

CHAPTER I

INTRODUCTION

This chapter discusses about the use of conjunction in descriptive text in learning writing in SMP LPMD Suka Maju Rambah. This chapter involves the background of the research, setting of the research limitation of the research, formulation of the research, and purpose of the research. Finally, it discusses about definition of the key term of the research.

A. Background of the research

Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. In its most advanced form, written expression can be as vivid as a work of art. Writing in English is important to everybody to support their life competencies. Furthermore, writing is important to learn for the students and writing should be mastered by the students as a language skills and as a foreign language in their life competencies. In learning English, students writing also includes as apart of skills and communicaton tools for English. They get better to learn all of the skills. Finally, the students must learn English as the second language and mastered every skills of English.

The conjunction is a word that joins a words or group of words (Warriner, 1977:68). Conjunction used to connect words, phrases or clauses and make them more concise. There are three kinds of conjunction: coordinating conjunction, subordinating conjunction and correlative conjunction. Conjunction used to connect word with word, sentence with sentence and paragraph with another

paragraph. Therefore, in writing, conjunction are needed to make a good writing. Based on explanation above the researcher want to discuss about conjunctions contained in descriptive text in grade VIII SMP LPMD Suka Maju Rambah.

Based on the researcher's preliminary observation, she had visited the SMP LPMD Suka Maju Rambah to conduct an interview with the English teacher of SMP LPMD Suka Maju Rambah. The interview was carried out aiming to find out the problems that faced by students at SMP LPMD Suka Maju Rambah, especially to second grade students about writing descriptive text and the use of conjunctions in writing descriptive text. In this case, the researcher asked several questions related to writing descriptive text and the use of conjunctions in writing descriptive texts.

In SMP LPMD Suka Maju Rambah, there were several problems regarding the subject being taught specifically in writing descriptive text. Some of those problems adversely affect student grades. The problems are: first, students faced a problem in writing descriptive text. In this case, many students did not understand how to write a descriptive text correctly. Many students could not write descriptive text with the generic structure correctly. The students did not understand about the basic to write descriptive text. The students can not write descriptive text with the generic structure of descriptive text correctly, but students can write descriptive text with their own language.

Second, students got problems with structure and grammar. According to Niati & Eripuddin (2017), grammar is the most important part in writing. Based on the researcher's interview results explained that in SMP LPMD Suka Maju

Rambah students could not write descriptive text by using structure and grammar correctly. The students write descriptive text with their own language. The students got difficulties to understand the use of structure and grammar in writing. The students write sentences by sentences with out using the conjunction.

Third, students had problems in the use of conjunction in writing descriptive text. The results of the interview explained that many students in SMP LPMD Suka Maju Rambah could not use conjunction correctly. Finally, students' achievement of descriptive text SMP LPMD Suka Maju Rambah were low and must be improved by the time.

In this study, the researcher focused on the use of conjunction in descriptive text in learning writing in SMP LPMD Suka Maju Rambah. The use of conjunction in descriptive text in learning writing in SMP LPMD Suka Maju Rambah must be known and resolved. furthermore, researcher wanted to know more about how students at SMP LPMD Suka Maju Rambah use the conjunction in the descriptive text.

B. Setting of the research

Based on the background above, it could be concluded that in SMP LPMD Suka Maju Rambah students faced some problems to use conjunction in writing descriptive text. First, Students of SMP LPMD Suka Maju Rambah could not write descriptive text correctly. Second, students of SMP LPMD Suka Maju Rambah could not write descriptive text using structure and grammar correctly. Third, students of SMP LPMD Suka Maju Rambah could not use conjunction in writing descriptive text correctly.

C. Limitation of the research

Based on the types of problems above, the researcher focuses her research on the problem number three. The researcher focused on the use of conjunction in writing descriptive text at grade VIII in SMP LPMD Suka Maju Rambah.

D. Formulation of the research

Based on the limitation above, the research question in this research was: What kind of conjunctions that students use in writing descriptive text at grade VIII in SMP LPMD Suka Maju Rambah ?

E. Purpose of the research

Based on the research question above, the purpose of the research is to identify of the kind of conjunctions that students use in writing descriptive text at grade VIII in SMP LPMD Suka Maju Rambah.

F. Significance of the Research

Related to the objective of the research above, the significant of the research as follows:

a. For the Students

This research gives some knowledge about how to make a good descriptive text using conjunctions.

b. For the Teacher

This research gives an evaluation in writing a descriptive text using conjunctions.

G. Definition the key term of the research

Following a few definition of terms as presented as follows:

1. Writing

According to Hyland (2002:78) writing is learned, rather than taught, and the teacher's best method are flexibility and support. Rather than taught, the teacher's method are support the students in writing. Rather than being taught, the method and teacher support greatly helps students in learning to write. Therefore, the teacher must be a flexible method for students in writing.

2. Descriptive Text

According to Corbett (1983), descriptive text is one of the expository writing. In descriptive text the students can draw a picture, try to convey the sound, taste and smell of things or objects. Descriptive text aims to explain an object, person, or certain place that is the topic of the text. Descriptive text describes something from the general to the very specific of the object. So, explaining an object, person or place from the general to the very specific is the purpose of descriptive text.

3. Conjunction

Conjunction is a word that is used to connect words, phrases, and clauses. Most conjunctions are historically derived from other parts of speech, particularly from prepositions (Frank, 1972:206). In writing English, students must use the conjunction. The students must know the kind of conjunction and the function of conjunction.

CHAPTER II

REVIEW OF RELATED THEORIES

This chapter focuses on the theoretical frame work of the research. The review of related theories very important to discuss because the researcher is interested in giving more explanation and making clear in understanding the concept of writing descriptive text and the use of the conjunctions. There are three sub topics in this chapter which elaborate the theories as foundation in conducting of the research. This chapter also describes of review of the related theories, review of the related findings and conceptual framework.

A. Review of the Related Theories

1. The Nature of Writing

Writing is the way someone express his or her ideas in the sentences or paragraph that used to communicate indirectly. Besides speaking, writing is also a medium in education and daily life. According to Antoni (2016:59), Writing skill is one of the important skills in language learning including English as a foreign language at higher education. Having a good skill in writing helps students to share their ideas, to inform others about their thought, and to learn actively in particular in written form (Haitson, 1986; Angelo, 1989; Hyland, 2003; Tarigan, 2005). Thus, learning writing is very important in English and also as a communication tool.

According to Fitri & Eripuddin (2017), writing is one of the language skills that should be mastered by students. The importance of writing in learning English has caused the government arranged the curriculum of the skill in various

levels of education, from secondary schools to university (Solikah, 2015). Writing is very important, therefore writing was taught from junior high school to university. According to Antoni (2016:59), Most of the language learners learn writing skill in various levels, started from the basic level up to the highest level such as academic writing concerned on the writing thesis activities. According to Nuraminah & Rahayu (2019), the activities that usually in writing is writing text. “Writing is a difficult skill for native speakers and non-native speakers; because writers must be able write it in multiple issues such as content, organization, purpose, audience, vocabularies and mechanics such as punctuation, spelling, and capitalization” (Rass, 2001:30). Finally, writing is important and was taught from junior high school to university started from basic level up to highest level and must be able write it in multiple issues such as content, organization, purpose, audience, vocabularies, and mechanics such as punctuation, spelling, and capitalization.

Based on explanation above, the researcher can conclude that writing is way someone to express his or her ideas in the sentence or paragraph. Writing is important to learn because writing is also communication tool in English and education.

2. Process of Writing

According to Harmer (2004) in his book entitle “How to Teach Writing”, process writing is way of looking at what people do when they compose written text. Process writing helps native English-speaking children as well as EFL or ESL young learners develop English-language writing skills. Process writing is especially appropriate for EFL or ESL young learners because one of the

prominent features is an emphasis on fluency. The process writing approach involves the process-steps necessary to produce a good quality final piece of writing. The process begins by thinking about what is going to be written (choosing a topic) and collecting ideas both formally and informally. The final step is publish. The broad definition of publish is to make public. A piece of writing is published when it's put it into a form which can be formally shared with others.

The writing process :

a. Prewriting

For every piece of writing there is always a prewriting activity. If you are writing a grocery list, for example, your prewriting could be as simple as a drawing activity, or it can be woven into a discussion between the teacher and learners. This step is the first step for young learners to write a text. After the young learners understand in this step, young learners can continue to the next step.

b. Writing

After the prewriting, the next step is writing. Young learners need to know that at this point in the writing process, they can write down any idea related to the topic. The idea can be rearranged, added to, and edited later on. In this step, young learners write the contents of the text related to the topic. In the contents section, young learners write many words, sentences, into several paragraphs to become a text or discourse.

c. Revising

Revising occurs when a writer looks for feedback from a teacher or another student (Vaca, Vaca, and Gove, 2000). In fact most writers have a tendency to think that once words are down on paper, they are finished writing. In this step, young learners revise the contents of the text and make improvements if there are errors in writing.

d. Editing

The young learners have a hard time accepting that editing is necessary. They are very honest about how painful it can be to rework a piece they feel is already finished. Correcting the errors and helping young learners find and correct their own errors presents a real dilemma for teachers. On one hand, you do not want to dampen their enthusiasm for writing. On the other hand, they need to know how to write using standard conventions of spelling, grammar, and punctuation. After revising the contents of the text, then young learners edit the text into perfect text.

e. Publishing

After a piece of writing has been edited, it is ready to be published. Publishing refers to putting the writing in final finished format where it can be shared with others. Publishing can be a great motivator for young learners. After editing the text into perfect text, young learners then publish the results of their writing.

Based on explanation above, to write a text or a discourse need to know some steps are : prewriting, writing, revising, editing, and publishing. We can do step

by step to write a perfect text. We must understand about every elements above and we can write something we want to write.

3. Teaching Writing Skill

When you are teaching writing to children who are four to seven years old, you must consider two separate areas of development. The physical act of forming letters as well as the act of expressing oneself in written form are both challenging for young learners. Depending upon their development, learners may find it very frustrating to try to physically form letters, and they may not be able to put their thoughts together in a coherent whole. Therefore as their teacher, you face the considerable task of teaching them how to actually print letters, write words, and capture their ideas to put on paper.

Children learning EFL or ESL can face additional obstacles when learning to form English-language letters. Also, they may be unfamiliar with words, sentences, and paragraph that are written from left to right. For young learners who are just beginning to learn how to write in English or who write letters and characters in a different direction; teacher often put an arrow running from left to right at the top of the page to show them where to start writing. For as long as languages have been taught, teachers have asked students to write things in their notebooks and exercise books. Yet sometimes, over the years, it has seemed that writing has been seen as only a support system for learning grammar and vocabulary, rather than as a skill in its own right. Recently, however, trainers and methodologists have looked again at writing in the foreign-language classroom and put forward ways of teaching this skill which acknowledge and emphasise its importance. How to teach writing starts by looking at the process that a competent

speaker of English goes through after they decide to write a piece of text, and at how our understanding of these implications for the way we should approach the teaching of writing.

4. Learning Writing

Writing is one of the four skills-LSRW (listening, speaking, reading, and writing) in language learning. Generally, writing is very important that communication is transmitted more through writing than any other type of media. Students should improve their writing skills, for which teachers have to motivate them to have good writing skill, by providing instruction in writing process and rules of writing such as grammar rules and writing process.

Writing is meant for conveying thoughts, ideas, and facts in essay and lucid language (Durga and Rao, 2018). Students have to learn the art of good writing which is essential in order to excel at both academic and professional levels. Good writing skills are needed for all the students in order to accomplish their educational and employed requirements. According to Durga and Rao (2018), the following are some of the reasons showing the importance of writing skills:

- a. To write technical documents, research paper, and put forth the right facts and information
- b. In searching and obtaining a job
- c. To make presentation and reports, etc
- d. For improving communication skills
- e. For improving creativity, exploration, and essential for self-understanding

Based on explanation above, the researcher can conclude that learning writing in developing language learning skill is important. To produce a text with a good quality the learners must understand about the writing of writing skills. To make a writing requires a process, without the writing process can not be done. The writing process consists of prewriting, writing, revising, editing, and publishing. In writing, the ability to teach writing is very important because students can be motivated if their teacher has the ability to teach writing. So, writing is very important to learn and teach because it is a communication tool in education and writing is very important because it has a purpose as described.

5. Nature of Descriptive Text

According to Friedman (2010), descriptive details mean to grab the reader's attention. The writer describes something in detail and interesting to read. Meanwhile Pardiyono (2007:33-34) states that description is a type of written text which has the specific function to give description about an object (human or non human). Descriptive text of detail in explaining the specific functions of an object.

According to Corbelt (1983), descriptive text is one of the expository writing. The description draws a picture, tries to convey the sound, taste and smell of things or objects. A descriptive text is considered as the simplest and easiest writing form compared to narrative, recount, or procedure, particularly for the beginning writers.

Based on definition descriptive text by experts above, we can conclude that descriptive text is a text which says what a person or thing is like. The purpose of descriptive text is to describe a particular person, place, or thing.

6. Generic Structure and Language features

According to Peronity (2011:1), “the language features of descriptive text are use of simple present tense because it tells the object description, use the objective to clarify the noun”, for example: a beautiful girl, a handsome man, the famous place in Bengkulu, and use of action verb to show an activity. The aspect of writing deals with acceptable words, phrases, clauses, or sentences in following grammar rules of the text. Furthermore, using adjective in writing English descriptive text is up the writer to create excitement, interest, and beauty with their words. In addition, Hardy and Klarwein (1999:1) have opinion about generic structures of descriptive text: the generic structure of descriptive text contains definition and description. Description consist of description of purpose, description of features and their use, description of physical features, description of people, description of properties and interesting facts, and description of evidence today.

7. Assessment of Writing Descriptive Text

Assessment is the gathering of information for a specific purpose (Linse and Nunan, 2005). Assessment differs from evaluation. It can be useful to look at the distinction between the two. There are other times when assessment is more conscious, such as making a decision as to which job to take or university to apply to. Assessment refers to collecting information and making judgments on a learner’s knowledge, whereas evaluation is used when collecting and interpreting information for making decision about the effectiveness of an education program (Brindley, 2003). The process is so automatic that you are probably unaware that assessment is part of it. When assessing students, it’s important to remember that

assessment should be a measure of what students are able to do and do not know (Freeman and Freeman, 2004). Two concept are important when discussing assessment. They are validity and reliability. Assessment should not just be another item on an education “must do” list but rather should serve a real purpose ranging from initial placement to program monitoring (Brindley, 2003). An assessment is considered to have validity if it measures the skill it is supposed to measure with a specific group of learners. When examining test validity, it is also important to determine whether the assessment is valid for young learners who will be taking the test. After examining an assessment tool’s validity, we should look at its reliability. An assessment tool is reliability if the results are consistent over a period of time. This means that for a test to have reliability, the results should be consistent when different teacher administer the tests and different teacher score them.

Writing assessment: writing is assessed by eliciting and examining a sample of writing. This sample can be fiction or non-fiction can be assessed using an analytic or a holistic rubric. The learners can write a sample consisting of a sentence, paragraph, or essay. The rubric was designed to be used with both fiction and non-fiction piece of writing.

Based on the explanation above, the researcher can conclude that the assessment is important to do. Assessment must be done to determine the ability of the students. Assessment divided into two concept are validity and reliability.

8. Conjunction

According to Helmi & Donal (2015), conjunctions are words to connect between words with another, sentence with sentence, or paragraph with paragraph. Conjunction is a word that is used to connect words, phrases, and clauses. Word is written or spoken unit of language (Manser, 1995:477). For example: beautiful, handsome, cry, laugh, etc. A phrase is a group of two or more associated words having neither subject nor predicate (Winkler and McCuend 2001:591). A phrase is only a part of a clause or a sentence. There are the following groups of words are phrases: 1) On the chair, 2) For his seventeen birthday, and 3) After all this time.

According to Warriner (1982:18) there are three kinds of conjunction are coordinating conjunction, subordinating conjunction, and correlation conjunction. The researcher will explain them clearly as below:

1. Coordinating Conjunction

The following are the lists of coordinating conjunctions and the usage:

Table 1. Kind of Coordinating Conjunction.

Kind of coordinating Conjunction	Usefulness	Example
a. For	It uses to explains for reason or purpose (for has same meaning with because)	I am a little hungry, <i>for</i> I did not eat breakfast this morning
b. And	It uses to explain to add	Lisa likes to fish <i>and</i>

	one thing to one thing to others	hunt
c. Nor	To show a choice, it used to present an alternative negative to an already stated negative idea	She does not eat meat, <i>nor</i> does she drink milk
d. But	It shows a contrast	I like to eat fish <i>but</i> not to catch them
e. Or	It presents an alternative or a choice	Do you prefer coffee <i>or</i> tea?
f. Yet	It uses to show a contrast (it similarity with but)	It is sunny <i>yet</i> cold
g. So	It uses to show indicates effect, result or consequences, it shows cause and effect	I did not eat breakfast this morning, so I am a little hungry

2. Subordinating conjunction

A subordinate (or dependent) clause does not express a complete thought and cannot stand alone (Warriner 1982:94). The kinds of subordinating conjunction are: if, though, although, even though, since, because, when, before,

after, where, wherever, so that etc. Subordinating conjunctions may be classified according to their meaning as follows:

Table 2. Classification of Subordinating Conjunction.

Classification and Kind of Subordinating Conjunction	Function	Example
1. To show condition Includes: if	It has the function to indicate the condition for something happen	- We will not go hiking <i>if</i> it rains
2. To show contrast Includes: though, although, even though	It has the function to indicate of contradictory	- I love my brother <i>though</i> we disagree about almost everything - I love my brother <i>although</i> we disagree about almost everything - I love my brother <i>even though</i> we disagree about almost everything
3. To show a cause or reason Includes: because,	It has the function to indicate the reason for something happens	- I have not locked my self out of the house <i>since</i> I was

since		<p>100 years old</p> <ul style="list-style-type: none"> - I cannot take evening classes because I work at night
<p>4. To show time</p> <p>Includes: when, before, after</p>	<p>It used to say when something happens by referring to a period of time or to another event</p>	<ul style="list-style-type: none"> - After we ate lunch, we decided to go shopping - When I turned 12, my mother pinned the key to my coat - I thought I had put it in my coat pocket before we left
<p>5. To show place</p> <p>Includes: where, wherever</p>	<p>To display where someone or an object is located</p>	<ul style="list-style-type: none"> - An orphanage is a place where orphans live - I try to shop wherever there is a sale
<p>6. To show purpose</p> <p>Includes: so that</p>	<p>It states the purpose of the action in the main clause</p>	<ul style="list-style-type: none"> - Many people emigrate so that their children can

		have a better life
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3. Correlative conjunction

According to Warriner (1982:68) correlative conjunctions are always found in pairs and have other words dividing them: either ... or, neither ... nor, both ... and, not only ... but also.

A correlative conjunction is also known as inclusive:

Table 3. Kind of Correlative Conjunction.

Kind of Correlative Conjunction	Usefulness	Example
a. Either ... or	It uses to show a choice, it used to present an alternative negative to an already stated negative idea	Bring <i>either</i> a rain coat <i>or</i> an umbrella when you visit seattle
b. Neither ... nor	It uses to show a choice, it used to present an alternative negative to an already stated negative idea	My grandfather could <i>neither</i> read <i>nor</i> write, but he was a very wise person
c. Both ... and	And also a part of coordinating conjunction, but when it	<i>Both</i> San Francisco <i>and</i> Sydney have beautiful harbors

	appears in both ... and it is called correlative conjunction	
d. Not only... but also	Not only ... but also require special attention when you are proofreading for parallelism. Be sure that you have equal grammatical units after both parts of the conjunction.	Japanese food is <i>not only</i> delicious to eat <i>but also</i> beautiful to look at

From the statement above, it is clear that the conjunction needed in writing because conjunction used to connects sentence to another sentence becomes a paragraph. The conjunction divided into two classifications are coordinating conjunction and subordinating conjunction. Most of all, in writing the writer uses the conjunction in writing the text or discourse.

B. Review of the Related Finding

In this case, there are some research about descriptive text and the conjunction that can be sources support to researcher who will be research conjunction. They are:

The first researcher by Helmi & Donal (2015), with title “An Analysis of Student’s Skill in Conjunction in Recount Text at Tenth Grade Students of SMAN 3 Rambah Hilir” found that the students’ understanding of tenth grade students of SMAN 3 Rambah Hilir in using conjunction in recount text was fair category 60,6. Almost all of the students understand in using conjunction but they still have difficulties in using conjunction especially in recount text.

Second researcher by Isrina Fitri & Eripuddin (2017) with title “An Analysis of the Student’s Skill in Writing Descriptive Text at the Eighth Grade of SMPN 7 Tambusai Utara” found that designed as a descriptive qualitative research. Time and location of this research were on January 25th, 2017 at SMPN 7 Tambusai Utara of Rokan Hulu regency. In descriptive text writing test, the researcher asked the students to write a descriptive text based on the certain topics given by the researcher. In scoring the students’ writing, the researcher was helped by three raters, the score given by the raters then calculated and accumulated by the researcher. The final findings of this research was the students’ skill in writing descriptive text was still in the poor level. It is caused by their average score in writing was only 51,87 and it can be categorized in the Poor Level.

Third researcher by Rivi Antoni (2016:59) found that the use of writing task activities can be applied in the classroom where the writing class is being taught and learned. This study shows that student’s writing skill in developing good paragraphs can be better after the students are taught by using the writing task activities. Furthermore, the selection of topics to be developed, the contribution of friends in peer group discussion and the lecture’s support in the

writing class have positive contribution to the improvement of student's writing skill.

Fourth researcher by Ana Cristina Lahuerta Martinez (2015) found that the present study investigated the use conjunctions in the argumentative essays composed by a sample of 399 Spanish secondary education students. The researcher found that the frequency of use of conjunctions was associated significantly with the quality of the compositions. This agrees with research by Liu and Braine (2005), Yang and Sun (2012) and Zhang (2010) in other research contexts. Furthermore, the researcher found that fourth grade students outperformed third grade students in the use of conjunctions. This is in line with Yang and Sun's (2012) study that showed that higher proficiency EFL learners outperformed lower proficiency EFL learners in the ability to use cohesive devices.

Fifth researcher by Manfredus Muliamarfan Mbangur (2017) found that using conjunctions in a text often makes the students confused, even for the students who are now at the university level. Knowing how complex it is, the writer conducted this research. There are two questions that the writer tries to find out through this research. First question is "what types of conjunction errors appear in descriptive texts made by the students of English Department of Widya Mandala Catholic University Surabaya?". The second question is "what are the possible causes of the errors?". These two questions become the basic guidance in conducting this research.

The result of the research, referring to the first question of the research, shows that there are three kinds of error committed by the students in their descriptive texts. They are omission, addition, and misformation. Misformation is found to be the most frequent errors made by the students with 20 errors (45%), followed by omission in the second place with 14 errors (32%) and addition in the third place with 10 errors (23%). The second question “what are the possible causes of the errors?” leads the research to the findings that there are three possible causes of these errors committed by the students in their descriptive texts. They are ignorance of rule restriction, incomplete application of rules, and L1 interference. The most common cause of the errors is ignorance of rule restriction with 30 errors (60%). It causes the students to commit the misformation type of error (40%) and addition type of error (20%) in their descriptive text. Incomplete application of rules comes in the second place with 14 errors (28%). This type of cause becomes the most cause for omission type of error. L1 interference (12%), which refers to a transfer knowledge of their native language, is in the third place.

These findings can be used as a reference for students and teachers. As they are now in the university level, these errors should be anticipated and minimized. Although it is not taught directly, the use of conjunction can not be ruled out. It has to be reminded in every writing session.

Sixth researcher by Richard E. Clark (1983) found that the history of our experience with media in teaching has been characterized by ambivalent expectations. On the one hand, each new medium has raised our hopes for benefits to instruction and learning similar to those achieved in the entertainment, communication, and information-handling arenas. These hopes are encouraged by

large industries who hope to sell newer electronic media to schools. The extraordinary development of the computer and video disc technologies in the past decade has been the most recent source of this expectation.

Seventh researcher by V. Satya Sri Durga and C. S. Rao (2008) found that in conclusion, it is to realize that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variable simultaneously. Strong writing skill may enhance student's chance for success. Writing is an essential factor of language. Process approach is learner-centered in which learners' need, expectation, goals, learning style, skills and knowledge are taken into consideration. Students are benefitted using this process approach.

Eighth researcher by Audina Ramadhan (2017) found that According to the findings, the participants which were the students of SMA Negeri 1 Tanjung pinang used all of the types of the correlative conjunction in the conversation. There were 15 pairs who used *both...and...*, 14 pairs who used *either...or...*, and eight pairs who used each *neither...nor...* and *not only...but also....*

According to the findings, the participants mostly used *both...and...* in their conversations. *both...and...* was used 17 times, the correlative conjunction which was used the most by the participants. *Either...or...* came in the second place as the most used type of the correlative conjunction. It was used 16 times by the participants in their conversations. The *neither...nor...* and *not only...but also...* were used 8 times for each types of correlative conjunction.

According to the findings which the researcher obtained, it was clear that *both...and...* and *either...or...* were the participants favorite during the conversations. Almost all of the pairs of the participants used those types of the correlative conjunction. Meanwhile, *neither...nor...* and *not only...but also...* were not used too often by those participants during the conversations. The conjunctions had a small number of usage during the conversations for each pairs.

Ninth researcher by Yuyun Yuniarti & Pipit Rahayu (2015) found that From the finding of the research could be conclude that the students' writing skill of generic structure in descriptive text of the ninth grade students of SMPN 3 Rambah Hilir was fair. It show by the fact from the average score in descriptive text was 44,32 it can be categorize in a faircategory. Here are the detail of the ninth grade students of SMPN 3 Rambah Hilir in writing skill of generic structure in descriptive text. Firstly, the students' skill to write content in descriptive text, it include the topic and idea that the students can write content which wasthe average score equal to to 47.4.it was *fair* category. Thirdly, the students' skill in vocabulary and mechanic of descriptive text was 41.8. it include in *fair* category. Fourthly, the students skill grammar of descriptive text, it was include generic structure of descriptive text. The average score in grammar equal to 38.9. It was in *poor* category. The last, the students' skill in all of indicator of descriptive text, it was include of content, organization, vocabulary and mechanic, and grammar. The average score in all of indicator equal to 44,32. It was in *fair* category.

Tenth researcher by Siti Nuraminah & Pipit Rahayu (2019), the result of the research based on Pierson Theory showed that the participants were

categorized excellent level in writing title, excellent level in writing author, excellent level in writing introduction, excellent level in writing method, excellent level in writing result, and very poor level in writing conclusion. From the result above, the researcher concluded that the weaknesses of the participants in writing abstract were they did not write the conclusion in their abstract, most of them only enough in the result.

The second result of the research based on Template of National Seminar Proceeding conducted by University of Pasir Pengaraian, the participants were categorized excellent level in writing introduction, excellent level in objective, excellent level in writing method, excellent level in writing result, very poor level in writing conclusion, very poor level in writing suggestion, excellent level in using 200 words, and very poor level in using ARIAL 11 and single space. From the result above, the researcher concluded that the weaknesses of the participants in writing abstract were they did not written the conclusion, suggestion, and not using ARIAL 11 in their abstract. They always made an abstract only till in result part. Further, by the finding of this research the researcher offers some suggestions as the following: 1) For the students, to add knowledge in parts of abstract, especially in how to write an abstract. 2) For the next researcher, the researcher suggest to the next researcher to find out the other relevant in writing abstract likes how to make an abstract well. 3) For the lecturers, to gives some evaluation in make an English abstract. There were some suggestion that will be given for the next graduation, especially writing abstract: they have to consult with the advisor or English lecturers to translate their abstract, they have to consider use of English and grammar if they want to write an English abstract,

and they have to consider and put the systematic of abstract based on the expert suggestion in writing English abstract.

Eleventh researcher by Batdal Niati & Eripuddin (2017), based on explanation above, it could be concluded that error occurred in tenses, preposition, and punctuation. The most error was error in tenses. Causes of errors were interlingual transfer (mother tongue), intralingual, careless, and translation. Carelessness is the main cause of errors.

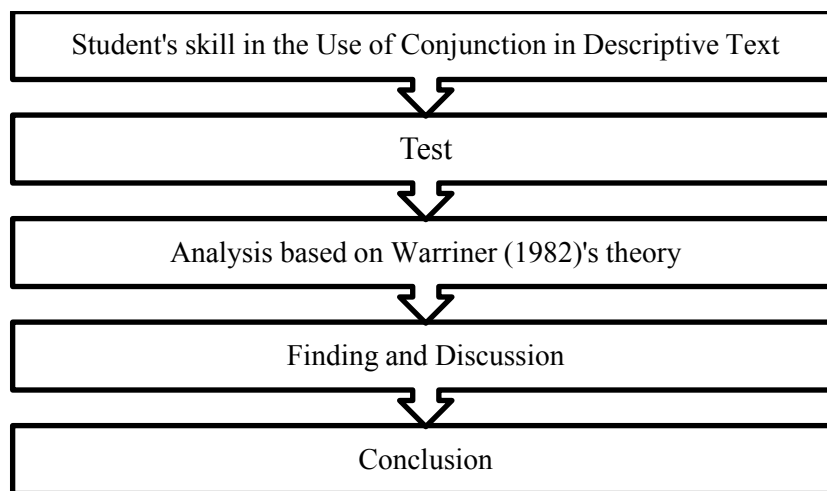
The result of the research in the data presentation in chapter IV concluded that the second grade students of MAN Pasir Pengaraian Kabupaten Rokan Hulu have Poor skill in analyzing of preposition of position in narrative text. It can be proved from their skill percentage 76 % of total samples were considered as poor level, while 9 % of samples were classified as Fair level, 9% as Fairly Good level, 6 % is classified as Good level and none of the sample could reach the excellent level.

The students still disable to used the preposition of position which was show position. The students still have so many mistakes to complete a narrative text. Like in story of "The Prince and His Friends" and in story of "Wind Power" . The score that students got were 20, 30, 40, 50, 60, 70, and 80. The total of students score from 81 students were 3410. Then the average of this score were 42. However, the second grade students of MAN Pasir Pengaraian Kabupaten Rokan Hulu have Poor skill in analyzing of preposition of position in narrative text, it can be proved from their skill percentage 76 % of total samples.

C. The Conceptual Framework

The conceptual framework is a concept that writer use planning the research. It is used to make a conceptual distinction and organized ideas. The researcher conducted to research base on this conceptual framework.

Figure 1. Conceptual Framework



From the conceptual framework above, the researcher gets the student's skill in the use of conjunction in descriptive text. The researcher chooses the use of conjunction in descriptive text in SMP LPMD Suka Maju Rambah as sample of the research. Then, researcher chooses five students in analyze the student's skill in the use conjunction in descriptive text. And then, students will be given the task to make descriptive text using conjunctions. From the task, researcher gets the research finding and will be make a conclusion about this research.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the research methodology of the research. It consists of research design. The researcher uses the descriptive qualitative method. This research also discusses about setting of the research, instrument of the research, and discusses about technique of collecting data and technique of analyzing of data.

A. The Research Design

In this research the researcher used the descriptive qualitative. Sugiyono (2005) states that the descriptive method is a method used to describe or analyze a research result but not used to make broader conclusions. Qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual (nonnumerical) data to gain insights into a particular phenomenon of interest (Gay, 2012:7). By using this method, the researcher could describe and find out the use of conjunction in writing descriptive text in SMP LPMD Suka Maju Rambah.

B. The Setting of the Research

This research was conducted at Grade VIII in SMP LPMD Suka Maju Rambah from February to June 2020.

C. The Population and Sample

1. The Population

According to Sugiyono (2013) in qualitative research, researcher enters certain social situations, conduct observations and interviews with people who are

considered to know about these social situations. In this research, the researcher take the population from students of SMP LPMD Suka Maju Rambah. The population of the research were the students grade VIII of SMP LPMD Suka Maju Rambah.

2. The Sample

To determine the sample used in research, there were various sampling techniques that are used (Sugiyono, 2013). Sampling techniques basically could be grouped into two, namely Probability Sampling and Nonprobability Sampling. In this research, the sample used was purposive sampling. In SMP LPMD Suka Maju Rambah there were two classes of the grade VIII : class A and class B. The sample are 40 students.

D. The Instrumentation

Instrument is a tool or media that used by researcher to collect the data. According to Sugiyono (2013) in qualitative research, the main instrument is the researcher himself, but later after the focus of the study becomes clear, it is possible to develop a simple research instrument, which is expected to complement the data and compare with data that has been found through observation and interviews. Researcher went into the field, both on the grand tour question, the focused and selection stage, conducted data collection, analyzed, and made conclusions. Instrument of this research was writing test. To see the kind of conjunction the students grade VIII SMP LPMD Suka Maju Rambah in writing descriptive text, the researcher used the writing text especially in descriptive text.

E. The Technique of Collecting of the Data

In collecting data, according to Sugiyono (2013) in qualitative research, the data was obtained from various sources, using various data collection techniques (tringulation), and carried out continuously until the data was saturated. There were some procedures to conduct the data. First, the researcher carryout the test of conjunctions that students used in writing descriptive text (see appendix 1). Second, the researcher classified the conjunction that students use in writing descriptive text. Third, the researcher maked the question as the media of writing test. Fourth, the researcher gave the test to the students. Finally, the researcher got data from the students and gave to the raters to analyze and be presented in result finding.

F. The Technique of Analyzing of the Data

In qualitative data analysis, according to Sugiyono (2013) Analysis is used to understand the relationships and concepts in the data so that hypotheses can be developed and evaluated. The researcher had some steps to analyze the data. According to Sugiyono (2013), there are three ways of analyzing data: first, data reduction is the data obtained from the field is quite a lot, it needs to be recorded in detail. Reducing data means summarizing, choosing the main points, focusing on the important things, looking for themes and patterns. Second, after the data has been reduced, the next step is to display the data. In qualitative research, the presentation of data can be done in the form of brief descriptions, charts and the like. Displaying data is done to make it easier to understand the problem and plan the next steps. And third, drawing conclusions. The conclusions in qualitative research can answer the problem formulation that was formulated from the start.

Based on the above theory, researcher obtained steps to analyze data such as the following: first, the researcher identified the conjunctions that students use in writing descriptive text. The researcher gave the students test and the researcher identified the conjunctions that the students used in writing descriptive text. Second, the researcher chose three raters to help the researcher to analyze the data. After the researcher identified the conjunctions that the students used in writing descriptive text, and the researcher consulted the classification to raters in analyze the students test. Third, the researcher gave the test of conjunctions that students used in writing descriptive text to the raters. The students test have been given to the raters to analyze the conjunctions that students used in writing descriptive text. Fourth, the researcher gave the raters the indicators of writing descriptive text. To analyze the students test, the researcher gave indicators of conjunctions to raters to analyze the students test. Fifth, the raters analyzed the data based on the indicators. The raters analyzed the students test of conjunctions that students use in writing descriptive text and the researcher got the data from raters analyze. Sixth, from the analyzed result of the conjunctions that students used in writing descriptive text given the raters, identified of the conjunction that students used in descriptive text based on scoring rubric conjunction. Finally, the researcher collected of raters result and be presented in result finding, with the aim to find out the conjunctions that students used in writing descriptive text.

From the explanation above, the researcher concluded that to analyze the data was very important in the research. Without analyzing the data, researcher could not obtain good research result. To see the kind of conjunction that the

students used at grade VIII SMP LPMD Suka Maju Rambah in writing descriptive text, the researcher used the scoring rubric of conjunction.

Rubric Scoring of conjunction:

Table 4. Rubric Scoring Conjunction

Coordinating	Subordinating	Correlative
For	After	Either .. or
And	Although	Neither .. nor
Nor	Before	Both .. and
But	Since	Not only .. but also
Or	Until	
Yet	When	
So	Because	
	So that, etc	

(Warriner, 1982:18)