \log(20)$$

$$= 1 + 3.3 (1.310)$$

$$= 1 + 4.29$$

$$= 5.29$$

$$= 5$$

6. Length of Classes = $\frac{\text{range}}{\text{total of classes}} = \frac{25}{5} = 5$

7. Mean, Median Modus

Descriptives

		Statistic	Std. Error
variable	Mean	59.75	1.855
y	95% Confidence Interval for Mean	Lower Bound	55.87
		Upper Bound	63.63
	5% Trimmed Mean	59.44	
	Median	56.00	
	Variance	68.829	
	Std. Deviation	8.296	
	Minimum	50	
	Maximum	75	
	Range	25	
	Interquartile Range	15	
	Skewness	.510	.512
	Kurtosis	-.910	.992

APPENDIX 10

RESULT OF NORMALITY VARIABLE X AND Y

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
variablex	.127	20	.200*	.968	20	.716
variabley	.224	20	.010	.898	20	.059
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

RESULT OF PRODUCT MOMENT TEST

Descriptive Statistics

	N	Mean	Std. Deviation
X	20	65.40	7.680
Y	20	58.85	8.567
Valid N (listwise)	20		

Correlations

		X	Y
X	Pearson Correlation	1	.595**
	Sig. (2-tailed)		.006
	N	20	20
Y	Pearson Correlation	.595**	1
	Sig. (2-tailed)	.006	
	N	20	20

** . Correlation is significant at the 0.01 level (2-tailed).

RESULT OF HYPOTHESIS TEST

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	variablex	67.60	20	6.824	1.526
	variabley	59.75	20	8.296	1.855

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	variablex & variabley	20	.939	.000

Paired Sample Test

		Paired Differences						df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper	t		
Pair 1	X - Y	7.750	2.900	2.900	6.393	9.107	11.953	19	0.001

Tablet(NILAI-NILAI DALAMDISTRIBUSI t)

dk	α untuk uji dua pihak (two tail test)					
	0.50	0.20	0.10	0.05	0.02	0.01
	α untuk uji satu pihak (one tail test)					
	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	3.703
7	0.711	1.415	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	0.403
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	2.160	2.624	2.977
15	0.690	1.341	1.753	2.145	2.623	2.947
16	0.689	1.337	1.746	2.132	2.583	2.921
17	0.688	1.333	1.740	2.120	2.567	2.898
18	0.688	1.330	1.743	2.110	2.552	2.878
19	0.687	1.328	1.729	2.101	2.539	2.861
20	0.687	1.325	1.725	2.093	2.528	2.845
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

Table (NILAI-NILAI r PRODUCT MOMENT)

N	TarafSignificant		N	TarafSignif		N	TarafSignif	
	5 %	1%		5%	1%		5%	1%
3	0.997	0.999	20	0.444	0.561	37	0.325	0.418
4	0.950	0.990	21	0.433	0.549	38	0.320	0.413
5	0.878	0.959	22	0.423	0.537	39	0.316	0.408
6	0.811	0.917	23	0.413	0.526	40	0.312	0.403
7	0.754	0.874	24	0.404	0.515	41	0.308	0.398
8	0.707	0.834	25	0.396	0.505	42	0.304	0.393
9	0.666	0.798	26	0.388	0.496	43	0.301	0.389
10	0.632	0.765	27	0.381	0.487	44	0.297	0.384
11	0.602	0.735	28	0.374	0.478	45	0.294	0.380
12	0.576	0.708	29	0.367	0.470	46	0.291	0.376
13	0.553	0.684	30	0.361	0.463	47	0.288	0.372
14	0.532	0.661	31	0.355	0.456	48	0.284	0.368
15	0.514	0.641	32	0.349	0.449	49	0.281	0.364
16	0.497	0.623	33	0.339	0.436	50	0.279	0.361
17	0.482	0.606	34	0.334	0.430	60	0.254	0.330
18	0.468	0.590	35	0.329	0.424	70	0.235	0.306
19	0.456	0.575	36	0.325	0.418	80	0.220	0.286



CURRICULUM VITAE



A. Identify

Name : Muhibbah Nst
Reg. Number : 18 203 00026
Place/Birthday : Mompang Julu, 19th April 2000
Sex : Female
Religion : Islam
Address : Mompang Julu, Kec. Panyabungan Utara,
Kab. Mandailing Natal
Phone Number : 0813 7736 8672
Email : muhibbahnst6@gmail.com

B. Parents

Father's Name : Nasrul Nasution
Job : Farmer
Mother's Name : Maimunah Pulungan
Job : Farmer

C. Educational Background

Elementary School : SD N 061 Mompang Julu (2012)
Junior High School : SMP N 3 Panyabungan (2015)
Senior High School : SMAN 1 Panyabungan Utara (2018)
Collage : IAIN Padangsidimpuan (2022)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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

Website: <https://ftik-iain-padangsidempuan.ac.id> E-Mail: ftik-@iain-padangsidempuan.ac.id

Nomor : B3/59 /In.14/E.1/TL.00/10/2022
Hal : Izin Penelitian
Penyelesaian Skripsi

Yth. Kepala SMA Negeri 1 Panyabungan Utara

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Muhibbah Nst
NIM : 1820300026
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Mompang Julu

adalah benar Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan judul "The Correlation Between Conjunction Mastery and Writing Analytical Exposition Text Mastery at the Eleventh Grade Student of SMAN 1 Panyabungan Utara".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Padangsidempuan, 19 Oktober 2022
a.n Dekan
Wahid Dekan Bidang Akademik



Syafrida Siregar, S.Psi, MA
198012212006042001



PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 1
PANYABUNGAN UTARA

Jalan Bhayangkara IV Desa Rumbio Kode Pos. 22078 Kab/Kota Mandailing Natal/Panyabungan
Telepon. - Email : Smansa_pantura@yahoo.com

SURAT KETERANGAN

Nomor : 421.3/ 928 /SMA.090/K/2022

kepala Sekolah SMAN 1 Panyabungan Utara dengan ini menerangkan :

Nama : **MUHIBBAH NST**
NIM : 1820300026
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Alamat : Mompang Julu

adalah benar telah mengadakan Penelitian (Riset) di SMAN 1 Panyabungan Utara pada Tanggal 20
Oktober 2022 s/d 10 November 2022 dengan judul : ***THE CORRELATION BETWEEN
CONJUNCTION MASTERY AND WRITING ANALYTICAL EXPOSITION TEXT MASTERY AT
THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 PANYABUNGAN UTARA.***

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan seperlunya.



Rumbio, Mandailing Natal, 10 November 2022
Kepala SMA Negeri 1 Panyabungan Utara

JUNGALIDIN HARAHAP, S.Pd
NIP. 19730526 200801 1 001

Lembar Jawaban

Name: Putri Amenda

Class: XI IPA 3

Direction:

Write an Analytical Exposition Text about "Why books are important for us?" consist of thesis, argument and reiteration.

Why Books are Important for us

Thesis : I think of personally, that important activity for our life is a book.

Argument I : The first reason is, by book we can know about everything such as technology, science, culture, arts, sports, news. We can get through books.

Argument II : The second by book we can find out about the latest news and developments as well as the technology world now.

Argument III : If we are lazy we can read book to make us refresh or relaxed.

Reiteration : Through the facts, we need books to get a lot of knowledge. That's the reason why reading is so important for our...

Score :

Selected idea : 1 (Max score : 4)
Organization : 4 (Max score : 4)
Grammar : 3 (Max score : 4)
Vocabulary : 2 (Max score : 4)

63

Final Score : $\frac{10}{16} \times 100 =$

Lembar Jawaban

Name: Farikal Boln

Class: XI IPA 2

Direction:

Write an Analytical Exposition Text about "Why books are important for us?" consist of thesis, argument and reiteration.

Why Books Are Important for us (6) get

0) ✓ firstly → when we open book, we getting knowledge from different kind of books. such as science, technology, and culture.

secondly → Books as a friend make us success in our life

thirdly → Book help us to explore new things and learn from them.

Score :

Selected idea : 1 (Max score : 4)
Organization : 3 (Max score : 4)
Grammar : 2 (Max score : 4)
Vocabulary : 1 (Max score : 4)

50

Final Score : $\frac{0}{16} \times 100 =$