

**THE CORRELATION BETWEEN STUDENTS' CONJUNCTION  
MASTERY TOWARDS THEIR WRITING ABILITY AT  
THE SECOND YEAR OF MA DAREL HIKMAH  
PEKANBARU**

A Thesis

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**BY**

**ZULFAHMI**

**NIM. 10514000447**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1433 H/2012 M**

## SUPERVISOR APPROVAL

The thesis entitled “*The Correlation between Students’ Conjunction Mastery toward their Writing Ability at the second of Year Students of MA DarelHikmahPekanbaru*” is written by Zulfahmi, NIM. 10514000447. It has been accepted to be examined in the final Examination Committee of Undergraduate Degree at Education and Teacher Training Faculty of State Islamic University of Sultan SyarifKasim Riau.

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Approved by

The Chairperson of the Department  
of English Education

Dr. Hj. Zulhidah, M.Pd.

Supervisor

Dra. Yusrida, M.Pd.

## EXAMINER APPROVAL

The thesis entitled “*The Correlation between Students’ Conjunction Mastery towards their Writing Ability at the second of Year Students of MA Darel Hikmah Pekanbaru*” is written by Zulfahmi, NIM. 10514000447. It has been accepted and approved by the Final Examination Committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University Sultan Syarif Kasim Riau on Sya’ban 15<sup>th</sup>, 1433 H/July 09<sup>th</sup>, 2012 M as one of requirements for undergraduate degree (S.Pd.) in English Education Department.

Pekanbaru, Sya’ban 15<sup>th</sup>, 1433 H.

July 09<sup>th</sup>, 2012 M.

### Examination Committee

Chairperson

Secretary

Dr. Hj. Helmiati, M.Ag.

Dr. Hj. Zulhidah, M.Pd.

Examiner I

Examiner II

Drs. H. Sutarmo, M.Ag.

Nur Aisyah Zulkifli, M.Pd.

Dean

Faculty of Education and Teacher Training

Dr. Hj. Helmiati, M.Ag.

NIP. 197002221997032001

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In the name of Allah. The most gracious and the most merciful.

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Pekanbaru, June 27<sup>th</sup>, 2012

The writer

**ZULFAHMI**

## ABSTRACT

### **ZULFAHMI (2012):The Correlation between Students' Conjunction Mastery toward their Writing Ability at the Second Year of MA Darel Hikmah Pekanbaru**

This research is a correlation research. There are two variables used in this research; variable X and variable Y. The subject of this research was the second year students of MA Darel Hikmah Pekanbaru, while the object was students' conjunction mastery and their writing narrative text ability.

The research had been conducted to the second year students of MA Darel Hikmah Pekanbaru. The total number of population is 151 students and the writer took 30 students as sample of this research by using random sampling. There are three formulations of the problems presented in this research, they are:

- 1) How is the students' conjunction mastery?
- 2) How is the students' writing narrative text ability?
- 3) Is there any significant correlation between students conjunction mastery toward their writing narrative text ability at the second year students of MA Darel Hikmah Pekanbaru?

To collect the data, the writer used test to know both students' conjunction mastery and students' writing narrative text ability. To analyze the data the writer used Pearson correlation formula by using SPSS 16.0 version

From the data analysis, it can be concluded that the mean score of students' conjunction mastery is 62.27 and the mean score of 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 that there is a significant correlation between the students' conjunction mastery toward their writing narrative text ability at the second year students of MA Darel Hikmah Pekanbaru.

## ABSTRACT

### **ZULFAHMI (2012): Hubungan antara Penguasaan Siswa akan Kata Hubung terhadap Kemampuan Mereka Menulis pada Siswa Tahun Kedua di MA Darel Hikmah Pekanbaru.**

Penelitian ini adalah penelitian korelasi. Dalam penelitian ini digunakan dua variable; variable X dan variable Y. Subjek dari penelitian ini adalah siswa tahun kedua di MA darel hikmah pekanbaru sementara objeknya adalah penguasaan siswa akan kata hubung dan kemampuan mereka menulis . Penelitian ini ditujukan kepada siswa tahun kedua di MA Darel Hikmah Pekanbaru.

Jumlah keseluruhan populasinya yaitu 151 siswa dan penulis mengambil 30 siswa sebagai sampel melalui teknik random sampling. Penelitian ini mengemukakan tiga rumusan masalah, yaitu:

- 1) Bagaimana tingkat penguasaan siswa terhadap kata hubung?
- 2) Bagaimana kemampuan mereka menulis naratif text?
- 3) Adakah hubungan yang signifikan antara tingkat penguasaan siswa terhadap kata hubung terhadap kemampuan mereka menulis naratif text siswa tahun kedua di MA darel hikmah pekanbaru.

Untuk mengumpulkan data, penulis menggunakan tes untuk mengetahui bagaimana tingkat penguasaan siswa akan kata hubung dan test untuk mengetahui kemampuan menulis. Untuk menganalisa data, penulis menggunakan korelasi product moment dengan menggunakan rumus SPSS 16.0.

Dari analisa data, dapat disimpulkan bahwa nilai rata-rata dari tingkat penguasaan siswa akan kata hubung adalah 62.27 dan kemampuan mereka menulis adalah 58.90. Nilai hubung dipenelitian ini adalah 0.542, kemudian dibandingkan dengan r tabel pada taraf 5% dan 1% (0.361 and 0.463<0.542) berarti terdapat hubungan yang signifikan antara tingkat penguasaan siswa akan kata hubung dengan kemampuan mereka menulis pada siswa tahun kedua di MA Darel Hikmah Pekanbaru.

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## CHAPTER 1

### INTRODUCTION

#### **A. Background of the Problem**

English is used and spoken by most people all over the world. English is one of the foreign languages for the new generation to be mastered. Mastering English well makes us easy to communicate each other the world. Nowadays, the mastery of English is a must if we do not want to be left out, especially in terms information and technology. In Indonesia, English is the foreign language that taught in various levels of education, starting from kindergartens up to higher educational institution or universities. In Indonesia, students' activities in English are focused on four skills, there are listening, speaking, reading and writing.

Being able in writing is an important part of communication for everyone but many people get difficulties in writing. Writing is also difficult whether it is a paragraph or essay writing, often the most difficult of all language skills in the first and the second language development.

Hughey<sup>1</sup> argue; "Writing is an essential form of communication. Through writing, we express our feeling-our hopes, dream, and joys as well as our fear, anger, and frustration. Through writing, it can express our ideas our plan, our recommendations, our values, and our commitments.

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<sup>1</sup>J.B. Hughey, et.al., *Teaching ESL Composition: Principle and Techniques*, Rowley, Newbury House Publisher, 1983, p. 33-34

The result of writing as suggestion of Halliday in Nunan is evolved in societies as a result of cultural changes creating communicative needs which cannot be readily met by spoken language.<sup>2</sup>

Most of the students have problem in writing. They difficult to find out the main ideas choose the best topic; use the punctuations and vocabularies correctly. Therefore, students must study hard to make them are able to write based on generic of structure.

Reid<sup>3</sup> explained the processes in writing text are:

- a) Choose a subject that you know
- b) Identify your audiences
- c) Narrow your subject to topic that will interest your audiences
- d) Collect your ideas about the topic
- e) List details about some of your ideas that will interest your audiences
- f) Limit the ideas to the most important ones you want to communicate
- g) State the main idea of the paragraph in your topic sentence
- h) The point paragraph
- i) Write the paragraph, using detail you have listed.

The tone or purpose of the writing can be called as genre. Genre-based approaches are concerned with the social purposes of the language. There are many kinds of genre-based approaches; recount, persuasive, report, narration, description, explanation, exposition, procedure, etc. Narrative text is one of the texts, which is studied by second year students of senior high school or the like.

Narration is the telling or relating occurrences or a series of events. It requires us to tell what happened. We can find narration in diaries journal, newspaper, magazines, biographies, autobiographies, and etc. In telling story, we

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<sup>2</sup> David Nunan, *Language Teaching Methodology*, Prentice Hall International, 1995, p. 84

<sup>3</sup> Joy.M.Reid, *The Process of Composition*, Prentice Hall Regents, 1987, p.14

have to organize the events in chronological order, characters that display emotion, and center on event.

In addition, every genre of writings is necessary to use grammatically features correctly, so including writing narrative text. Consequently in order to be able to write narrative text, a learner must have an adequate grammatical ability. One of the grammatical items that are commonly used in writing is conjunction. Originally conjunctions are other parts of speech. Swan said that Conjunction is a word like *and, but, although, because, when, if*, which can be used to join clause together.<sup>4</sup> Conjunction may be employed to join sentences or even paragraph. Therefore, conjunction is very important in connecting among the elements or words in the English sentences. Heather MacFadyen divided conjunction into three kinds. There are: co-ordinating conjunction, subordinating conjunction, and correlative conjunction.<sup>5</sup>

Based on the curriculum of MA Darel Hikmah Pekanbaru (KTSP), the students are required to be able to write narrative text and they have to know the conjunction and the function in the text. The conjunction words must be master for the students are (and, but, so, or, because).

MA Darel Hikmah Pekanbaru is one of Islamic Junior High Schools in Riau Province. MA Darel Hikmah Pekanbaru consists of some classes. As a school- based Islamic education, students not only study about science and social, but also study about Islamic education, such as; Arabic, Alquran Hadist, Aqidah

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<sup>4</sup> Michael Swan, *Practical English Usage*, Oxford, Oxford University Press, 1980, p. xvii

<sup>5</sup> Heather Macfadyen, *What Is A Conjunction?*

<http://www.writingcentre.uottawa.ca/hypergrammar/conjunct.html> Retrieved on March 11th 2011

Akhlaq, etc. English is studied by all students from first year until third year. Many techniques were applied in order to improve the students ability in writing narrative text and they are able to use conjunctions (and, but, so, or, because) in writing correctly. But in fact, they are still difficult to write narrative well and how to use conjunction effectively.

Based on preliminary observation, the writer found some phenomena of this research. These symptoms can be seen as follows:

1. Some of students do not understand all of conjunction words and kinds of conjunction.
2. Some of students make mistakes how to connect one clause to another by using conjunction words.
3. Some of the students get difficulties in using conjunctions in writing text.
4. Some of students are not able to write based on the generic structure of the text.
5. Some of students are confused to start in writing and difficult to explore their ideas in writing text.
6. Some of students cannot focus in writing their own tasks.

Based on phenomena, the writer is interested in conducting a research entitled **“The Correlation between Students’ Conjunction Mastery towards their Writing Ability at the Second Year Students of MA Darel Hikmah Pekanbaru”**.

## B. The Definition of the Terms

In order to avoid misunderstanding in reading this paper. it is necessary to define the following terms:

1. Correlation is simply a measure of how things are related to one another or correlated .Mc. Mahua in Zulfirman Zani.<sup>6</sup> Meaning that, a connection consists of two or some variables. So, it means that conjunction mastery as variable X and writing narrative text ability as variable Y. X is independent variable and Y is dependent variable.
2. Conjunctions connect words or groups of words and show how the words are related. There are three kinds of conjunctions: coordinating conjunctions, correlative conjunctions, and subordinating conjunctions.
3. Mastery: Complete knowledge, great skill. It means that, to know and understand about some subjects.<sup>7</sup> So, in this case focuses on the mastery of conjunction.
4. Writing ability: The ability of a person to express his or her ideas, feeling or something to others by using written language. Meaning that, person's capability in expressing his or her ideas, feelings, or something to others by writing.

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<sup>6</sup>Zulfirman Zani, *The Correlation between Students's Reading Frequency and their Vocabulary Mastery at the Second Year Students of SMA N 3 Kampar*, Pekanbaru. UIN SUSKA RIAU, 2010, p. 5

<sup>7</sup>A. S. Hornby, *Oxford Advance Learner's Dictionary*, Oxford, Oxford University Press, 1989, p.256



## **C.The Problem**

### **1. The Identification of the Problem**

From the description of the background and symptoms above, the problem can be identified as follows:

- a. What are factors that make students seldom to write English?
- b. Why do some of the students still confuse about generic structure and the function of writing narrative text?
- c. Why are the some of the students unable to use conjunction in their writing narrative text correctly?
- d. How can the students understand conjunctions?
- e. How is student's ability in writing narrative text?

### **2. The Limitation of the Problem**

To avoid misunderstanding the problem in this research, it is necessary for the writer to limit the problems. This research focuses on investigating second year students MA Darel Hikmah Pekanbaru in mastery of conjunction (And, So, Or, But, Because), and the correlation with the students' writing narrative text ability.

### **3. Formulation of the Problem**

This research problem is formulated in the following questions:

- a. How is the student's conjunction mastery (And, So, Or, But, Because) of the second year students MA Darel Hikmah Pekanbaru ?
- b. How is the students' writing narrative text ability at MA Darel Hikmah Pekanbaru?

- c. Is there any significant correlation between students' conjunction mastery (And, So, Or, But, Because) towards their ability in writing narrative text at MA Darel Hikmah Pekanbaru ?

#### **D. The Objectives and the Need of Study**

##### **1. The Objectives of the Study**

- a. To find out the students' conjunction mastery at the second year students of MA Darel Hikmah Pekanbaru.
- b. To find out the students' ability in writing narrative text at the second year students of MA Darel Hikmah Pekanbaru.
- c. To find out any correlation between students' conjunction mastery towards their writing ability in writing narrative text at the second year students of MA Darel Hikmah Pekanbaru.

##### **2. The Need of the Study**

- a. Increasing the writer's knowledge and ability in teaching English.
- b. Motivating the students to improve their ability in understanding conjunction and writing narrative text.
- c. Giving contribution to the English teacher to develop the students' skill in writing.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Writing

Writing is one of important skills in English; it is categorized skill. pertaining to statement above, Brown in Inra states, “it is perfectly appropriate to identify language performance. The human race has fashioned two forms of productive performance, oral and written and two forms of receptive performance, aural (or auditory) and reading<sup>1</sup>. It has always occupied in most English course. One of the reasons is that more and more people need to learn in writing English for occupational or academic purposes. It is clear that writing is a kind of productive skills. In writing, we deliver our ideas from words to sentence and from sentences to paragraph and paragraph to essay.

Nowadays, there are many cases that can be done through writing. Say for example, we can share information to others by writing, both via internet and correspondence. Besides, Kane states that the various effect of writing are to inform; to persuade; to maintain relationship; to entertain, etc.<sup>2</sup>

Writing is combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a

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<sup>1</sup> Inra, *The Contribution of Word Class Mastery toward Students' Ability in Writing Argumentative Paragraph the Third Year Students of English Education Department Faculty of Education and Teacher Training State Islamic University, Pekanbaru, UIN SUSKA, 2007, p.15*

<sup>2</sup> Thomas. S. Kane, *The Oxford Essential Guide to Writing*, Oxford, Oxford University Press, 1988, p. 14

manner that is polished and comprehensible to readers.<sup>3</sup> Writing is a process constructing of these stages: first writing get writer started. They help us to learn what we think by seeing what we have said. Middle writing may change a few words, a few sentences, or paragraph. A writer may add new material and this cover what. He started saying is not really what we thinks at all. And final writing present what we have already thought in the way that is clearest to the reader and will be presented to the reader. Lorch, Sue in Inra.<sup>4</sup>

Writing ability is the ability of a person to express his/her ideas, feelings, or something in his/her minds to others by using written language. Writing course is not merely intended to establish the students' ability, but more importantly to express the ideas, feelings, and abilities to the readers.

Writing is an integral part of life long literacy and therefore must be formally taught. Through writing, students develop and demonstrate learning in all subjects. Theoretically, writing is a productive skill to express the ideas and feelings by using written language. Essay writing is at the heart of education. Whatever you study, at some point you will be asked to write an essay. This remains the most effective way to demonstrate your understanding of your subject and your ability to use what you know.<sup>5</sup>

Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading. This preparation can make

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<sup>3</sup> Caroline T. Linse, *Practical English Language Teaching: Young Learner*, New York, McGraw – Hill companies, 2005, p. 98

<sup>4</sup> Inra, *Op. Cit.*, p.16

<sup>5</sup> Nigel Warburton, *The Basics of Essay Writing*, London & New York, Routledge Taylor and Francis Group,2006, p.7

it possible for words that have been used receptively to come into productive use. For example, in English for academic purposes program, learners can be involved in keeping issue logs which are a kind of project work. At the beginning of the program, each learner chooses a topic or issue that they will follow through the rest of the program. for example, terrorism, rugby, or politics, football, and etc. They become the local expert on this topic.

Generally, in writing we have to know the components of writing. According to Siregar in Zaleka<sup>6</sup>, there are five components of writing they are:

a. Content

It means that the ability to think creatively and develop thought, excluding all irrelevant information.

b. Organization

Fluent expression, ideas clearly stated, well organized, logically sequenced and cohesive. An essay is coherent if its paragraphs are woven together or flow into each other. An essay which lacks of unity or orderly movement will not be coherent, since readers cannot move easily from one paragraph has no clear relation to the first.

c. Vocabulary

In writing there should be sophisticated range, effective word idiom, word choice and its usage.

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<sup>6</sup> Zaleka, *The Correlation between Vocabulary Mastery and Ability In Writing Hortatory Exposition Text of The Second Year Students of Man Selatpanjang*, Pekanbaru,UIN SUSKA, 2010, p. 33

d. Language Use

Grammar of a language is description of speaking and writing habits of the people who use it. In composing paragraphs or texts, the knowledge of grammar is very important. Without them, writers won't be able to use it. So, the readers may not catch the points of writer's message.

e. Mechanics

Essay writing is mechanically good if the writer demonstrates the mastery of conventions, good spelling, punctuation, capitalization and paragraphing and also hand writing.

## **2. The Nature of Narrative Text**

Narration is one of the genres in writing. It is story telling. Syafi'i

Furthermore, Sudarwati and Grace separated that narrative text has generic structure as follows:

- a. Orientation: It is about the opening paragraph where and when the story happened. Introduce the participants of the story: who and what is involved in the story.
- b. Complication: tells the beginning of the story which leads to the crisis (climax).
- c. Resolution: Where the problems in the story is solved.
- d. Re-orientation: this is closing remark to the story and it is optional. It consists of moral lesson, advice or teaching from the writer.<sup>9</sup>

In addition, Syafi'i<sup>10</sup> et al stated that writing narrative text has three certain elements in common. They:

a. Unfold Over Time

Time (chronological order) is the most often the organizing in a narrative text. It is very important to talk clearly to the reader because stories and events happen in a certain order. Stories and events are listed in a sequence of how they happened.

b. Display Emotion

Narrative texts will good if it can connect readers to some sort of emotion felt in the subject. The common emotions in the narrative text

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<sup>9</sup> *Ibid.*, p.154

<sup>10</sup> M. Syafii, Fauzan Anshari and Jonri Kasdi, *Op. Cit.*, p. 54

are: anger, sadness, pain, joy, happy, but sometimes they are also extremes.

c. Center of Events

Narrative is story that recount events as they happened in order to make a point. Most often narratives focus on specific episode in time, but it can also be a feeling you experienced in time. Just remember the events that prompted you to feel that way.

### **3. The Factors Influences Student's Ability in Writing**

There are some factors that influence writing ability. One of them is lack of practice. This is the dominant factor that can obstruct writing ability. If the students are lack of practice their writing, they will not able to write English well although they have mastered the grammar. Besides, lack of self confidence can also obstruct writing ability.

The influential factors of students' coordinating conjunction mastery and their writing ability may not be separated from the influential factors of learning. Suryabrata in Ria Asteria says that influential factors in learning are as follows:

a. Internal factors

These factors come from the students themselves, in which it consists of psychological aspects such as: intelligence, attitude, interest, talent, and motivation.



#### b. External factors

These factors consist of social environment such as family, teachers, staffs, societies, and friends and non- social environment such as house, school, equipment, and atmosphere.

Moreover, lack of practice is the biggest factors influence writing ability. If the students lack of practice on their writing, they will get difficulties in writing. However the ability in writing English got from how many times you practice it.

#### 4. Conjunction Mastery

A learner must know how to manage the words correctly, so that we can understand it. These words are as part of speech, they are noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. Seaton and Mew pointed out that Conjunction is a linking word such as and, or, but. Conjunctions are used to words or sentences.<sup>11</sup> Conjunctions connect elements of a sentence or text and show how they relate to each other. Correctly using conjunctions helps writers avoid common grammatical errors like run-on sentences, sentence fragments, and comma splices.

Conjunction is one of elements of language skills. All of four language skills (listening, speaking, reading and writing) need conjunction. Conjunction mastery is important element in writing. It always use in many writing such as: narrative, persuasive, descriptive and

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<sup>11</sup>Anne Seaton & Y.H. Mew, *Basic English Grammar for English Language Learner*, Irvine, Saddleback Educational Publishing, 2007, p. 135

also argumentative paragraph. In writing process, conjunction is needed to know by all the students. In the other words, the second students of MA Darel Hikmah are expected to master conjunction as many as possible.

#### a). Types of Conjunctions

Generally , Laurie Rozakis<sup>12</sup> separated conjunctions into three kinds, there are: co-ordinating conjunctions, subordinating conjunctions, correlative conjunctions.

##### 1). Co-ordinating Conjunctions

Coordinating conjunction (and, but, or, nor, for, so, or yet) to join individual words, phrases, and independent clauses. It connects equal words, phrases and sentences. It means that clauses or sentences independents.<sup>13</sup> There are many coordinating conjunctions words are known in English grammar as follow: (and, but, or, nor, for, so, yet).

*Lilacs **and** violets are usually purple.* The co-ordinating conjunction "and" links two nouns.

*This movie is particularly interesting to feminist film theorists, **for** the screenplay was written by Mae West.*

the co-ordinating conjunction "for" is used to link two independent clauses.

*Daniel's uncle claimed that he spent most of his youth dancing on rooftops **and** swallowing goldfish.*

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<sup>12</sup> Laurie Rozakis. *English Grammar for the Utterly Confused*, New York, The McGraw-Hill Companies Inc., 2003, p. 7

<sup>13</sup>Jhon S. Hartanto et.al., *Accurate, Brief and clear English Grammar*, Surabaya, Indah,1986, p.327

Here the coordinating conjunction "and" links two participle phrases.

## 2). Subordinating Conjunctions

A subordinating conjunction introduces a dependent clause and indicates the nature of the relationship among the independent clause(s) and the dependent clauses.

The most common subordinating conjunctions are "after," "although," "as," "because," "before," "how," "if," "once," "since," "than," "that," "though," "till," "until," "when," "where," "whether," and "while."

Each of the highlighted words in the following sentences is a subordinating conjunction:

***After** she had learned to drive, Alice felt more independent.*

The subordinating conjunction "after" introduces the dependent clause "After she had learned to drive."

***If** the paperwork arrives on time, your cheque will be mailed on Tuesday.*

Similarly, the subordinating conjunction "if" introduces the dependent clause

*Gerald had to begin his thesis over again **when** his computer crashed.*

The subordinating conjunction "when" introduces the dependent clause.

*Midwifery advocates argue that home births are safer **because** the mother and baby are exposed to fewer people and fewer germs.*

In this sentence, the dependent clause "because the mother and baby are exposed to fewer people and fewer germs" is introduced by the subordinating conjunction "because."

### **3). Correlative Conjunctions**

Correlative conjunctions always appear in pairs -- you use them to link equivalent sentence elements. The most common correlative conjunctions are "both...and," "either...or," "neither...nor," "not only...but also," "so...as," and "whether...or." (Technically correlative conjunctions consist simply of a co-ordinating conjunction linked to an adjective or adverb.)

The highlighted words in the following sentences are correlative conjunctions:

***Both** my grandfather **and** my father worked in the steel plant.*

In this sentence, the correlative conjunction "both...and" is used to link the two noun phrases that act as the compound subject of the sentence.

*Bring **either** a Jello salad **or** a potato scallop.*

Here the correlative conjunction "either...or" links two noun phrases: "a Jello salad" and "a potato scallop."

*The explosion destroyed **not only** the school **but also** the neighbouring pub.*

In this example the correlative conjunction "not only ... but also" links the two noun phrases ("the school" and "neighbouring pub") which act as direct objects.

##### **5. The Correlation between Students' Conjunction Mastery towards their Writing Narrative Text Ability.**

In language mastery, grammar plays an important role that cannot be ignored, as grammar will always exist in the four language skills. In addition the four language skills are necessary to be grammatically correct. Consequently in order to be able to produce good four language skills, a learner must have an adequate grammatical ability. One of the grammatical items that are commonly used in writing is conjunction. Originally all conjunctions were other parts of speech

Narrative writing is telling a story in order to establish an idea or assert opinion. It follows all the conventions of good story telling such as characterization, plot, and theme. Writing narrative text likes other genres in writing. Narrative text needs also grammatical items such as conjunction. Conjunctions are grammatical resources for indicating links within text. It also conveys the meanings of the text. Syafi'i et.al<sup>14</sup> said that conjunction becomes increasingly important toward writing because conjunction can links the phrases or sentences. Moreover, Folse<sup>15</sup> pointed

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<sup>14</sup> M. Syafii, Fauzan Anshari and Jonri Kasdi, *Op. Cit.*, p. 97

<sup>15</sup> Keith.S.Folse et.al., *20 Top Great Grammar for Great Writing Second Edition*, Massachusset:Thomson Heinle,1998, p. 251.

out that conjunction makes the writing balances. The important of conjunction in writing or speech are:<sup>16</sup>

- a). Conjunction makes our writing (speech) flow. The text will flows to readers or listeners, far more than text which abrupt and disjointed.
- b). It runs the risk of being misunderstood when the connection between our ideas or thoughts is not clear. Conjunction makes this connection explicit.

## **B. Relevant Research**

In fact, there are some of relevant researches, which have relevancy in this research. One of them is “A Study on the Mastery of Coordinating Conjunction in Sentence at Second Year Students of State Vocational High School Business and Management Pekanbaru” by Lisa Herawati. This is class action research.. From this research, she concludes that students of the second year of state vocational high school 1 mastery in coordinating conjunction are less. The second ones is “The Students’ Connector Mastery in Narrative text at SMAN 1 Tapung” that was conducted by Suparmi. This research was descriptive research. She concluded that students’ connector mastery at SMAN 1 Tapung in writing narrative paragraph is fairly level.

Both of relevant researches contribute to the writer’s research. From both, the writer gets much information to conduct the research where from the first

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<sup>16</sup> *Why Conjunction are Important?*  
<http://www.seriously-english.com/why-conjunctions-are-important/> Retrieved on January 23<sup>rd</sup> 2012

research; it can be understood that connector mastery can give contribution to writing ability. It means connectors mastery that is one of the grammar studies can be influenced with narrative text writing.

### **C. Operational Concept**

Concept is a main element to avoid misunderstanding and misinterpreting in a specific study as a concept that still operate in abstract from the research planning which to be interpreted in to particular words in order to be easy to measure. It means that the operational concept is needed to avoid misinterpreting about the thesis content by other readers. So, the main technical terms of the specials sense that exist are necessarily operated in this research.

Based on the statement above, the writer concludes that there are some factors that needed to be operated in the operational concept. They are variable X and Y. variable X means the students` conjunction mastery, and variable Y means the students` writing narrative text ability.

1. The Indicators of the conjunction mastery
  - a. The students are able to identify coordinating conjunctions with connected words, phrases, or independent clauses (and, but, or, so).
  - b. The students are able to identify subordinating conjunctions with connected dependent or subordinate clause to independent clauses (because).
  - c. The students are able use coordinating conjunctions (and, but, or, so) in sentences.

- d. The students are able to use subordinating conjunctions (because) in sentences.
2. The Indicators of students' writing ability
    - a. The students are able to express their ideas to other by using written language.
    - b. Students can write properly with the components of writing (content, organization, vocabulary, language use, and mechanics).
    - c. The students can write based on generic structure of writing narrative text.
    - d. The students can write narrative fluently.

#### **D. The Assumption**

In this study, the writer assumes that the students who are mastery in conjunction will have ability in writing. Furthermore, if the students are better to master conjunctions, so the better students in writing narrative text.

#### **E. Hypothesis**

Based on the assumption above, the hypothesis of this study can be forwarded as follows:

Ha: There is a significant correlation between students' conjunction mastery and their writing narrative text ability at the second year students of MA Darel Hikmah Pekanbaru.

Ho: There is no significant correlation between students' conjunction mastery and their writing narrative text ability at the second year students of MA Darel Hikmah Pekanbaru.



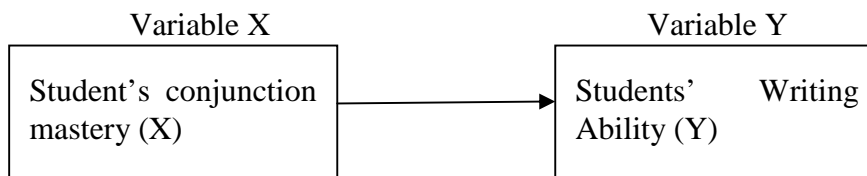


## CHAPTER III

### RESEARCH METODOLOGY

#### A. The Research Design

This research was correlation research, because in this research has found out the correlation of one variable to another variable. The students` conjunction mastery which was symbolized by “X” as independent variable and second, dependent variable was the students` ability in writing narrative text which was symbolized by “Y”. The design of the research was pictured by the following diagram:



#### B. The Time and Location of the Research

The research was conducted from May 8<sup>th</sup>, 2012 until May 28<sup>th</sup> at the MA Darel Hikmah that's located in Pekanbaru city.

#### C. The Subject and Object of the Research

The subject of this study was the second year students of MA Darel Hikmah Pekanbaru, and the objects of this research were the students` conjunction mastery and their writing narrative text ability.

#### **D. The Population and Sample**

Creswell said that term population refers to the establishment of boundary conditions that specify who shall be included in or exclude from the population.<sup>1</sup>The population of this research was all students at the second year of MA Darel Hikmah Pekanbaru registered in 2010/2011. It consisted of 151 students consist of social, Islamic and science major. Islamic major students were divided into two classes consisted of 21 and 24 students, social major had two classes with 26 and 13 students, and science major consisted of two classes with 26 and 33 students. Since of the number population was large, it was necessary to take sample. Arikunto stated if the subjects are large samples may takes between 10-15% or 20-25% or more.<sup>2</sup> Because the writer had limitation of time, funds, and energy, so the writer took samples 20% from the population.

Creswell pointed out that one way to insure the sample will be representative of the larger population is to draw random sample because random selection limits the probability that you choose a biased sample<sup>3</sup>. The population and sample of this research could be seen in the table below.

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<sup>1</sup> John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, Third Edition*, New Jersey, Pearson Merrill Prentice Hall, 2008, p.227

<sup>2</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik (Edisi Revisi VI)*, Jakarta, Rineka Cipta, p.134

<sup>3</sup> Creswell, *Op. Cit.*, p.226

**Table I**

**The Population and the Sample of the Second Year Students of MA Darel Hikmah Pekanbaru**

No	Class	Students	Samples
1	X1-A1 (Science)	34 Students	7 Students
2	X1-A2 (Religion)	24 Students	5 Students
3	X1-A3 (Social)	26 Students	5 Students
4	X1-B1 (Religion)	21Students	4 Students
5	X1-B2 (Social)	13 Students	3 Students
6	X1-AB(Science)	33 Students	7 Students
TOTAL		151 students	30 Students

*Source:* MA Darel Hikmah Pekanbaru

**E. The Technique of Collecting Data**

**1. Test of Conjunction Mastery**

In this research, the writer used multiple-choices as a form of assessment. By using multiple choices, the writer wanted to find out the students` mastery in conjunction. The results of the test were taken as the data of the research.

In analyzing the data, the writer used score of each variable and to know the scores` category of students` conjunctions mastery was based on the table below.

**Table 2**  
**The Scores and Categories of Students' Conjunction Mastery**

No.	The Score Level	Level of Ability
1.	80-100	Very good
2.	66-79	Good
.3.	56-65	Enough
4.	46-55	Less
5	0-45	Fail

## 2. Test of Writing Narrative Text Ability

In this research, the writer asked the students to write narrative text. Then the writer analyzed their writing ability based on the contents, organization, vocabulary, grammatical features, and spelling & punctuation based on curriculum of the school like table below.

**Table 3**  
**Assessment in writing**

Items of Writing	Score			
	1	2	3	4
Content				
Organization				
a. Thesis				
b. Argument				
c. Reiteration				
Vocabulary				
Grammatical Features				
a. Action Verb				
b. Transition Verb				
Spelling and Punctuation				
Total				

Explanation score:

1. Incompetent
2. Competent Enough
3. Competent
4. Very Competent

Final score:  $\frac{\text{Total Score}}{\text{Max. Score}} \times 80$

## F. The Technique of Data Analysis

In analyzing the students' conjunction mastery and the students' ability in writing narrative text, the writer used graduated standard of English lesson in MA Darel Hikmah Pekanbaru. For those who got score  $< 70$ , they do not pass graduated standard (SKL), and who get score  $\geq 70$ , they passed the graduated standard.

The technique of data analysis of this research was statistical technique by product moment correlation. Because the samples were more than 30 persons, therefore, the writer used scatter diagram for the measurement.

The formula that will be used is following:<sup>4</sup>

$$r_{xy} = \frac{\sum x'y' - (Cx')(Cy')}{N (SD_x)(SD_y)}$$

Where:

$\sum x'y'$  = The sum score multiple cross of product moment between frequency (f) and  $x'$  dan  $y'$

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<sup>4</sup> Hartono, *Statistik untuk Penelitian*, Pekanbaru, Pustaka Pelajar, 2004, p. 136

- Cx' = Correlation score on variable X
- Cy' = Correlation score on variable Y
- SD x' = Standard deviation of x score
- SD y' = Standard deviation of y score
- N = Number of cases

The students' conjunction mastery is based on the score that they got from the test. Then, their ability was classified into five levels. The levels of ability are follows:

Then, to measure the level of the students' ability in writing narrative text might searched based on the table below:

**Table 4**  
**The Categories of the Students' Writing Narrative Text ability**

No	Score	Categories
1	80-100	High
2	60-79	Mid
3	0-59	Low

*Source: MA Darel Hikmah Pekanbaru*

In order to get the description of the answer that would be given by students, the data were analyzed by using the formula:

$$N = \frac{\text{Number of correct answer}}{\text{Number of item}} \times 100$$

**Where:** N = score

(Kurikulum SMU: Petunjuk Pelaksana Sistem Penelitian 1985:6)

## **G. The Reliability and the Validity of the Test**

According to Brown, reliability has to do with accuracy of measurement.<sup>5</sup> This kind of accuracy is reflected in the obtaining similar results when measurement is repeated on different occasions or with different instruments or by different persons. The characteristic of reliability is sometimes termed consistently. It means the test is reliable when an examinee's results are consistent on repeated measurement. To obtain the reliability, the mean and the standard deviation of the test must be known. Validity generally refers to appropriateness of a given test or any of its component parts as measure of what it is intended to measure. It means that the test will be valid to the extent that is measured what it is supposed to measure.

In similar words to Gay<sup>6</sup> stated reliability is the degree to which the test consistently measures whatever it is measuring. Furthermore he says that to know the reliability of the test such as essay tests, short-answer tests, performance, and product tests, and projective test, we are concerned with inter-judge or intra-judge reliability. The inter-judge reliability is also said as inter-scorer, inter-rater, or inter-observer reliability.

In this research, the writer used inter-judge (inter-rater) reliability. It meant that the score of the test was evaluated by more than one people that was called rater. So, the students' writing scores were evaluated by two raters.

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<sup>5</sup>H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, New York, Pearson Education Inc, 2003, p. 19-27

<sup>6</sup>L. R. Gay and Peter Airasian, *Educational Research: Competencies for Analysis and Application Sixth Edition*, New Jersey, Prentice-Hall, Inc, 2000, p.174.



## CHAPTER IV

### THE DATA PRESENTATION AND ANALYSIS

#### A. The Data Presentation

##### 1. The Technique of Collecting Data

The aim of this research was to know the correlation between conjunction mastery and ability in writing narrative text of the second year students of MA Darel Hikmah Pekanbaru.

###### a. Test

To determine students' conjunction and their ability in writing narrative text, it could be seen from their scores, gotten from the test. The writer gave two kinds of test. They are conjunction test and writing narrative text test.

###### 1) Test of conjunction

The writer gave narrative reading text and to the students. The total items were 25 multiple-choice questions.

###### 2) Writing narrative text test

To get the data about students' writing narrative text ability, the writer asked the students to write narrative text. Students' abilities in writing narrative text were judged by two raters.

## 2. Data Presentation of the Students' Conjunction Mastery

The test of conjunction consisted of 25 multiple choice questions. The way of scoring of the test is as follows:

$$N = \frac{\text{Number of correct answer}}{\text{Number of item}} \times 100$$

**Where:** N = score

(Kurikulum SMU: Petunjuk Pelaksana Sistem Penelitian 1985:6)

To know the data about students' conjunction mastery and their categories, see on the following tables:

**Table 5**  
**Students' Score of Conjunction Mastery**

The number of Students	Variable x Scores	Category
Student 1	56	Enough
Student 2	60	Enough
Student 3	56	Enough
Student 4	60	Enough
Student 5	56	Enough
Student 6	60	Enough
Student 7	64	Enough
Student 8	64	Enough
Student 9	64	Enough
Student 10	60	Enough
Student 11	72	Good
Student 12	64	Enough
Student 13	64	Enough
Student 14	68	Good
Student 15	44	Fail
Student 16	72	Good
Student 17	68	Good
Student 18	60	Enough
Student 19	80	Very Good
Student 20	52	Less
Student 21	56	Enough
Student 22	60	Enough
Student 23	68	Good
Student 24	72	Good
Student 25	56	Enough
Student 26	48	Less
Student 27	60	Enough
Student 28	56	Enough
Student 29	84	Very Good
Student 30	76	Good

Based on the table above, the frequency of score category can be seen. To know the category percentage of the students' conjunctions mastery. It can be seen in the following table.

**Table 6**  
**The Category Percentage of the Students' Score of Conjunction Mastery**

<b>No</b>	<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
1	Very good	2	6.7%
2	Good	7	23.3 %
3	Enough	18	60.0 %
4	Less	2	6.7 %
5	Fail	1	3.3 %
	Total	30	100%

From the table above, it can be seen there are 5 categories of the students' conjunctions mastery-test score. There were 2 (6.7%) students who got very good, 7 (23.3%) students got good, 18 (60.0%) students who got enough, 2 (6.7%) students got less, and 1 student got fail. It can be concluded that enough category was the biggest frequency.

### **3. Data Presentation of the Students' Narrative Text Writing Ability**

The writer asked two raters who scored the narrative text writing. The following table is the description of the students' narrative text writing ability score.

**Table 7**  
**Students' Scores in Narrative Text Writing Ability**

Students	Scores		
	Rater 1	Rater 2	Final score
Students 1	56	56	56
Students 2	72	60	66
Students 3	76	60	68
Students 4	60	60	60
Students 5	72	60	66
Students 6	72	52	62
Students 7	80	60	70
Students 8	60	40	50
Students 9	68	60	64
Students 10	48	52	50
Students 11	72	76	74
Students 12	52	52	52
Students 13	52	60	56
Students 14	52	60	56
Students 15	60	64	62
Students 16	56	56	56
Students 17	68	64	66
Students 18	52	56	54
Students 19	80	76	78
Students 20	52	56	54
Students 21	52	60	51
Students 22	52	56	54
Students 23	64	60	62
Students 24	60	52	56
Students 25	52	44	44
Students 26	36	52	44
Students 27	36	52	44
Students 28	48	52	50
Students 29	72	72	72
Students 30	68	72	70

The writer determined the final score by the following formula:

$$\text{Final score} = \frac{\text{Score rater 1} + \text{Score rater 2}}{2}$$

To clear about the distribution frequency of the students' narrative text ability, the writer made a table as follows:

**Table 8**  
**The Distribution of Frequency of the Students' Writing Narrative Text Ability**

<b>Score</b>	<b>Frequency</b>	<b>Percentage 100%</b>
44	3	10.0 %
50	3	10.0 %
51	1	3.3 %
52	1	3.3 %
54	3	10.0 %
56	5	16.7 %
60	1	3.3 %
62	3	10.0 %
64	1	3.3 %
66	3	10.0 %
68	1	3.3 %
70	2	6.7 %
72	1	3.3 %
74	1	3.3 %
78	1	3.3 %
<b>Total</b>	<b>30</b>	<b>100%</b>

Based on the table above, it can be seen that there were 3 student (10.0%) got 44, 3 students (10.0%) got score 49.5, 1 student (3.3%) got score 51, 1 student (3.3%) got score 52, 3 students (10.0%) got score 54 , 5 student got (16.7%) score 56, 1 student (3.3%) got score 60, 3 students (10.0%) got score 62, 1 student (3.3%) got score 64, 3 students (10.0%) got score 66, 1 student (3.3%) got score 68, 2 students (6.7%) got score 70, 1 student (3.3%) got score 72, 1 student (3.3%) got score 74, and 1 student (3.3%) got score 78. So, the total of frequency was 45.

## B. The Data Analysis

The data analysis presents the statistical result followed by the discussion about The Correlation between students' conjunction Mastery toward their writing narrative Ability at the second year Students of State MA Darel Hikmah Pekanbaru. In analyzing data, the main score and the standard deviation were analyzed by using Pearson Product Moment Correlation formula, SPSS 16.0 version.

### 1. Data Analysis of Conjunctions Mastery

The data of the students' conjunction mastery were obtained from the result of their conjunction mastery test. The data can be described as follows:

**Table 9**  
**The Score of the Students' Conjunction Mastery**

<b>Score (X)</b>	<b>Frequency (F)</b>	<b>FX</b>	<b>Graduated Standard</b>
44	1	44	No pass
48	1	48	No pass
52	1	52	No pass
56	6	336	No pass
60	7	420	No Pass
64	5	320	No Pass
68	3	420	No Pass
72	3	216	Pass
76	1	76	Pass
80	1	80	Pass
84	1	84	Pass
<b>Total</b>	<b>30</b>	<b>2096</b>	

Based on the table above, there were 24 students, who did not pass the graduated standard (SKL), or the score was  $< 70$ , and there were 6 students who passed the graduated standard (SKL), or the score was  $\geq 70$ .

The percentage of the students who did not passed the graduated standard is (SKL) as follows:

$$= \frac{24}{30} \times 100\%$$

$$= 80.0\%$$

The percentage of students who pass the graduate standard (SKL) is as follows:

$$= \frac{21}{30} \times 100\%$$

$$= 20.0 \%$$

From the result, the percentage of students who passed the graduated standard is 20.0 % and the percentage of student who did not pass the graduated standard is 80.0%

So, the percentage of student who passed the graduated standard is bigger than the percentage of student who did not pass the graduated standard

Besides, it can also be seen that the total frequency is 30 and the total scores is 2096, so that Mean (Mx) and Standard Deviation ( $\sigma$ ) can be obtained by using SPSS as follows:

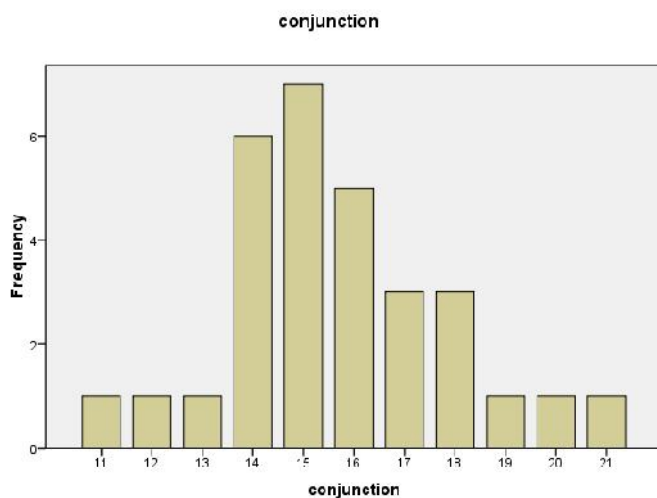
**Table10**  
**Mean and Standard Deviation Score of Conjunction Mastery**

<b>Mean</b>	62.67
<b>Standard deviation</b>	2.218



From the table above, the distance between Mean ( $M_x$ ) and Standard Deviation ( $\sigma$ ) is too far. Meaning that, the scores obtained are normal. The chart below is the frequency of the students' conjunction mastery.

**Chart 1V.1**



## 2. Data Analysis of Narrative Text Writing Ability

The data of the students' narrative text writing ability were obtained from the result of their narrative text writing ability test. The data can be described as follows:

**Table 11**  
**The Students' Scores and Graduate Standard**

<b>Score (x)</b>	<b>Frequency (x)</b>	<b>fx</b>	<b>Graduate Standard</b>
44	3	132	No pass
50	3	150	No pass
51	1	51	No pass
52	1	52	No pass
54	3	162	No pass
56	5	280	No pass
60	1	60	No Pass
62	3	186	No Pass
64	1	64	No Pass
66	3	198	No Pass
68	1	68	No Pass
70	2	140	Pass
72	1	72	Pass
74	1	74	Pass
78	1	78	Pass
<b>Total</b>	<b>30</b>	<b>1767</b>	

Based on the data above, there were 25 students who did not pass the graduated standard (SKL), or the score was < 70, while there were 5 students who passed the graduated standard (SKL), or the score was  $\geq 70$ .

The percentage of students who did not pass the graduated standard (SKL) is as follows:

$$= \frac{25}{30} \times 100\%$$

$$= 83.3\%$$

The percentage of students who passed the graduate standard (SKL) is as follows:

$$= \frac{5}{30} \times 100\%$$

$$= 16.6 \%$$

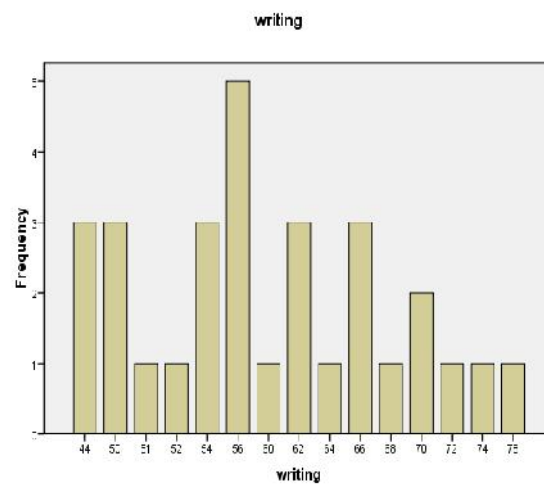
Besides, it can also be seen that the total frequency is 30 and the total scores is 1767, so that Mean (Mx) and Standard Deviation ( $\delta$ ) can be obtained by using SPSS as follows:

**Table 12**  
**Mean and Standard Deviation Score of Narrative Text Writing**

<b>Mean</b>	<b>58.90</b>
<b>Standard deviation</b>	<b>9.151</b>

From the table above, the distance between Mean (Mx) and Standard Deviation ( $\delta$ ) is too far. Meaning that, the scores obtained are normal. The chart below is the frequency of students' recount text writing.

**Chart 1V.2**  
**The Frequency of the Students' Narrative Text Writing Ability**



### 3. Data Analysis on Correlation Between Conjunction Mastery and Narrative Text Writing Ability

The data on the students' conjunction mastery and narrative text writing ability can be seen in the following table:

**Table 13**  
**The Result of Variable X and Y**

<b>Students</b>	<b>Variable X</b>	<b>Variable Y Score</b>
Student 1	56	56
Student 2	60	66
Student 3	56	68
Student 4	60	60
Student 5	56	66
Student 6	60	62
Student 7	64	70
Student 8	64	50
Student 9	64	64
Student 10	60	50
Student 11	72	74
Student 12	64	52
Student 13	64	56
Student 14	68	56
Student 15	44	62
Student 16	72	56
Student 17	68	66
Student 18	60	54
Student 19	80	78
Student 20	52	54
Student 21	56	51
Student 22	60	54
Student 23	68	62
Student 24	72	56
Student 25	56	44
Student 26	48	44
Student 27	60	44
Student 28	56	50
Student 29	84	72
Student 30	76	70

Based on the table above, it can be made the correlation between students' conjunction mastery toward their writing narrative text based on SPSS 16.0 below:

**Table 14**  
**Descriptive Statistics**

	Mean	Std. Deviation	N
Conjunction	62.67	2.218	30
Writing	58.90	9.151	30

Based on the table above, it can be seen that Mean (Mx) and Standard Deviation ( $\sigma$ ) of variable (X) or the conjunction mastery are (62.67 and 2.218), while the Mean (Mx) and Standard Deviation of variable (Y) or the narrative text writing ability are (58.90 and 9.151). The following table will describe the correlation between the two variables in this research.

**Table 15**

**Correlations**

		Conjunction	Writing
Conjunction	Pearson Correlation	1	.542**
	Sig. (2-tailed)		.002
	N	30	30
Writing	Pearson Correlation	.542**	1
	Sig. (2-tailed)	.002	
	N	30	30

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

From the table above, it can be seen that  $r_{\text{null}}$  is 0.542 at 1% and  $df$  is 28. The  $r_{\text{null}}$  obtained is compared to  $r_{\text{table}}$  at 1%  $r_{\text{table}}$  is (0.463) and  $r_{\text{null}}$  5%  $r_{\text{table}}$  is (0.361). Based on  $r_{\text{table}}$ , it can be analyzed that  $r_{\text{null}}$  is higher than  $r_{\text{table}}$  at level at 1% and 5%. So that, the writer can conclude that  $H_0$  is rejected and  $H_a$  is accepted. It means that there is a positive correlation between  $X$  and  $Y$  (conjunction mastery and narrative text writing ability at the second year students of MA Darel Hikmah Pekanbaru). In other words, the higher students' conjunction mastery is the higher students' narrative text writing ability. To measure the strength of the relationship both of variables, it needs to calculate the coefficient of determination, squaring the value of Pearson Product Moment ( $r=0.542$ )  $r^2=2.93$  (or 29.3%). This means that 29.3% of the variability in narrative text writing ability can be determined or explained by conjunction mastery. We can say that students' conjunction mastery explains 29.3% of student's narrative text writing ability.

The correlation between students' conjunction mastery and their ability in writing narrative text is 0.542. To interpret the coefficient correlation obtained, it is necessary consult the value with coefficient correlation. The degree of relationship can be seen in the following table.

**Table 16**  
**Coefficient Correlations Interpretation**

<b>Interval</b>	<b>Category</b>
<b>0.00 – 0.199</b>	<b>Very low</b>
<b>0.20 – 0.399</b>	<b>Low</b>
<b>0.40 – 0.599</b>	<b>Mediocre</b>
<b>0.60 – 0.799</b>	<b>Strong</b>
<b>0.80 – 1.00</b>	<b>Very strong</b>

*Source:* Sugiono : 2001 in Ela Novita Sari (2012:48)

Based on this table, the coefficient correlation obtained is 0.542 which is in the interval 0.40 – 0.599. Thus, the relationship is categorized into Mediocre. The value is higher than the value at both significantly level of 5%, and hypothesis alternative is accepted and hypothesis null is rejected. It means there is correlation between conjunction mastery and ability in writing narrative text at the second year students of MA Darel Hikmah Pekanbaru

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

Based on the data analysis was explained in chapter IV about The Correlation between Students' Conjunction Mastery toward their Writing Ability at the Second Year Students of MA Darel Hikmah Pekanbaru, finally the writer makes the conclusions.

The students' conjunction mastery at the second year of MA Darel Hikmah Pekanbaru is in enough level. It is based on the result of the test given. Dealing with the table of the students classification score, it can be seen that mean of students' conjunction mastery score is 62.27 which is categorized in enough level.

The students' ability in writing narrative text at the second year students of MA Darel Hikmah Pekanbaru is in enough level. It is based on the result of the test given. Dealing with the table of the students' classification scores, it can be proven that mean of students' ability in writing narrative text score is 58.90 which is categorized in low level.

Based on the data analysis in chapter IV, the coefficient correlation obtained is 0.542 which is in the interval of 0.40 – 0.599. So, this relationship is categorized mediocre. Based on analysis of Pearson Product-Moment Correlation formula by using SPSS 16.0 version, it could be seen that  $r_a$  is 0.542. It is higher than  $r$  table at level 5 % = (0.361) and at level 1% = 0.463. It could be concluded that  $H_0$  is rejected



and  $H_a$  is accepted. It means that there was a correlation between conjunction mastery and narrative text writing ability at the second year of MA Darel Hikmah Pekanbaru

### **B. Suggestion**

Based on the research findings the writer gives the suggestions as follows:

1. For the Teacher. The teacher should:
  - a) Teach the students to master grammatical features, such as conjunction.  
Because conjunction will support their writing.
  - b) Make writing as habitual activities for the students in school.
  - c) Choose the best strategies that make students interested in learning English.
2. For The Students
  - a) The writer hopes, the second year students of MA Darel Hikmah Pekanbaru always improve their grammar mastery such as conjunction.
  - b) The students have to practice their English writing regularly.
  - c) The students must be able to express their ideas in English writing and use conjunction words correctly.

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