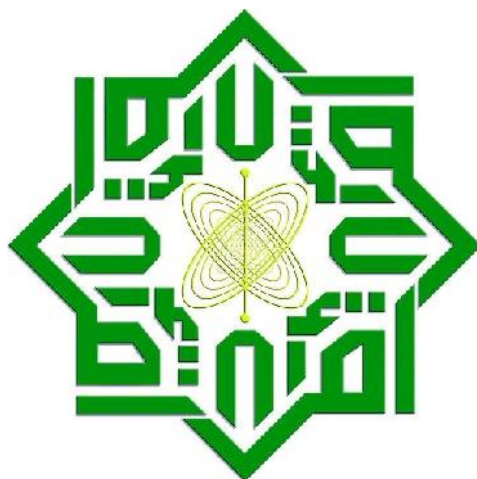


**THE CONTRIBUTION OF SENTENCE CONNECTOR MASTERY
TOWARD WRITING ABILITY OF PROCEDURE TEXT
OF THE FIRST YEAR STUDENTS AT SENIOR HIGH
SCHOOL MUHAMMADIYAH PEKANBARU**



BY

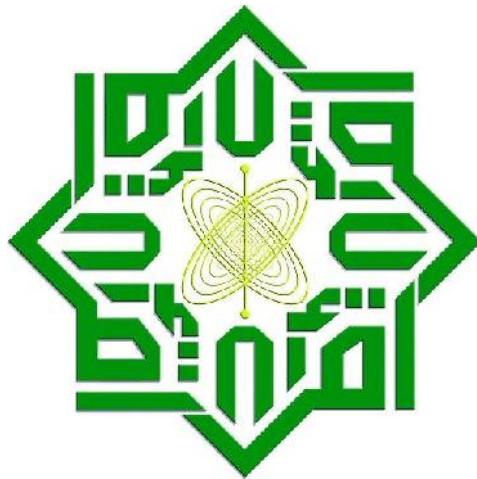
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PEKANBAU
1434 H/2013 M**

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Thesis
Submitted to Fulfill One of Requirements
for Undergraduate Degree in English Education



BY

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ABSTRACT

Zulfikriyani (2012): The Contribution of Sentence Connectors Mastery toward Writing Ability of Procedure Text of the First Year Students at Senior High School Muhammadiyah Pekanbaru

This research is contribution research. The problem of this research is the students have difficulties to produce writing especially writing procedure text. This research is done to know the significant contribution of sentence connector mastery toward writing ability of procedure text of the first year students at Senior High School Muhammadiyah Pekanbaru. The subject of this research is first year students at Senior High School Muhammadiyah Pekanbaru. They consisted of five classes (201 students). The writer took 50 students as the sample of the research. The way in choosing this sample is random sampling. The instrument of this research is test. It is used to get data about the students' sentence connector mastery and their writing ability of procedure text. Whereas, to analyze the data, the writer used simple linear regression with f-test formula.

Based on the writer's findings, the score of the students' sentence connector mastery is 3445 with average score is 68.9 in range score is 60 – 69 with enough category and the students' writing ability of procedure text score is 3447.5 with average score is 68.95 in range score is 60-69 with enough category.

After analyzing the data, it is found that F-test score is 0.0157. After it is consulted into (*d.f.* 48), it is found that at significant level 5% = 4.04 and at 1% = 7.19 Finally, F-test = 0.0157 is lower than F-table. In other words, there is no significant contribution of sentence connector mastery toward writing ability of procedure text of the first year students at Senior High School Muhammadiyah Pekanbaru.

ABSTRAK

Zulfikriyani (2012): Kontribusi Penguasaan Kalimat Konektor terhadap Kemampuan Menulis Teks Prosedur Siswa Kelas Satu di SMA Muhammadiyah Pekanbaru

Penelitian ini merupakan penelitian kontribusi. Masalah penelitian ini adalah siswa mengalami kesulitan untuk menulis terutama menulis teks prosedur. Penelitian ini dilakukan untuk mengetahui kontribusi yang signifikan penguasaan kalimat konektor terhadap kemampuan menulis teks prosedur siswa kelas satu di SMA Muhammadiyah Pekanbaru. Subjek penelitian ini adalah siswa kelas satu SMA Muhammadiyah Pekanbaru. Mereka terdiri dari lima kelas (201 siswa). Penulis mengambil 50 siswa sebagai sampel penelitian. Cara dalam memilih sampel ini adalah random sampling. Instrumen penelitian ini adalah tes. Hal ini digunakan untuk mendapatkan data tentang penguasaan kalimat konektor siswa dan kemampuan mereka menulis teks prosedur. Sedangkan untuk menganalisis data, penulis menggunakan regresi linier sederhana dengan rumus f -test.

Berdasarkan temuan penulis, skor penguasaan kalimat konektor siswa adalah 3445 dengan skor rata-rata 68,9 berada pada rentang skor 60-69 dengan kategori cukup dan skor kemampuan menulis teks prosedur siswa 3447,5 dengan skor rata-rata 68,95 berada pada rentang skor 60-69 dengan kategori cukup.

Setelah menganalisa data, ditemukan bahwa skor F -tes 0,0157. Setelah itu dikonsultasikan ke (df 48), ditemukan bahwa pada tingkat signifikansi 5% = 4,04 dan pada 1% = 7,19 Akhirnya, F -test = 0,0157 lebih rendah dari F -tabel. Dengan kata lain, tidak ada kontribusi signifikan dari penguasaan kalimat konektor terhadap kemampuan menulis teks prosedur siswa kelas satu di SMA Muhammadiyah Pekanbaru.

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This thesis is researched and intended to be submitted in partial fulfillment of the requirements for the bachelor degree in English Education Department of Tarbiyah and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau. The title of the thesis is “*Contribution of Group Work Participation toward the Speaking Skill of the Second Year Students at SMA 1 Bunut Pelalawan*”. In this occasion, the researcher also expresses his sincere thanks and deep gratitude to:

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Pekanbaru, June 2011
The Writer,

ZULKIFLI

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CHAPTER I

INTRODUCTION

A. Background

Writing is one of the four language skills, which is very important to be mastered by students. Writing is a powerful learning tool and it can be used to convey our message, feeling, and others especially for student in school. They must be able to make simple paragraph in writing which is completed by using simple tenses to make writing well.

Writing is the application of grammatical rules, lexical items, and theoretical patterns needed by an individual to produce a finished text¹. In order to produce a meaningful communication in writing, we should use some principles and components scale of writing. In this case, there are five components scale of writing. They are content, organization, vocabulary, language and mechanics. Grammar and vocabulary are included in components of writing which are important to be mastered because by using grammar correctly, the product of our writing will avoid misunderstanding of the readers because writing is different from spoken language which is typically much less structured than written language.²

Good writing should be the goal of every student since the ability to write well organized and concise paragraph is essential to a student's success. A reader

¹Syafi'i, *An Analysis Study on the Types of Errors Made by Students in the English Composition at the Third Year of the English Education Department of IAIN Sulthan Syarif Kasim Pekanbaru*, (Pekanbaru: Tarbiyah Faculty, 2001).

²Jacob, L. Holly, *et. al.*, *English Composition Program Testing ESL Composition: a Practical Approach*, (London: Newbury House Publishers, Inc, 1981), p. 31.

can understand the writer's idea only if the writer can show his/her idea well. It is considered as the most complicated skill among the four skills of English language, students often find difficulties in facing it. This problem must be improved by English teacher so that students' perception toward writing will not be negative anymore.

Based on the curriculum of the first year student in the first semester at senior high school state that the basic competence of the writing orders students to understand the short functional meaning of the text and simple text relate to monologue text procedure. At the end of the lesson, students are expected to be able to reveal the functional meaning in the short test and simple text monologue form of procedure in the context of everyday life.³

In this research, the writer will focuses on writing procedure text. It is a one of the texts that gives us instruction for doing something. The purpose of a procedure text type is to explain how something can be done.⁴ Procedure text is designed how to create something through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. This text uses sentence connectors, and simple present tense, often imperative sentence. The sentence connectors the temporal conjunction such as first, second, then, next, finally, etc.

Based on writer's preliminary research at the first year students of Senior High School Muhammadiyah Pekanbaru, it is found that most of the students master in identifying sentence connectors but when they are asked for encountered

³Minister of National Education. KTSP. 2006. p.x

⁴Anderson, Mark and Katty Anderson, *Text Types in English*, (Macmilan,1997), p.50.

writing a text, they are difficult to produce writing especially writing procedure text. These cases can be seen from phenomenon as bellow:

1. Some of students use incorrect sentence connectors in their writing.
2. Some of the students are unsure about the use of the sentence in writing procedure text, they shift from one connector to another inappropriately
3. Some of the students are not able to combine sentences in comparison form in their writing.
4. Some of the students are not able to combine sentences in contrast form in their writing.

Based on the phenomena above, the writer is interested in doing research entitled: “The Contribution of Sentence Connectors Mastery toward Writing Ability of Procedure Text of the First Year Students at Senior High School Muhammadiyah Pekanbaru”.

B. Definition of the Term

To avoid misunderstanding in comprehending this research topic, hence the write gives definition of term as follows:

1. Contribution. It is joining with others in giving help.⁵ In this research, it means joining of sentence connectors towards writing ability of procedure text to know how strong two variables are related to one another.

⁵Hornby, Albert Sydney, *Advanced Learners' and Current English Oxford*, (Oxford: Oxford University, 1995), p. 88.

2. Sentence Connector. It is a word, or sometimes a phrase, used to link paragraphs, sentences, clauses, or words.⁶ In this research, sentence connector mean the students' ability to connect two or more sentences become good sentence.
3. Writing. It is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.⁷ In this research, writing means the students' ways in expressing their ideas in written form especially in procedure text form.
4. Writing ability. It is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.⁸ In this research, writing ability means the students' skill to express their ideas or opinions in written form especially in procedure text form.
5. Procedure Text. It is designed how to create something through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. It is a series of action that need to be completed in order to achieve something.⁹ In this research, procedure text is a text that made by students to describe how something is accomplished through a sequence of actions or steps.

⁶Lane, Janet and Ellen Lange, *Writing Clearly an Editing Guide*, (California: Heinle & Heinle Publishers, Inc, 1993), p. 128.

⁷Nunan, David, *Practical English Language Teaching*, (New York: McGraw hill, 2003), p. 88.

⁸Widdowson, *Definition of Writing Ability*, from: (<http://teachingenglishonline.net/definition-of-writing-ability/2010>).

⁹Hornby, Albert Sydney, *Op. Cit.*, p. 922.

C. Problem

1. Identification of the Problem

The problem of this research will be identified as following:

- a. Why do some of students use incorrect sentence connectors in their writing?
- b. Why do some of the students are unsure about the use of the sentence in writing procedure text, they shift from one connector to another inappropriately?
- c. Why do some of the students are not able to combine sentences in comparison form in their writing?
- d. Why do some of the students are not able to combine sentences in contrast form in their writing?
- e. Is there any significant contribution of sentence connector mastery toward writing ability of procedure text of the first year students at Senior High School Muhammadiyah Pekanbaru.

2. Limitation of the Problem

Based on the identification of the problem above, there are many problems found in this research. To think of the limitation of the writer, therefore, writer decided to study about the contribution of sentence connector mastery toward writing ability of procedure text. In this case the writer only takes four tenses to be research there are: coordinating, subordinating, correlative conjunctions and transitional words and phrases in students' procedure text writing.

3. Formulation of the Problem

Dealing with the limitation of the problem, this research can be formulated as follows:

- a. How is students' mastery in using sentence connector of the first year at Senior High School Muhammadiyah Pekanbaru?
- b. How is students' writing ability of procedure text of the first year at Senior High School Muhammadiyah Pekanbaru?
- c. Is there any significant contribution of sentence connector mastery toward writing ability of procedure text of the first year students at Senior High School Muhammadiyah Pekanbaru?

D. Reason of Choosing the Title

The writer chooses this title for number of reasons, such as:

1. This topic very important to be discussed because the writer wants to know the significance contribution of sentence connector mastery toward writing ability of procedure text of the first year students at Senior High School Muhammadiyah Pekanbaru.
2. This research title is relevant to the writer's educational background as a student of English education department.
3. As far as the writer is concerned, this title has not investigated by any another researcher yet.
4. The writer is able to easy out this research.

E. Objective and Significance of the Research

1. Objective of the Research

Based on formulation of the problem, the objective of the research can be seen as follow:

- a. To find the students' mastery in using sentence connector of the first year at Senior High School Muhammadiyah Pekanbaru.
- b. To find the students' writing ability of procedure text of the first year at Senior High School Muhammadiyah Pekanbaru.
- c. To find the significant contribution of sentence connector mastery toward writing ability of procedure text of the first year students at Senior High School Muhammadiyah Pekanbaru.

2. Significance of the Research

- a. To enlarge and develop the writer's insight and knowledge dealing with the research.
- b. To fulfill one of partial requirements to finish the study at English Education of Faculty of Education and Teachers' Training of Universitas Islam Negeri Sultan Syarif Kasim Riau.

CHAPTER II

THEORETICAL FRAMEWORK

A. Writing Ability

1. The Nature of Writing Ability

Writing can be defined as a way of communication by transforming observations, information, thought, or ideas into language, so it can be shared with others. Also, Bryne added that writing is not only just transforming our thought or idea in written form but also it relays to the process of monitoring any single words or features that we have written and the process of rereading and revising our writing.¹

The writer should be careful in writing their ideas. It is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. Its purpose is both to express and impress. Writers typically serve two masters: themselves and their own desires to express an idea or feeling, and readers that also called the audience who need to have ideas expressed in certain ways. Writers must then choose the best form for their writing.²

Writing is complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements. When the writer shares the idea in writing form, all aspects

¹ Yulianty. "a Descriptive Study of Grammatical Errors Made by the Students of Writing III Class at the English Department of FKIP UNLAM Academic Year 2003-2004". A thesis. English Department of FKIP Unlam. 2007, p.22

² Nunan, David, *Practical English Language Teaching*, (New York: McGraw hill, 2003), p. 88.

of writing should be included in writing. The writer also has to be able to decide or chose what aspect should be included in the writing. The aspect have to be in the correct form and order.

Writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.³

Written text has a number of conventions which separate it out from speaking. writing is not an automatic process. We will not get something for nothing – and we should not expect to. Writing needs a process and practice to make the students are familiar with all parts of writing and accustomed to expressing their ideas, thoughts or experiences in the written form.

2. The Components of Writing Ability

Generally, in writing ability we have to know the components of writing. There are five components of writing, they are:⁴

a. Content

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

b. Organization

Fluent expression, ideas clearly states, well organized, logically sequenced an cohesive. An essay is coherent if its paragraphs are woven together of flow into

³Widdowson, *Definition of Writing Ability*, from: (<http://teachingenglishonline.net/definition-of-writing-ability/2010>).

⁴Hughey, B. Jane, *et al.*, *Teaching ESL Composition: Principles and Techniques*, (New york: Newbury House Publishers, 1983), p. 140.

each other. An essay, which lack of unity or orderly movement will not be coherent, the readers can not move easily from one paragraph which is no relation to the first.

c. Vocabulary

In writing, there should be sophisticated range, effective word idiom, word choice and it's usage.

d. Language Use

Grammar or a language is description of speaking and writing habits of people who use it. In composition paragraphs or texts, the knowledge of is very important. Without them, the writers will not 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 it's writer demonstrates mastery of conventions, good spelling, punctuation, capitalization and paragraphing and also hand writing. The ability to give ideas in writing form is not easy, especially for students. They should have a good feeling in everything which is interesting in a paragraph. Therefore, it is necessary for them to guide, and no control their ideas, which can be applied in teaching writing.

3. The Benefit of Writing Ability

Writing serves four crucial, enduring purposes for the learner. The following views are the function and benefits of writing:⁵

⁵Hughey, B. Jane, *et al.*, *Ibid.*, p. 33.

a. Writing is an essential form of communication

Through writing, we express our feeling and our hopes, dreams, and joys as well as our fears, angers, and frustrations. Through writing, we express our ideas and our plan, our recommendations, our values and our commitments. For the students, writing is a primary medium through which they demonstrate their understanding and interpretation of concept and theories studied for many weeks or months.

In every composing task, the writers' success depends on a great extent on how well information, ideas, beliefs, and impression are conveyed. The person receiving information (the reader) not only must recognized and comprehend the points that the writer is trying to make but also assign to them the same relative importance and internal coherence.

b. Writing is for critical thinking and problem solving

Written words are not only as bridges for our thoughts but also as barometers for our thought. Words are vehicles to express our thought; which we then measure against our experience and that of other. Used as such, writing helps us think critically, a crucial ability in our complex, media oriented society, which constantly bombards us with information.

Through writing we can explore our deepest thought and feelings discover and explore our biases, and confront our values. Writing can help us discover gaps in our understanding and flows in our thinking, it can tells us when we need to gather additional information or insights when we need to rethink a question, or when we need do discard a belief or idea. Writing becomes then the way of

defining ourselves and our problems, of clarifying our knowledge and our ideas of understanding and solving our problems.

c. Writing is for self-actualization

Writing as a way of discovering and developing ourselves, is a mean for self actualization; what we learn about our selves and develop within ourselves through writing can help us to realize our individual potential and to achieve personal goals in every opportunity in our life. Also, we can dig our potential. As a part of the basis human quest for self-actualization, one immediate goal frequently held by the student-writers is success in academic world. They need to demonstrate their knowledge, their understanding of subject matter and their ability to communicate that knowledge and understanding intelligently to another person. They are required to write report, research papers and essay examinations to show that they know and understand the thoughts of others and can synthesize the new knowledge into their own thinking, thus, student-writers need to have writing skills, which enable them to address problems explicitly, accurately and concisely.

d. Writing helps us control our personal environment

Writing competence reflects overall achievement in language, and learners who have developed the ability to communicate effectively in the written medium of language have indeed made the language their own. Developing writing skill can foster these abilities, since writing enables writers to look within themselves to clarify ideas, attitudes and beliefs. Writing then is a mean to know the self, a mean to control the personal environment.

In the connection that writing helps us to control our personal environment, it can be clearly seen that many other nonnative speakers become permanent residents of citizens of an English-speaking country. To be productive members of their adopted society, they must be able to use English and their adopted language effectively. This means being able to compete a job application, write to note to a child's teacher, fill up a loan application and etc.

4. The Nature of Procedural Text

In School Based Curriculum (KTSP) of senior high school, students should master 12 types of text of or genre, that are descriptive, narrative, procedure, news item, recount, report, anecdote, argumentative, discussion, review, hortatory exposition, and explanation.

In this research, the writer focuses on procedure text only. It is designed how to create something through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. It is a series of action that need to be completed in order to achieve something.⁶

A procedure text is to deal with the general way to do or make something. It describes how something is accomplished through a sequence of actions or steps. The procedure text is composed of ordered sequence which are telling how something is done. This includes recipes, science experiments, maths procedures, how to play, how to make a....., and how to do manuals.

Text organization of procedure text generally has four components. Each stage has separate and distinct function. The first component is the goal or aim

⁶Hornby, Albert Sydney, *Advanced Learners' and Current English Oxford*, (Oxford: Oxford University, 1995), p. 922.

that states what is to be done. It may outline the situation which has arisen and requires an ordered procedure for resolution. This component tells the reader what he/she is going to achieve. This is followed by a list of Materials or Requirements. These are listed in order to use and include items needed to complete the specific task. Furthermore, the generic structures of procedure text are :

- 1) Goal/aim (or title)
- 2) Materials (not required for all procedural texts)
- 3) Steps (the actions that must be taken).⁷

Procedure text is kind of text which teaches on how to make something completely. Procedure text is dominantly structured with imperative sentence since it actually an instruction. Procedure text usually explains the ingredient or material which is need, though sometime it is omitted, after that procedure text will explain step by step how to make the thing. See the following example of procedure text!

Goal/aim: Making Pikelets

Pikelets are like small pancakes. They are easy to make and good for school lunches or morning or afternoon tea.

Materials/Ingredients: What you need

1 cup self-raising flour

¼ teaspoons bicarbonate of soda

2 tablespoons sugar

1 cup sour milk (to make sour milk add lemon or vinegar)

⁷Aditya, *Procedure Text*, from: (<http://adityadndr.blogspot.com/2009/12/definition-of-procedure-text-procedure.html> Retrieved on October 23th,2010. 2:13PM)

1 egg

Steps:What you have to do

Mix all together in a bowl. Heat frying pan to 3400 C. Oil the base of pan (just enough so that the pikelets will not stick). Place 1 tablespoons of mixture at a time in the frying pan until bubbles form then turns. When brown on both sides turn out on a plate.

Evaluations/Result:

You should now have pikelets which are attractive in appearance, non-sticky texture and pleasant to taste. Pikelets may be eaten warm or cold. They may be eaten as is, or with jam or honey.

B. Sentence Connectors

1. The Nature of Sentence Connectors

Sentence connector is one way to connect one clause with another in English sentence. Sentence connector is punctuated with a semicolon (;) for a complex sentence and comma (,) for simple sentence. The words are: moreover, beside, therefore, accordingly, however, on the other hand, in addition, still, furthermore, for example, as a result, hence, consequently, otherwise, nevertheless, in fact, in summary etc.⁸In addition, sentence connectors are used to express relationships between ideas and to combine sentences. The use of these connectors will add sophistication to your writing style.⁹

⁸Monash, *Sentence Connector*, from: (<http://www.monash.edu.au/lls/llonline/grammar/engineering/transitions/2.xml>Retrieved on October 23th,2010. 9:37AM)

⁹Beare, Kenneth, *Sentence Connectors and Sentences*, from: (http://esl.about.com/od/writingintermediate/a/w_connectors.htm.2011).

Based on the explanation above, sentence connectors are used to combine words phrase or clause in sentence or in paragraph. It express relationships between ideas and to combine sentences. The use of these connectors will add sophistication to our writing style. Sentence connectors are words used to connect one idea to another within a sentence and provide a flow between paragraphs. They also express the specific relationships between the concepts of sentences. Sentence connectors are generally found at the beginning or right in the middle of a sentence to express order, contrast, similarities or sequence of the thoughts it contains.

2. The Kinds of Sentence Connectors

The kinds of sentence connectors and it's functions can be explained as follows:¹⁰

a. Sentence Connectors - Showing Comparison

Some sentence connectors are meant to show direct comparison between two ideas. Coordinating conjunctions (e.g., and...too) and subordinating conjunctions (e.g., just as) are often used to set up this relationship. An example of a sentence connector using coordinating conjunctions is "A large amount of fast food in your diet is unhealthy and can lead to heart disease too." An example of a sentence connector using subordinating conjunctions is "Just as a large amount of fast food in your diet is unhealthy, it can lead to heart disease." Other words such as like, similar to and in comparison can also be used as sentence connectors that show comparison.

¹⁰Beare, *Ibid.*,

Type of Connector	Connector(s)	Examples
Coordinating Conjunction	and...too	<i>High level positions are stressful, and can be harmful to your health too.</i>
Subordinating conjunction	just as	<i>Just as high level positions are stressful, they can be harmful to your health.</i>
Conjunctive adverbs	similarly, in comparison	<i>High level positions are stressful at times; similarly, they can be harmful to your health.</i>
Prepositions	like, similar to	<i>Similar to other important professions, high level business positions are stressful at times.</i>

b. Sentence Connectors - showing Opposition

There are sentence connectors that show direct opposition between two ideas. Coordinating conjunctions (e.g., but) and subordinating conjunctions (e.g., although, despite) are often used to set up this relationship. An example of a sentence connector using coordinating conjunctions is "Fast food is easier and less time-consuming than cooking a meal, but it can lead to several health problems later in life." An example of a sentence connector using subordinating conjunctions is "Despite the fact that large amounts of fast food lead to bad health, many people still include a large amount of fast food in their diets."

Type of Connector	Connector(s)	Examples
Coordinating conjunction	but	<i>High level positions are stressful at times, but professionals can learn to manage their stress levels.</i>
Subordinating conjunctions	although, despite the fact that	<i>Despite the fact that high level positions are stressful at times, professionals can learn to manage their stress levels.</i>
Conjunctive adverbs	however, nevertheless	<i>High level positions are stressful at times; nevertheless, professionals can learn to manage their stress levels.</i>
Prepositional phrases	despite, in spite of	<i>In spite of the stressful nature of high level positions, professionals can learn to manage their stress levels.</i>

c. Sentence Connectors - Showing Addition

Some sentence connectors show condition. Subordinating conjunctions (e.g., if, unless, even if) and conjunctive adverbs (e.g., otherwise) are often used to set up this relationship. An example of a sentence connector using subordinating conjunctions is "If the negative consequences of large amounts of fast food are considered, the convenience of it doesn't seem as important." An example of a sentence connector using conjunctive adverbs is "Large amounts of

fast food in your diet are harmful to your health; otherwise, it wouldn't lead to unhealthy weight gain."

Type of Connector	Connector(s)	Examples
Coordinating Conjunction	and	<i>High level positions are stressful at times, and can be harmful to your health.</i>
Conjunctive adverbs	in addition, additionally, furthermore, moreover, also	<i>High level positions are stressful at times; furthermore, they can be harmful to your health</i>
Correlative conjunctions	not only...but also	<i>Not only are high level positions stressful at times, but they also can be harmful to your health.</i>
Prepositional phrases	in addition to, along with, as well as	<i>Along with being stressful, high level positions can also be harmful to your health.</i>

d. Sentence Connectors - Showing Condition

Type of Connector	Connector(s)	Examples
Subordinating conjunctions	if, unless, only if, even if	<i>If you consider the financial rewards of high level positions, the stressful nature of these positions becomes less important.</i>
Conjunctive adverb	otherwise	<i>You should remember the financial rewards of high level positions; otherwise, you might find the stressful nature of these positions too demanding.</i>

e. Sentence Connectors - Showing Contrast

Type of Connector	Connector(s)	Examples
Coordinating conjunction	but	<i>High level positions are stressful at times, but the financial rewards make these positions very desirable indeed.</i>
Subordinating conjunctions	whereas, while	<i>While high level positions are stressful at times, the financial rewards make these positions very desirable indeed.</i>
Conjunctive adverbs	in contrast, on the other hand	<i>High level positions are stressful at times; on the other hand, the financial rewards</i>

		<i>make these positions very desirable indeed.</i>
Prepositions	unlike	<i>Unlike the undesirable stress of high level positions, the financial rewards make these positions very desirable indeed.</i>

Example of Sentence connectors in paragraph:

Making Omelet

First, crack an egg into a bowl like this. **Then** whisk the egg with a frok until it is smooth. See, it is smooth now. **After that**, add some milk and whisk well. Grate the cheese into the bowl and stir. **Now**, heat the oil in a frying pan, and pour the mixture into the frying pan. **Then** turn the omelet with a spatula when it browns. See, like this. Okay, **next** cook both sides. **After** the omelet is done, place it on a plate, **don't forget to season** it ith salt and pepper. Well, you can eat it while it is warm. It's easy. Isn't it?

Note: The bold words above are called **sentence connectors**. They are used for telling actions in order (showing someone how to do something or to make things or showing the order of instructions).

C. Relevant Research

The research can be accepted, and be continued because it is relevant with writers tha has been conducted before. However, the research has the same object but it has different problem. It can be seen from the previous thesis bellows:

The resaerch that hasn been done by Suparmi (2009) entitle: "The students' connector mastery at SMAN 1 Tapung". In the research, the writer took

location at the second year of SMAN 1 Tapung, and then she took random technique for sampling the population. So, she took 30 students of 130 students. The instruments used are test and questionnaire. Test is used to obtain the students' connectors mastery in writing narrative paragraph, and questionnaire is used to obtain the factors that influence the students connectors mastery in writing narrative paragraph.

Furthermore, after analyzing the data, she concluded that the students' connectors mastery in writing narrative paragraphs was (45.82) classified fair. It can be concluded that some of the second year students of SMAN 1 Tapung got the fair level in this study; it means that they must study again in order that they get the good or excellent level in studying English. And it is due to some factors that influence the students connectors mastery in writing narrative paragraphs, they are the teacher sometimes did not come to English class on time, most of the students did not ask their teacher if they did not understand teacher's explanations, most of the students did not do their home work at home, most of the students did not study English sincerely, and the teacher did not always give motivation.

D. Operational Concept

Operational concept is a concept used to give explanation about theoretical framework to avoid misunderstanding toward research. The explanation is to describe the concept used by the writer. In this research, there are two variables, they are X refers to students' sentence connector mastery and Y refers to students' writing ability of procedural text.

Variable “X” (students’ sentence connector mastery) can be seen in following indicators:

1. The students are able to combine sentences in comparison form
2. The students are able to combine sentences in opposition form
3. The students are able to combine sentences in addition form
4. The students are able to combine sentences in condition form
5. The students are able to combine sentences in contrast form

Variable “Y” (students’ writing ability of procedural text) can be seen in following indicators:

1. Students are able to state the aim or goal of the procedure text form
2. Students are able to state materials or ingredients of the procedure text by using sentences connectors.
3. Students are able to state the result of the procedure text by using sentences connectors
4. The students are able to think creatively and develop thought in creating a procedure text by using sentences connectors
5. The students are able to organize the paragraph of a procedure text by using sentences connectors
6. The students are able to use effective words in creating a procedure text
7. The students are able to use grammar in creating a procedure text correctly

8. The students are able to use sentences connectors in creating a procedure text mechanically.

E. Assumption and Hypothesis

a. The Assumption of Study

Before formulating hypothesis as answer to the problem, the researcher would like to present assumption as follows:

1. The students have different ability in identify sentence connectors.
2. Student that has good ability in identifying sentence connectors has good at writing procedure text.
3. There is a significant contribution of sentence connectors mastery toward writing ability procedure text.

b. The Hypothesis

Ha: There is significant contribution of sentence connector mastery toward writing ability of procedure text of the first year students at Senior High School Muhammadiyah Pekanbaru.

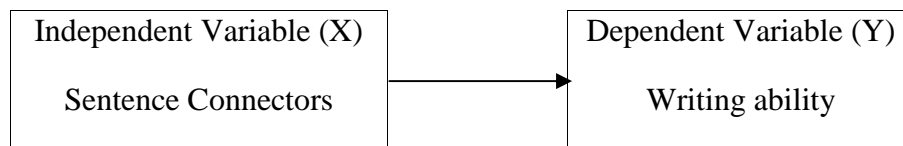
Ho: There is no significant contribution of sentence connector mastery toward writing ability of procedure text of the first year students at Senior High School Muhammadiyah Pekanbaru.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research is experimental research. There are two variables in this research; they are variable X and variable Y. Variable X is students' sentence connectors mastery and variable Y is writing ability of procedure text. The variable can be drawn as follows:



B. Location and Time of the Research

This research was conducted at Senior High School Muhammadiyah Pekanbaru. This school is located on Pekanbaru City. Furthermore, this research was conducted from May 2012 to finish.

C. Subject and Object of the Research

The subject of this research was the first year students at Senior High School Muhammadiyah Pekanbaru, while the object of this research was the contribution of sentence connector mastery and writing ability of procedure text.

D. The Population and the Sample

The Population of this research was all the first year student at Senior High School Muhammadiyah Pekanbaru. They consisted of 201 students, the students are divide into five classes. In determining a sample of this research it can be seen that if the population is under 100, the writer can take all of them as sample, while if the population is more than 100, the writer can take 10% to 15% or 20% to 25% as a sample.¹

In this research, the writer used total random sampling which take 25% of population to be sample. It can be seen in the following table:

Table III.1
Description of Population and Sample

No	Class	Population	Sample (25%)
1.	IX1	40	10
2.	IX2	41	10
3	IX3	41	10
4	IX4	40	10
5	IX5	39	10
Total		201	50

Based on the table above it can be known that the total of population was 201 students and the sample of this research was 50 students.

¹Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2002), p.134.

E. Techniques of Data collection

In collecting the data, the writer used test. The test consisted of two kinds, they are multiple choice and writing test. Multiple choice test was distributed to the students to know their sentence connectors mastery. It consisted of ten items and every item was scored ten if the students answer correctly. While writing test was distributed to the students to know their ability in writing procedural text. It was done based on the topic that given. The paragraph contained of three topics. The topics were familiar by the students. They pleased to choose one of them which are interested to them. The writer provided 45 minutes to the students to write a procedural text containing 150 words or more.

F. Techniques of Data Analysis

In analyzing the data, the writer used the steps below in which to analyze the students' score in mastering sentence connectors test, the writer used the following scale:

Table III.2
The Classification of Students' Score in
Sentence Connector Mastery²

Range Score	Score	Category
80-100	A	Very Good
70-79	B	Good
60-69	C	Enough
50-59	D	Less
0-49	E	Fail

² Ngalim Purwanto, *Prinsip-Prinsip dan Teknik Evaluasi Pengajaran*, (Bandung: PT. Remaja RosdaKarya, 2009), p. 82.

To get score 0 – 100 for the students' tenses mastery, the writer uses formula:

$$S = \frac{R}{N} \times 100\%$$

Where: S = Individual score

R = Right answer

N = Number of items

100 = Standard mark

While to analyze writing ability test, the writer used the Teaching ESL Composition. The profile consistd of five components; they are content, organization, vocabulary, language use, and mechanics. The following measurement scales are used:

Table III.3
ESL Composition Profile³

Score	Level	Criteria
Content	30-27	Excellent to Very Good: Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	26-22	Good to Average: Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lack detail.
	21-17	Fair to Poor: Limited knowledge of subject, little substance, inadequate development of topic.
	16-13	Very Poor: Does not show knowledge of subject, non-substantive, not pertinent, or not enough to

³Jacob, L. Holly, et. al., *English Composition Program Testing ESL Composition: a Practical Approach*, (London: Newbury House Publishers, Inc, 1981), p. 90.

		evaluate.
Organization	20-18	Excellent to Very Good: Fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive.
	17-14	Good to Average: Somewhat choppy, loosely organized but main ideas stand out, limited supported, logical but incomplete sequencing.
	13-10	Fair to Poor: Non-fluent, ideas confused or disconnected, lack logical sequencing and development.
	9-7	Very Poor: Does not communicate, no organization, or not enough to evaluate.
Vocabulary	20-18	Excellent to Very Good: Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
	17-14	Good to Average: Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to Poor: Limited range, frequent error of word/idiom form, choice, usage, meaning confused or obscured.
	9-7	Very Poor: Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.
Language use	25-22	Excellent to Very Good: Effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	21-18	Good to Average: Effective but simple constructions, minor problem in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.

	17-11	Fair to Poor: Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, runs-on, deletions, meaning confused or obscured.
	10-5	Very Poor: Virtually no master of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
Mechanics	5	Excellent to Very Good: Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to Average: Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair to Poor: Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, and meaning confused obscured.
	2	Very Poor: No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate..

In analyzing data, the researcher used simple linear regression. The simple linear regression is used to measure the significant or not between two variables through regression coefficient. To measure simple linear regression can be used by using T-test or F-test. F-test is designed to test if two population

variances are equal. It does this by comparing the ratio of two variances.⁴ In this research the researcher only used F-test with formula:⁵

$$F = \frac{b^2 \sum (X - \bar{X})^2}{S_e^2}$$

The procedures are as follow:

a. Determining hypothesis formula:

H_0 : There is no significant contribution of X to Y

H_1 : There is significant contribution of X to Y

b. Determining () level and F-table.

1) () levels that were used were 5% (0.05) and 1% (0.01)

2) The degree freedom of F-table (db), v_1 ; $v_2 = n - 2$.

$$F_{; (v_1) (v_2)} = \dots\dots\dots$$

c. Determining tested criterions:

H_0 : accepted (H_1 rejected) if $F_0 \leq F_{; (v_1) (v_2)}$

H_0 : rejected (H_1 accepted) if $F_0 > F_{; (v_1) (v_2)}$

d. Determining F-test score

$$F = \frac{b^2 \sum (X - \bar{X})^2}{S_e^2}$$

e. Making conclusion

⁴ <http://people.richland.edu/james/lecture/m170/ch13-f.html>

⁵ Iqbal Hasan, *Analisis Data Penelitian dengan Statistik*, (Jakarta: Bumi Aksara, 2004), p.

After finding out F-score, the final step is to figure out the degree of freedom. The degree of freedom is used to determine whether the F-score is a significant value or not. The formula is used:

$$df = (N_1 - 1) + (N_2 - 1)$$

Where:

df = The degree of freedom

N = The number of the individual score

1 = Constant number

If the value of t-calculate is the same or less that the value of the F-table, the null hypothesis is accepted, on other hand, if the value of the F-calculate is more that the value of the F-table, the alternative hypothesis is accepted.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. Data Presentation

1. Description of the Research Variable

This research consisted of two variables; they were variable X and Y. Variable X referred to students' sentence connectors mastery and variable Y is writing ability of procedure text.

2. Data Presentation

a. Students' Sentence Connectors Mastery

The result of students' sentence connectors mastery score can be presented in the table below:

Table IV.1
Students' Sentence Connectors Mastery Score

NO	NAME	RIGHT ANSWER	INDIVIDUAL SCORE	CATEGORY
1	Student01	16	80	Very Good
2	Student02	14	70	Good
3	Student03	10	50	Less
4	Student04	10	50	Less
5	Student05	13	65	Enough
6	Student06	14	70	Good
7	Student07	13	65	Enough
8	Student08	13	65	Enough
9	Student09	10	50	Less
10	Student10	16	80	Very Good
11	Student11	15	75	Good

12	Student12	15	75	Good
13	Student13	16	80	Very Good
14	Student14	14	70	Good
15	Student15	10	50	Less
16	Student16	15	75	Good
17	Student17	12	60	Enough
18	Student18	15	75	Good
19	Student19	17	85	Very Good
20	Student20	10	50	Less
21	Student21	14	70	Good
22	Student22	17	85	Very Good
23	Student23	12	60	Enough
24	Student24	14	70	Good
25	Student25	15	75	Good
26	Student26	16	80	Very Good
27	Student27	17	85	Very Good
28	Student28	14	70	Good
29	Student29	13	65	Enough
30	Student30	15	75	Good
31	Student31	16	80	Very Good
32	Student32	15	75	Good
33	Student33	12	60	Enough
34	Student34	13	65	Enough
35	Student35	12	60	Enough
36	Student36	13	65	Enough
37	Student37	10	50	Less
38	Student38	10	50	Less
39	Student39	15	75	Good
40	Student40	15	75	Good
41	Student41	12	60	Enough
42	Student42	16	80	Very Good
43	Student43	12	60	Enough
44	Student44	15	75	Good

45	Student45	15	75	Good
46	Student46	16	80	Very Good
47	Student47	16	80	Very Good
48	Student48	13	65	Enough
49	Student49	12	60	Enough
50	Student50	16	80	Very Good
Total		689	3445	
Average Score		13.78	68.9	Enough

Based on the table IV.1, it can be seen that the total of right answer score was 689 with average score was 13.78. Furthermore, the total score of students' sentence connectors mastery score was 3445 with average score was 68.9. In addition, to know the percentage of students' sentence connectors mastery can be seen in the following table:

Table IV.2
Percentage of Students' Sentence Connectors Mastery Score

No	Category	Frequency	Percentage (%)
1	Very Good	12	24
2	Good	17	34
3	Enough	14	28
4	Less	7	14
5	Fail	0	0
Total		50	100

Based on the table IV.2, it can be seen that the total score of students' sentence connectors mastery can be explained that 12 (24%) students got very good category, 17 (34%) students got good category, 14 (28%) students got enough category, 7 (14%) students got less category and no one student got fail

category. In addition, from this result can be seen that students' sentence connectors mastery score was 3445 with average score was 68.9 can be categorized enough.

b. Students' Writing Ability of Procedure Text

The result of students' writing ability of procedure text score can be presented in the tables below:

Table IV.3
Students' Writing Ability of Procedure Text Score
At Rater I

NO	NAME	TOTAL SCORE	CATEGORY
1	Student01	57	Less
2	Student02	72	Good
3	Student03	75	Good
4	Student04	79	Good
5	Student05	75	Good
6	Student06	72	Good
7	Student07	72	Good
8	Student08	68	Enough
9	Student09	59	Less
10	Student10	63	Enough
11	Student11	59	Less
12	Student12	62	Enough
13	Student13	62	Enough
14	Student14	75	Good
15	Student15	72	Good

16	Student16	67	Enough
17	Student17	72	Good
18	Student18	69	Enough
19	Student19	65	Enough
20	Student20	66	Enough
21	Student21	68	Enough
22	Student22	74	Good
23	Student23	58	Less
24	Student24	62	Enough
25	Student25	75	Good
26	Student26	60	Enough
27	Student27	75	Good
28	Student28	62	Enough
29	Student29	72	Good
30	Student30	71	Good
31	Student31	76	Good
32	Student32	75	Good
33	Student33	61	Enough
34	Student34	75	Good
35	Student35	68	Enough
36	Student36	65	Enough
37	Student37	56	Less
38	Student38	79	Good
39	Student39	75	Good
40	Student40	72	Good
41	Student41	61	Enough

42	Student42	72	Good
43	Student43	65	Enough
44	Student44	75	Good
45	Student45	76	Good
46	Student46	60	Enough
47	Student47	65	Enough
48	Student48	79	Good
49	Student49	68	Enough
50	Student50	68	Enough
Total		3429	
Average Score		68.58	Enough

Based on the table IV.4, it can be seen that the total of students' writing ability of procedure text score at rater I was 3429 with average score was 68.58 can be categorized enough. In addition, to know the percentage of students' students' writing ability of procedure text score at rater I can be seen in the following table:

Table IV.4
Percentage of Students' Writing Ability of Procedure Text Score
At Rater I

No	Category	Frequency	Percentage (%)
1	Very Good	0	0
2	Good	24	48
3	Enough	21	42
4	Less	5	10
5	Fail	0	0
Total		50	100

Based on the table IV.4, it can be seen that the total score of students' writing ability of procedure text score at rater I can be explained that no one of the students got very good and fail categories, 24 (48%) students got good category, 21 (42%) students got enough category and 5 (10%) students got less category.

Table IV.5
Students' Writing Ability of Procedure Text Score
At Rater II

NO	NAME	TOTAL SCORE	CATEGORY
1	Student01	59	Less
2	Student02	68	Enough
3	Student03	76	Good
4	Student04	79	Good
5	Student05	76	Good
6	Student06	72	Good
7	Student07	72	Good
8	Student08	68	Enough
9	Student09	65	Enough
10	Student10	63	Enough
11	Student11	75	Good
12	Student12	62	Enough
13	Student13	62	Enough
14	Student14	75	Good
15	Student15	72	Good
16	Student16	67	Enough
17	Student17	72	Good
18	Student18	69	Enough

19	Student19	65	Enough
20	Student20	66	Enough
21	Student21	68	Enough
22	Student22	74	Good
23	Student23	62	Enough
24	Student24	62	Enough
25	Student25	75	Good
26	Student26	60	Enough
27	Student27	75	Good
28	Student28	62	Enough
29	Student29	72	Good
30	Student30	71	Good
31	Student31	76	Good
32	Student32	75	Good
33	Student33	61	Enough
34	Student34	75	Good
35	Student35	68	Enough
36	Student36	65	Enough
37	Student37	61	Enough
38	Student38	79	Good
39	Student39	75	Good
40	Student40	72	Good
41	Student41	61	Enough
42	Student42	72	Good
43	Student43	65	Enough

44	Student44	75	Good
45	Student45	76	Good
46	Student46	60	Enough
47	Student47	65	Enough
48	Student48	79	Good
49	Student49	68	Enough
50	Student50	74	Good
Total		3466	
Average Score		69.32	Enough

Based on the table IV.5, it can be seen that the total of students' writing ability of procedure text score at rater II was 3466 with average score was 69.32 can be categorized enough. In addition, to know the percentage of students' students' writing ability of procedure text score at rater II can be seen in the following table:

Table IV.6
Percentage of Students' Writing Ability of Procedure Text Score
At Rater II

No	Category	Frequency	Percentage (%)
1	Very Good	0	0
2	Good	25	50
3	Enough	24	48
4	Less	1	2
5	Fail	0	0
Total		50	100

Based on the table IV.6, it can be seen that the total score of students' writing ability of procedure text score at rater II can be explained that no one of the students got very good and fail categories, 25 (50%) students got good category, 24 (48%) students got enough category and 1 (2%) students got less category.

Table IV.7
Students' Writing Ability of Procedure Text Score

NO	NAME	SCORE			CATEGORY
		RATER I	RATER II	FINAL SCORE	
1	Student01	57	59	58	Less
2	Student02	72	68	70	Good
3	Student03	75	76	75.5	Good
4	Student04	79	79	79	Good
5	Student05	75	76	75.5	Good
6	Student06	72	72	72	Good
7	Student07	72	72	72	Good
8	Student08	68	68	68	Enough
9	Student09	59	65	62	Enough
10	Student10	63	63	63	Enough
11	Student11	59	75	67	Enough
12	Student12	62	62	62	Enough
13	Student13	62	62	62	Enough
14	Student14	75	75	75	Good
15	Student15	72	72	72	Good
16	Student16	67	67	67	Enough
17	Student17	72	72	72	Good
18	Student18	69	69	69	Enough

19	Student19	65	65	65	Enough
20	Student20	66	66	66	Enough
21	Student21	68	68	68	Enough
22	Student22	74	74	74	Good
23	Student23	58	62	60	Enough
24	Student24	62	62	62	Enough
25	Student25	75	75	75	Good
26	Student26	60	60	60	Enough
27	Student27	75	75	75	Good
28	Student28	62	62	62	Enough
29	Student29	72	72	72	Good
30	Student30	71	71	71	Good
31	Student31	76	76	76	Good
32	Student32	75	75	75	Good
33	Student33	61	61	61	Enough
34	Student34	75	75	75	Good
35	Student35	68	68	68	Enough
36	Student36	65	65	65	Enough
37	Student37	56	61	58.5	Less
38	Student38	79	79	79	Good
39	Student39	75	75	75	Good
40	Student40	72	72	72	Good
41	Student41	61	61	61	Enough
42	Student42	72	72	72	Good
43	Student43	65	65	65	Enough
44	Student44	75	75	75	Good
45	Student45	76	76	76	Good
46	Student46	60	60	60	Enough

47	Student47	65	65	65	Enough
48	Student48	79	79	79	Good
49	Student49	68	68	68	Enough
50	Student50	68	74	71	Good
Total		3429	3466	3447.5	
Average Score		68.58	69.32	68.95	Enough

Based on the table IV.7, it can be seen that the total of students' writing ability of procedure text score at rater I was 3429 with average score was 68.58 and at rater II was 3466 with average score was 69.32. In addition, to know the percentage of students' students' writing ability of procedure text score at final score can be seen in the following table:

Table IV.8
Percentage of Students' Writing Ability of Procedure Text Score

No	Category	Frequency	Percentage (%)
1	Very Good	0	0
2	Good	25	50
3	Enough	23	46
4	Less	2	4
5	Fail	0	0
Total		50	100

Based on the table IV.8, it can be seen that the total score of students' writing ability of procedure text score at final score can be explained that no one of the studnets got very good and fail categories, 25 (50%) students got good category, 23 (46%) students got enough category and 2 (4%) students got less category. In addition, from this result can be seen that students' writing ability of

procedure text score was 3447.5 with average score was 68.95 can be categorized enough.

B. Data Analysis

To analyze the students' students' sentence connectors mastery toward writing ability of procedure text, it can be seen in the procedures below:

a. Determining hypothesis formula:

H_0 : There is significant contribution of sentence connector mastery toward writing ability of procedure text of the first year students at Senior High School Muhammadiyah Pekanbaru.

H_1 : There is no significant contribution of sentence connector mastery toward writing ability of procedure text of the first year students at Senior High School Muhammadiyah Pekanbaru.

2. Determining () level and F-table.

a. () levels that were used were 5% (0.05) and 1% (0.01)

b. The degree freedom of F-table (db), $v_1; v_2 = 50 - 2 = 48$.

$$F_{0.01 (1) (48)} = 7.19$$

$$F_{0.05 (1) (48)} = 4.04$$

3. Determining tested criterions:

H_0 : accepted (H_1 rejected) if $F_o \leq 1.98$ at 1% and 1.61 at 5%

H_0 : rejected (H_1 accepted) if $F_o > 1.98$ at 1% and 1.61 at 5%

4. Determining F-test score:

Table IV.9
Working Table to Find F-Score

No.	X	Y	X ²	Y ²	XY	(X - Mean) ²
1	80	58	6400	3364	4640	123.21
2	70	70	4900	4900	4900	1.21
3	50	75.5	2500	5700,25	3775	357.21
4	50	79	2500	6241	3950	357.21
5	65	75.5	4225	5700.25	4907.5	15.21
6	70	72	4900	5184	5040	1.21
7	65	72	4225	5184	4680	15.21
8	65	68	4225	4624	4420	15.21
9	50	62	2500	3844	3100	357.21
10	80	63	6400	3969	5040	123.21
11	75	67	5625	4489	5025	37.21
12	75	62	5625	3844	4650	37.21
13	80	62	6400	3844	4960	123.21
14	70	75	4900	5625	5250	1.21
15	50	72	2500	5184	3600	357.21
16	75	67	5625	4489	5025	37.21
17	60	72	3600	5184	4320	79.21
18	75	69	5625	4761	5175	37.21
19	85	65	7225	4225	5525	259.21
20	50	66	2500	4356	3300	357.21
21	70	68	4900	4624	4760	1.21

22	85	74	7225	5476	6290	259.21
23	60	60	3600	3600	3600	79.21
24	70	62	4900	3844	4340	1.21
25	75	75	5625	5625	5625	37.21
26	80	60	6400	3600	4800	123.21
27	85	75	7225	5625	6375	259.21
28	70	62	4900	3844	4340	1.21
29	65	72	4225	5184	4680	15.21
30	75	71	5625	5041	5325	37.21
31	80	76	6400	5776	6080	123.21
32	75	75	5625	5625	5625	37.21
33	60	61	3600	3721	3660	79.21
34	65	75	4225	5625	4875	15.21
35	60	68	3600	4624	4080	79.21
36	65	65	4225	4225	4225	15.21
37	50	58.5	2500	3422.25	2925	357.21
38	50	79	2500	6241	3950	357.21
39	75	75	5625	5625	5625	37.21
40	75	72	5625	5184	5400	37.21
41	60	61	3600	3721	3660	79.21
42	80	72	6400	5184	5760	123.21
43	60	65	3600	4225	3900	79.21
44	75	75	5625	5625	5625	37.21
45	75	76	5625	5776	5700	37.21

46	80	60	6400	3600	4800	123.21
47	80	65	6400	4225	5200	123.21
48	65	79	4225	6241	5135	15.21
49	60	68	3600	4624	4080	79.21
50	80	71	6400	5041	5680	123.21
	=3445	=3447.5	=242825	=239505	=237403	=5464.50

$$\text{Means X} = \frac{\sum X}{N} = \frac{3445}{50} = 68.90$$

$$\text{Means Y} = \frac{\sum Y}{N} = \frac{3447.5}{50} = 68.95$$

$$\begin{aligned}
 b &= \frac{\sum XY - N.\bar{X}.\bar{Y}}{\sum X^2 - N.\bar{X}^2} \\
 &= \frac{237403 - (50)(68.90)(68.95)}{242825 - (50)(68.90)^2} \\
 &= \frac{237403 - (50)(4750.66)}{242825 - (50)(4747.21)} \\
 &= \frac{237403 - 237532.75}{242825 - 237360.50} \\
 &= \frac{-130.25}{5464.50} \\
 &= -0.024
 \end{aligned}$$

$$\begin{aligned}
 a &= \bar{Y} - b\bar{X} \\
 &= 68.95 - (-0.024)(68.90) \\
 &= 68.95 - (-1.642) \\
 &= 70.592
 \end{aligned}$$

$$\begin{aligned}
 S_e &= \sqrt{\frac{\sum Y^2 - a \cdot \sum Y - b \cdot \sum XY}{N - 2}} \\
 &= \sqrt{\frac{239505 - (70.592)(3447.5) - (-0.024)(237403)}{50 - 2}} \\
 &= \sqrt{\frac{239505 - 243365,9 - (-5658,65)}{48}} \\
 &= \sqrt{\frac{239505 - 249024,57}{48}} \\
 &= \sqrt{\frac{-9519.82}{48}} \\
 &= \sqrt{-198.33} \\
 &= -14.083
 \end{aligned}$$

$$\begin{aligned}
 F &= \frac{b^2 \sum (X - \bar{X})}{S_e^2} \\
 &= \frac{(-0.024)^2 \times 5464.50}{(-14.083)^2} \\
 &= \frac{0.000568 \times 5464.50}{198.3309} \\
 &= \frac{3.1046}{198.3309} \\
 &= 0.0157
 \end{aligned}$$

5. Making conclusion

From the findings above, it can be concluded that H_0 was accepted and H_1 was rejected.

C. Data Interpretation

From the data analysis, the researcher found out that score F-test was 0.0157. Furthermore, the result was consulted into F-table with degree of freedom (df) = 48 (50-2=48). After that, the score of F-test was substituted into (d.f. 48). From the F-table with df = 48 found that at significant level 5% = 4.04 and at 1% = 7.19. Finally, F-test = 0.0157 was lower than F-table. Therefore, it can be interpreted that there was no significant contribution of sentence connector mastery toward writing ability of procedure text of the first year students at Senior High School Muhammadiyah Pekanbaru.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to draw the conclusion from what have been discussed in the preceding chapters, and to recommend some suggestions concerning with sentence connector mastery and writing ability of procedure text of the first year students at Senior High School Muhammadiyah Pekanbaru.

A. Conclusion

Research findings can be concluded as follows:

1. The students' mastery score in using sentence connector of the first year at Senior High School Muhammadiyah Pekanbaru was 3445 with average score was 68.9 in range score was 60 – 69 with enough category.
2. The students' writing ability of procedure text score of the first year at Senior High School Muhammadiyah Pekanbaru was 3447.5 with average score was 68.95 in range score was 60-69 with enough category.
3. There was no significant contribution of sentence connector mastery toward writing ability of procedure text of the first year students at Senior High School Muhammadiyah Pekanbaru. This can be seen from the data presentation and analysis. The researcher found out that score

of F-test was 0.0157. After that, the score of F-test score was substituted into (*d.f.* 48). From the F-table with $df = 48$ found that at significant level 5% = 4.04 and at 1% = 7.19. Finally, F-test = 0.0157 was lower than F-table. Therefore, it can be interpreted that there was no significant contribution of sentence connector mastery toward writing ability of procedure text of the first year students at Senior High School Muhammadiyah Pekanbaru.

B. Suggestions

1. Suggestion for the Teacher

- a. The writer hoped that an English teacher teaches both sentences connector and writing procedure text seriously.
- b. English teacher should have various strategies in teaching and learning process especially in teaching writing and sentences connectors.

2. Suggestions for the Students

- a. The students may realize that writing is very important.
- b. The students may do more exercise in sentences connectors
- c. The students should do more exercise in writing procedure texts.

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