

**A DESCRIPTIVE STUDY OF THE STUDENTS' ABILITY IN
USING CONNECTORS IN WRITING COMPOSITION AT MAN 2
JEMBER IN THE 1999 / 2000 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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MOTTO

قُلْ لَوْ كَانَ الْبَحْرُ مِدَادًا لِكَلِمَاتِ رَبِّي لَنَفِدَ الْبَحْرُ قَبْلَ أَنْ تَنْفَدَ
كَلِمَاتُ رَبِّي وَلَوْ جِئْنَا بِمِثْلِهِ مَدَدًا.

Say: "If the ocean were ink to write the God's words, really would be exhausted before finishing it, even though we give the same addition."

(Al Khafi 109)

DEDICATION

This thesis is honorably dedicated to:

- ♥ My Mom, Puryati and My Dad Parno, There are not enough words to describe your love, patience, sacrifice, suggestion, support, and pray. How I thank for all. I do love you.
- ♥ My brother Mas Aji, De' Budi, and My sister in law Mba' Novi, thank for your support, pray, and suggestion. We have many loves to pass our long days. I do love you.
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- ♥ My friends in my hometown, Purwokerto: Tariyah, Arifah, Mba' Endang, Mas Sugeng, Ifah, Mba' Siti, Linda, Kris, et.al. Thanks for the beautiful days.

CONSULTANT APPROVAL SHEET

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1999/2000 ACADEMIC YEAR

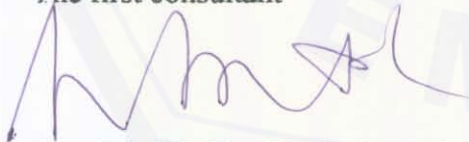
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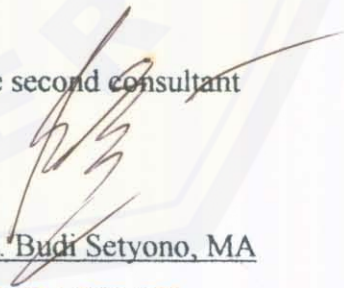
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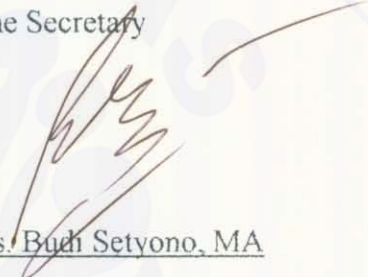
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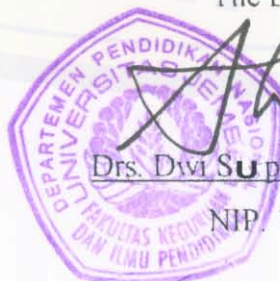

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At last, I realize that this thesis is still far from being perfect, however, it is expected to be useful either for other readers or for me. Knowing this fact, I always hope constructive criticism as well as advice from those who really want to make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

Jember, October 2000

writer

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ABSTRACT

Asih Widiastuti, 1995, A Descriptive Study of Students' Ability in Using Connectors in Writing Composition at MAN 2 Jember in the 1999/2000 Academic Year.

Thesis, English Program, Language and Art Department, Faculty of Teacher Training and Education, Jember University.

Consultants : (1) Dra Wiwiek Eko Bindarti, M.Pd
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The key words: Connectors, Writing Composition

Connector is one of the ways to make a composition coherent, and well organized. In relation to the idea, the general objective of this research was to describe the ability in using connectors in writing composition of the third year students of MAN 2 Jember in the 1999/2000 academic year. The specific objectives of this research were: (1) to describe the ability in using coordinate conjunctions of the third year students of MAN 2 Jember in the 1999/2000 academic year, (2) to describe the ability in using correlative conjunctions of the third year students of MAN 2 Jember in the 1999/2000 academic year, (3) to describe the ability in using conjunctive adverbs of the third year students of MAN 2 Jember in the 1999/2000 academic year, (4) to describe the ability in using transition expressions of the third year students of MAN 2 Jember in the 1999/2000 academic year. There were three data collecting methods used: test, interview, and documentation. The research design was descriptive study. The respondent determination method was proportional random sampling with 38 students of the third year of MAN 2 Jember as the respondents. The primary data were analyzed statistically by using the percentage formula. The results of the data analysis demonstrated that the students' average ability in using coordinate conjunctions in writing composition was 58,68 % and classified as enough. Then the students' ability in using correlative conjunction was 47,63 % and categorized as poor. The students' ability in using conjunctive adverb was 51,32% and categorized as poor. Finally, the students' ability in using transition expression was 40,53% and categorized as very poor. According to the result of data analysis, it was found that the total mean score of the students' ability in using connectors in writing composition was 49,54 and categorized as poor. Therefore, it is suggested that the students' ability in using connectors in writing composition needs to be developed, so that the students can master the use of connectors in writing composition well.

I. INTRODUCTION

1.1 Background of the Research

As the first foreign language in Indonesia, English is an important language. English plays an important role in the advancement of science and technology. It is used as a medium of studying modern knowledge, which is usually written in English. Relating to this, English is decided as a compulsory subject for the students of junior high schools and senior high schools.

The objective of teaching English in Indonesia according to Saukah (1998) is producing qualified human resources who have the ability to communicate in the international arena. In addition, the 1994 SMU English curriculum states that teaching English at secondary schools are intended to improve students' knowledge of science, technology, culture, and to establish the relationships with other countries (1995: 1). Based on these objectives, the students have to master the four language skills: listening, speaking, reading, and writing. By mastering the language skills, the students are hoped to be able to use the language for both oral and written communication.

Writing, like speaking is a form of communication. Through writing people can express the ideas to other people to whom they cannot meet. As told by Pincas (1982: v) that writing is an instrument of both communication and self-expression. Usually in some form of writing, the writer normally has someone else to whom she or he intends to communicate. Furthermore, Morsey (1976) in Tarigan (1993:20) states the writing skill is used by educated people to note, to ensure, to report, and to influence the reader, and these purposes will be delivered well by the writer who can arrange his thoughts and convey the ideas clearly. While Farbairn and Winch (1996:31) say that forms of writing aim at presenting facts and some arguments in order to support conclusion, others are about conveying feelings and impressions. But all are about communication.

Since writing is one of the ways of communication, it is effective to convey writer's thoughts or ideas clearly through transcription. Farbairn and Winch (1996:32) suggest that when you write you must concern how to make the reader understand with your work. Therefore, to help the readers understand the writer's work, there are some requirements in making a good writing. One of the requirements is how to make the paragraphs of composition coherent. Dealing with this, Oshima and Hogue (1996: 17) state that a paragraph has three major structural parts: a topic sentence, supporting sentences, and conclusion. In addition, a good paragraph also has the elements of unity and coherence.

Relating with the statements above, it is clear that coherence is needed in a paragraph. According to Krisnzer and Mandel (1989: 28) a paragraph is coherent if it is composed of sentences smoothly and logically connected to one another. It means that in order to have coherence in writing, the movement from one sentence to the next, or from one paragraph to the next, should be smooth and logical. Each sentence should flow smoothly into the next one. This lets the readers follow the idea easily.

There are a variety of ways in achieving coherence, and one of them is by using connectors. Wishon and Burks (1980: A4) say that the English connector is small, but highly important word or group of words that establish a meaningful relationship between the part of the sentences.

Following the discussion above, a descriptive study to describe the students' ability in using connectors in writing composition was conducted.

1.2 Problem Formulation

Based on the research background, the problems of the research formulated as follows:

1.2.1 Main problem

How is the students' ability in using connectors in writing composition at the third year students of MAN 2 Jember in the 1999/2000 academic year?

1.2.2 Specific Problems

- a. How is the students' ability in using coordinate conjunctions at the third year students of MAN 2 Jember in the 1999/2000 academic year?
- b. How is the students' ability in using correlative conjunctions at the third year students of MAN 2 Jember in the 1999/2000 academic year?
- c. How is the students' ability in using conjunctive adverbs at the third year students of MAN 2 Jember in the 1999/2000 academic year?
- d. How is the students' ability in using transition expressions at the third year students of MAN 2 Jember in the 1999/2000 academic year?

1.3 The Operational Definition of the Title

The terms that need to be defined operationally in this research are students' ability in using connectors, and writing composition.

1.3.1 Students' Ability in Using Connectors

Connectors are word or group of words that join part of a sentence and establish a meaningful relationship between the part they connect. They are coordinate conjunction, correlative conjunctions, conjunctive adverbs, and transition expressions. Coordinate conjunctions are used to link words, phrases, or clauses of equal grammatical rank, for examples, *and, or, but, for, nor, so, and yet*. Meanwhile correlative conjunctions are used in pairs to connect elements of equal rank; such as, *both ... and, not only ... but also, either ... or, neither ... nor*. Further conjunctive adverbs are used to connect basic sentence patterns and to link independent clauses; for examples, *however, furthermore, therefore, hence, otherwise, and so on*. Finally, transition expressions are used as adverbs to signal the relationship between ideas; for examples, *on the other hand, on the contrary, as a result, firstly, secondly, and so on*.

The students' ability in using connectors refers to the students' skill in combining sentences by means of connectors. The students' ability in using connectors is demonstrated by their test score on writing composition.

1.3.2 Writing Composition

Writing composition in this research means a writing task which assigns the students in manipulating words in grammatically correct sentences and in linking those sentences to form a piece of continuous writing. In this research, the writing task given is in the form of guided composition.

1.4 Objective of the Research

1.4.1 General Objective of the Research

The objective of this research is to describe the students' ability in using connectors in writing composition of the third year students of MAN 2 Jember in the 1999/2000 academic year.

1.4.2 Specific Objectives of the Research

- a. To describe the students' ability in using coordinate conjunctions at the third year students of MAN 2 Jember in the 1999/2000 academic year.
- b. To describe the students' ability in using correlative conjunctions at the third year students of MAN 2 Jember in the 1999/2000 academic year.
- c. To describe the students' ability in using conjunctive adverbs at the third year students of MAN 2 Jember in the 1999/2000 academic year.
- d. To describe the students' ability in using transition expressions at the third year students of MAN 2 Jember in the 1999/2000 academic year.

1.5 Significance of the Research

The results of the research will be significant for the following people:

1.5.1 The English Teacher

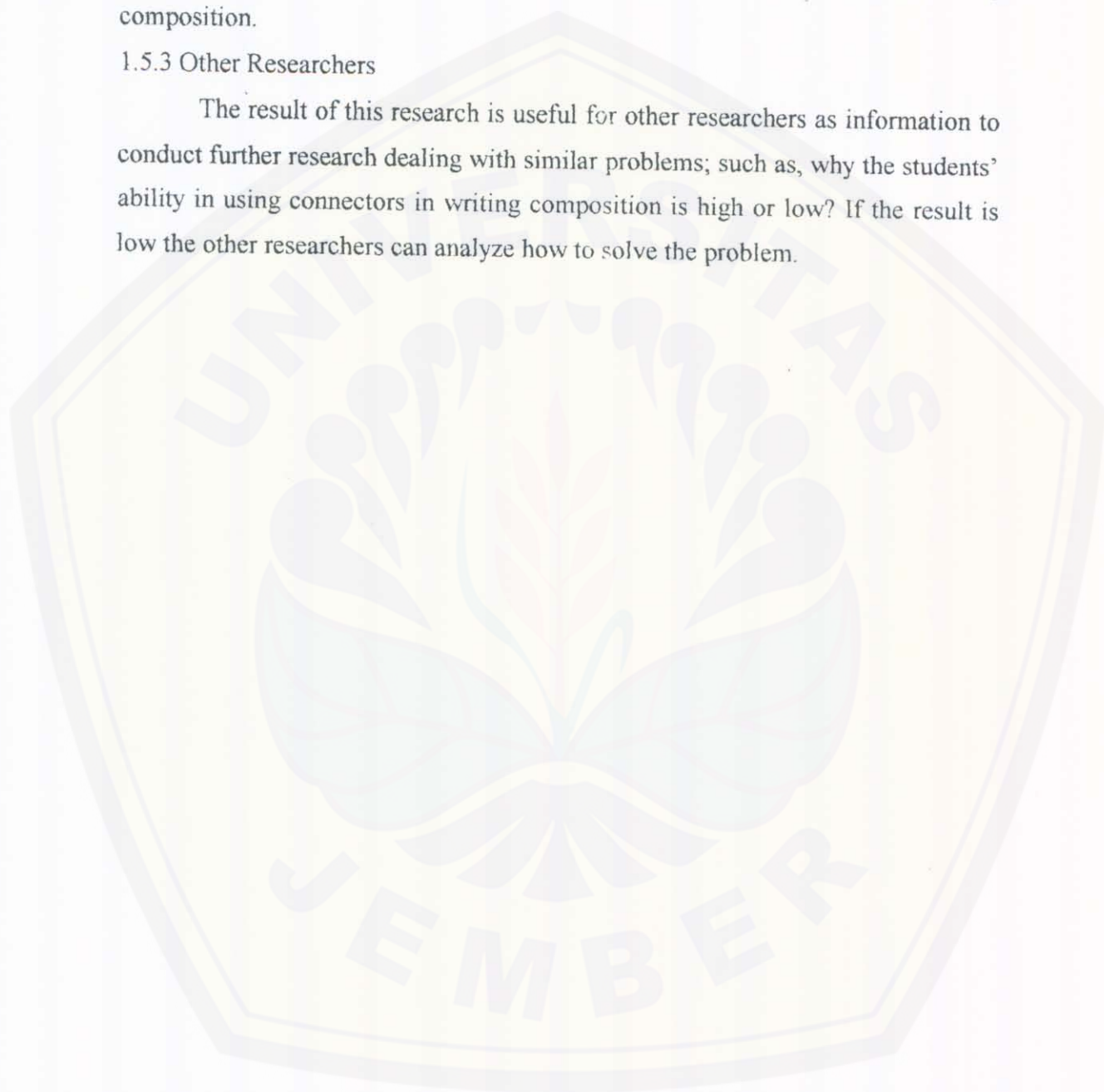
The result of this research is useful for the English teacher as information or an input to know their students' English achievement, especially their abilities in using connectors in writing composition. The information can be used by the teacher to improve the teaching strategy, selecting materials, and media that enable the students to use connectors in writing composition.

1.5.2 The Students

The result of this research is useful for the students of MAN 2 Jember to know their abilities in using connectors in writing composition. It is expected to give input for the students to improve their ability to use connectors in writing composition.

1.5.3 Other Researchers

The result of this research is useful for other researchers as information to conduct further research dealing with similar problems; such as, why the students' ability in using connectors in writing composition is high or low? If the result is low the other researchers can analyze how to solve the problem.



II. LITERATURE REVIEW

2.1 The Meaning of Connector

Based on Webster' New International dictionary (1966:481) connector is something that connects words or group of words especially a relative pronoun, conjunction, preposition. According to Turner (1977:24) it is said that connectors join part of sentences with another and show the relationship between the part they connect. Another definition is given by Wishon and Burks (1980:A10) that connector is a word or group of words which establish a meaningful relationship between the part of sentences.

From the definition above it can be concluded that connector is a word or word group that join part of a sentence and establish meaningful relationship between the parts they connect.

2.2 Types of Connector

Some experts divide connector in different types. Turner (1977:24) divides connectors into three types: coordinate conjunctions, correlative conjunctions, and conjunctive adverb. Furthermore, he gives note that certain phrases; such as, *on the contrary, on the other hand, in the first time, and in the interim- have the same modifying and connective force as conjunctive adverb*. On the other hand, Wishon and Burks (1980: 135) mention that there are four kinds of connectors: coordinate conjunctions, correlative conjunction, and conjunctive adverb and transition expression.

In this research connectors are divided into four types as proposed by Wishon and Burks: coordinate conjunctions, correlative conjunctions, conjunctive adverbs, and transition expression. This is adapted with the English connectors material which are stated in the Basic Course Outline of 1994 English Curriculum; for example, *and, but, or, on the contrary, on the other hand, both ... and, in spite of, first, second, however, meanwhile and other transitions*.

2.2.1 Coordinate Conjunction

The coordinate conjunctions join structural units that are grammatically equal. Unit joined by coordinate conjunctions are labeled as compound sentences (Frank, 1972: 206). In addition, Stanley et. al. (1988: 555) say that coordinate conjunction is one of the connectors, which is used to link words, phrases, or clauses of equal grammatical rank. According to Wishon and Burks (1980: 135) there are seven coordinate conjunctions: *and*, *or*, *but*, *for*, *so*, *nor*, and *yet*, which have distinct meaning. When a coordinate conjunction joins two sentences the coordination is normally preceded by a comma. The following are examples on the use of coordinate conjunctions in sentences taken from Greenberg (1988: 183).

and indicates that the second idea is in addition to the first idea.

Example:

I am writing chapter eight, and I am also trying to revise chapter seven.

but and *yet* show contrast.

Examples:

Her cousin moved away, but she stayed in town.

Michela is a vegetarian, yet she eats chicken.

or shows contrast or alternation.

Examples:

I can try to write chapter 8, or I can work on revising chapter 7.

Are you going to the party, or will you stay home?

nor indicates that the second idea continuous a negative statements in the first idea.

Examples:

I do not write Arabic, nor do I speak it well.

I am not too tired to work on chapter eight, nor do I feel like revising chapter seven.

For shows reason.

Example:

I cannot stop working now, for I have two more chapters to finish by next mont.

so indicates that the events in the second idea are caused by the even in the first idea.

Example:

I must finish two more chapters soon, so I cannot stop working now.

The following illustrates the use of coordinate conjunctions when the two ideas connected are parallel. The examples are taken from Tuner (1977:166).

1. Connecting a word with a word.

Example:

The director and the assistant director will attend the meeting.

2. Connecting a phrase with a phrase.

Example:

He is a man of great capability, but of little experience.

3. Connecting a subordinate clause.

Example:

He said that he had filed a claim for a refund but that he had not heard anything further from this office.

2.2.2 Correlative Conjunctions

Correlative conjunctions are used in pairs to connect elements of equal rank. As stated by Turner (1977:165) that correlative conjunctions are used in pairs to show that words and ideas are parallel (equal rank). Each member of a pair of correlative conjunctions must be followed by the same parts of speech (the same grammatical construction), for example, if not only is followed by a verb, then but also must be followed by a verb. If either is followed by a phrase, or must be followed by a phrase.

In addition, Stanley et. al. (1988: 555) note that correlative conjunctions work in pairs. He also gives the examples of correlative conjunctions like *both... and*, *not only... but also*, *either...or*, *neither... nor*.

Some examples in sentences are taken from Wishon and Burks (1980: 136).

1. Either you will contest, or I will complain.
2. His replay was not only prompt, but also complete.
3. Both Erik and Yuval are in love with my sister
4. He is neither dependable, nor trustworthy.
5. He is not only dependable, but he is also trustworthy.

The other correlative conjunctions are *as...as* used in affirmative sentences while the correlative *so...as* is used in negative sentences.

Examples

1. This melon is as sweet as that one.
2. This melon is not so sweet as that one. (Turner, 1977:167).

2.2.3 Conjunctive Adverbs

These adverbs like coordinate and correlative conjunctions which are used to connect basic sentence patterns and make compound sentences (Wishon and Burks, 1980: 141). Stanley et. al. (1988: 556) state that conjunctive adverb is used to link independent clauses. The main conjunctive adverbs are *however, furthermore, accordingly, therefore, hence, consequently, otherwise, also, likewise, nevertheless, then, meanwhile, moreover, besides, thus* (Wishon and Burks 1980: 141).

Oshima and Hogue (1991:159) say that conjunctive adverbs use semicolon after the first clause and a comma after the conjunctive adverb. The following examples are taken from Rusli et. al. (1998:223-234).

Examples:

1. She went home; however, he stayed.
2. There was no trail of fire behind the light; therefore, it could not be a comet.
3. The leaders settled the argument; otherwise, there would have been war.
4. The sun is shining; nevertheless, I am sure it is going to rain.
5. The dog is clever; furthermore, it is wakeful.
6. We must meet the deadline; hence, a decision is needed now.
7. I live too far away to visit you often; besides, you are never home.
8. He requested an opportunity to make up the work he had missed; accordingly, his teacher gives him special help.
9. The road was wet and slippery; consequently, there were accidents.
10. He is going to Spain next year; meanwhile, he is studying Spanish.
11. He put out the fire quickly; thus, a great disaster was avoided.
12. Harrison is kind; moreover, he is generous.
13. All of Mrs. Rondeau's ancestors were robust and long-lived; likewise, she is very healthy at age seventy-five.
14. I will study medicine for six years; then I will be a doctor.

2.2.4 Transition Expression

Transition expressions are usually prepositional phrases used as adverbs. (Wishon and Burks, 1980:142). In addition Rosa and Eschol (1989: 105) say that transition expressions are words and phrases used to signal the relationship between ideas in an essay and to join the various parts of an essay together.

A writer usually uses transition to relate ideas within sentences between sentences, and between paragraphs. The most common types of transition are

called transitional expression. Here are some of the most common transition expressions, grouped according to meaning.

1. Time: since, later, meanwhile, soon, now, at least, nowadays, at the same time;
2. Augmentation: additionally, and then, in addition;
3. Contrast, opposition: in contrast, on the contrary, in contrast to (+noun), on the other hand, at the same time, in spite of (+noun), despite this (+noun);
4. Comparison, Similarity: in a like manner, in the same way similarly, in a similar manner;
5. Concession: after all, as a matter of a fact, as the same time, of course;
6. Demonstration, Illustration: as an example, in fact, for example, in other words, for instance, to illustrate, such as;
7. Sequence: first of all, last of all, first, second, third, next, in the first place, second place;
8. Result: accordingly, as a result, for this reason;
9. Purpose: for this purpose/reason, to this purpose, with this object (objective)
10. Location: for behind, at the top, here, in the center;
11. Conclusion, Summary: on the whole, as a result, in brief, in other words, to conclude, to summarize, to sum up.

(Wishon and Burks, 1980:184-186)

Examples:

1. It is too late to finish the work; in fact, it is time to go home.
2. He is not stupid person; on the contrary, he is quite intelligent.
3. They may go to concert; on the other hand, they may decide to attend the lecture.
4. Harrison worked hard all year; as a result, he was promoted.
5. He is going to Spain next year; in the meantime, he is studying Spanish.(Wishon and Burks, 1980:142)

2.3 Composition

According to Crowley in Jacobs et. al. (1981: 13) composition is combination of putting ideas and the writer's perception of the idea together into a new structure which will influence the perception, thinking and expression of others.

On the other hand, Heaton (1978: 127) says that composition is a task which involves a writer in manipulating words in grammatically correct sentences and in linking those sentences to form a piece of continuous writing which successfully communicates the writer's thoughts and ideas in certain topic.

There are two types of composition. They are guided composition and free composition (Heaton, 1978:127). In addition, Fadloeli (1986: 31) states that in a free composition the students write everything they thought. And in guided composition the teacher gives the situation or some key words and structural model, so that the students can compose new sentences and composition. Haycraft (1978: 119-120) mentions that free composition can be in the form of narration, argumentation, description, expression of personal feeling or general ideas. Further, guided composition is a kind of composition in which full directions are provided. Then the students must write their composition based on the direction given.

In making a good writing especially writing composition someone should master writing skills such as grammar, vocabulary, content, mechanics, and organization. Heaton (1978: 138) states that there are four main writing skills, they are grammatical, mechanical, stylistic, and judgment skill. In addition Harfiel et. al. (1985: 90) say that there are some components in composition; such as content, organization, vocabulary, language use, and mechanic. Further, those can be explained as follows:

1. Content skill is the ability to develop and to complete the ideas in composition;
2. Organization skill is the ability to arrange the information logically and fluently;
3. Vocabulary skill is the ability to select of words to convey a suitable tone for particular audience and clarity of meaning;
4. Language use skill is the ability to use grammatical principles; such as, agreement, tenses, word order etc;
5. Mechanic skill is the ability to use mechanical principles; such as, spelling, punctuation, and capitalization.

Those five components are closely related to each other and can be used as a guide in expressing their thoughts appropriately. Thus, the students will produce a meaningful and comprehensible composition.

2.4 Teaching and Evaluating Students' Composition

Based on some researchers, writing is one of the difficult skills. This opinion is supported by Fadloeli (1986: 1.1) who says that writing is 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 points in writing in order to produce a clear and understandable piece of writing for the readers. The points are how to organize what we are going to tell, how to make every sentence must be correlated, and how to use sentence patterns. Besides, Nababan (1995: 182) says that students have difficulties in writing task. They often face blank paper with blank mind, because they have problems with what to write and how to start.

Since writing is the most difficult subject besides speaking, so in teaching writing the students must proceed by the stage from simple to complex, or with guided to free writing. Byrne in Jane et. al (1983: 39) say that it is important for the beginners to learn composition in the form of guided writing in order to lead them gradually toward free writing. Furthermore, Paulston and Bruder (1976: 205) suggest that at the beginning level, writing focuses on the correct language form, mechanic of punctuation and content organization.

In line with this idea, at the beginning level, the techniques and procedures of teaching composition concentrate on the correct language forms, the mechanical punctuation and content organization. For teaching correct language form, guided composition has several advantages such as: it can not only make sequencing and grading of patterns possible but also gives the students maximal practice in writing correct forms of the language (Paulston and Bruder, 1976: 206).

Further there are some types of guided writing; they are completion, re-arrangement, and conversion. The explanation is as below:

1. Completion is the correct form of the language on the sentence level. It can be the completion of sentences or the completion of the paragraphs.
2. Re-arrangement is reconstructing the scrambled words into the right order to be structurally correct sentences (Fadloeli, 1986: 3.2-3.11).

3. Conversion is divided into three parts. They are transformation, substitution, and modification (Paulston and Bruder in Fadloeli, 1986:3.13).

In teaching mechanic of punctuation, there are two reasons that are needed for students. First, it can help them write readable composition and the second it helps them understand reading texts. The important thing to remember is that no specific rules in teaching mechanic of punctuation. Meanwhile, for teaching content organization, it is said that writing is thinking process. Because of that, the main point in writing composition is organizing thought and argument, then putting them into a coherent and logical whole. The beginning students practice to organize the content of composition on simple outlining by semi guided and guided composition in order to make their written language skill better(Paulston and Bruder, 1976: 237).

To evaluate the students' writing progress, it needs a test. One of the purposes of the test is to diagnose students' strengths and weaknesses and to identify what they know and they do not know (Hughes, 1994: 7). In the class test, it is important for the teacher to find out what kind of composition is tested in the class. The teacher cannot just give the students a composition task as a tool of testing their ability in writing, but the teacher must also adjust with the students' competence in English. First, teacher must know when he asks the students to do free composition, or when to give them a test. Of course in the early stage, the task given must be guided composition, and then more difficult and subtler one. Heaton (1978: 128) states that:

...Once the students are ready to write free composition on carefully chosen realistic topic, then composition writing can be useful testing tool. It provides the testees with an opportunity to demonstrate his ability to organize language material, using his own words and ideas, and to communicate. In this way, composition test provides a degree of motivation which many objective type test files provided.

In the composition test, a teacher should present clearly defined problem that motivates students to write. The writing task should ensure them to say something. Whenever possible the students can be given a composition test in meaningful situation. For example, a brief description of real life situation, or

daily activity. This helps the students to develop their mind freely in composing writing. Of course, it is in the early step, the task must be in guided composition and then comes to more difficult one.

Concerning with this research, the writer applies the writing test in the form of guided composition. Such a test is considered as an effective test to give experience to the students before they have more complex task. Here, writing composition will be focused on the use of a task in which the students will be able to use connectors in linking sentences to form a piece of continuous writing on a certain topic. Further, the test will be used to measure the students' ability in using connectors in composition.

2.5 The Contribution of Connectors in Composition

Based on Harfiel et. al. (1985: 90) it is stated that the components in composition are grammar, vocabulary, mechanic, content, and organization. Relating to this research, describing students' ability in using connectors in writing composition will be focused on the organizing component.

The composition is said to be well organized if the sentences composed smoothly and logically connected to one another (Kriszner and Mandel, 1989: 28). In addition, Heaton (1978: 138) notes that organizing composition skill is the ability to express the idea fluently, arranging logical sequence and cohesion. And in achieving coherence in writing, there are some ways. One of them is by rhetorical devices.

Paulston and Bruder (1976: 242-243) state that there are three major rhetorical devices for achieving coherence within and between paragraphs: transition words, parallelism, and punctuation marks. Transition words may be either the same word or a synonym repeated in the following sentence, substitute words: such as, pronouns or summary words for ideas and concept. And finally the transition words are sentence connectors. Thus sentence connector is one of many ways to make the composition coherent, and makes the composition well organized.

2.6 English Connectors and Composition Material at SMU

The Basic Course Outline of 1994 English curriculum states that the teaching of English covers reading, listening, speaking, and writing skills which should be taught in integrated way with the main focus on reading skills (Depdikbud, 1995: 1). Based on this idea, the implementation of teaching English connectors and composition at the third year students of MAN 2 Jember is integrated in the teaching of reading.

The teacher introduces English connectors through reading text. And the texts are stated on the compulsory book used in teaching English in the class. The examples of connectors that have been introduced; such as, *and, but, or, in spite of, first, second, on the other hand, not only... but also, however, meanwhile, despite etc.*

So far the teaching of writing is integrated with the teaching of other skill, that is reading skill. The activities suggested in English curriculum 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 by using students' own words.

III. RESEARCH METHODS

3.1 The Research Design

In relation to the aim, that is, to describe the students' ability in using connectors in writing composition, the appropriate research design chosen was descriptive research (Suryabrata, 1992: 15).

This research was conducted with the following procedures:

1. Finding the topic and formulating the title
2. Studying the references
3. Formulating the problem
4. Choosing the research design
5. Determining the variable and data resources
6. Constructing the research instrument
7. Administering the try-out
8. Collecting the data using the real test
9. Analyzing the collected data especially in the primary data
10. Concluding the results of the research
11. Writing the research report

3.2 Area Determination Method

This research was conducted at MAN 2 Jember. The determination method, which was used in this research, was purposive sampling. This technique was done because of some reasons; such as, the limitation of time, energy, and fund (Arikunto, 1996:127).

3.3 Respondent Determination Method

The respondents of this research were the third year students of MAN 2 Jember in the academic year 1999/2000. Since the number of the students was more than 100, this research used a sampling research. As stated by Arikunto (1996:120) that if the number of population is more than one hundred, the sample

can be taken 10%-15%, 20%-25%, or more as samples and it is called a sample research.

This research determined to take 15% of the population by using proportional random sampling. According to Hadi (1981:228) proportional sample is the sample comprised of each sub-set of the population. And then random sampling is the method of selecting sample units of the population such that everyone in the population has an equal chance of being chosen.

This technique was used because every member of respondents had the same chance of being selected as the sample of the research (Ali, 1987:101). In this research the random sampling was accomplished by lottery. So, the sample of this research was taken from 15 % of 253 students. Thus, the respondents were about 38 students from the six classes taken proportionally.

The procedure to get the samples by using proportional random sampling was:

1. Determining the expected samples.
2. Counting the number of population.
3. Counting the member of each sub population
4. Determining the sample from each sub-population by using this formula:

$$S_s = \frac{n}{N} \times E_s$$

Notes:

Ss: sub sample

N: the total population

n: the total population of each class

Es: expected sample

5. Sum all the sub samples

(Arikunto, 1996:127)

Table 1. The Number of Respondents

Class	Number of students	The member of samples
IPS I	42	6
IPS 2	41	6
IPS 3	42	6
IPS 4	42	6
IPS 5	43	7
IPA I	43	7
total	253	38

3.4 Data Collection Method

There were two kinds of data in this research: primary data and supporting data. The primary data was collected by using a test. The supporting data was collected by using interview and documentation.

3.4.1 Test

In this research, written test was used to collect the primary data about the students' ability in using connectors in writing composition. The writing test was in the form of guided writing. The type of the guided writing test used was completion. Concerning with the test as an instrument of collecting data, Arikunto (1996:224) divides test into teacher made test and standardized test. In this research, a teacher made test was used to test the respondents based on the indicators used and it was consulted with the English teacher to see whether it was appropriate to the respondents or not.

The number of the item test was 40 with equal distribution of each indicator. The item test covered the following components: coordinate conjunctions, correlative conjunctions, conjunctive adverb, and transition expression. The time given for doing the test was 90 minutes. The test was given

to the respondents at the third cawu. Dealing with the scoring, each item was scored 2,5. Thus, the total score of the items was 100.

A test was considered to be good if it was valid and reliable. A test was said to be valid if it could measure what was intended to measure. According to Hughes (1994:22), the validity of the test can be classified into content validity, criterion-related validity, construct validity and face validity.

This research used content validity for getting the primary data. The test was said to have content validity if it contained proper sample of the things that was be measured (Hughes, 1994:22). This test measured the students' ability in using connectors in writing composition. Therefore, the test items covered the components of connectors that were used in this research, and in the form of composition. It was adapted with syllabus, curriculum, and was consulted to the English teacher.

A valid test must be reliable because it provides consistently accurate measurement. Hughes (1994: 42) states that a valid test must be reliable; however, a reliable test may not be valid at all. A test is said to be reliable if it has likely the same result when it is given at another time (Hughes, 1994: 29). Therefore, there must be two sets of score comparison.

In this research, to know the reliability coefficient of the test, the split-half method was used. Before the test was given to the respondents, it was tried out to other students who were not respondents once. The tried out was used to know whether the test could be tested to the respondents or not, whether the time was enough or not and the respondents understood the test instruction or not, and to know the discrimination index and the difficulties index of the items test.

Based on the results of the try-out test, the item test could be tested to the respondents and they had enough time to do the test. They also understood the test instruction. Furthermore the reliability coefficient of the test was got 0,901. The result showed a reliable test. This index number belonged to high reliability coefficient (Lado, 1961 in Hughes, 1994:32). Meanwhile the index difficulty of the item test simply showed how easy or difficult the particular items provided in

the test. It was expressed as the fraction or percentage of the students who answer the item correctly (Heaton 1991: 170).

It was calculated by using the formula:

$$FV = \frac{R}{N}$$

Notes:

Fv: the index difficulty (facility value)

R : the number of correct answers

N : the number of students taking test

(Heaton, 1991: 178)

More clearly, each category has its own criteria described as follows:

0.00-0.30: difficult category

0.31-0.70: sufficient category

0.71-1.00: easy category

(Sudjana, 1990: 1137)

The index difficulty of item test in this research showed in sufficient category, so it did not need to revise the item tests. The result of the try-out could be seen in the Appendices 5,6,7.

3.4.2 Interview

The interview was used to obtain the supporting data about the technique and the books used to teach writing by the teacher. 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 next explanation (Arikunto, 1996:229-230). In this interview, the interviewer provided a guideline containing the points that was interviewed.

3.4.3 Documentation

In this research, documentation was used to gain the secondary data about the total number of the third year students at MAN 2 Jember and the list of the respondents, which was provided in the archive book. The other data were about the teaching staff of MAN 2 Jember and their specialization that could be gained from the structure of teaching staff written on the board.

3.5 Data Analysis

One of the important steps in the research activity was data analysis. The purpose of data analysis was to present the obtained data to be analyzed and interpreted to become meaningful information. The technique of data analysis depended on the kind of data and the research purposes.

This research works with quantitative data; therefore, it was effective to use quantitative statistical method in analyzing it. This technique was used to know the students' ability in using connectors in writing composition. The formula which was used to measure the students' ability, was:

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

Explanation:

E = the percentage of total score

n = total correct answers

N = total score of the items

(Ali, 1993:184)

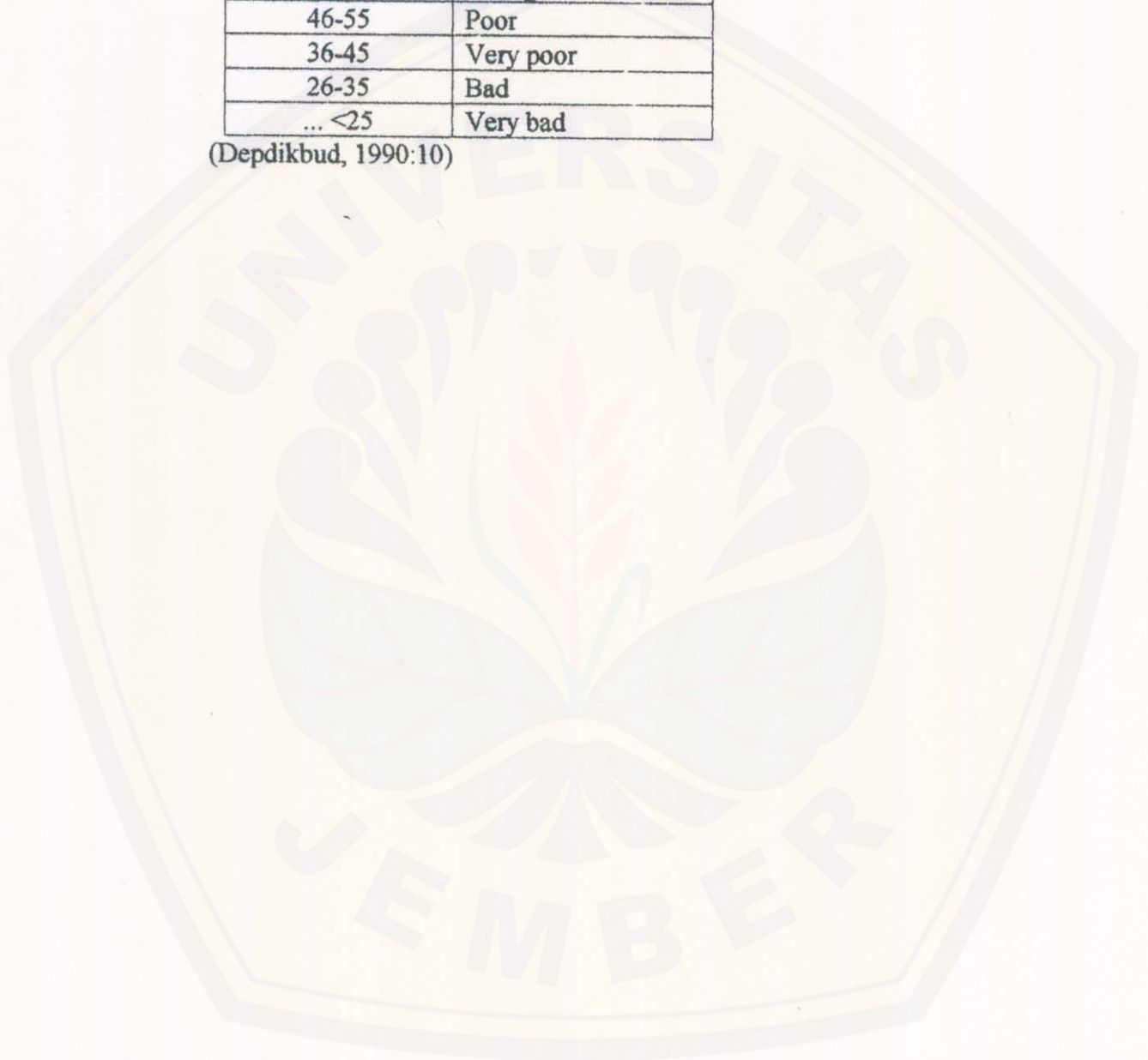
The steps in analyzing the data were as follows:

1. Scoring the students' results of the test.
2. Analyzing the students' scores by using the formula
3. Consulting the research result with the table classification of the score level to know the students' ability in using connectors in writing composition.

Table 2. The Classification of the Score Level

Score %	Interpretation
96-100	Excellent
86-95	Very good
76-85	Good
66-75	More than enough
56-65	Enough
46-55	Poor
36-45	Very poor
26-35	Bad
... <25	Very bad

(Depdikbud, 1990:10)



IV. RESULT AND DISCUSSION

The result of this research deals with the supporting data which were got by using documentation and interview methods while the primary data were got by using test.

4.1 Supporting Data

4.1.1 The Result of Documentation

MAN 2 Jember is located at Jl. Manggar 74 Jember. The school has 22 classes, 8 classes for the first year students, 8 classes for the second year students, and 6 classes for the third year students. The school has sufficient facilities to support English teaching learning process such as language laboratory and library that provides many English books. This school also has other facilities such as computer, science laboratory, and mosque. The details about the facilities can be seen in the Appendix 8.

Furthermore, the personals of MAN 2 Jember consist 43 teachers and 8 administrative staffs. Most teachers are university graduates, so that they are competent in their field of study. Appendix 10 presents the detail information about the personnel of MAN 2 Jember.

Dealing with the respondent, the research respondent were the third year students of MAN 2 Jember which were taken by proportional random sampling. The detail about the respondents could be seen in Appendix 9.

4.1.2 The Result of Interview

Based on the interview with the English teacher, the English teaching at MAN 2 Jember was based on the 1994 English curriculum. Teaching connectors in writing composition was taught integratedly with reading, that is, the teacher provided the reading texts taken from the English book. Then the teacher asked the students to read the text and do the questions dealing with the text. According to the answers, the students organized them by using the appropriate connectors.

The students were introduced some connectors based on the reading text and by the teacher guide. To activate the students in writing, the teacher usually gave the exercises by using sequence of pictures stated on *Lembar Kegiatan Siswa (LKS)* /worksheet. The students not only did the exercises in the class, but they also did them at home as their homework.

While taking the exercises, the students had good responses, but they needed teacher's monitor. However, if the exercises were categorized difficult, the students did the exercises in pairs or groups.

The English books used by the English teacher was *Kiat Belajar Sukses (KILAS)* published by PT Tiga Serangkai Mandiri. The book was used on the consideration that the content of the book was relevant to the 1994 English curriculum for senior high schools.

4.2 Primary Data

4.2.1 Test

Test was intended to measure the students' ability in using connectors in writing composition. The test was given to 38 students of the third year students of MAN 2 Jember in the 1999/ 2000 academic year. The test consists of 40 items that represent the indicators. Each indicator has 10 items. The numbers of test item: 1,2,7,9,10,12,16,17,18,23 were taken to know the students' ability in using coordinate conjunctions. The numbers of test item: 3,5,19,20,25,26,27,28,29,30 were taken to know the students' ability in using correlative conjunctions. The Numbers of test item: 4,6,8,11,13,14,15,21,22,24 were taken to know the students' ability in using conjunctive adverbs. In addition, the numbers of test item: 31,32,33,34,35,36,37,38,39,40 were taken to know the students' ability in using transition expressions. The score was calculated by using the following formula:

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

Notes:

E = The percentage of the total score

n = The score which is obtained by the students

N = Total score of the items

Table 3. The Result of the Test

NR	Coordinate Conjunctions		Correlative Conjunctions		Conjunctive Adverbs		Transition Expressions		E%
	n1	score(%)	n2	Score(%)	n3	score(%)	n4	score(%)	
1.	10	40	15	60	15	60	5	20	45
2.	17.5	70	12.5	50	15	60	7.5	30	52.5
3.	17.5	70	7.5	30	7.5	30	7.5	30	40
4.	10	40	10	40	12.5	50	10	40	42.5
5.	15	60	7.5	30	7.5	30	12.5	50	42.5
6.	15	60	12.5	50	10	40	7.5	30	45
7.	17.5	70	12.5	50	15	60	7.5	30	52.5
8.	7.5	30	5	20	10	40	12.5	50	35
9.	12.5	50	10	40	10	40	12.5	50	45
10.	17.5	70	15	60	7.5	30	7.5	30	47.5
11.	7.5	30	7.5	30	5	20	10	40	30
12.	10	40	10	40	10	40	7.5	30	37.5
13.	17.5	70	7.5	30	10	40	17.5	70	52.5
14.	20	80	5	20	22.5	90	7.5	30	55
15.	20	80	10	40	7.5	30	15	60	52.5
16.	12.5	50	10	40	10	40	10	40	42.5
17.	20	80	17.5	70	15	60	10	40	62.5
18.	17.5	70	22.5	90	17.5	70	7.5	30	65
19.	15	60	20	80	15	60	7.5	30	57.5

To be continued

Continuation

20.	7.5	30	15	60	15	60	5	20	42.5
21.	15	60	20	80	15	60	10	40	60
22.	20	80	20	80	15	60	5	20	60
23.	7.5	30	12.5	50	10	40	12.5	50	42.5
24.	15	60	17.5	70	12.5	50	12.5	50	57.5
25.	15	60	7.5	30	17.5	70	7.5	30	47.5
26.	12.5	50	15	60	10	40	7.5	30	45
27.	7.5	30	5	20	10	40	12.5	50	35
28.	15	60	17.5	70	15	60	7.5	30	55
29.	22.5	90	17.5	70	17.5	70	10	40	67.5
30.	10	40	20	80	15	60	7.5	30	52.5
31.	20	80	7.5	30	15	60	10	40	52.5
32.	7.5	30	5	20	12.5	50	17.5	70	42.5
33.	22.5	90	10	40	17.5	70	15	60	65
34.	17.5	70	10	40	12.5	50	10	40	50
35.	22.5	90	7.5	30	12.5	50	12.5	50	55
36.	15	60	12.5	50	12.5	50	12.5	50	52.5
37.	12.5	50	5	20	12.5	50	10	40	40
38.	12.5	50	10	40	17.5	70	17.5	70	57.5
total	557.5	2230	452.5	1810	487.5	1950	385	1540	1882.5
mean	14.67	58.68	11.91	47.63	12.83	51.32	10.13	40.53	49.54

Note:

NR: number of respondents

n1: the students' score in using coordinate conjunctions

n2: the students' score in using correlative conjunctions

n3: the students' score in using conjunctive adverbs

n4: the students' score in using transition expression

E : the percentage of total score

The table above shows the students' ability in applying connectors. The score was obtained from each area that was coordinate conjunctions, correlative conjunctions, conjunctive adverb, and transition expression. The total score of the items was 100. According to the table the result of the test, it could be known that the average' score of the students' ability in using connectors was 49,54%. The average' score of the students' ability in using coordinate conjunctions was 14,67 (58,68%). The average' score of the students' ability in using correlative conjunctions was 11,91 (47,63%). The average' score of the students' ability in using conjunctive adverbs was 12,83 (51,32%). Then, The average' score of the students' ability in using transition expressions was 10,13 (40,53%) from the maximum score of the students' ability in using connectors. Table 4 describes the students' mean score in using connectors. And Table 5 describes the classification of students' mean score in using connectors.

Table 4. The Students' Ability in Applying Connectors

Students' ability	Max. score	Mean score	percentage
Coordinate conjunctions	25	14,67	58,68%
Correlative conjunctions	25	11,91	47,63%
Conjunctive adverbs	25	12,83	51,32%
Transition expression	25	10,13	40,53%
total	100	49,54	49,54%

Table 5. The Classification of Students' Mean Score in Using Connectors

Students' ability	The grade of students' score (%)	Mean score	Category
Coordinate conjunctions	56-65	58,68%	Enough
Correlative conjunctions	46-55	47,63%	Poor
Conjunctive adverbs	46-55	51,32%	Poor
Transition expression	36-45	40,53%	Very poor
Total	46-55	49,54%	poor

While table 6 describes the classification of students' score in using connectors.

Table 6. The Interpretation of Students' Score 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	1	2,63
56-65	Enough	8	21,05
46-55	Poor	13	34,21
36-45	Very poor	13	34,21
26-35	Bad	3	7,9
... <25	Very bad	0	0
total		38	100

Concerning with the table above it could be explained that:

1. There is only 1 student or 2,63 %, who gains the score more than enough, that is, between 66-75.
2. There are 8 students or 21,05 % who have enough classification as they got the score between 56-65.
3. There are 13 students or 34,21 % who have poor classification as they got the score between 46-55.
4. There are 12 students or 31,58 % who have very poor classification as they got the score between 36-45.
5. There are 4 students or 10,53 % who have very poor classification as they got the score between 36-45.

4.3 Discussion

Based on the data analysis the students' average ability in using coordinate conjunctions in writing composition was 58,68%. It was classified as “enough.” Thus, it was known that some students do not have difficulties in using coordinate conjunctions, as the coordinate conjunctions are commonly used in the reading text, besides; the coordinate conjunctions have the same rules as the Indonesian language. However, some students still got the difficulties in applying coordinate conjunctions. This might be caused by lack of vocabulary. When they will apply coordinate conjunctions, they do not know how to put the appropriate coordinate conjunctions.

The second was the students' ability in using correlative conjunctions. It was 47,63% and it was categorized as “poor.” It means that the students got low score. As stated by Stanley et., al. (1988:555) that correlative conjunctions work in pairs. It means that, when the students must use correlative conjunctions, they should match each member of correlative conjunctions. And this pattern is more complicated than that of coordinate conjunctions. Therefore, the students must memorize the partner of each member of correlative conjunctions. In addition, in the Indonesian language it is not used, so that; they find a new rule to use correlative conjunctions (Effendi, 1995:153).

The third was the students' ability in using conjunctive adverbs. It was 51,32% and it was categorized as “poor.” It means that they got difficulties in using conjunctive adverbs. They are still confused in using conjunctive adverbs, such as; to contrast or augment. They were not good on the mastery of conjunctive adverb and this made different function of them used in the same place. This might be caused by lack of practicing conjunctive adverb in the sentences.

Finally, the students' ability in using transition expressions was 40,53% and it was categorized as “very poor.” The score of transition expression was lower than that of coordinate conjunctions, correlative conjunctions, and conjunctive adverb. This is due to the transition expressions which are more

complicated. As Rosa and Eschol (1989:105) state that transition expressions are used to relate ideas in sentences between sentences, and paragraph between paragraph. It means that when students use transition expressions they must know the previous ideas in the sentences to the next sentences or in the paragraph to the next paragraph. Besides, this might be caused by lack of vocabulary and practicing transition expression in the sentences.

According to the statistical analysis obtained, the average percentage of the result score was 49,54% and it was categorized "poor." It means that the quality of the students' ability in using connectors in writing composition was "poor." This shows that the students have difficulties in using connectors. This condition might be caused by lack of knowledge about connectors and vocabulary, so that; they do not know the ideas in the sentences or in the paragraph. In addition, there are inferences from the Indonesian language such as in using correlative conjunctions, the students find new rules and they are lack of practice using connectors in writing. Consequently, they do not know how to put connectors appropriately.

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 composition by the third year students of MAN 2 Jember in the 1999/2000 academic year was still poor. It could be proved that the total mean score of the students' ability in using connectors in writing composition was 49,54%. For the detail, here are the descriptions of each indicator;

1. The quality of students' ability in using coordinate conjunctions in writing composition is enough.
2. The quality of students' ability in using correlative conjunctions in writing composition is poor.
3. The quality of students' ability in using conjunctive adverbs in writing composition is poor.
4. The quality of students' ability in using transition expression in writing composition is very poor.
5. The quality of students' ability in using connectors in writing composition is poor.

5.2 Suggestion

5.2.1 For the English Teacher

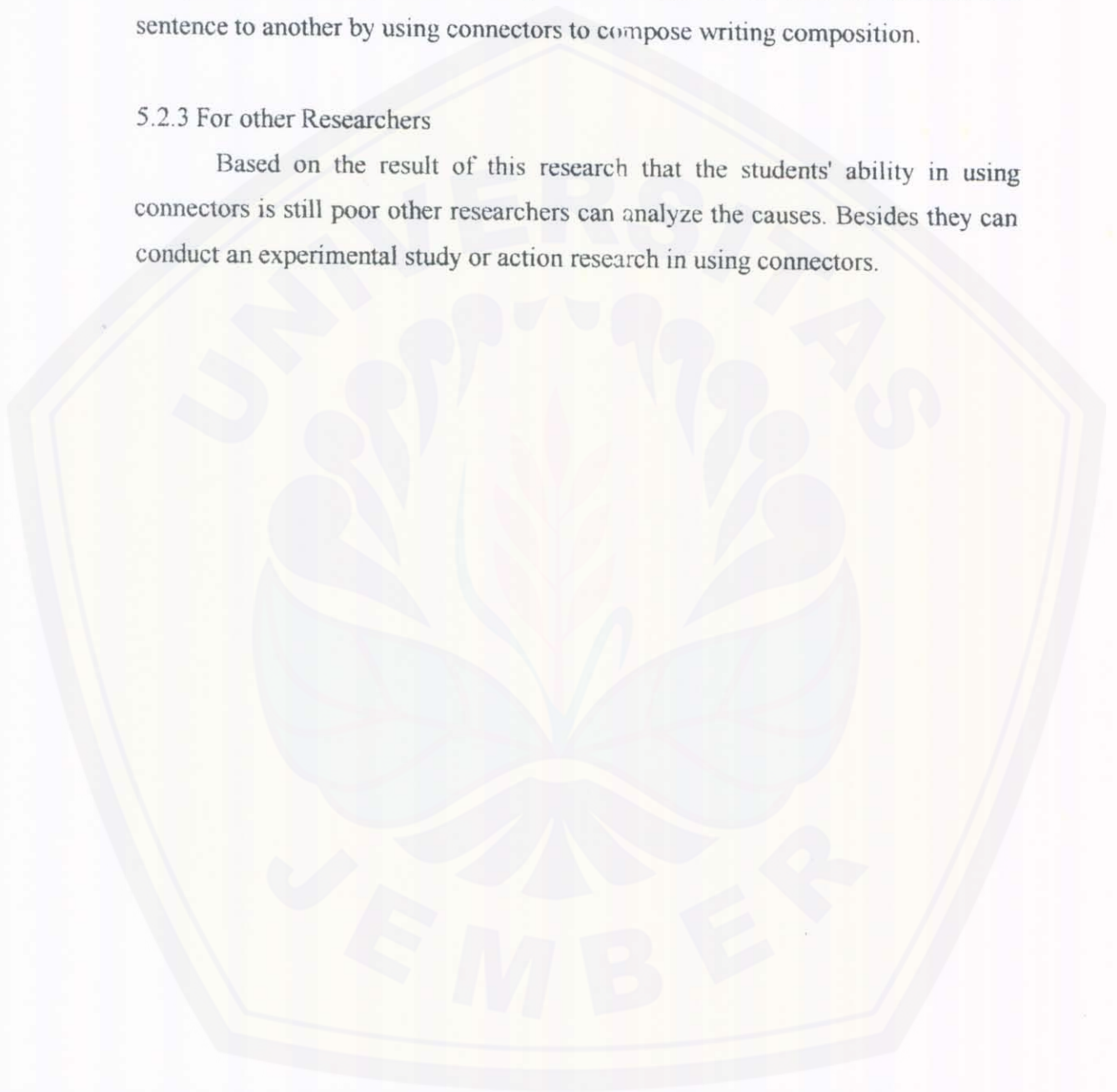
The English teacher should improve the teaching learning process of English especially for connectors in writing composition by giving the students a lot of practice and also gives the students worksheet about the exercises of connectors. Besides, the English teacher can use the appropriate media and strategy that enables the students to use connectors; for example, by using sequence of pictures about daily activity and then the teacher guides them to link continuous story based on the pictures by using connectors.

5.2.2 For the Students

It is hoped that the students of MAN 2 Jember can study English especially for English connectors deeply so that they can use them in writing composition correctly. Besides they must practice a lot how to connect one sentence to another by using connectors to compose writing composition.

5.2.3 For other Researchers

Based on the result of this research that the students' ability in using connectors is still poor other researchers can analyze the causes. Besides they can conduct an experimental study or action research in using connectors.



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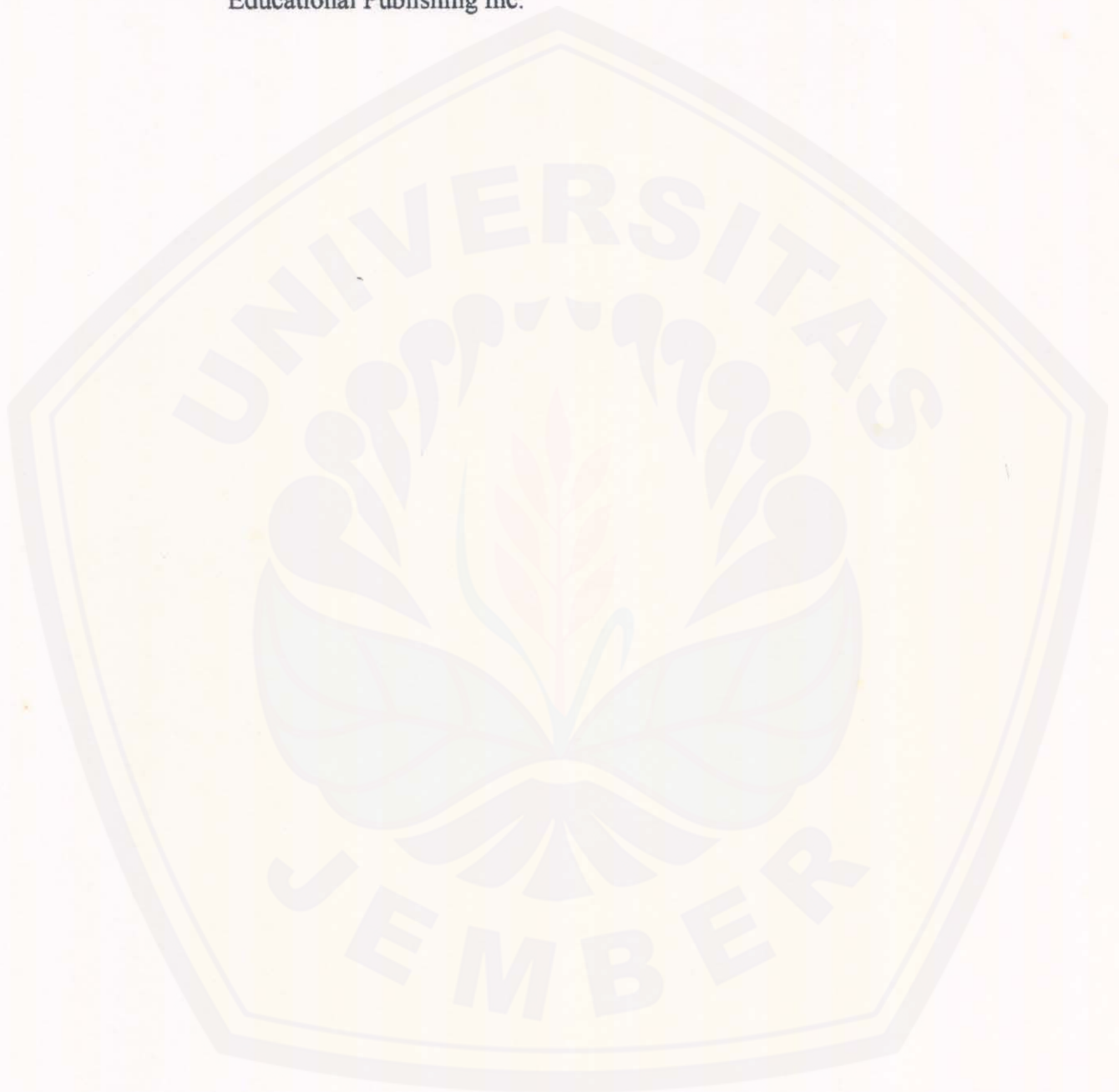
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RESEARCH MATRIX

Title	Problem	Variable	Indicators	Data Resources	Research method
<p>A descriptive study of the students' ability in using connectors in writing composition at MAN 2 Jember in the 1999/2000 academic year.</p>	<p>1. Main Problem How is the students' ability in using connectors in writing composition at the third year students of MAN 2 Jember in the 1999/2000 academic year?</p> <p>2. Specific Problem a. How is the students' ability in using coordinate conjunctions at the third year students of MAN 2 Jember in the 1999/2000 academic year? b. How is the students' ability in using correlative conjunctions at the third year students of MAN 2 Jember in the 1999/2000 academic year? c. How is the students' ability in using conjunctive adverbs at the third year students of MAN 2 Jember in the 1999/2000 academic year? d. How is the students' ability in using transition expression at the third year students of MAN 2 Jember in the 1999/2000 academic year?</p>	<p>Students' ability in using connectors in writing composition</p>	<p>1. Coordinate Conjunctions 2. Correlative Conjunctions 3. Conjunctive Adverbs 4. Transition Expression</p>	<p>1. Respondents: The third year students of MAN 2 Jember in the 1999/2000 academic year. 2. Informants: English Teacher Administration Staff</p>	<p>1. Area Determination : purpose sampling 2. Respondent Determination: Proportional random sampling 3. Data Collecting Methods: Test Interview Documents 4. Data Analysis:</p>
<p>$E = \frac{n}{N} \times 100\%$</p> <p>E = Percentage of total score n = Score obtained by the students N = Total score of the items</p>					

Appendix 2

INSTRUMENTS GUIDE

Interview Guide

No	Questions	Data Resource
1.	What technique (s) do you use to teach writing?	English teacher
2.	How do you try to activate them to write?	English teacher
3.	How often do you give students exercises on writing?	English teacher
4.	How was the Students' response on the exercises given?	English teacher
5.	What English books do you use in the teaching of writing?	English teacher
6.	Why do you use those books?	English teacher

Documentation Guide

No.	Data Taken	Data resource
1.	The total number of the third year students	Archive book
2.	The list of respondents	Archive book
3.	Teaching staff of MAN 2 Jember and their specialization	The structure of teaching staff written on board

Appendix 3

Test Instrument

Subject	: English
Level	: SMU
Skill	: Writing
Topic	: Connectors usage
Time	: 90 minutes
Class	: III

I. Complete the following composition by putting a suitable connector from the list below in each blank.

and

so

not only...but also

neither...nor

then

but

however

Do the English Speak English?

I arrived in London at last. The railway was big, black (1)_____ dark. I did not know the way to my hotel, (2)_____ I asked a porter. I (3)_____ spoke English very carefully, (3)_____ very clearly as well. The porter, (4)_____, could not understand me. I repeat my question several times and at last he understood. He answered me, but he spoke (5)_____ slowly (5)_____ clearly. "I am a foreigner," I said. (6)_____ he spoke slowly, but I could understand him. My teacher never spoke English like that. The porter and I looked at each other and smiled. Then he said. I wonder. In England, each man speaks a different language. The English understand each other, _____(7) I don't understand them. Do they speak English?

(Alexander, 1990:71)

II. Complete the following composition by putting a suitable connector in the bracket.

The Best Art Critics

A writer studied art; (8)_____ (therefore/ then) he painted a lot of pictures. Many people do not understand art, (9)_____ (but/and) they do as if they really understood. Paintings always have a meaning, (10)_____ (so/and) people must have a good look at them. Children appreciate Modern Art; (11)_____ (however/ therefore), they notice more. A little girl went to a museum, (12)_____ (for/and) looked at a picture, (13)_____ (so/then) laughed. The picture hung upside down; (14)_____ (further/consequently), she noticed it immediately. (15)_____ (and/ then) she called the manager, (16)_____ (for/and) told him what she observed. (17)_____ (Also/And) the manager was very thankful.

(Alexander, 1990:70)

III. Complete the following composition by putting a suitable connector from the list below in each blank!

<i>Also</i>	<i>but also</i>	<i>because</i>	<i>and</i>
<i>so</i>	<i>However</i>	<i>either</i>	<i>nor</i>
<i>not only</i>	<i>neither</i>	<i>or</i>	<i>both</i>

What's the Time?

People often collect things. Steam, books, (18)..... record are fairly common. But I have ever seen a man has collected 1500 clocks. There are clocks in every room of his house. He has (19)..... surrounded his living room with them, (20)..... has filled several trunks as well. If there is not enough room for so many clocks, the man (21)..... stored the clocks in the trunks and in the garage. His wife complains everyday about the work. She has to do, (22)..... it is not easy to dust several hundred clocks. She also complains about the noise, each clock keeps its own time, (23) chimes

can be heard almost any time during the day and night. In her opinion, (24)....., there is something even worse than dust and noise. Even with so many clocks around, she never knows what time it is!

One day, the wife tells to her husband, he must (25)..... sell the clock (26)..... give them away to a museum. He (27)..... refuses to do so, (28)..... spends even more money on clocks. He says he will (29)..... sell them (30)..... gives them away.

(Alexander, 1990: 75)

IV. Complete the following composition by putting a suitable connector from the list below in each blank!

Indeed

In addition

As a result

In Brief

However

Also

On the other hand

Accordingly

Thus

For these reason

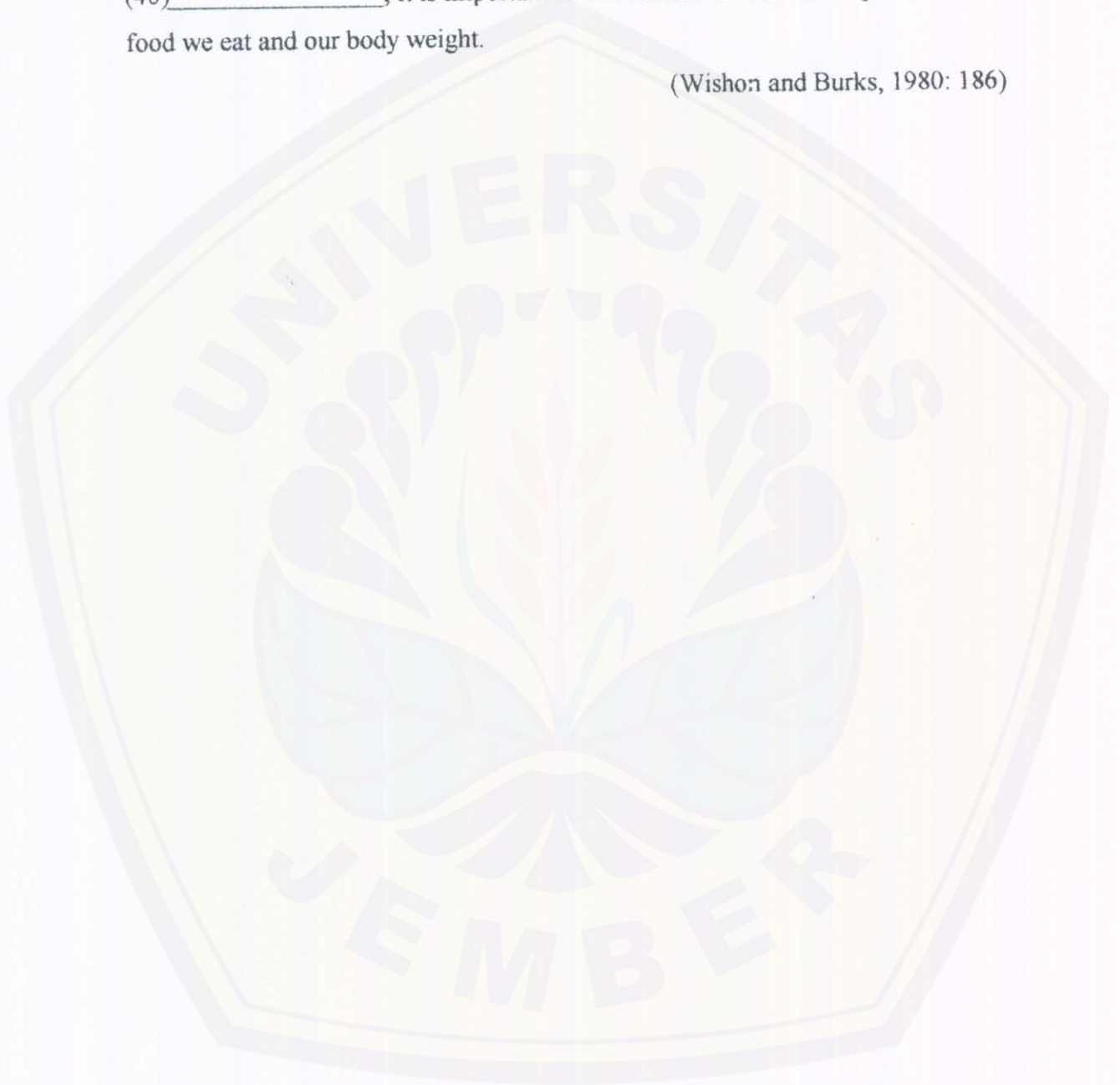
Food and Our Weight

Food is the source of energy for the body. Food are important to produce the energy. (31)....., we need this energy to keep a live. Naturally, energy is required just to digest the food needed to produce energy in the first place. (32)..... energy is essential for all continuous body process such as breathing, the beating of the heart, and the maintenance of muscle tone. (33)....., children and youths need energy for growth. (34)....., we need the energy produced by food for carrying out all work and leisure activities.

(35)....., when the food we eat provides more energy than is needed to meet the demands of the body. the extra energy is stored as fat. (36)....., we gain weight if we furnish the body regularly with too much food. (37)....., the body uses stored fat if the foods we eat

provide less energy than is needed (38)_____, the body loses weight. (39)_____, if all fatty tissues are used up, the body uses its other tissues for energy, thereby producing an unhealthy and dangerous condition. (40)_____, it is important to understand the relationship between the food we eat and our body weight.

(Wishon and Burks, 1980: 186)



Appendix 4

Answer Key

1. *and*
2. *so*
3. *not only...but also*
4. *however*
5. *nether...nor*
6. *then*
7. *but*
8. *therefore*
9. *but*
10. *so*
11. *therefore*
12. *and*
13. *then*
14. *consequently*
15. *then*
16. *and*
17. *and*
18. *and*
19. *not only*
20. *but also*
21. *also*
22. *because*
23. *so*
24. *consequently*
25. *either*
26. *or*
27. *not only*
28. *but also*
29. *neither*
30. *nor*
31. *Indeed*
32. *In addition*
33. *Also*
34. *In brief*
35. *However*
36. *As a result*
37. *On the other hand*
38. *Accordingly*
39. *Thus*
40. *For these reason*

APPENDIX 6

Table Estimation Reliability Coefficient

x \ y	4-6	7-9	10-12	13-15	16-18	f	x	fx'	fx ²	x'y'
18-16						0	2	0	0	0
15-13				4	1	5	1	5	5	6
12-10			7	1		8	0	0	0	0
9-7		11	9			20	-1	-20	20	11
6-4		3				3	-2	-6	12	6
f	0	14	16	5	1	36	0	-21	37	23
y'	-2	-1	0	1	2	0				
fy'	0	-14	0	5	2	-7				
fy ²	0	14	0	5	4	23				
x'y'	0	17	0	4	2	23				

$$r_{xy} = \frac{\sum x'y' - \frac{(\sum fx')(\sum fy')}{N}}{\sqrt{\left\{ \sum f x^2 - \frac{(\sum fx')^2}{N} \right\} \left\{ \sum f y^2 - \frac{(\sum fy')^2}{N} \right\}}}$$

$$r_{xy} = \frac{23 - \frac{(-21)(-7)}{36}}{\sqrt{\left\{ 37 - \frac{(-21)^2}{36} \right\} \left\{ 23 - \frac{(-7)^2}{36} \right\}}} = \frac{23 - 4,08}{\sqrt{(37 - 12,25)(23 - 1,36)}}$$

$$= \frac{18,92}{\sqrt{(24,75)(21,64)}} = \frac{18,92}{23,143} = 0,82$$

$$r = \frac{2(r_{xy})}{1 + r_{xy}} = \frac{2(0,82)}{1 + 0,82} = \frac{1,64}{1,82} = 0,901$$



Appendix 7

The Result of the Analysis of the Degree of the Difficulties of Each Test Item

NO	U	L	U-L	D	U+L	F.V
1.	13	13	0	0	26	0.72
2.	11	7	4	0.22	18	0.5
3.	14	11	3	0.166	25	0.7
4.	11	9	2	0.11	20	0.56
5.	13	9	4	0.222	22	0.61
6.	9	6	3	0.166	15	0.42
7.	14	13	1	0.055	27	0.75
8.	12	11	1	0.055	23	0.64
9.	7	16	-9	-0.5	23	0.64
10.	15	11	4	0.22	26	0.72
11.	8	9	-1	-0.05	17	0.47
12.	13	7	6	0.333	20	0.56
13.	9	11	2	-0.222	20	0.56
14.	12	13	-1	-0.055	25	0.70
15.	12	13	-1	-0.055	25	0.70
16.	10	7	-3	-0.166	17	0.47
17.	14	10	4	0.222	24	0.67
18.	4	8	-4	-0.222	12	0.33
19.	9	6	3	0.166	15	0.42
20.	10	4	6	0.333	14	0.39
21.	13	5	8	0.444	18	0.5
22.	9	2	7	0.389	11	0.31
23.	10	3	-7	-0.389	13	0.36
24.	9	5	4	0.222	14	0.39
25.	11	5	6	0.333	16	0.44
26.	11	6	5	0.277	17	0.47
27.	12	10	2	0.111	22	0.61
28.	7	4	3	0.166	11	0.31
29.	7	4	3	0.166	11	0.31
30.	13	2	11	0.611	15	0.42

NO	U	L	U-L	D	U+L	F.V
31.	14	2	12	0.666	16	0.44
32.	9	8	1	0.055	17	0.47
33.	7	9	-2	-0.111	16	0.44
34.	5	10	-5	-0.277	15	0.42
35.	8	5	3	0.166	13	0.36
36.	8	6	2	0.111	14	0.39
37.	6	7	-1	0.055	13	0.36
38.	8	3	5	0.277	11	0.31
39.	10	5	5	0.277	15	0.42
40.	8	5	3	0.166	13	0.36

Note:

- U : Upper Half

F.V : Difficulty index

- L : Lower Half

- D : Discrimination Index

$$D = \frac{U - L}{n}$$

- n : Number of candidates in one group

Appendix 8

The Facilities of MAN 2 Jember

No	Kinds of facilities	total
1.	Classroom	24
2.	The room of the teacher	1
3.	The room of the head master	1
4.	The room of the administration	1
5.	Language laboratory	1
6.	Physic laboratory	1
7.	The room of guidance and counseling	1
8.	Library	1
9.	Meeting hall	1
10.	The room of the treasure	1
11.	The room of music	1
12.	The room of electronic	1
13.	The room of automatic	1
14.	The room of sewing	1
15.	The room for computer	1
16.	Mosque	1
17.	The room of OSIS	1
18.	The room of 5K	1
19.	The room of PMR	1
20.	Toilet	1
21.	Gardener's house	1

Appendix 9

The Name of the Respondents

No.	Name	Class
1.	Asnawi	IPS 1
2.	Budiono	IPS 1
3.	Danang Karianto	IPS 1
4.	Syaifuloh Ali	IPS 1
5.	Supriyanti	IPS 1
6.	Wilham	IPS 1
7.	Ahmad Yani	IPS 2
8.	Amar Ma'ruf	IPS 2
9.	Fajar Anggara	IPS 2
10.	Nur Isnaini	IPS 2
11.	Siti Khotimah	IPS 2
12.	Siti Yuliatul	IPS 2
13.	Burhan Eko	IPS 3
14.	Fais Abriori	IPS 3
15.	Fatkul Wahab	IPS 3
16.	Gozali	IPS 3
17.	Imaam Bukhori	IPS 3
18.	Uun Jamilah	IPS 3
19.	Elok Muawandi	IPS 4
20.	Fatkul Wahid	IPS 4
21.	Heni aprilia W.	IPS 4
22.	Luluk Hanifah	IPS 4
23.	Richie S.A	IPS 4
24.	Yulifa Istiana	IPS 4
25.	Abdul Karim	IPS 5
26.	Devi Ika Ratna	IPS 5
27.	Eko Kario	IPS 5
28.	Juhariha R.	IPS 5
29.	Nurul Hidayat	IPS 5
30.	Sofiatul Husna	IPS 5
31.	Wiwik Nur E.	IPS 5
32.	Devi karmila	IPA 1
33.	Erlin Erawati	IPA 1
34.	Ifan H	IPA 1
35.	Masyudi	IPA 1
36.	Sutarti	IPA 1
37.	Toriqq A	IPA 1
38.	Yusianti	IPA 1

Appendix 10

The Personnel of MAN 2 Jember

No.	Name	The subject
1.	Drs. Hamdani	Aqidah Akhlaq
2.	Drs. H. Imam Baidlawi	Quran Hadist
3.	Moh. Ulum. BA, SH	Sociology Anthropology
4.	Drs. A Fadilah	Fiqih
5.	Slamet Sya'ir, BA	Arabic, Fiqih, history of Islam
6.	Drs. Imam Hadjal, SH	The Indonesian Language
7.	Drs. Marcus	English
8.	Drs. H. Mustofa	Arabic
9.	Drs. Ali Muchtar	Economics, Anthropology, History
10.	Rochjaat Taufiq	The Indonesian Language, Counseling
11.	Hj. Siti Atiqah	Tata Negara, Counseling
12.	Hasan basri	Geography
13.	Drs. Ali Fausi	Quran Hadist, Fiqih
14.	Drs. Moh. Junaidi	Mathematics
15.	Drs. Syamsul Ma'rif	Chemistry
16.	Drs. Joko Suroso	Physics
17.	Drs. A. Hariadi	Mathematics
18.	Drs. Imam Nawawi	Biology
19.	Drs. Syaiful Bahri	Music, Counseling
20.	Dra. Yuni Hermawati	Biology
21.	Dra. Kodariyah. M	English
22.	Samsuri, Spd	Physics
23.	Drs. Suharno	Chemistry
24.	Sutiyoso, Spd	English
25.	Khoiri, Spd	English
26.	Enike Kusumawati, Spd	Physics
27.	Drs. Anwarudin	Mathematics
28.	Dwi Asih H.A, Spd	Mathematics
29.	Lailatus Sophia, Spd	Biology
30.	Siti Khotimah, Spd	Economic
31.	Drs. Thohirun	Economic
32.	Ida Ariyani, Spd	Economic
33.	Fatimah, Spd	The Indonesian Language
34.	Dialevi Anjarsari, Spd	Mathematics
35.	Anik Wiyani, Spd	The Indonesian Language
36.	Dra. Tien Lutfiah	PPKN
37.	Suyoko, Spd	Sport
38.	Drs. Farchan Z	Sport
39.	Khotimatul Bariroh, Sag	Aqidah Akhlaq
40.	Ade Sa'diyah, Spd	PPKN
41.	Drs. Bambang Utoyo	History

42.	Drs, Asrori	Economics
43.	Drs. Siswanto	Administration officer
44.	Mujinem	Administration officer
45.	Ssuswatini	Administration officer
46.	Diah. S	Administration officer
47.	Harianto	Administration officer
48.	Nur Hidayat	Administration officer
49.	Budi Setiawan	Administration officer
50.	Siti Munawaroh	Administration officer
51.	Rapin	Gardener
52.	Slamet Rriyadi	Gardener
53.	Asmani	Gardener
54.	Budi	Gardener



Perihal : Permohonan Ijin Penelitian
Kepada : Yth. Bpk. Kepala MAN 2 Jember
di Jember

Dengan Hormat,

Yang bertanda tangan dibawah ini:

Nama : Asih Widiastuti
NIM : BIG195310
Jurusan/Prog : PBS/Pendidikan Bahasa Inggris
Fakultas : KIP

Dengan ini mohon berkenan Bapak selaku kepala MAN 2 Jember untuk memberikan ijin penelitian dalam rangka penyelesaian tugas akhir skripsi dengan judul:

A Descriptive Study of Students' Ability in Using Connectors in Writing Composition at the Third Year Students of MAN 2 Jember in the 1999/2000 Academic Year.

Dengan permohonan ini, atas berkenennya Bapak untuk memberikan ijin. Sebelumnya saya ucapkan terimakasih.

Jember, 19 Februari 2000

Mengetahui,
Kepala MAN 2 Jember

Peneliti



Rs. Hamdani
NIP. 150 019 243

Asih Widiastuti
NIM. BIG195310

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN RI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Nomor : 209 / PT.32.H5.FKIP/I.7' 2000
Lampiran : Proposal
Perihal : Ijin Penelitian

Jember, 07 FEB 2000....

Kepada : Yth. Sdr. Bpk. Kepala MAN 2
Jember
di - Jember

Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa yang tersebut dibawah ini :

N a m a : ASIH WIDIASTUTI
N i m : BIG195320
Program / Jurusan : PEND. BHS. INGGRIS/PBS

Berkenaan dengan penyelesaian studynya , maka mahasiswa tersebut ber - maksud melaksanakan penelitian dengan judul :

"A DESCRIPTIVE STUDY OF THE STUDENTS' ABILITY IN USING
CONNECTORS IN WRITING COMPOSITION AT THE THIRD YEAR
STUDENTS OF MAN 2 JEMBER IN THE 1999/2000 ACADEMIC YEAR"

pada lembaga yang saudara pimpin.
Sehubungan dengan hal tersebut diatas kami mohon dengan hormat saudara berkenan dan sekaligus kami mohon bantuan informasinya.
Atas perkenan dan perhatiannya kami mengucapkan terima kasih.



SURAT- KETERANGAN

No. MA.m.47/PP.00.01/ 159/2000

Yang bertanda tangan dibawah ini, Kepala Madrasah Aliyah Negeri 2 Jember menerangkan dengan sebenarnya bahwa :

N a m a : ASIH WIDIASTUTI
 N I M : B16195310
 Tempat/Tgl. Lahir : Banyumas, 28 Nopember 1975
 Program : Pendidikan Bahasa Inggris /PBS
 Fakultas : FKIP Universitas Negeri Jember
 Alamat : Jl. Danau Toba II/79 Jember

Yang bersangkutan telah selesai mengadakan penelitian di MAN 2 Jember pada 22 April sampai dengan 25 April 2000 dengan judul : "(A DESCRIPTIVE STUDY OF STUDENTS' ABILITY IN USING CONNECTORS IN WRITING COMPOSITION AT MAN 2 JEMBER IN THE 1999/ 2000 ACEDEMIC YEAR)")"

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 26 April 2000

Kepala



Drs. MAMDANI
 150 019 243

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN RI.

UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : ASIH WIDIASTUTI
 Nim / Jurusan / Angkatan : BIG195310/PBS/1995
 Judul Skripsi : A DESCRIPTIVE STUDY OF THE STUDENTS' ABILITY IN USING CONNECTORS IN WRITING COMPOSITION AT MAN 2 JEMBER IN THE 1999/2000 ACADEMIC YEAR
 Pembimbing I : Dra. WIWIEK EKO B, MPd
 Pembimbing II : _____

KEGIATAN KONSULTASI :

No.	Hari tanggal	Materi Konsultasi	Tt. Pembimbing
1.	5 Oktober 1999	Matrix	✓
2.	7 Desember 1999	BAB I,	✓
3.	30 Januari 2000	BAB II	✓
4.	5 Februari 2000	BAB II, III	✓
5.	11 Maret 2000	BAB I, II, III	✓
6.	17 April 2000	Seminar	✓
7.	2 Juli 2000	BAB IV, V	✓
8.	9 Agustus 2000	BAB IV, V	✓
9.	26 September '00	BAB I, II, III, IV, V	✓
10.			
11.			
12.			
13.			
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu ujian PRA SKRIPSI dan UJIAN SKRIPSI.

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN RI
UNIVERSITAS JEMBER
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : ASIH WIDIASTUTI
 Nim / Jurusan / Angkatan : BIG195310/PBS/1995
 Judul Skripsi : A DESCRIPTIVE STUDY OF THE STUDENTS' ABILITY IN USING CONNECTORS IN WRITING COMPOSITION AT MAN 2 JEMBER IN THE 1999/2000 ACADEMIC YEAR
 Pembimbing I : _____
 Pembimbing II : Drs. BUDI SETYONO, MA

KEGIATAN KONSULTASI :

No.	Hari tanggal	Materi Konsultasi	Tt. Pembimbing
1.	5 Oktober 1999	Matrix	<i>[Signature]</i>
2.	7 Desember 1999	BAB I,	<i>[Signature]</i>
3.	30 Januari 2000	BAB II,	<i>[Signature]</i>
4.	5 Februari 2000	BAB II,III	<i>[Signature]</i>
5.	11 Maret 2000	BAB I,II,III	<i>[Signature]</i>
6.	17 April 2000	Seminar	<i>[Signature]</i>
7.	2 Juli 2000	BAB IV, V	<i>[Signature]</i>
8.	9 Agustus 2000	BAB IV,V	<i>[Signature]</i>
9.	26 September 00	BAB I,II,III,IV,V	<i>[Signature]</i>
10.			
11.			
12.			
13.			
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu ujian PRA SKRIPSI dan UJIAN SKRIPSI.