# A DESCRIPTIVE STUDY ON THE ABILITY IN USING CONNECTORS IN WRITING DESCRIPTIVE PARAGRAPH OF THE SECOND YEAR STUDENTS OF SMUN 4 JEMBER IN THE 2002 / 2003 ACADEMIC YEAR

## THESIS

Presented as One of the Requirements to Obtain the Degree of S-1
at the English Education Program, Language and Arts Department
Faculty of Teacher Training and Education
Jember University

by

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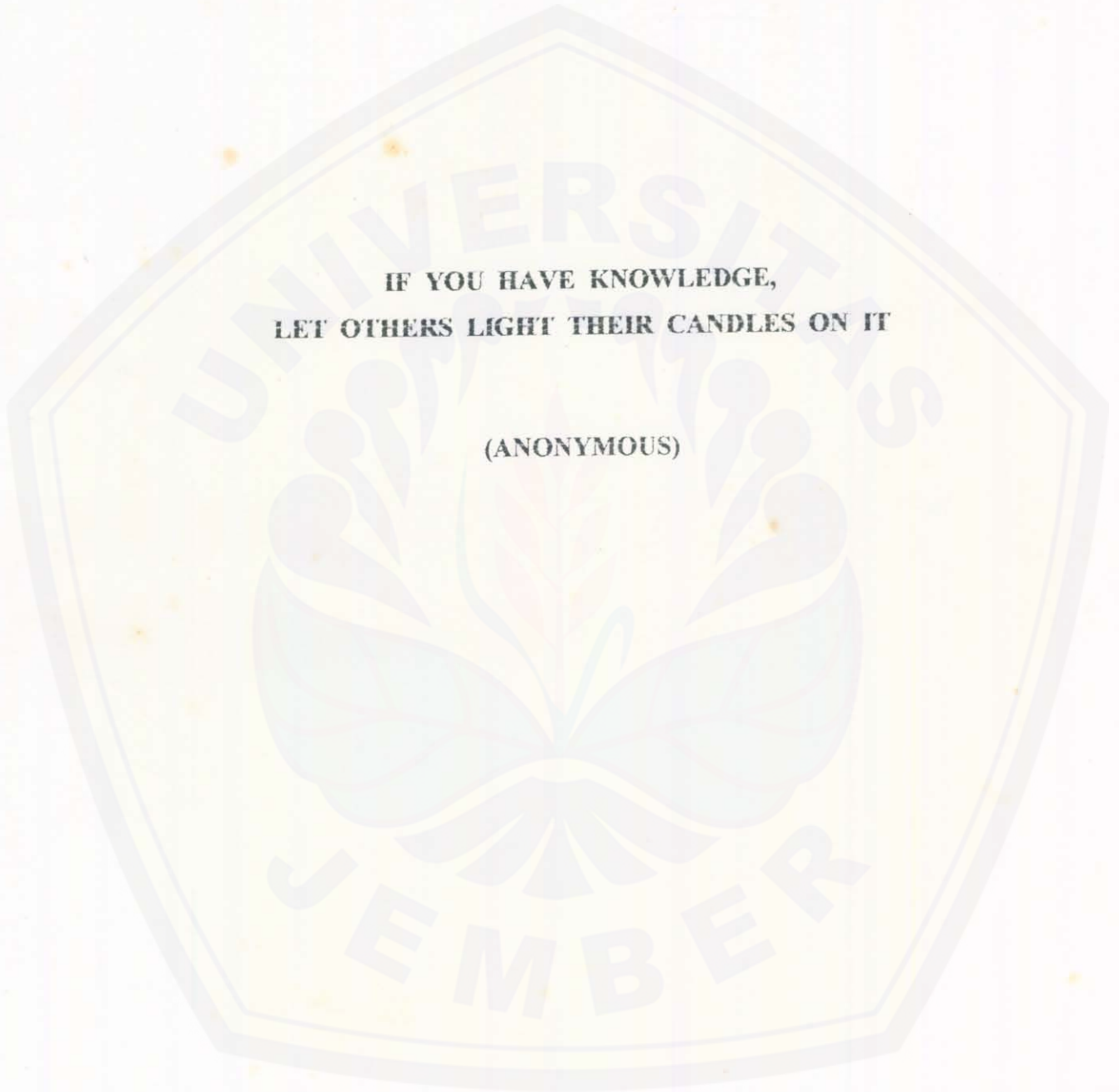## FACULTY OF TEACHER TRAINING AND EDUCATION
## JEMBER UNIVERSITY
### January, 2003

**MOTTO**

IF YOU HAVE KNOWLEDGE,
LET OTHERS LIGHT THEIR CANDLES ON IT

(ANONYMOUS)

# DEDICATION

This thesis is dedicated to :

❀ My beloved father **RONY ALBAS, SH**. You become my spirit until I get what I want. Your patience and sacrifice can not be painted with the words I have. I really do love you.

❀ My beloved mother **ISBANDRIANI**. Your silent prayer and your sacrifice drive me to become whatever and whoever I want. You become the candle of my life. I really do love you.

❀ My dearest younger sister **DWI WAHYU ANDRIANI**. I always love you. Your smile has a special meaning as my power to do the best in my life. Face your future and wish you succeed in your study and your love.

❀ My uncle **Ir. ISWAHYONO, MP**. and his family. Thanks for your great attention to me during my study in Jember.

❀ My dearest friends **Wardah, the twin Erna+Erni, Ino'x, Wien, U Li, Sal, Cisca' and Uyi'.** Our struggle does not finish yet.

❀ My friends in Jawa IVB/10 **mbak Put, mbak Arin, Tie-tien, Mina, Binti, Lia, Nanung, Yeni, Fitrie, Widy and Rizza**. Thanks for bringing all the joy and the laughter for the days we spent together.

❀ My fellow in '98 level!

❀ My Almamater

## CONSULTANT APPROVAL SHEET

A DESCRIPTIVE STUDY ON THE ABILITY IN USING CONNECTORS IN
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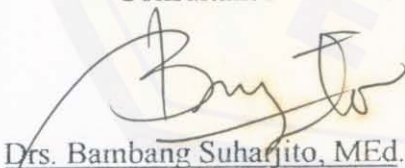OF SMU 4 JEMBER IN THE 2002/2003 ACADEMIC YEAR

## THESIS

Presented as One of the Requirements to Obtain the S1 Degree
at the English Education Program of Teacher Training and Education Faculty of
The University of Jember

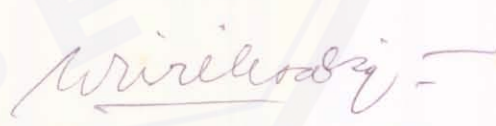| | |
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iv

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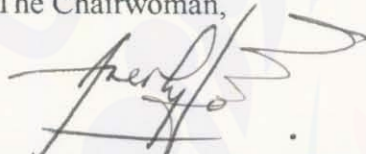
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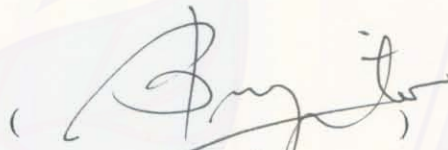Dra. Hj. Aan Erlyana Fardhani, MPd.
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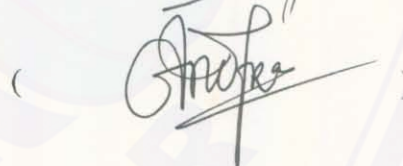
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v

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7. The Headmaster of SMUN 4 Jember, English teachers, the Administration staff, and the second year students of SMUN 4 Jember, who helped me obtain the research data.
8. All people who has helped me finish this thesis.

The last, I realize that this thesis is still far from being perfect. However, it is expected to be useful either for other readers or for me. Knowing this fact, I always hope constructive criticism as well as advice from those who really want to make this thesis better and more complete.

Jember, January 2003                                        The Writer

# TABLE OF CONTENTS

Pages

## CHAPTER II : REVIEW OF RELATED LITERATURE

## CHAPTER III: RESEARCH METHODS

## CHAPTER IV : RESEACH RESULT AND DISCUSSION

**BIBLIOGRAPHY**

**APPENDICES**

1. Research Matrix
2. Documentation Guide
3. Interview Guide
4. Test Instruments
5. The Answer Key
6. The Name of Permanent Teachers of SMUN 4 Jember
7. The Name of Assisting Teachers of SMUN 4 Jember, The Name of Permanent Staffs of SMUN 4 Jember and The Name of Assisting Staffs of SMUN 4 Jember
8. Ssmples of Students' Work Sheet
9. Permission Letter for Conducting the Research Issued by FKIP
10. Permission Letter for Doing the Research Issued by SMUN 4 Jember
11. The Timetable of Research Consultation

## THE LIST OF THE TABLE

# ABSTRACT

**Reny Andriani, 1998, A Descriptive Study on the Ability in Using Connectors in Writing Descriptive Paragraph of the Second Year Students of SMUN 4 Jember in the 2002/2003 Academic Year.**

Thesis, English Program, Language Art Department, Faculty of Teacher Training and Education, Jember University.
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**The Key Words: Connectors, Writing Descriptive Paragraph**
Connectors are the important language elements which are required to built up a paragraph coherent. In relation to the idea above, the general objective of this research was intended to describe the ability of using connectors in writing descriptive paragraph of the second year students of SMUN 4 Jember in the 2002/2003 academic year. The specific objectives of this research were: (1) to describe the ability of using coordinating conjunctions in writing descriptive paragraph of the second year students of SMUN 4 Jember in the 2002/2003 academic year, (2) to describe the ability of using correlative conjunctions in writing descriptive paragraph of the second year students of SMUN 4 Jember in the 2002/2003 academic year and (3) to describe the ability of using conjunctive adverbs in writing descriptive paragraph of the second year students of SMUN 4 Jember in the 2002/2003 academic year. There were three kinds of data collecting method used: test, interview and documentation. The research design was descriptive qualitative study. The respondents determinations method was cluster random sampling with 37 students of the second year students of SMUN 4 Jember as the respondents. The main data were analyzed statistically by using the percentage formula. The results of the data analysis demonstrated that the students' average ability in using coordinating conjunctions in writing descriptive paragraph was 54.05 % and classified as poor. Then the students' average ability in using correlative conjunctions in writing descriptive paragraph was 53.15 % and categorized as poor. Finally, the students' average ability in using conjunctive adverbs in writing descriptive paragraph was 42 % and classified as very poor. In conclusion, the students' ability in using conjunctive adverbs was the worst than two other connectors. According to the result of data analysis, the total mean score of the students ability in using connectors in writing descriptive paragraph was 49.73 % and categorized as poor. It meant that the students' ability in using connectors in writing descriptive paragraph was poor. Thus, it is suggested that the students' ability in using connectors in writing descriptive paragraph to be improved. It can be done in two ways: the first is giving a lot of writing practice in using connectors, the second is using appropriate strategy and media for teaching connectors in writing descriptive paragraph. This is in order to enable the students master the use of connectors in writing descriptive paragraph well.

# CHAPTER I
# INTRODUCTION

This chapter consists of some aspects dealing with the topic under study. They are the background of the research, the problem of the research, the operational definition of the variable, the objective of the research, and the advantages of the research. They will be presented in the following sections respectively.

## 1.1 The Background of the Research

Teaching English in Indonesia, especially for senior high school students, is focused on the teaching of the four language skills. These skills are reading, listening, speaking, and writing. All of them are taught to the students in order to make them able to communicate both in oral and in written form (Depdikbud, 1999:1)

Writing is one of the ways used by people to communicate with others. According to Fairbairn and Winch (1996:32) writing is about conveying meaning by selecting words and putting them together in a written or printed form. In the process of writing, the writers do not only express their ideas or experiences freely, but they should also consider some language elements. There are some components we must think of in writing achievement as suggested by Heaton (1991:135) such as language use, mechanical skills, treatment of content, stylistic skills, and judgement skills. Those five components are closely related to each other and can be used as a guide in expressing writer's thoughts appropriatly. Thus, the students will produce a meaningful and comprehensible writing.

Besides considering the language components above, the writers also should consider about the qualities of a good paragraph to help the readers understand the writer's work. According to Furey and Menache (1993:47), a good paragraph in the kind of writing usually has special qualities namely unity and coherence. These qualities are confirmed also by Oshima and Hogue (1996:4) who say that unity means that in one paragraph there are only one main idea is discussed. This definition

1

implies that the writer must limit the topic or main idea will be discussed in the paragraph. Further, coherence means that the ideas and the sentences flow together smoothly in a logical, organized manner (Wong, 1998:369). In line with this definition, Bram (1990:22) says that a coherent paragraph consists of interrelated sentences which move in such a way that they smooth the way, one for the other. In other words the coherent paragraph should have smooth and logical movement within one sentence to the next where the readers can follow the idea of the paragraph without difficulties. Based on the statements above, unity and coherence are important in making a good paragraph. However, this research will only focus in composing coherence of the paragraph by the use of connectors.

There are various ways to achieve coherence of paragraph. One of them is using connectors. As Wishon and Burks (1980:A-10) say that, English connector is a small but highly important word or group of words that establishes a meaningful relationships between the parts of the sentence. Connectors are essential to make all sentences in the paragraph connect each other to support one main idea.

Realizing that connector is very important in making paragraph coherent, the teaching of connector in writing skill for senior high school students is also important. As stated by Staller in Hughey (1983:120) that the students do not posses coherence as a primary force for the creation of meaning until the teacher teaches them about connecting words and transition.

In fact, the students still find difficulties in the usage of connecting words. Some researches on writing reveal the facts that the students still find difficulties in using connecting word when they write a descriptive paragraph as stated below. Widiastuti (2000:31) concludes that the students were still poor in using connector with the category of the score level 49.54%. Based on the category of the score level issued by Depdikbud, this score is classified poor. Meanwhile, Kodir (1995:43) in his research says that the average of the writing ability of the students of SMUN Ambulu was 20% or poor, because they were not able to use connectors appropriately. These

appropriately. These data suggest that the students' ability in using connectors actually still needs to be improved.

Furthermore, when discussing about connectors, it can not be separated from discussing about a paragraph. Based on the basic course outline of the 1994 English Curriculum for Senior High School (SMU-Sekolah Menengah Umum) that teaching a paragraph writing emphasized on writing descriptive and narrative paragraph (Depdikbud, 1999:13). Paragraph writing for senior high school students is still challenging. The students should be able to describe person, place, or other object in written form. As Stanley at.al. (1988:152) say that the aim of writing paragraph description is to convey the reader with what something looks like, and it attempts to point a picture with words. For the senior high school students to organize the description of the writing still becomes the problem. As Prayitno (2001:50) states in his research result, students' category score of writing the body paragraph in describing tourism object at SMKN 1 Jember is bad (37,93%). It is also supported by Riasari (2001:27) who has proved that the students' ability in writing descriptive paragraph in the aspect of organization is 65,9%. It includes in the score category of enough. Because of these facts, it is important, especially for beginning writers like senior high school students, to pay more attention to learn about connectors in order to enable them to write well in English especially in writing descriptive paragraph.

Following the discussion above, the researcher was interested in conducting the research entitled "*A descriptive study on the ability of using connectors in writing descriptive paragraph of the second year students of SMUN 4 Jember in the 2002/2003 academic year*".

## 1.2 The Problems of the Research

Based on the background described above, the problem to be investigated in this research is divided into general and specific problems.

### 1.2.1 The General Problem

The general problem in this research is as follows:

How is the ability of using connectors in writing descriptive paragraph of the second year students of SMUN 4 Jember in the 2002/2003 academic year?

### 1.2.2 The Specific Problems

The specific problems of this research are as follows:

a. How is the ability of using coordinating conjunctions in writing descriptive paragraph of the second year students of SMUN 4 Jember in the 2002/2003 academic year?

b. How is the ability of using correlative conjunctions in writing descriptive paragraph of the second year students of SMUN 4 Jember in the 2002/2003 academic year?

c. How is the ability of using conjunctive adverbs in writing descriptive paragraph of the second year students of SMUN 4 Jember in the 2002/2003 academic year?

## 1.3 The Operational Definition of the Variables

The terms to be defined operationally in this research are connectors, writing ability, and descriptive paragraph.

### 1.3.1 Connectors

In this research, connectors are defined as a word or a group of words that join part of sentences with another and show meaningful relationship between the part they connect.

### 1.3.2 Writing Skill

In this research, the writing skill means the sum of writer abilities to convey meaning by selecting and linking words and putting them together in a written form.

### 1.3.3 Descriptive Paragraph

Descriptive paragraph in this study refers to a group of related sentences that develop one main idea that picturing verbally something or someone through the words in a logical pattern.

## 1.4 The Objectives of the Research

In this research, the objectives of the research are divided into two kinds. They are general objective and specific objective.

### 1.4.1 The General Objective

This research is intended to describe the ability of using connectors in writing descriptive paragraph of the second year students of SMUN 4 Jember in the 2002/2003 academic year.

### 1.4.2 The Specific Objectives

The follows are the specific objectives of the research.
1. The research is intended to describe the ability of using coordinating conjunction in writing descriptive paragraph of the second year students of SMUN 4 Jember in the 2002/2003 academic year.
2. The research is intended to describe the ability of using correlative conjunction in writing descriptive paragraph of the second year students of SMUN 4 Jember in the 2002/2003 academic year.
3. The research is intended to describe the ability of using conjunctive adverb in writing descriptive paragraph of the second year students of SMUN 4 Jember in the 2002/2003 academic year.

## 1.5    The Advantages of the Research

The results of this research are expected to give advantages to the following people:

1.  **The English Teacher**

    The results of this research are expected to be useful for the English teacher as input or information to teach the use of connectors in writing a descriptive paragraph with great attention in order to enable the students have a better writing ability.

2.  **The Students**

    The results of this research are hopefully useful to motivate the students in using connectors properly when they write a descriptive paragraph to make their writing meaningful.
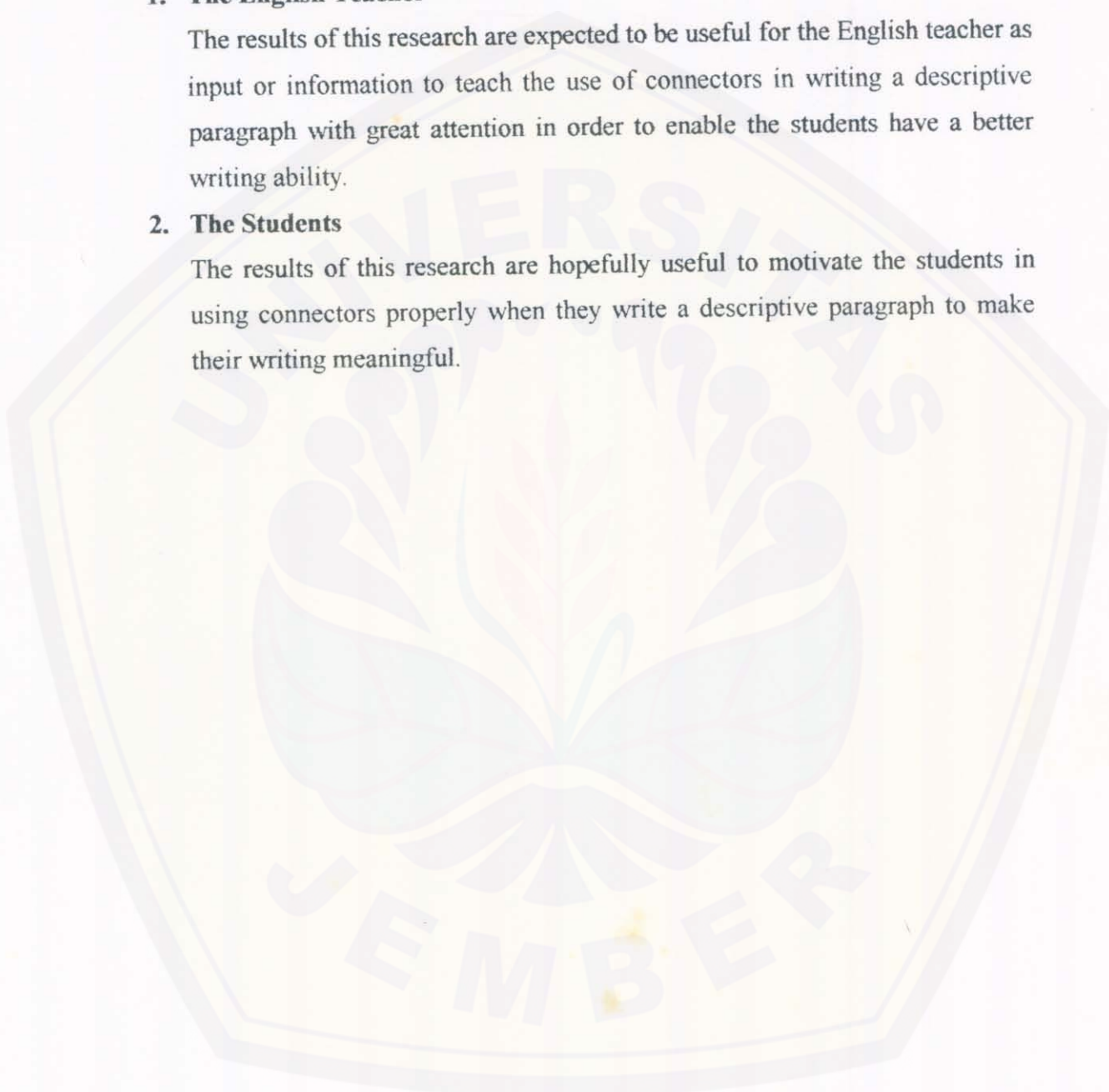
# CHAPTER II
# REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature. It begins with the definition of connectors, the type of connectors, the descriptive paragraph, the use of connectors in writing descriptive paragraph, and the material of English connector and writing descriptive paragraph at senior high schools. They will be presented in turn in the following section.

## 2.1 The Definition of Connectors

According to Wishon and Burks (1980:A-10) connector is a word or a group of words which establish a meaningful relationship between the part of sentences. Turner states another definition (1976:24) that those connectors join part of sentences with another and shows the relationship between the part they connect.

Based on the definitions above the connector can be defined as a word or a group of words that join part of sentences with another and show meaningful relationship between the part they connect.

## 2.2 The Type of Connectors

Some experts classified the type of connectors that join grammatically equal word. Turner (1976:166) proposes that connectors that connect element of equal grammatical rank are divided into three types: coordinating conjunction, correlative conjunction, and conjunctive adverb. Another experts, Guffey (1996:192) supports Turner's proposition that there are three kinds of connector join equal grammatical word or group of words. They are coordinating conjunction, correlative conjunction, and conjunctive adverb.

Related to the idea above, this research follows their classification that connector consists of three kinds, namely coordinating conjunction, correlative conjunction, and conjunctive adverb. The detail will be given in the next explanation.

7

### 2.2.1 Coordinating Conjunctions

Coordinating conjunction as one of the connectors is used to connect words, phrases, and clauses of equal grammatical value or rank (Guffey, 1996:192). Besides, Wong (1998:136) also states that coordinating conjunctions are words that are used to join word, phrases, clauses, and two simple sentences that are equal in ranking. There are seven kinds of coordinating conjunction as Wong has proposed (1998:136). They are *for, and, nor, but, or, yet, so.* The usage of each coordinating conjunction is different and also about their meaning. In order to make a clear understanding about them, the follows are the meaning of coordinating conjunctions:

1. For       : it shows a consequence or a result
2. And      : it shows inclusion, similarity or addition
3. Nor      : it shows an exclusion or a negative direction
4. But      : it shows a contrast, a difference, or a reserved idea
5. Or       : it shows a choice between two ideas
6. Yet      : it shows contrast between two ideas
7. So       : it shows a cause and effect or a specific condition

As stated in the definition given above, coordinating conjunction has two functions to join some elements of sentences. Firstly, they join some other elements of equal ranks, they are: word, phrases, and clauses. The following are the examples of the use of coordinating conjunction in the sentences taken from Guffey (1996:192):

a. Joining a word with a word

The qualities I admire are honesty, integrity, **and** reliability.

b. Joining a phrase with a phrase

Open your mind to new challenges **and** to new ideas.

c. Joining a clause with a clause

I donated a great deal of money to the cause, **but** Mark donated over 40 hours of his time.

Secondly, they join two simple sentences. When a coordinating conjunctions join two sentences, a comma normally preceded it. This is a pattern of coordinating conjunction for joining two sentences.

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**S - V , COORDINATING CONJUNCTION  S - V**

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Note:    S    stands for subject
         V    stands for verb
(Taken from Wong, 1998:137)

Some examples of the usage of coordinating conjunctions are presented here based on the abbreviation of FAN BOYS. It is a memory trick to remember the seven coordinating conjunctions that each letter of the words represent one of the coordinating conjunction. The example taken from some sources.

1. That student failed, *for* he was very ill this year (Wishon and Burks, 1980:136).
2. The play starts at 08:30, *and* it should be over by midnight (Guffey, 1996:192).
3. I do not write Arabic, *nor* do I speak it very well (Wishon and Burks, 1980:135).
4. Mary went to the picnic, *but* Alice stayed home (Khorn, 1990:286).
5. We can go to the movie, *or* we can watch television (Khorn, 1990:286).
6. We have little hope of winning, *yet* we have enjoyed the race (Guffey, 1996:195).
7. The books were cheap, *so* I bought all of them (Wishon and Burks, 1980:136).

## 2.2.2 Correlative Conjunctions

Correlative conjunctions are always paired. As Wishon and Burks (1980:136) say that correlative conjunction are used in pairs to join two basic sentence patterns or two parallel elements of any kinds. The significant point in the use of pairs of correlative conjunction is that the same part of speech or same grammatical construction must follow each member of the pair. For example "She was not only talented but also bright", in this sentence correlative conjunction *not only... but also...* is followed by the same part of speech: adjective (talented and bright).

Moreover Guffey (1996:194) proposes that paired conjunctions will be used instead of coordinating conjunction when greater emphasizes is desired. The correlative conjunctions are paired: *both... and..., not only... but also..., either... or, and either... nor....* The following examples will show the use of those paired conjunctions in the sentences taken from Wishon and Burks (1980:136):

1. either... or

   Molly was flying *either* to Seattle *or* to Portland.

2. not only... but also...

   He failed *not only* chemistry *but also* physics.

3. neither... nor...

   He is *neither* dependable *nor* trustworthy.

4. both... and...

   *Both* Eric *and* Yuval are in love with my sister.

### 2.2.3 Conjunctive Adverbs

According to Wong (1998:136) conjunctive adverbs are words that connect the idea of one independent clause to the idea in second independent clause. These connectors will assist the reader in seeing the connection between the two simple sentences as bridges that are being linked together. In addition Carino (1991:325) defines conjunctive adverbs as group of transitional words that allow writers to join two independent clauses. There are so many conjunctive adverbs that divided into several points based on their function. The explanation is as follow:

a. Conjunctive adverb to show addition

| in addition | also | besides | moreover |

b. Conjunctive adverb to show effect or consequences

| therefore | thus | as result | consequently |

c. Conjunctive adverb to show sequence or time

| first | finally | next | then |

d. Conjunctive adverb to show contrast

| however | on the other hand | nevertheless | otherwise |

The rule of conjunctive adverbs in joining two clauses is different from other connectors. Note that semicolons are used before conjunctive adverbs that join independent clauses. Commas should immediately follow conjunctive adverbs of two or more syllables. And note also that the word following a semicolon is not capitalized. The pattern of this usage is:

> **S - V ; CONJUNCTIVE ADVERBS , S - V**

Note:    S    stands for subject
         V    stands for verb
(Taken from Wong, 1998:139)

Some examples of the use of conjunctive adverbs in the sentences are:

1. Dina moved to New York; however, her mother stayed in Boston. (contrast)

2. Harrison is kind; moreover, he is generous (addition)

3. I live too far away to visit you often; besides, you are never home (addition)

4. Television is entertaining; furthermore, it is sometimes instructive (addition)

5. We must meet the deadline; thus, a decision is needed now (effect)

6. I will study medicine for six years; then, I will be a doctor (time)

7. Mr. Niculescu had little earlier; nevertheless, he enjoyed life (contrast)

8. I did a rough outline; next, I wrote the report (time)

(Taken from Wishon and Burks, 1980:141-143)

Moreover, Oshima and Hogue (1996:29) say that conjunctive adverbs can be placed at the beginning of the sentences. In this cases, punctuate them with commas. For examples:

a. *Therefore*, I never eat them.

b. *On the other hand*, mushrooms are good for you.

### 2.2.4 Connectors Used in The Research

Connectors that will be used in this research are limited. The researcher will choose 25 connectors based on the consideration that those connectors are known well by the students and they are suitable to join the sentences in the paragraph. The connectors will be used in the test instruments are:

1. Coordinating conjunctions : and, or, but, for, so, yet.

2. Correlative conjunctions : not only...but also, neither...nor, both...and.

3. Conjunctive adverbs : nevertheless, also, meanwhile, however, moreover, in addition, besides, first, then, finally, furthermore, thus, therefore.

The connectors above will be used to construct the test instrument. The test consists of some descriptive paragraphs that will be completed with connectors.

## 2.3 Descriptive Paragraph

D'Angelo (1980:117) has difined that description is way of picturing images verbally in speech or writing and of arranging those images in some kind of logical or association pattern. In addition Stanley et al. (1988:152) say that description present the appearance of things that occupy space, whether they are object, people, buildings, or other cities. From the statements above, it can be concluded that description is a way of picturing verbally something or someone through the words in a logical or association pattern.

A paragraph is a group of related sentences that develops one main idea (Oshima and Hogue, 1996:3). Therefore, descriptive paragraph in this study refers to a group of related sentences that develop one main idea that picturing verbally something or someone through the words in a logical pattern.

Writing a descriptive paragraph need some elements to be considered. So, the paragraph will describe them in a good description. The purpose of description is to share with the reader some objects, places, scenes, or person that writer experienced. Through description, the writer tries to give sense impression about what she has seen, heard, felt, smelled, tasted to person, place, or thing etc. Stanley et al. (1988:152) say that the aim of description is to convey the reader what something looks like it attempts to point a picture with words. According to Wishon and Burks (1980:129) a good description usually has three important qualities, they are dominant impression, mood and logical development.

First, dominant impresion may established in the first sentence or the first word of a description. Then, supporting sentences will support dominant impression with further information. So, it can be said that dominant impresion become a topic sentence of the paragraph.

Second, mood is feeling that goes beyond measurable phisical appearances, feeling and emotions such as enjoyment, happiness, fear, and anxiety. Mention a good or bad qualities may contribute to establish general mood.

The last, descriptive writing has some logical plan of development. The writer tries to give a picture or impression of a person, place, or thing using the words. Therefore to be effective, written descriptions should have an efficient; sensible carefully thought of logical plan. Some of the steps based on Wishon and Burks's opinion (1980:130) that may be followed in writing a descriptive writing are:

1. Establish the point of view. Make it clear to the reader where the writer is in relation to the thing being described.

2. Give the general overall view or impression

3. Give the details of the description in a logical sequence. One kind of logical sequence is space sequence:

   From near to far or from far to near

   From left to right or from right to left

   From high to low or from low to high

   Description also being oriented from the general to the specific or specific to general.

From the definitions above, descriptive paragraph can be a description about person, place, things etc through words. When the writers describe a person, they should consider the information relate to the person that will be described. Based on Furey and Menasche's explanation (1993:118) the important parts of a description of a person are the following: appearance, background personality, current activities, and interest.

Furthermore, it is stated that when we describe a place, we first focus on a specific area, which may be large or small. Then we briefly mention its surrounding context, and finally we give details about the place itself. Some words to show position, condition, direction are useful to help the writer to describe certain place.

In conclusion, writing a good description about certain object such as person, thing, or place need some important qualities which can help the writer describing the object in detailed, considering some characteristics from the object such as

appearance, background personality, position, condition etc. are also useful in the process of writing a description.

## 2.4 The Use of Connectors in Writing Descriptive Paragraph

According to Hughey et al. (1983:121) "All the connectors are used to emphasize the meaning of one word, phrase, or proposition in relation to another. Besides, connectors allow writers to vary sentence length and structure: the resulting sentence variety lends interest, readability, and sophistication to a piece of writing". It means that through connectors the meaning of part of sentence gets an important point and it also makes our writing has variation, so the reader will not be bored with the writer's work.

Further, connector is used to reach qualities of coherence in the paragraph, although not all connector could be used in the descriptive paragraph. The following is an example of descriptive paragraph that is not using connector:

"Abraham Lincoln was a strong man, physically, mentally. He was 1.90 meters tall. He was thin, weighed 81 kilos. He was physically powerful; he could lift over 180 kilos easily. His mind and body worked steadily, he never seemed to tire mentally or physically. He was not handsome by any means, was he ugly. He was very plain looking and plain acting. His physical appearance and does made him common looking, his actions and decisions were ugly but common". (Wishon and Burks, 1980:130-131)

And this one is an example of descriptive paragraph that use connector:

"Abraham Lincoln was a strong man, both physically and mentally. He was 1.90 meters tall. He was thin, but weighed 81 kilos. He was physically powerful, and he could lift over 180 kilos easily. His mind and body worked steadily, and he never seemed to tire mentally or physically. He was not handsome by any means, nor was he ugly. He was very plain looking and plain acting. Although his physical appearance and does made him common looking, his actions and decisions were ugly but common". (Wishon and Burks, 1980:130-131)

Comparison between the two paragraphs above is very clear. The second paragraph is easier than the first paragraph to be followed by the reader. In the second paragraph above, several connectors are used to link a part of the sentence, such as

*both...and...*, *but, and, nor*. So the connectors applied in this paragraph create connection within sentences that make it flow smoothly. In conclusion, the use of connectors are very important in the writing of descriptive paragraph to create coherent, meaningful, readable and interesting paragraph

## 2.5 Writing Skill

Based on Hughey et al. (1983:38) writing is the sum of writer abilities to link words and thoughts in order to express us in written form. In addition, Fairbairn and Winch (1996:32) say that writing is conveying meaning by selecting words and putting them together in a written or printed form. So, writing skill means the sum of writer abilities to convey meaning by selecting and linking words and putting together in a written form.

Among the four language skills, writing skill is the most difficult skills as Fadloeli (1986:1) says that writing is a difficult skill. For, when we write we seem to communicate into space. We do not know who is receiving the message. Therefore, we need to think some components in writing in order to produce a clear and understandable a piece of writing for the readers.

According to Heaton (1991:135) there are five components in writing skill. First of all, language use that is related to the ability to write corrects and appropriates sentences. This point emphasizes on the use of grammar. Writer is hoped to create both correct and meaningful sentences. The next component is mechanical skills that have relation with spelling and punctuation. It relates to the ability to use correctly those connections peculiar to the written language. The third component is treatment of content that relates to the ability to think creatively and develop thoughts, excluding all irrelevant information. This means that the sentences are related to each other and support one main idea or topic in a paragraph. Variations in creating sentences, furthermore, are needed to make the writing interesting. The other component is stylistic skills that deal with the ability to manipulate sentences and paragraphs, and use language effectively. The last component is judgement skills.

These skills relate to the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select organize and order relevant information. But, writing a paragraph not only need language component but also need qualities of a good paragraph. Furey and Menache (1993:47) propose that a good paragraph should have two special qualities that are called unity and coherence.

First, unity means that each paragraph has only one main idea discussed (Oshima and Hogue, 1996:4). And a paragraph will have unity if the paragraph only discusses one main idea in which the writer should focus their idea on a certain problem and not others. Besides, a paragraph has unity when every supporting sentences directly explain or prove the main idea, which is stated in the topic sentence. It means that main idea in each paragraph is supported by relevant information. The writer should left behind some informations that do not relate to the main idea.

Second, this quality refers to the connection among sentences in the paragraph. As Wong (1998:369) says coherence means that the ideas and the sentences flow together smoothly in a logical, organized manner. In line with this, Bram (1990:22) also says that a coherent paragraph consist of interrelated sentences which move in such a way that they smooth and logical movement within one sentence to the next where the readers can follow the idea of the paragraph without difficulties. From those definitions it can be concluded that when sentences follow each other in such a logical way, they have the quality of coherence.

Actually there are three ways for establishing the coherence of the paragraph like what Furey and Menache (1993:47) propose and they are called cohesive elements.

1. Repetition of key words

   Key words are important in the paragraph writing. When they are repeated exactly or in varied forms, they keep the paragraph on topic and add coherence.

2. Use of a reference word ( a word referring to another word: in this example, a possessive pronoun)

   This part concern with possessive pronoun such as her, his, its, our, mine, or their to establish coherence in the paragraph writing

3. Use of a transition word ( a word that acts as a bridge between sentences)

   Transition words that acts as a bridge between sentences also make a coherent paragraph. Because they connect each sentence with other to support one main idea.

Those three cohesive elements are useful for the writer to make a paragraph become coherence.

In sum, when writing a piece of descriptive paragraph, the writer should be sure that it has unity and coherence. Meaning that the paragraph should focus only on the main idea which is supported by relevant information. Most importantly, the sentences in the paragraph are connected smoothly and logically through the use of cohesive elements, such as connectors.

## 2.6 The Material of English Connectors and Writing Descriptive Paragraph at Senior High School

Started from 2002/2003 academic year, the Indonesian government has made new decree for the educational system. This decree is about the system for all level that runs for an academic year that is divided into two semesters, where previously it runs for trimester (catur wulan). In addition, each semester has six months of time for the students to finish their study term at school. Eventhough the system has been changed; all schools still use the 1994 Curriculum as the basic course outline, so is the SMUN 4 Jember. Therefore, the material for this research still refers to the old basic course outline.

This research focused only on the second year students of SMUN 4 Jember. For teaching English, SMUN 4 Jember also uses the basic course outline of English of the 1994 Curriculum. Based on the curriculum, English has 136 hours in a year and it is taught in three meetings in a week, and one session lasts for 45 minutes.

Related to the basic course outline of 1994 English curriculum, it is stated that the teaching of English should cover reading, listening, speaking, and writing skills which should be taught in integrated way with the main focus on the reading skills (Depdikbud, 1999:1). Thus, the application of teaching English connector for second year students of SMU 4 Jember is integrated with that of the teaching of reading. The teacher introduces English connectors through the reading text, which are written on the compulsory textbook used in teaching English in the class. The examples of connectors that have been introduced are *and, but, or, first, not only…but also…, besides, however, both…and…,* etc.

Moreover, the teaching of writing at SMU based on the 1994 English Curriculum that suggests some activities. The intended activities are:

1. Summarizing a text with guidance.
2. Writing a short paragraph in description and narration by using acceptable language.
3. Composing personal and formal letters using students' own words.

From the above activities, it can be seen that writing a descriptive paragraph is proposed to be one of the purpose in teaching writing, which implies that students need to be introduced to the elements of writing so as to enable them to gain the ability to compose a meaningful descriptive paragraph.

When the researcher got a Teaching Practice Program at SMU 4 Jember, the English teacher gave an information that in teaching writing descriptive paragraph, he gave assignments through guided writing, such as by giving the students a certain topic with some instructions to be followed by the students. Then the students described it based on the guide given and described the object in the form of a paragraph. The topics of the descriptive paragraph taken were stated in the English syllabus, such as culture, weather, and agriculture

# CHAPTER III
# RESEARCH METHODS

This chapter deals with the research method was applied in the study. They are the research design, the research area, the research respondents, the data collection method, and the data analysis. The detail explanation will be presented in the following parts.

## 3.1 The Research Design

This research was intended to describe the second year student's abilities to use connectors in writing descriptive paragraph at SMU 4 Jember in the 2002/2003 academic year. In line with this purpose, the appropriate design was descriptive qualitative study. According to McMillan (1992:144) descriptive qualitative study simply describes a phenomenon and usually in the form of statistics such as frequencies or percentages, averages, and sometimes variability.

The procedures of this research were as followed:

1. Chose the topic about the use of connectors in writing descriptive paragraph.

2. Studied the references about the use of connectors in writing descriptive paragraph.

3. Formulated the problems, they were:

   - The general problem in this research was as follows:

   How is the ability of using connectors in writing descriptive paragraph of the second year students of SMUN 4 Jember in the 2002/2003 academic year?

   - The specific problem of this research was as follows:

   How is the ability of using coordinating conjunctions, correlative conjunctions and conjunctive adverbs in writing descriptive paragraph of the second year students of SMUN 4 Jember in the 2002/2003 academic year?

and the objectives of the research, they were:

- The general objective of this research was as follows:

  This research is intended to describe the ability of using connectors in writing descriptive paragraph of the second year students of SMUN 4 Jember in the 2002/2003 academic year.

- The specific objective of this research was as follows:

  The research is intended to describe the ability of using coordinating conjunctions, correlative conjunctions and conjunctive adverbs in writing descriptive paragraph of the second year students of SMUN 4 Jember in the 2002/2003 academic year.

4.  Chose the research design that is descriptive qualitative research.

5.  Determined the data resources which consisting of the respondent that was the second year students of SMU 4 Jember, the informant was the English teacher, document; and the variable was students' ability in using connectors in writing descriptive paragraph.

6.  Constructed the research instruments, they were:

    -   Test material, especially for this instrument, there were some steps to be followed to create the appropriate test instrument. The steps were started from collecting some relevant English text-books for second year students of SMU, then finding out some descriptive paragraph that related to the topic based on the 1994 English Curriculum for first semester. Finally, the researcher modified the descriptive paragraphs became completion test by adding certain connectors that was appropriate with the sentences in the paragraph.

    -   Interview

    -   Documentation.

7.  Collected the intended data about the second year students' ability in using connectors.

8.  Analyzed the collected data.

9. Drew the conclusion to answer the research problems statistically in the percentage.

10. Wrote the research report.

## 3.2 The Research Area

In this research, the purposive method was used as a method to determine the research area that was SMU 4 Jember. Purposive sampling is used to select particular elements that will be informative about the topic (McMillan, 1992:76)

This research was conducted at SMU 4 Jember. The consideration of choosing SMU 4 Jember was due to some technical reasons. The main reason was the data needed can be obtained from this school. Besides, some others reasons as the consideration of choosing the area were time, energy, fieldwork permission and fund.

## 3.3 The Research Respondents

The population of this research was all of the second year students of SMU 4 Jember in the 2002/2003 academic year. The number of population was 255 students which is divided into 6 classes. This research took the sample of the population as respondents by using cluster random sampling.

Cluster random sampling is used when the population is not individuals but group of individu (Margono, 1997:127). In this research six classes were groups. As Seliger and Sohamy (1989:125) say that in descriptive study the groups are already formed or exist in natural contexts. The respondents were taken after the six classes were known homogenous. This was done by comparing the mean scores of the scores of mid-term test of English subject of each class that were consulted to the classification of score level from Depdikbud (see Table 2). Then the respondents were determined by cluster random sampling. Considering about the time that was used to take the data, cluster random sampling was easy to follow, because the researcher could take the data during the teaching learning process.

### 3.4 The Data Collection Methods

There were two kinds of data that were gained in this research, namely primary data and supporting data. The primary data was collected by test and the supporting data was taken from interview and documentation.

### 3.4.1 Test

Test was the major method applied for obtaining the data of this research. As McMillan (1992:114) says that a test is an instrument that presents to each subject a standard set of questions that requires the completion of a cognitive task.

Concerning with instrument of collecting data, Arikunto (1998:53) divides test into teacher-made test and standardized test. The teacher-made test which was constructed by the teacher was given to the respondents because it was easier to arrange in case of fulfilling of the whole indicators.

In this research, the test was administered to measure the students' ability on the use of connector in writing descriptive paragraph. The type of the test was objective test in the form of completion which enables the researcher to give score objectively (Hughes, 1994:59). The test consisted of some descriptive paragraphs that must be completed by connectors. Furthermore, the test materials that was constructed from the English textbooks used in SMU was consulted first to the English teacher, to ensure that the materials follow the guide in the basic course outline.

According to Hughes (1994:22) to be a good test, it must fulfill some requirements known as validity and reliability. A test is valid if it can measure what it is intended to be measured. This research used content validity because it was intended to have representative materials of the language skills, in this case the use of connectors, which were measured. As a result, the validity of the test was established by constructing the test items representatively based on the content of material in the syllabus of SMU, especially in the second grade. Hence, this test was valid because it measured the usage of connectors in descriptive paragraph.

Regarding the test reliability, Hughes (1989:42) states that a valid test must be reliable. It means that since this test will establish its validity through suggested content material, so it is stand to be reliable as well. The test that is considered valid iss commonly reliable although it is tested in different place at different time. It can be concluded that the test that is valid must be reliable.

In this research, the test consisted of four descriptive paragraphs without any connectors. The number of the test items were 25 covering the following components: 6 coordinating conjunctions (24%), 6 correlative conjunctions (24%) and 13 conjunctive adverbs (52%) for detailed information is listed in Table 1. The alloted time given to do the test was 60 minutes. The test was given only once to the respondents in the first semester of 2002/2003 academic year. Dealt with the scoring, each correct item was scored 4. Thus the total score of the items was 100. The detailed information is included in Appendix 4.

**Table 1. The classification of the connectors in the test instruments**

| No. | Type of connectors | No. | THE ANSWERS |
|---|---|---|---|
| 1 | Coordinating conjunction | 13 | Coordinating conjunction |
| 2 | Conjunctive adverb | 14 dan 15 | Correlative conjunction |
| 3 | Conjunctive adverb | 16 | Coordinating conjunction |
| 4 | Conjunctive adverb | 17 | Conjunctive adverb |
| 5 and 6 | Correlative conjunction | 18 | Conjunctive adverb |
| 7 | Conjunctive adverb | 19 | Conjunctive adverb |
| 8 | Coordinating conjunction | 20 | Conjunctive adverb |
| 9 | Conjunctive adverb | 21 | Coordinating conjunction |
| 10 | Conjunctive adverb | 22 and 23 | Correlative conjunction |
| 11 | Conjunctive adverb | 24 | Conjunctive adverb |
| 12 | Coordinating conjunction | 25 | Conjunctive adverb |

### 3.4.2 Interview

According to Morgan in Bogdan and Biklen (1992:96) an interview is a purposeful conversation, usually between two people but sometimes involving more that is directed by one in order to get information from the other. This research used semi-structured interview. In which the questions had been structured before the process of interviewing. Then the questions developed to get the further explanation. In the interview, the interviewer provided a guideline containing the points that would be asked. This interview would be done once with the English teacher after the English subject have been finished and the duration of time depends on the situation of the interview. The interview was used to obtain the supporting data about the English teaching in general and the connectors in particular, the giving material of descriptive paragraph, and the compulsory and supplementary books used in teaching English subject.

### 3.4.3 Documentation

Documentation in this research was used to get the supporting data. Fraeni and Wallen (1993:389) explain that document analysis is the analysis of the written or visual contents of document. The research documents were used to get the supporting data were the score of mid-term test on the English subject, the names of respondents and the personnels of the school.

### 3.5 The Data Analysis

The data obtained must be analyzed in order to understand the phenomenon being investigated so as to draw the conclusion of the research. In this research, the main data were quantitative in the form of the students' scores of using connectors in writing descriptive paragraph. Moreover, the supporting data gained from the interview and the documentation: they were score of mid-term test of English subject, the names of respondents and the personnels of the school would be presented qualitatively

The main data was computed statistically in the form of the percentage by using the following formula:

$$E = \frac{n}{N} \times 100\%$$

Notes:

E : The percentage of the total score
n : The writing score obtained by the students
N : The total score of the test items

(Adapted from Ali, 1987:186)

The result of the computation was classified based on the Score Levels Criteria issued by Depdikbud RI in the following table.

Table 2 : Classification of the Score Levels.

| Score (%) | Category | |
|---|---|---|
| | In Indonesian | In English |
| 96 -- 100 | Istimewa | Excellent |
| 86 – 95 | Baik sekali | Very good |
| 76 – 85 | Baik | Good |
| 66 – 75 | Lebih dari cukup | More than enough |
| 56 – 65 | Cukup | Enough |
| 46 – 55 | Kurang | Poor |
| 36 – 45 | Kurang sekali | Very poor |
| 26 – 35 | Buruk | Bad |
| < 25 | Buruk sekali | Very bad |

(Adapted from *Depdikbud*, 1999: 85)

The steps in analyzing the main data were as follows:

1. Scored the assignment of the writing test.

2. Analyzed the result of each indicator of the test using the percentage formula.

3. Analyzed the results of the test score descriptively based on the categorization of the score level.

## CHAPTER IV
## RESEARCH RESULT AND DISCUSSION

This chapter presents the research results and discussion. The research result deals with the main data taken from the test while the supporting data from documentation and interview. The last is discussion. It discusses the results of the data analysis.

### 4.1 The Result of Documentation

Documentation method was conducted to gain the data about the score of mid-term test of English subject in the first semester, the names of the respondents, and the names of the personnels of SMU 4 Jember.

### 4.1.1 The score of the mid-term test of English subject

This data was used to ensure that the respondents taken in this research were homogenous. SMU 4 Jember has six classes of the second grade, and their mean scores of mid-term test of English subject are as followed:

Table 3: Classification of mid-term scores of English Subject

| Classes | Mid-term Score of English Subject | Classifications |
|---------|-----------------------------------|-----------------|
| II – 1  | 63,5                              | Enough          |
| II – 2  | 65,0                              | Enough          |
| II – 3  | 63,2                              | Enough          |
| II – 4  | 63,9                              | Enough          |
| II – 5  | 63,9                              | Enough          |
| II – 6  | 62,6                              | Enough          |

Source: English teacher of SMU 4 Jember-2002/2003

From the Table 3 above, it can be seen that the mean scores of mid-term test result of English subject was in the same interval of 56-65 (Table 2, page 28) and it was in the category of enough based on the score level criteria issued by the Depdikbud's RI. So it could be assumed that the population of the research were

29

homogenous. Based on this score, the samples of the population as the respondents was taken using cluster random sampling by lottery.

### 4.1.2 The Respondents of the Research

The respondents of the research were 37 students of the second year students of SMU 4 Jember from class II/3. The students of class II/3 consisted of 20 male students and 17 female students. The respondent names are presented in the following table.

**Table 4: The List of Students' Names of Class II/3**

| No. | Name of Respondents | Gender | No. | Name of Respondents | Gender |
|-----|---------------------|--------|-----|---------------------|--------|
| 1. | Aga Adi Masyhuri | M | 20. | Heru Tri Susilo | M |
| 2. | Agus Yuliono E. | M | 21. | Izatus Sa'diyah | F |
| 3. | Ahmad Fauzi | M | 22. | Mardiyah Tri A. | F |
| 4. | Andika Marga P. | M | 23. | Marissa Oktariany | F |
| 5. | Arie Widhie Saputra | M | 24. | Mohammad Risfan Z. | M |
| 6. | Ayu Alit Prahasthy N. | F | 25. | Muhammad Imron | M |
| 7. | Agus Barata Hadi W. | M | 26. | Moh. Kholikul K. | M |
| 8. | Didik Novanto | M | 27. | Nuryanti Wulandari | F |
| 9. | Digen Yuana O. | F | 28. | Putri Dety Candra P. | F |
| 10. | Dindy Hariyansyah | M | 29. | Qurratu Ainy A. | F |
| 11. | Dipha Ardhiansyah | M | 30. | Sobi Mardiyas | M |
| 12. | Dwi Sirvia Oktiawati | F | 31. | Taufiqki Wachiel | M |
| 13. | Emil Yuliandari | F | 32. | Vivi Nurdiana | F |
| 14 | Eva Librya Lestari | F | 33. | Yoesoef Hasyim | M |
| 15 | Farita Tri Wilujeng | F | 34. | Yudi Eka Oktaviani | F |
| 16 | Fita Fatimah | F | 35. | Angga Daya Kusuma | M |
| 17. | Floweria Ridiyanto P. | F | 36. | Yudho Prasetyo KS. | M |
| 18. | Galant Yuda Perkasa | M | 37. | Puspita Shary | F |
| 19. | Hanisdi Abdillah | M | | | |

### 4.1.3 The Names of the Personnels of SMU 4 Jember

Personnels of SMU 4 Jember were divided into two groups, the first was the teaching staff and the second was the administrative staff.

**Table 5: The Teaching Staff of SMU 4 Jember Based on Their Qualification**

| Status | S-2 | S-1 | D-3 | Total |
|---|---|---|---|---|
| Permanent Teacher | 0 | 36 | 2 | 38 |
| Non-Permanent Assistant Teacher | 1 | 6 | 2 | 9 |
| Total | 1 | 42 | 4 | 47 |
| % | 2.13 | 89.36 | 8.51 | 100 |

**Table 6: The Administrative Staff of SMU 4 Jember Based on Their Qualification**

| Status | SMU | SMP | SD | Total |
|---|---|---|---|---|
| Permanent Staff | 4 | 0 | 1 | 5 |
| Non-Permanent Assistant Staff | 4 | 1 | 4 | 9 |
| Total | 8 | 1 | 5 | 14 |
| % | 57.14 | 7.14 | 35.72 | 100 |

Table 5 and Table 6 above show that most of the teaching staff of SMUN 4 Jember had S1 degree qualification (89.36%). It indicates that the teaching staff of SMUN 4 Jember had suitable qualification to teach the students. For the administrative staffs, they mostly had basic education of SMU (57.14%).

## 4.2 The Result of Interview

The interview was conducted to obtain the supporting data about the English teaching in general and the connectors in particular, the material of descriptive paragraph, and the compulsory and supplementary books used in teaching English subject. It has been done once with the English teacher of SMU 4 Jember who teaches in II/3. The interview was conducted on $9^{th}$ January 2003 for about forty five minutes.

The English teaching learning process in SMU 4 Jember was based on the 1994 English Curriculum. Consequently, the teacher has applied communicative approach. Through this approach, the students were given chances to be active in the teaching learning process, and the students were required to express their ideas in English both in written and oral form. The English teacher made variation in using some teaching methods such as discussion, question and answer, and lecturing based on the material given in the class.

Concerning with the teaching of writing skill, the English teacher explained that writing was very difficult for the students because the students were passive in the classroom. He solved this problem by limiting the time for doing the writing task and the students should submit it. According to him, he rarely gave the students writing task. In one semester, there might be only two or three writing assignments.

In writing descriptive paragraph, the students were showed first the example of the descriptive paragraph. Then, the teacher asked the students to imitate the example but they should substitute the objects which were described in the paragraph. For example, the teacher showed an example of a paragraph describing a coffee plant. Then, the students rewrite the same paragraph, but they should change the object coffe became tobacco, tea or other plants The objective were giving exercise for the students in writing descriptive paragraph and giving limited time for the students to write descriptive paragraph in the classroom.

Connector as one of the elements for making the paragraph coherence is very important in writing a paragraph, but the teacher did not teach it regularly. He taught the use of connectors integratedly with the teaching of reading skill. As his observation through students' results in writing, the students preferred to use coordinating conjunctions to correlative conjunction or conjunctive adverbs. They already knew about connectors but the frequency in using coordinating conjunction were higher than the other connectors.

The problem faced by the students in using connector was the connection of language elements that were not parallel. For example they connected noun with adjective. For this problem, the teacher gave feed back to the students' writing about their misuse of connection of the words in their writing.

Related to the text-book used in English teaching learning process, the teacher said that he used two kinds of book. The first was "Window on The World" that was published by *Erlangga* in 2002, and the second was "English for the Senior High School Book 2" that was published by *Depdikbud RI* in 1994. The teacher said that the book from *Depdikbud RI* was used for obtaining the target of the 1994 English Curriculum. He added that the "Window on the World" was used as developing book because this book was suitable with the curriculum and the development of information.

## 4.3 The Results and Data Analysis of the Test

The test was intended to measure the students' ability in using connectors in writing descriptive paragraph. Test material, especially for this instrument, there were some steps to be followed to create the appropriate test instrument. The steps were started from collecting some relevant English text-books for second year students of SMU, then finding out some descriptive paragraph that related to the topic based on the 1994 English Curriculum for first semester. Finally, the researcher modified the descriptive paragraphs became completion test by adding certain connectors that was appropriate with the sentences in the paragraph

The test was administered to the students on $9^{th}$ of January 2003 that consisted of 25 items which represent the indicators. Each indicator had different sum of items. To be more specific, coordinating conjunctions had 6 items (24%), correlative conjunctions had 6 items (24%) and conjunctive adverbs had 15 items (52%). This classification was based on the sum of each connector. The result of the test was analyzed by using this percentage formula and the results of the test are presented as follows:

$$E = \frac{n}{N} \times 100\%$$

**Note:**

E = The percentage of the total score
n = The writing score obtain by the students
N = The total score of the test items

**Table 7: The Results of the Test**

| NR | Coordinating Conjunctions (6 items) | | | Correlative Conjunctions (6 items) | | | Conjunctive Adverbs (13 items) | | | E % |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | n1 | Score (%) | N | n2 | Score (%) | N | n3 | Score (%) | |
| 1. | 24 | 12 | 50 | 24 | 4 | 16.67 | 52 | 12 | 23.08 | 29.92 |
| 2. | 24 | 16 | 66.67 | 24 | 20 | 83.33 | 52 | 20 | 38.46 | 62.82 |
| 3. | 24 | 16 | 66.67 | 24 | 20 | 83.33 | 52 | 32 | 61.54 | 70.51 |
| 4. | 24 | 8 | 33.33 | 24 | 8 | 33.33 | 52 | 12 | 23.08 | 29.91 |
| 5. | 24 | 12 | 50 | 24 | 16 | 66.67 | 52 | 16 | 30.77 | 49.15 |
| 6. | 24 | 12 | 50 | 24 | 12 | 50 | 52 | 24 | 46.15 | 48.72 |
| 7. | 24 | 8 | 33.33 | 24 | 12 | 50 | 52 | 20 | 38.46 | 40.60 |
| 8. | 24 | 12 | 50 | 24 | 16 | 66.67 | 52 | 28 | 53.85 | 56.84 |
| 9. | 24 | 16 | 66.67 | 24 | 16 | 66.67 | 52 | 28 | 53.85 | 62.40 |
| 10. | 24 | 8 | 33.33 | 24 | 8 | 33.33 | 52 | 20 | 38.46 | 35.04 |
| 11. | 24 | 12 | 50 | 24 | 8 | 33.33 | 52 | 8 | 15.38 | 32.90 |
| 12. | 24 | 16 | 66.67 | 24 | 8 | 33.33 | 52 | 20 | 38.46 | 46.15 |
| 13. | 24 | 12 | 50 | 24 | 16 | 66.67 | 52 | 20 | 38.46 | 51.71 |
| 14. | 24 | 16 | 66.67 | 24 | 16 | 66.67 | 52 | 44 | 84.62 | 72.65 |
| 15. | 24 | 12 | 50 | 24 | 12 | 50 | 52 | 12 | 23.08 | 41.03 |
| 16. | 24 | 16 | 66.67 | 24 | 8 | 33.33 | 52 | 20 | 38.46 | 46.15 |
| 17. | 24 | 12 | 50 | 24 | 8 | 33.33 | 52 | 20 | 38.46 | 40.60 |
| 18. | 24 | 8 | 33.33 | 24 | 8 | 33.33 | 52 | 24 | 46.15 | 37.60 |
| 19. | 24 | 16 | 66.67 | 24 | 16 | 66.67 | 52 | 28 | 53.85 | 62.40 |
| 20. | 24 | 16 | 66.67 | 24 | 8 | 33.33 | 52 | 12 | 23.08 | 41.03 |
| 21. | 24 | 20 | 83.33 | 24 | 16 | 66.67 | 52 | 20 | 38.46 | 62.82 |
| 22. | 24 | 8 | 33.33 | 24 | 4 | 16.67 | 52 | 16 | 30.77 | 26.92 |
| 23. | 24 | 16 | 66.67 | 24 | 16 | 66.67 | 52 | 16 | 30.77 | 54.70 |
| 24. | 24 | 12 | 50 | 24 | 8 | 33.33 | 52 | 16 | 30.77 | 38.03 |
| 25. | 24 | 12 | 50 | 24 | 16 | 66.67 | 52 | 16 | 30.77 | 49.15 |
| 26. | 24 | 16 | 66.67 | 24 | 16 | 66.67 | 52 | 24 | 46.15 | 59.83 |
| 27. | 24 | 20 | 50 | 24 | 16 | 66.67 | 52 | 36 | 69.23 | 61.97 |
| 28. | 24 | 16 | 66.67 | 24 | 16 | 66.67 | 52 | 40 | 76.92 | 70.09 |
| 29. | 24 | 20 | 83.33 | 24 | 20 | 83.33 | 52 | 20 | 38.46 | 68.37 |
| 30. | 24 | 16 | 66.67 | 24 | 20 | 83.33 | 52 | 36 | 69.23 | 73.08 |
| 31. | 24 | 8 | 33.33 | 24 | 4 | 16.67 | 52 | 20 | 38.46 | 29.49 |
| 32. | 24 | 12 | 50 | 24 | 16 | 66.67 | 52 | 20 | 38.46 | 51.71 |
| 33. | 24 | 8 | 33.33 | 24 | 12 | 50 | 52 | 12 | 23.08 | 35.47 |
| 34. | 24 | 20 | 83.33 | 24 | 16 | 66.67 | 52 | 36 | 69.23 | 73.08 |
| 35. | 24 | 8 | 33.33 | 24 | 8 | 33.33 | 52 | 20 | 38.46 | 35.04 |
| 36. | 24 | 8 | 33.33 | 24 | 12 | 50 | 52 | 20 | 38.46 | 40.60 |
| 37. | 24 | 12 | 50 | 24 | 16 | 66.67 | 52 | 20 | 38.46 | 51.71 |
| Total | 888 | 480 | 2000 | 888 | 472 | 1966.68 | 1924 | 808 | 1553.84 | 1840.17 |
| Mean | - | - | 54.05 | - | - | 53.15 | - | - | 42 | 49.73 |

**Note:**

NR          : number of respondents

N            : total score of each indicator

n1, n2, n3 : right answer of each indicator

E            : the percentage of total score

The table above shows the students' ability in applying connectors. The total score of items was 100. According to the table about the results of the test, it could be known that the average' score of the students' ability in using connectors was 49.73 %. This ability was divided into three types of connectors, they were the average score of the students' ability in coordinating conjunctions (54.05 %), the average score of the students' ability in correlative conjunctions (53.15 %), and the average score of the students' ability in conjunctive adverbs (42 %).

Based on the result of the test, the description of the percentage of students' ability in using connectors in writing descriptive paragraph can be described as follows:

Table 8: The result of the test scores in using the three type
of connectors in writing descriptive paragraph.

| No. | Indicators | Mean score (%) |
|---|---|---|
| 1. | Coordinating Conjunctions | 54.05 |
| 2. | Correlative Conjunctions | 53.15 |
| 3. | Conjunctive Adverbs | 42 |
| The Average of Mean Score | | 49.73 |

To know the students' ability in using connectors in writing descriptive paragraph based on the Depdikbud's classification of the score level (1999:85), the following is the table of the students' category.

**Table 9: The Classification of Students' Mean Scores in Using Connectors**

| No. | Indicators of the Connectors | Mean Score (%) | Interval Score Based on Depdikbud's Classification | Classification |
|---|---|---|---|---|
| 1. | The results of the students' ability in using coordinating conjunctions in writing descriptive paragraph | 54.05 | 46 – 55 | Poor (Kurang) |
| 2. | The results of the students' ability in using correlative conjunctions in writing descriptive paragraph | 53.15 | 46 – 55 | Poor (Kurang) |
| 3. | The results of the students' ability in using conjunctive adverbs in writing descriptive paragraph | 42 | 36 – 45 | Very Poor (Kurang Sekali) |
| | **The Average of Mean Score** | 49.73 | 46 – 55 | Poor (Kurang) |

**Table 10: The interpretation of students' scores in using connectors**

| Score % | Interpretation | Frequency | Percentage |
|---------|----------------|-----------|------------|
| 96 – 100 | Excellent | 0 | 0 |
| 86 – 95 | Very good | 0 | 0 |
| 76 – 85 | Good | 0 | 0 |
| 66 – 75 | More than enough | 6 | 16.22 |
| 56 – 65 | Enough | 7 | 18.92 |
| 46 – 55 | Poor | 9 | 24.32 |
| 36 – 45 | Very poor | 7 | 18.92 |
| 26 – 35 | Bad | 8 | 21.62 |
| < 25 | Very bad | 0 | 0 |
| **Total** | | **37** | **100** |

Concerning with the table above it could be explained that:

1. There were 6 students or 16.22 %, who gained the score more than enough, that was between 66 – 75.

2. There were 7 students or 18.92 %, who gained the score enough, that was between 56 – 65.

3. There were 9 students or 24.32 %, who gained the score poor, that was between 46 – 55.

4. There were 7 students or 18.92 %, who gained the score very poor, that was between 36 – 45.

5. There were 8 students or 21.62 %, who gained the score bad, that is between 26 – 35.

This research took the samples of students' work sheet test in using connectors in writing descriptive paragraph randomly. The researcher only take two samples from the 37 students' work sheets as can be seen in Appendix 8.
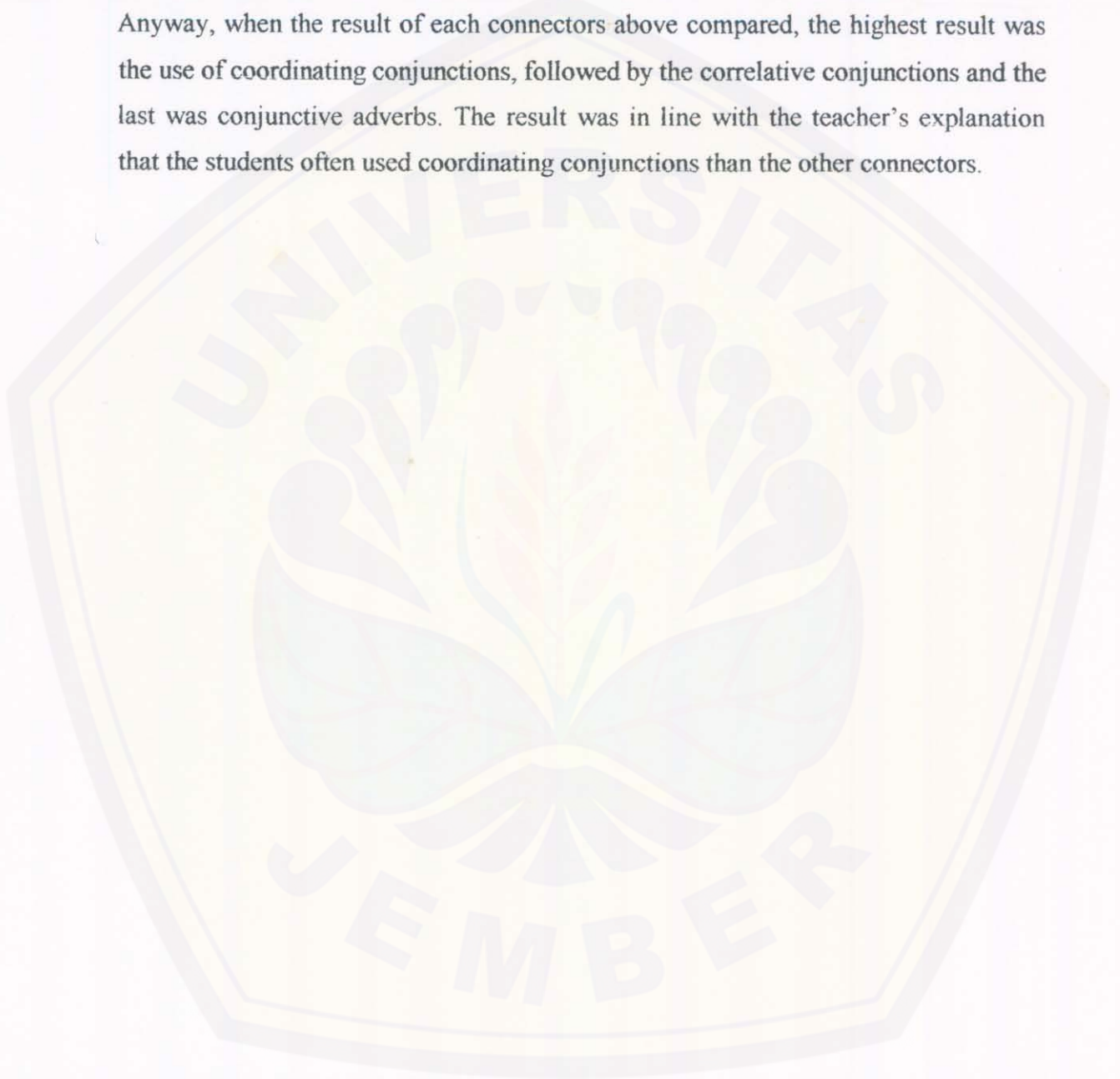
## 4 . 4 Discussion

Based on the data analysis the students' average ability in using coordinating conjunctions in writing descriptive paragraph was 54.05 %. It was classified as "poor" based on the Depdikbud's classification  of the score level (1999:85). This score was the highest among the three types of connectors. It was known that some students did not have difficulties in using coordinating conjunctions as coordinating conjunctions were commonly used in the reading text. Besides, the coordinating conjunctions had the same rules as the Indonesian language. However, some students still got the difficulties in using coordinating conjunctions. This might be caused by lack of vocabulary. When they applied coordinating conjunctions, they did not know how to put the appropriate coordinate conjunctions.

The second was the students' ability in using correlative conjunctions. It was 53.15 % and it was categorized as "poor". It means that the students got low score. As Wishon and Burks (1980:136) say "correlative conjunctions are used on pairs to join two basic sentence patterns or two parallel elements of any kinds". It means that the students should match each member of correlative conjunctions when they connect two parallel words, clauses or sentences by using correlative conjunctions. Thus, the students had to memorize the partner of each member of correlative conjunctions. Unfortunately, students failed to match the word elements with suitable connectors here.

The last was the students' ability in using conjunctive adverbs. This score on connector was 42 % and categorized as "very poor". The score of conjunctive adverbs was lower than that of coordinating conjunctions and correlative conjunctions. It meant that they got difficulties in using conjunctive adverbs. They were still confused in using conjunctive adverbs, such as conjunctive adverbs to show effect and to show contrast. They were not good at the mastery of conjunctive adverbs and this made different function of them used in the same place. It was caused by lack of practicing conjunctive adverbs in the sentences.

According to the statistical analysis obtained, the average percentage of the result score was 49.73 % and it was stated "poor". It means that the quality of the students' ability in using connectors in writing descriptive paragraph was also "poor". This fact finding indicates that the students had difficulties in using connectors. Anyway, when the result of each connectors above compared, the highest result was the use of coordinating conjunctions, followed by the correlative conjunctions and the last was conjunctive adverbs. The result was in line with the teacher's explanation that the students often used coordinating conjunctions than the other connectors.

# CHAPTER V
# CONCLUSION AND SUGGESTION

## 5.1 Conclusion

Considering the result and discussion in chapter IV, it can be concluded that the students' ability in using connectors in writing descriptive paragraph of the second year students of SMU 4 Jember in the 2002/2003 academic year was still poor. It could be proved that the total mean score of the students' ability in using connectors was 49.73 %. For the detail, here are the descriptions of each indicator:

1. The quality of students' ability in using coordinating conjunctions in writing descriptive paragraph was 54.05 %.

2. The quality of students' ability in using correlative conjunctions in writing descriptive paragraph was 53.15 %.

3. The quality of students' ability in using conjunctive adverbs in writing descriptive paragraph was 42 %

## 5.2 Suggestions

### 5.2.1 For the English Teacher

The English teacher should improve the English teaching learning process especially the use of connectors in writing descriptive paragraph by giving the students a lot of writing practice in using connectors. In addition, the English teacher can use strategy and media that appropriate for teaching the use of connectors in writing descriptive paragraph correctly.

### 5.2.2 For the Students

The researcher hopes that the second year students of SMU 4 Jember should study English especially for English Connectors better. So, they can use connectors in writing descriptive paragraph correctly. Moreover, they should practice on how to connect one sentence to another by using suitable connectors to write descriptive paragraph smoothly.

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Appendix 2 :

## A. Documentation Guide

| No. | The Data Taken | The Data Resource |
|-----|----------------|-------------------|
| 1. | The score of mid-term of English Subject of 2002/2003 academic year | Document |
| 2. | The names of the personel of SMU 4 Jember | Document |
| 3. | The names of the respondents | Document |

Appendix 1 :

## RESEARCH MATRIX

| TITLE | PROBLEMS | VARIABLE | INDICATORS | DATA RESOURCES | RESEARCH METHODS |
|---|---|---|---|---|---|
| A Descriptive study on the ability of using connectors in writing descriptive paragraph of the second year students of SMUN 4 Jember in the 2002/2003 academic year | 1. General problem<br>How is the ability of using connectors in writing descriptive paragraph of the second year students of SMUN 4 Jember in the 2002/2003 academic year?<br><br>2. Specific problem<br>• How is the ability of using coordinate conjunction in writing descriptive paragraph of the second year students of SMUN 4 Jember in the 2002/2003 academic year?<br>• How is the ability of using correlative conjunction in writing descriptive paragraph of the second year students of SMUN 4 Jember in the 2002/2003 academic year?<br>• How is the ability of using conjunctive adverb in writing descriptive paragraph of the second year students of SMUN 4 Jember in the 2002/2003 academic year? | Students' ability in using connectors in writing descriptive paragraph | 1. Students' ability of using coordinate conjunction<br><br>2. Students' ability of using correlative conjunction<br><br>3. Students' ability of using conjunctive adverb | 1. Respondent: The second year students of SMUN 4 Jember in the 2002/2003 academic year<br><br>2. Informant: English teacher<br><br>3. Document | 1. Research design: Descriptive Qualitative study<br><br>2. Research area: Purposive method<br><br>3. Respondent: Cluster random sampling<br><br>4. Data Collection:<br>• Test<br>• Interview<br>• Documentation<br><br>5. Data Analysis:<br><br>$$E = \frac{n}{N} \times 100\%$$<br><br>E = The percentage of the total score<br>n = The writing score obtain by the students<br>N = The total score of the test items<br><br>(Adapted from: Ali, 1993:186) |

Appendix 3:

## The Interview Guide

| No. | The Data Taken | The Data Resource |
|---|---|---|
| 1. | Would you explain what methods are being applied in English teaching learning process? | The English teacher of SMU 4 Jember |
| 2. | How do you try to make your students active in writing teaching learning process? | |
| 3. | How often do you assign the students to write a descriptive paragraph? How long is it? | |
| 4. | What kind of objects do students usually describe when they write descriptive paragraph? | |
| 5. | How is students ability in using connectors in writing a paragraph? | |
| 6. | In teaching connectors, what kinds of problems do the students encounter when asked using connectors in writing paragraph? | |
| 7. | How do you solve thye students' problem in the use of connectors in writing paragraph? | |
| 8. | What text-books are being used in English language teaching? | |
| 9. | Are the English text-books used suitable with the Basic course outline of the 1994 English Curriculum for SMU, particularly the use of connectors in paragraph writing? | |

Appendix 4:

## Test Instrument

Subject : English
Level : SMU
Skill : Writing
Topic : Connector Usage
Time : 45 Minutes
Class : II (Dua)

I. **Fill the blanks in the following descriptive paragraph by choosing the appropriate connectors from the list below. Each connector is only used once.**

| | | |
|---|---|---|
| meanwhile | besides | nevertheless |
| not only | and | moreover |
| or | however | but also |

## THE SUNDANESE WAYANG GOLEK

The most performing art in West Java is the *Wayang Golek*. There are two kinds of *Wayang Golek*: *Wayang Golek Purwa* 1)............... *Wayang Golek Cepak*. The faces of *Golek Purwa* puppets do not resemble the faces of ordinary human being; 2)..............., this is not the case for *Wayang Golek Cepak*. Every puppet has different face such as the form of the nose, eyes, and chin. 3)..............., they are different in the colour of the face. The puppets are phisically different. It reflects the obviuos differences in characterization. The face of good characters are drawn with pointed nose. 4)............... the eyes of the puppets are slant down. Their way of speaking, and their voice, and also their movement are made different by the *dalang* who plays them. Good characters have soft voices and gentle way of speaking. The movement of good characters are 5)............... calm 6)...............graceful. 7)..............., bad characters have terrible faces. They do not have good performances 8)............... good attitudes. They have hairy chins, loud and strill voices. 9)..............., their way of speaking are rude and wild. Bad characters have fierce movement.

*(Taken from Sholihat, 1996:10 in "English for Students of SMU 2A" with modification)*

## II. Complete the following descriptive paragraph by choosing the appropriate connectors in the bracket.

### ANDREW

Andrew is a very flexible person. He prefers people who have attitudes and beliefs which are different from his own. 10)………….. (in addition/however) he prefers people with different hobbies and interest. Andrew is a good listener; 11)…………... (meanwhile/besides) he is a friendly young man, who likes to have a wide circle of acquintances. 12)…………...(and/but) he only likes people who are intellectual. He is honest, 13)…………...(for/or) he admits that he is impatient and careless.

*(Taken from Suharti, 1998:25 in "LKS Bahasa Inggris SMU 2A" with modification)*

## III. Fill the blanks in the following descriptive paragraph by choosing the appropriate connectors from the list below. Each connector is only used once.

| | | | |
|---|---|---|---|
| finally | thus | furthermore | nor |
| neither | so | first | then |

### WINTER SEASON IN EUROPE

Winter in Europe is usually started in December. The wind blows harder and harder, and it becomes colder and colder. There is 14)………….. lights 15)………….. warmness from the sun. Snow starts to fall. The earth is now covered with the snow; 16)………….. everything is white and boring. In winter time, people have to wear jackets and overcoats. They often wear four to five layers of clothes to protect their body from coldness. 17)……………., they wear clothes starting from thermal underwear and particular underwear for winter; 18)……….. they put on

three more layers of clothes: skirt or T-shirt, vest, and jumper or sweater. 19)……………, they cover their body with overcoat and quite often with raincoat. There is much rain during the winter; 20)……………, the temperature sometimes drops many degrees below zero. The temperature outside the building is very cold, 21)…………… inside the building is warm because people use heaters.

*(Taken from Widodo, 1990:8 in "Kompetensi Komunikatif Bahasa Inggris untuk SMU Kelas 2" with modification)*

**IV. Complete the following descriptive paragraph by choosing the appropriate connectors in the bracket.**

### BRUNEI

The tiny, oil-rich nation of Brunei is located on the northwest coast of huge island of Borneo which shares with parts of 22)……………, (both/but) Malaysia 23)…………… (or/and) Indonesia. Brunei is separated and surrounded on all land borders by the Malaysian state of Serawak. It is divided into two parts. The western section consists mostly of low land; 24)…………… (consequently/moreover) there are swampy land along the beach. The Eastern section is over 6,000 feet (1,8000 metres), this area is hilly and rises in the southeast. The country has a hot and humid climate with much rainfall. 25)…………… (therefore/although) forest and jungle cover large area of Brunei.

*(Taken from Tim penyusun Bahasa Inggris, 1992:77 in "Communicative Learning English for SMA" with modification)*

Appendix 5:

# THE ANSWER KEY

| NO. | THE ANSWERS | NO. | THE ANSWERS |
|-----|-------------|-----|-------------|
| 1. | and | 14. | neither |
| 2. | neverthelless | 15. | nor |
| 3. | also | 16. | so |
| 4. | meanwhile | 17. | first |
| 5. | not only | 18. | then |
| 6. | but also | 19. | finally |
| 7. | however | 20. | furthermore |
| 8. | or | 21. | yet |
| 9. | moreover | 22. | both |
| 10. | in addition | 23. | and |
| 11. | besides | 24. | thus |
| 12. | but | 25. | therefore |
| 13. | for | | |

Appendix 6:

## THE NAME OF PERMANENT TEACHERS OF SMU 4 JEMBER

| No. | Name of Permanent Teachers | Lesson |
|---|---|---|
| 1. | Dra. Siti Mardiyah | Islam Religion |
| 2. | Drs. Nyamid Setiyaji | PPKn |
| 3. | Edi Supangkat | PPKn |
| 4. | Hj. Roemini, S.Pd. | Indonesian Language |
| 5. | Drs. Raharjo Untung | Indonesian Language |
| 6. | Dra. Sri Harmini | Indonesian Language |
| 7. | Drs. Ahmad Cung Riyadi | Indonesian Language |
| 8. | Drs. Purwo Nugroho | History |
| 9. | Drs. Suyono | English |
| 10. | Moch. Ali Imron, BA | English |
| 11. | Sunarni S.Pd. | English |
| 12. | Dra. Revi Cahyo Endrawati | Health |
| 13. | Drs. Nahrowi | Mathematics |
| 14. | Sumiatun, BA | Mathematics |
| 15. | Robani, S.Pd. | Mathematics |
| 16. | Nur Komari, S.Pd. | Mathematics |
| 17. | Drs. Mulyono | Physics |
| 18. | Hesti Udjianti, S.Pd. | Physics |
| 19. | Dra. Eny Setyowati | Physics |
| 20. | Drs. Dinarjoto | Biology |
| 21. | Dra. Tri Wahyuti | Biology |
| 22. | Drs. Tohar Ahmad | Biology |
| 23. | Dra. Tutik Daryati | Chemistry |
| 24. | Trijantono | Chemistry |
| 25. | Han Nanik | Chemistry |
| 26. | Musiati | Economics |
| 27. | Kartumi | Economics |
| 28. | Dra. Noenik Prasetyowati | Geography |
| 29. | Dra. Nur Farida | Art |
| 30. | Dra. Diyah Rini Susilowati | Counseling |
| 31. | Dra. Sumarni | Counseling |
| 32. | Drs. Syafiq M. | Counseling |
| 33. | I Gusti Made Sueca, S.Pd. | Counseling |
| 34. | Dra. Sudjiatmi | Counseling |
| 35. | Drs. Sunardi | English |
| 36. | Budi Sutrisno, S.Pd. | Health |
| 37. | Yuyun Endah, S.Pd. | Physics |
| 38. | Muhammad Amin, S.Pd. | PPKn |

Appendix 7:

## THE NAME OF ASSISTING TEACHERS OF SMU 4 JEMBER

| No. | Name of Assisting Teachers | Lesson |
|-----|---------------------------|--------|
| 1. | Drs. Eko Subiyantoro | History |
| 2. | Suryadi, S.Pd. | Physics |
| 3. | Dra. Harwati | Mathematics |
| 4. | Rini Istifadah, S.Pd. | Indonesian |
| 5. | Wuryani | Chemistry |
| 6. | Ilham Basuku, S.Pd. | Sociology |
| 7. | Roland Sitompul | Christian Religion |
| 8. | Drs. I Ketut Mahardika | Hindu Religion |
| 9. | Dra. Irene Reni Sri A. | Catholic Religion |

## THE NAME OF PERMANENT STAFFS OF SMU 4 JEMBER

| No. | Name of Permanent Staffs | Job |
|-----|-------------------------|-----|
| 1. | Sunarjanto | Librarian |
| 2. | Nanny Sulistijari | Protocol |
| 3. | Hariyanto | Technician |
| 4. | Lutfi Rohman | - |
| 5. | Edi Sumardi | - |

## THE NAME OF ASSISTING STAFFS OF SMU 4 JEMBER

| No. | Name of Assisting Staffs | Job |
|-----|-------------------------|-----|
| 1. | Sucik Heriyati | - |
| 2. | Jon Wiharjono | - |
| 3. | Krisnawati | - |
| 4. | Sri Hartini | - |
| 5. | Arifin | - |
| 6. | Nito | - |
| 7. | M. Sodikin | - |
| 8. | M. Sujak | - |
| 9. | Matari | - |

Appendix 8:

## Test Instrument

| | | |
|---|---|---|
| Subject | : | English |
| Level | : | SMU |
| Skill | : | Writing |
| Topic | : | Connector Usage |
| Time | : | 60 Minutes |
| Class | : | II (Dua) |

I. **Fill the blanks in the following descriptive paragraph by choosing the appropriate connectors from the list below. Each connector is only used once.**

| | | |
|---|---|---|
| meanwhile | nevertheless | also |
| not only | and | moreover |
| or | however | but also |

### THE SUNDANESE WAYANG GOLEK

The most performing art in West Java is the *Wayang Golek*. There are two kinds of *Wayang Golek*: *Wayang Golek Purwa* 1)...*and*..... *Wayang Golek Cepak*. The faces of *Golek Purwa* puppets do not resemble the faces of ordinary human being; 2)*nevertheless* this is not the case for *Wayang Golek Cepak*. Every puppet has different face such as the form of the nose, eyes, and chin. 3) *Also*...... they are different in the colour of the face. The puppets are phisically different. It reflects the obvious differences in characterization. The face of good characters are drawn with pointed nose. 4)*meanwhile*. the eyes of the puppets are slant down. Their way of speaking, and their voice, and also their movement are made different by the *dalang* who plays them. Good characters have soft voice and gentle way of speaking. The movement of good characters are 5) *not only*. calm 6) *but also*...graceful. 7) *however*... bad characters have terrible faces. They do not have good performances 8). ...*or*...... good attitudes. They have hairy chins, loud and shrill voices. Bad characters have fierce movement; 9)*moreover*, their way of speaking are rude and wild.

**II. Complete the following descriptive paragraph by choosing the appropriate connectors in the bracket.**

### ANDREW

Andrew is a very flexible person. He prefers people who have attitudes and beliefs which are different from his own. 10)………… (in addition/however) he prefers people with different hobbies and interest. Andrew is a good listener; 11)………… (meanwhile/besides) he is a friendly young man, who likes to have a wide circle of acquaintances. 12)………… (and/but) he only likes people who are intellectual. He is honest, 13)………… (for/or) he admits that he is impatient and careless.

**III. Fill the blanks in the following descriptive paragraph by choosing the appropriate connectors from the list below. Each connector is only used once.**

| | | | |
|---|---|---|---|
| finally | yet | furthermore | nor |
| neither | so | first | then |

### WINTER SEASON IN EUROPE

Winter in Europe is usually started in December. The wind blows harder and harder, and it becomes colder and colder. There is 14) neither lights 15)…… not …… warmness from the sun. Snow starts to fall. The earth is now covered with the snow, 16)… so …… everything is white and boring. In winter time, people have to wear jackets and overcoats. They often wear four to five layers of clothes to protect their body from coldness. 17)… first …, they wear clothes starting from thermal underwear and particular underwear for winter; 18) then … they put on three more layers of clothes: skirt or T-shirt, vest, and jumper or sweater. 19) finally …, they cover their body with overcoat and quite often with raincoat. There is much rain during the winter; 20)… nor …, the temperature sometimes

drops many degrees below zero. The temperature outside the building is very cold.

21)...~~now~~...... inside the building is warm because people use heaters.

FURTHERMOR

**IV. Complete the following descriptive paragraph by choosing the appropriate connectors in the bracket.**

## BRUNEI

The tiny, oil-rich nation of Brunei is located on the northwest coast of huge island of Borneo which shares with parts of 22)............ (both/~~but~~) Malaysia 23)............ (~~or~~/and) Indonesia. Brunei is separated and surrounded on all land borders by the Malaysian state of Serawak. It is divided into two parts. The western section consists mostly of low land; 24)............ (~~thus~~/moreover) there are swampy land along the beach. The Eastern section is over 6,000 feet (1.8000 metres), this area is hilly and rises in the southeast. The country has a hot and humid climate with much rainfall. 25)............ (~~therefore~~/although) forest and jungle cover large area of Brunei.

Nama: Ahmad Fauzi
Kelos: 2.3

<u>Test Instrument</u>

Subject : English
Level : SMU
Skill : Writing
Topic : Connector Usage
Time : 60 Minutes
Class : II (Dua)

68

**I. Fill the blanks in the following descriptive paragraph by choosing the appropriate connectors from the list below. Each connector is only used once.**

| | | |
|---|---|---|
| meanwhile | nevertheless | also |
| not only | and | moreover |
| or | however | but also |

## THE SUNDANESE WAYANG GOLEK

The most performing art in West Java is the *Wayang Golek*. There are two kinds of *Wayang Golek*: *Wayang Golek Purwa* 1)...and....... *Wayang Golek Cepak*. The faces of *Golek Purwa* puppets do not resemble the faces of ordinary human being; 2) Also......., this is not the case for *Wayang Golek Cepak*. Every puppet has different face such as the form of the nose, eyes, and chin. 3) moreover...., they are different in the colour of the face. The puppets are phisically different. It reflects the obvious differences in characterization. The face of good characters are drawn with pointed nose. 4) meanwhile. the eyes of the puppets are slant down. Their way of speaking, and their voice, and also their movement are made different by the *dalang* who plays them. Good characters have soft voice and gentle way of speaking. The movement of good characters are 5) not only.... calm 6) but also....graceful. 7) However...., bad characters have terrible faces. They do not have good performances 8) or......... good attitudes. They have hairy chins, loud and shrill voices. Bad characters have fierce movement, 9) never theless their way of speaking are rude and wild.

28

## II. Complete the following descriptive paragraph by choosing the appropriate connectors in the bracket.

### ANDREW

Andrew is a very flexible person. He prefers people who have attitudes and beliefs which are different from his own. 10) In addition (in addition/however) he prefers people with different hobbies and interest. Andrew is a good listener; 11) besides (meanwhile/besides) he is a friendly young man, who likes to have a wide circle of acquintances. 12) but (and/but) he only likes people who are intellectual. He is honest, 13) for (for/or) he admits that he is impatient and careless.

## III. Fill the blanks in the following descriptive paragraph by choosing the appropriate connectors from the list below. Each connector is only used once.

| finally | yet | furthermore | nor |
|---------|-----|-------------|-----|
| neither | so | first | then |

### WINTER SEASON IN EUROPE

Winter in Europe is usually started in December. The wind blows harder and harder, and it becomes colder and colder. There is 14) neither lights 15) so warmness from the sun. Snow starts to fall. The earth is now covered with the snow, 16) then everything is white and boring. In winter time, people have to wear jackets and overcoats. They often wear four to five layers of clothes to protect their body from coldness. 17) first they wear clothes starting from thermal underwear and particular underwear for winter; 18) furthermore they put on three more layers of clothes: skirt or T-shirt vest, and jumper or sweater. 19) finally they cover their body with overcoat and quite often with raincoat. There is much rain during the winter; 20) yet the temperature sometimes

drops many degrees below zero. The temperature outside the building is very cold, 21). not ......... inside the building is warm because people use heaters.

## IV. Complete the following descriptive paragraph by choosing the appropriate connectors in the bracket.

### BRUNEI

The tiny, oil-rich nation of Brunei is located on the northwest coast of huge island of Borneo which shares with parts of 22). both ....... (both/but) Malaysia 23). and ........ (or/and) Indonesia. Brunei is separated and surrounded on all land borders by the Malaysian state of Serawak. It is divided into two parts. The western section consists mostly of low land; 24). thus ...... (thus/moreover) there are swampy land along the beach. The Eastern section is over 6,000 feet (1,8000 metres), this area is hilly and rises in the southeast. The country has a hot and humid climate with much rainfall. 25). although ..... (therefore/although) forest and jungle cover large area of Brunei.

12

# DEPARTEMEN PENDIDIKAN NASIONAL
# UNIVERSITAS JEMBER
### FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Nomor : **3 6 2 3** /J25.1.5/PL5/2002          Jember, ......... 2 5 NOV 2002

Lampiran : Proposal

Perihal : **Ijin Penelitian**

Kepada : Yth. Sdr. Kepala SMUN 4 Jember

..............................................

di. –

JEMBER

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerang-kan bahwa Mahasiswa tersebut di bawah ini :

Nama : RENY ANDRIANI

Nim : 98-0210401104

Jurusan/Program : PBS / PENDIDIKAN BAHASA INGGRIS

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian dilembaga saudara dengan Judul :

A DESCRIPTIVE STUDY ON THE ABILITY IN USING CONNECTOR

IN WRITING DESCRIPTIVE PARAGRAPH OF SECOND YEAR

STUDENTS OF SMU 4 JEMBER IN THE 2002/2003

ACADEMIC YEAR

Sehubungan dengan hal tersebut kami mohon perkenan saudara agar memberikan ijin, dan sekaligus bantuan informasi yang diperlukannya.

Demikian atas perkenan dan kerjasamanya kami mengucapkan terima kasih.

a.n Dekan
Pembantu Dekan I,

H.MISNO AL, M.Pd
NIP. 130 937 191

Ind-SP

**DEPARTEMEN PENDIDIKAN NASIONAL
KANTOR WILAYAH PROPINSI JAWA TIMUR
SMU NEGERI 4 JEMBER**

Jl. Hayam Wuruk 145 Telp. (0331) 421819 Jember 68135

## SURAT KETERANGAN PENELITIAN

Nomor: 873 / 863.1/SMU 04/ PP/2003

Yang bertanda tangan di bawah ini Kepala SMU Negeri 4 Jember, menerangkan bahwa:

Nama              : RENY ANDRIANI

NIM               : 98-0210401104

Jurusan / Program : PBS / Pend. Bahasa Inggris

Fakultas          : Keguruan dan Ilmu Pendidikan

Adalah benar telah melaksanakan penelitian di SMU Negeri 4 Jember sejak tanggal 27 Desember 2003 sampai dengan 18 Januari 2003, dalam rangka menyelesaikan penyusunan skripsi dengan judul "A Descriptive Study on The Ability in Using Connectors in Writing Descriptive Paragraph of the Second Year Students of SMUN 4 Jember in the 2002/2003 Academic Year""

Demikian surat ini kami buat, untuk dapat dipergunakan sebagaimana mestinya.

Jember, 23 Januari 2003

Kepala Sekolah

Hj. Roemini, S.Pd.

NIP. 130325601

60

**DEPARTEMEN PENDIDIKAN NASIONAL**
# UNIVERSITAS JEMBER
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

## LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

| | | |
|---|---|---|
| N a m a | : | RENY ANDRIANI |
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| Judul Skripsi | : | A DESCRIPTIVE STUDY ON THE ABILITY IN USING |
| | | CONNECTORS IN WRITING DESCRIPTIVE PARAGRAPH |
| | | OF THE SECOND YEAR STUDENTS OF SMUN 4 JEMBER |
| | | IN THE 2002/2003 ACADEMIC YEAR |
| Pembimbing I | : | Drs. BAMBANG SUHARJITO, MEd. |
| Pembimbing II | : | |

## KEGIATAN KONSULTASI

| No | Hari/Tanggal | Materi Konsultasi | T.T. Pembimbing |
|---|---|---|---|
| 1. | April 2002 | Judul dan matrix | |
| 2. | Mei 2002 | BAB I | |
| 3. | Juni 2002 | Revisi BAB I | |
| 4. | Juli 2002 | BAB II & BAB III | |
| 5. | Agustus 2002 | Revisi BAB II & BAB III | |
| 6. | September 2002 | Revisi BAB II & BAB III | |
| 7. | Oktober 2002 | Revisi BAB I, II & III | |
| 8. | November 2002 | Instrument | |
| 9. | Desember 2002 | Revisi instrument | |
| 10. | Januari 2003 | BAB IV & BAB V | |
| 11. | | | |
| 12. | | | |
| 13. | | | |
| 14. | | | |
| 15. | | | |

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi

2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

61