

**THE CORRELATION BETWEEN GRAMMAR KNOWLEDGE
TOWARDS WRITING ANALYTICAL EXPOSITION TEXT BY
STUDENT CLASS XI OF SMA MUHAMMADIYAH 1 KARANGANYAR
AT THE SECOND SEMESTER ACADEMIC YEAR 2021/2022**

THESIS

Submitted as A Partial Requirements

for the degree of *Sarjana*



By

Aulia Zulfa Indi Putri

SRN. 183221168

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RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA

2022

ADVISOR SHEET

Subject: Aulia Zulfa Indi Putri

SRN: 183221168

To:

Dean

Faculty of Cultures and Languages

UIN Raden Mas Said Surakarta

In Sukoharjo

Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary advice, herewith, as the advisors, we state that the thesis of

Name : Aulia Zulfa Indi Putri

SRN : 183221168

Title : **The Correlation Between Grammar Knowledge towards Writing Analytical Exposition Text By Student Class XI Of SMA MUHAMMADIYAH 1 KARANGAN YAR At The Second Semester Academic Year 2021/2022**

Has already fulfilled the requirements to be presented before The Board of Examiners (*munaqasyah*) to gain Bachelor Degree in English Language Education UIN Raden Mas Said Surakarta

Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

Sukoharjo, 14 November 2022

Advisor,


Prof. Dr. H. Giyoto, M. Hum

NIP. 1967022420003 1 001

RATIFICATION

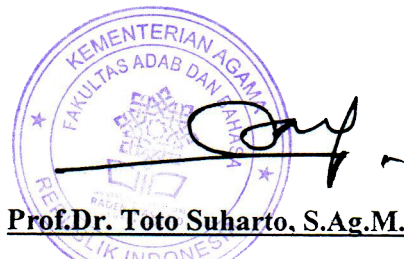
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Chairman	: Furqon Edi Wibowo, M.pd.	(.....)
NIP.	19890124201701 1 128	
Secretary	: Prof.Dr.H. Giyoto, M.Hum	(.....)
NIP.	19670224200003 1 001	
Main Examiner	: Novianni Anggraini, S.Pd., M.Pd.	(.....)
NIP.	19830130 201101 2 008	

Sukoharjo, 14 Desember 2022.....

Approved by

Dean, Faculty of Cultures and Languages



Prof.Dr. Toto Suharto, S.Ag.M.Ag.

NIP. 19710403 199803 1 005

DEDICATION

1. My Parents, Bapak, and Mama, my biggest support system. Thank you for everything that you give to me, even though I always make you mad or sad, mama and Bapak always care for me. I really sorry if I made you upset and make you disappointed, but I will be always wanna make you proud to have a daughter like me, once again Thankyou mama and bapak. I really love you, my parents.
2. My family, thank you for always supporting me in every condition in my life, I love you, my family.
3. My brothers and sisters thank you for your presence in my life, even though we always fight when we meet each other, I am sure that your presence in my life makes my day more colorful.
4. All my friends, thank you for wanna be my friend, in this dedication I can't mention your names one by one, but I want to thank you for wanting to be my friend, whether from elementary school, junior high school, high school, or in college. I'm really grateful to have friends like all of you.
5. My Kpop Bias, the people who have inspired me, BTS, Seventeen, and all Kpop groups that I can't mention one by one, I want to say thank you for making beautiful music that I can listen to every day and becoming my passion for living my life, SARANGHAE.
6. My almamater UIN Raden Mas Said Surakarta

MOTTO

“The weak can never forgive. Forgiveness is an attribute of the strong”

-Mahatma Gandhi-

“There are four things that are useless, namely knowledge without charity, wealth without giving in the way of Allah, piety only to be showcased which is driven by worldly motivations, and long life spent without doing good deeds”

-Utsman bin Affan-

“The winners are not those who are invincible but those who are able to rise from the bitterness of defeat”

-Najwa Shihab-

PRONOUNCEMENT

Name : Aulia Zulfa Indi Putri

SRN : 183221168

Study Program : English Language Education Study

Faculty : Cultures and Language

I hereby sincerely state that the thesis titled

“THE CORRELATION BETWEEN GRAMMAR KNOWLEDGE TOWARDS WRITING ANALYTICAL EXPOSITION TEXT BY STUDENT CLASS XI OF SMA MUHAMMADIYAH 1 KARANGANYAR AT THE SECOND SEMESTER ACADEMIC YEAR 2021/2022” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 15 Desember 2022
Stated by,



Aulia Zulfa Indi Putri
183221168

ACKNOWLEDMENT

Allhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgement, god all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “THE CORRELATION BETWEEN GRAMMAR KNOWLEDGE TOWARDS WRITING ANALYTICAL EXPOSITION TEXT BY STUDENT CLASS XI OF SMA MUHAMMADIYAH 1 KARANGANYAR AT THE SECOND SEMESTER ACADEMIC YEAR 2021/2022” Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, suggested her during the process of writing this thesis. This goes to :

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

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The Researcher

Aulia Zulfa Indi Putri

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ABSTRACT

Aulia Zulfa.2022. *The Correlational between grammar knowledge towards writing analytical Exposition text by student class XI of SMA Muhammadiyah 1 Karanganyar at the Second Semester Academic year 2021/2022*. Thesis. English Education Departement. Cultures and Languages Faculty.

The study was aimed to determine whether there was a positive Correlation between the success in knowledge of grammar in their writing analytical exposition texts in the second semester of the eleventh grade of SMA Muhammadiyah 1 Karanganyar in the academic year 2021/2022. This study uses quantitative methods. This quantitative study proposes mathematical models, theories, and hypotheses about research variables. Therefore, it is also essential to apply a quantitative research evaluation process. This study uses a correlational research design. The result design for data description of grammar knowledge known that the results of the analysis obtained, the results of the analysis show an average mean of 81,9. The median is 82.5, the mode is 81, the standard deviation is 1.956. Meanwhile, based on data descriptive in writing analytical exposition text results of the analysis show an average mean of 82,8. The median is 81.5, the mode is 82, the standard deviation is 2,443. The design is for determines the correlation between research variables. According to the basis of decision-making, the data is less than Sig. (2-tailed) < 0.05 means a significant relationship exists between variable X and variable Y. The correlation coefficient is 0.630, means that the level of correlation strength or the relationship between the two data is vital. In addition, the correlation coefficient is positive, so the direction of the variable relationship is positive or unidirectional.

Keywords: *Correlation, Grammar knowledge, Writing Analytical Exposition text.*

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CHAPTER I

INTRODUCTION

A. Background Of The study

English is the international language which is often used by many countries as their daily communication. It means that English is the first language in speaking with foreigners from different countries. It is also used in books, researches, arts, and technologies. In Indonesia, English is one of many subjects which is taught in elementary, junior high school, senior high school, and also in university. Based on Indonesia's 2013 Education Curriculum (K-13), English was introduced as an elementary school curriculum. English is also used in formal education in junior and senior high schools as one of the requirements for graduation. At senior high school, students are expected to be able to speak English directly or through writing. In addition, students must be able to master all four skills in English. Those skills are listening, reading, speaking, and, writing. Writing is the special one, so students need to comprehend and master about writing skill.

Writing is a multi-thinking activity because it requires abilities to write and summary some information in written form which will be delivered to the readers correctly. Raimes (1983) stated that writing is an ability that uses letters, words, paragraphs, and sentences to explain the writer's intentions and feelings using the eyes, brain, and hands. Writing helps students to express their intentions, feelings, and whatever in their minds. Furthermore, writing

activities are essential for all students, so the students require to understand it well. Writing is a part of the applicable curriculum, and writing activities are not easy to prepare because writing is a quite complicated skill. Sudjito (2019) stated that students have difficulty writing good paragraphs because they need more knowledge of grammar. Therefore, teachers must be able to teach about grammar well to their students.

Analytical exposition text is one of high school's most frequently used documents. Wignel (2019) stated that analytical exposition text is used to convince readers or listeners about a case. This type of text consists of three elements, and they are social structure, general structure, and language characteristics. Some students need some helps in expressing their ideas because they need to gain more knowledge about grammar. As a result, they spend much time thinking and finding words to use in the analytical exposition text. Writing is learning about everything that exists in the world. People learn about things they do not know and then write about what they have learned. Exploring everything that exists in the world also helps students to improve their grammar skills, and mastering grammar making it easier to practice writing analytical exposition texts. students can remember what they have learned before in the writing form or written information. Analytical exposition text is written based on what happened during an event and provides additional information such as evidence, facts, and statistics. Students must have the correct data, information and a broad understanding of the phenomenon to convince the reader.

Grammar is a manner in English that covers about sentence construction, and language meaning. Hanifah (2017) stated that to understanding the meaning of language, students must understanding the meaning of a set of rules which are divisions of grammar in every language in the world. It means that grammar is essential for everyone who wants to learn another language. Mastery of grammar can be seen in how students arranged several words in a sentence according to English grammar rules. Sujito et al (2019) stated that grammar is part of organizing several words into a meaningful paragraph. According to this opinion, it can be interpreted that understanding grammar is a skill and ability of students to make correct sentences to communicate. From some of the descriptions above, it can be interpreted that grammar is an essential division in a language which is also an essential part of someone's skills and writing abilities.

Then, to find out the real data the researcher use the score documentation by the teacher of eleventh grade at SMA Muhammadiyah 1 Karanganyar, in this research the researcher used 69 score documentation as a sampel that was consist of two classes student. That class is XI Social 4 and XI Social 5. In their class there were 44 score of students and 45 score of students. On Monday, july 25, 2022 in SMA Muhammadiyah 1 Karanganyar, The researcher took the teacher's score document to conduct research on the data. From the student score it can be concluded that many students who have difficulty writing analytical exposition text are caused by several factors, the first problem is students could not develop their idea in Writing analytical

exposition text. Second, the students lose their idea in the middle of writing. Third, they do not know the component of the Analytical Exposition text, because of that the students could not finish their writing process from the first paragraph until the end, besides the paragraph does not have correlation each other. Next the student can not understand the grammar that used in analytical exposition text. In this way, the student not know and understand the grammar that use in analytical exposition text, because of that they can not make good analytical exposition text. The bigger problem is that there are still many eleventh graders who get the score of writing Analytical exposition text and grammar knowledge under the Minimum Completion Criteria. In Muhammadiyah 1 Karanganyar High School the Minimum Completion Criteria (KKM) is 80 while there are still many students who get a score below the Minimum Completion Criteria according to score document that conducted by teacher with students under the Minimum Completion Criteria (KKM) 80 down. So that means that the skill of student in writing analytical exposition text still in intermediate phase.

Based on the explanation and description above, the researcher is interested in an significant correlation and significant determination between success in grammar to obtain empirical data related to success in the ability to write analytical exposition texts. Due to the learning background above, the researcher decided that this problem deserves to be investigated. This research activity will hopefully contribute some benefits for students, teacher, and readers. Therefore, this thesis has title “THE CORRELATION BETWEEN

GRAMMAR KNOWLEDGE TOWARDS WRITING ANALYTICAL EXPOSITION TEXT BY STUDENT CLASS XI OF SMA MUHAMMADIYAH 1 KARANGANYAR IN SECOND SEMESTER ACADEMIC YEAR 2021/2022. “

B. Identification Of The Problem

From the learning background above, several problems occur to the students in writing analytical exposition text, and they are :

1. Students cannot develop their idea.
2. Students lose their idea in the middle writing.
3. Students do not know the component of Analytical exposition Text.
4. Students can not know the use of grammar for analytical exposition text.
5. Students score in writing analytical exposition text below the minimum criteria of mastery learning.
6. Students score in grammar knowledge below the minimum criteria of mastery learning.

C. Limitation of The Problem

Based on the description of the problems above and the eleventh-grade syllabus, the researcher has narrowed the problem about grammar mastery in writing analytical exposition text by students eleventh grade. As a result, the grammar is only the focus on the language features in the analytical exposition text.

D. Formulation Of The Problem

Based on the problems above, the researcher formulates the problem as follows:

1. Is there any significant correlation between grammar knowledge towards writing analytical exposition text in the second semester of eleventh grade at SMA Muhammadiyah 1 Karanganyar in the academic year 2021/2022?

E. Objectives Of Study

The purpose of the study was to determine whether there was a significant correlation between grammar knowledge towards students' writing analytical exposition text in the second semester of the eleventh grade at SMA Muhammadiyah 1 Karanganyar in the academic year 2021/2022.

F. Benefit of Study

The benefits of this research are as follows:

1. For additional information, especially for teachers and readers, about the significant correlation between the success of their grammar knowledge in writing analytical exposition text.
2. For teachers reference material to further improvement students' grammar knowledge in writing analytical exposition text.
3. For students' motivation in learning English, especially in mastering grammar knowledge in writing analytical exposition text.

G. Definition Of Key Terms

1. Writing Analytical Exposition Text

Writing activities are ways to share information, observations, thoughts, and ideas with others. Therefore, it shows that writing is one of the essential activities in social life. Meanwhile, Knapp, P., & Watkin (2005) explained that analytical exposition text is a text that focuses on students regarding the purpose of argumentation by explaining in detail the point of view and providing evidence to support it. It shows that analytical exposition text is a text that focuses on how students express their point of view.

2. Grammar Knowledge

Purpura., J. (2005) explained that grammar knowledge is an individual's knowledge of vocabulary, syntax, phonology, or graphology in the context of writing knowledge which refers to an individual knowledge of cohesion (pronouns, lexical repetition), rhetorical organisation (logical connectors) and the organisation of conversation (turn strategy, topic nomination). It shows that students need the mastery of grammar in compiling texts in L2 learning.

CHAPTER II

LITERATURE REVIEW

This chapter discusses about several theories related to research variables. The two variables are the ability in writing in analytical exposition text and the mastery of grammar knowledge. This section contains theoretical ideas from each section.

A. Theoretical Review

1. Writing Ability

a. The Analysis Of Writing

Writing is one of the talents of the four language capabilities that particularly in listening, speaking, and analyzing. All of these abilities was taught by teachers from primary school to college stage. In addition, at the moment it had additionally been taught to playing group students, despite the fact that they only learn how to wrote and thought just one word. This suggests that this aspect may be very basic, where college students begin writing phrases after which arranged them into the final making sentences and paragraphs. Writing text is the potential ways of students to arrange ideas from one paragraph to another paragraph and make efforts to attach ideas cohesively significant. Many college students write textual content but no longer a lot of them are capable of write text based totally at the structure and features of the ideal textual content. Therefore, teachers are anticipated so that college students can learn how to write, what else is to teach students writing competencies in English.

b. Definition Of Writing Skills

Writing is one of the activities where the writer requires excellent listening and searching to find and combine some ideas. According Amer (2013) stated that writing is one of the most challenging activities among other skills in EFL that students face when learning language success because ESL students focus on writing in English differently from the native language audio system. High school students find it challenging to write because they have to concept and made it into a sentence or paragraph. That is the difference between EFL, ESL, and native speakers when they have significant differences regarding the basis of social life and language habits. They found that building and organizing their ideas and thoughts was divided into two ways as in spoken and written forms.

The meaning of writing is that clean sentences require what we study about correct grammar and English mechanics including the correct use of verbs, pronouns and punctuation along with the use of intervals, commas, and so on. There are various ways to organize sentences in writing. Exposition text is a form of text in which the main object is about an ongoing event and is combined with the author's opinion with supporting sentences in it or a form of text that seeks to invite the reader to trust the author about the opinion of an ongoing event. Analytical Exposition Text is a text that has social characteristics to persuade the reader to have the same knowledge and thoughts as the author about an ongoing event by including analytical evidence.

c. The Elements of Writing Skills

According Zaskia Permata Sari (2014) stated that writing is a difficult way because it is made of many talents, Not only one element is used but also all elements of language need to be considered together: spelling, grammar, diction, punctuation, and so on.

1. Spelling serves to clarify what we write so that the reader can really understand the contents of the writing that has been made and at the same time makes the value of a writing meaningful.
2. Grammar is very important if we need to write in English because if we write with the wrong grammar the characters no longer recognize what we write because grammar is one of the important factors in writing ability.
3. Diction or choice of words is very important if we need to write it because when we write in English we must be good at choosing the words we use so that what we write is easily understand by those who read it.
4. Punctuation is something that must be considered in writing because if the punctuation is use correctly it can make it easier for the reader to understand which is being written. The punctuation marks that are often used in writing are periods, commas, exclamation points, question marks and so on.

Therefore we will end from four basic things that writing is not an easy thing for us to do because there are many elements that we must pay

attention to so that what we write can be understood the meaning by those who read it. . because by using writing we also need to examine the four elements properly.

d. Purpose of Writing skills

According to Misra state that there are four reasons for writing, a creator is moved to write because he has certain desires, including motives to inform, teach, persuade and entertain that can be accounted for in public.

1. To inform: the first and main cause of writing is to inform everything that we understand well in the form of statistics, evaluations, views on phenomena or events that aim to provide information to all who will read.
2. Educate: educate is one of the desires of conversing through writing. because through writing, one's perception of information will continue to develop.
3. Persuasive: A creator in general no longer only aims to inform something so that readers know and understand what is communicated. A writer must be able to influence and persuade readers by using a persuasive language style.
4. Entertaining: Fun functions and purposes in communication, not the monopoly of radio and television mass media, but print media can also play a unique position in the target audience

e. Writing Processes

In Writing process have 5 levels in the writing system. According to Tchudi NS and Yates J (1983) state that writing process, which is the identical process that true writers practice throughout their writing recursive and no longer linear, therefore every author uses of these systems can bounce from one stage to another as they write.

1. Prewriting

- a. Students write on topics based on their own experiences. Students gather and organize ideas.
- b. Students define a topic sentence.
- c. Students write an outline for their writing.

2. Drafting

- a. Students write a rough draft.
- b. Students emphasize content rather than mechanics.

3. Revising

- a. Students reread their writings.
- b. Students share their writings with teacher.
- c. Students participate constructively in discussion about their writing with teacher.
- d. Students make changes in their compositions to reflect the reactions and comments of teacher. Also, students make substantive rather than only minor changes.

4. Editing

- a. Students proofread their own writings.
- b. Students increasingly identify and correct their own mechanical errors.

5. Publishing

- a. Students make the final copy of their writings.
- b. Students publish their writings in appropriate forms.
- c. Students share their finished writings with the teacher.

f. The Role of Teacher in Writing

As we know, students enjoy the instructions and directions carried out by the teacher who informs the students about content material, teaching practice, and coaching craft, or what is called “understanding of pedagogical content material”, According to Klimova.,B. (2012) state that the means of material more focuses on understanding how to provide solutions and incorporate new facts happening now in a way that's right for students.

Support students to become independent, prepared, and confident author is a tough challenge, but is it easier to achieve through recognition key function that student play in a way. Position requires importance the task of creating a conducive environment for those in power writing and recognize how student personal writing practice impacts write for students class.

Teacher roles in teaching and learning on writing process are :

1. Motivator, when students have decreased enthusiasm for writing, teachers need to encourage them by developing mastery of writing, persuading them about the usefulness of writing activities, and encourage them to create efforts to achieve the most best result.
2. Resource, when the students have more numerous writing task, the teacher must be prepared to submit notes and the language needed by students. Apart from that, the teacher also has to ensure the student that he must to present the results of his writing, by providing advice and recommendations in a constructive and tactile manner. For example, in the learning system method, the teacher facilitates student writing by providing input or stimulus.
3. Feedback Provider, To be a feedback provider, a teacher must be able to respond positively to what content material the student has in the written text. The feedback given to students should be based on what students need at their research level.

As summary, the teacher maintains an important role towards fulfillment of students in knowing writing so that they must be responsible in guiding and facilitating student writing through being a good motivator, useful resource and feedback provider.

g. Assessment Writing

According to Prof. Jack C. Richards (2003), state that opinion, suggesting and judging involves three problems :

1. Writing assignments must be assigned efficiently as a form of responsibility that we give to students.
2. Tasks must produce writing that represents student writing competence.
3. Writing samples can be assessed effectively

Writing potential is the potential to convey ideas with writing. A person can write if he has at least three abilities, especially concepts or grammar that is quite good and have the ability to write sentences successfully, so at least 3 simple skills that students must have.

1. Ideas or Content

In writing, thinking is a very important concept so that by writing someone will know what the motives of the writing are, who will study the writing and what the meaning of the writing. This is supported by the first perception through reading.

2. Ability of sentence structure or grammar

Compiling sentences is not an easy component, because the main sentence has a correlation between the following sentences. if the form of the sentence is irregular then the writer cannot convey his writing, because the reader has problems connecting the meaning of the words.

3. Adequate vocabulary

Vocabulary is necessary because sentences consist of words vocabulary mastery for students will make it easier. Arrange sentences according to the desired idea. This is in according to the views of experts shows how important it is mastery of vocabulary before someone is able to become a person successful writer.

2. Analytical Exposition Text

a. Definition of Analytical Exposition Text

Nury (2014) stated that analytical exposition is a text that describes the writers thoughts about the events in the environment around the writer. Several people can write analytical expositions based on phenomena that occur or are still affecting the lives of the surrounding community. Analytical exposition is a text that the writer composes detailed information to reveal several phenomena. Leech (2004), stated that writing analytical exposition text is related to conventional characterization subgenres that are increasingly explicit in the article.

Analytical exposition text can be interpreted as expository writing. Writing analytical exposition texts requires arguments based on existing facts. The writer must be able to share the idea as a whole and add the existing details so the readers agree and justify the arguments that are written by the writer in the analytical exposition text. Tchudi NS and Yates J (1983), revealed that difficulties in writing analytical exposition

were caused by the students lack of understanding of the composition of the text that used in producing analytical exposition text. Students' knowledge of the basic structure of analytical exposition text is essential because it can help students think quickly in writing analytical exposition text. Belmont, W., & Sharkey (2011), stated that the level of students ability in writing text is divided into several levels and has a good relationship with the content of the text. In addition, the basic structure of analytical exposition text requires a high level of thinking. Ploeger (2000), stated that understanding the arrangement of texts can help students from several points of view such as (1) researching the subject, (2) explaining the reasons, (3) choosing a solution that solves how to combine the opinion with existing data (4) And rearranging on how to express the ideas in the text.

In learning about analytical exposition text, students need to know the basic structure to explain information clearly. Grabe (2002) stated that more clear understanding and specialization in efforts to demonstrate expository writing and consistent writing practice are affect in improving students' writing ability. Riggs (2012), stated that college students who took a word and use it in the structure of a text to assist them in determining the macro structure for the material that they are studying are more likely to understand the things that make up a text rather than just the content of the text. Then, the basic structure has an important influence on college students in understanding analytical

exposition text because the stage of compiling the basic structure of the analytical exposition is essential thing.

Based on the explanation above, the ability to compose an analytical exposition text is one of the skills in writing where the writer must be able to express the ideas and details, so the reader knows that the writer's idea is correct and acceptable. Analytical exposition text drives the readers' agreement with the point of view from the writer. This text uses genuine opinions to help the ideas expressed by the writer. Moreover, the writer also has to know about the basic structure of analytical exposition text (thesis, argumentation, and reiteration) to describe, show, and explain the information in the text.

b. Language Features of Analytical Exposition Text

Analytical exposition text uses descriptive understanding, persuasive words and emotive connotations that help presenting the author's point of view. For example, these sentences can refer to either positive or negative. for example :

1. Instead of using the word "ugly," it is better to use the words terrible, and unfavourable.
2. Instead of using the word "good," it is better to use the word extraordinary, very important, and excellent.
3. Instead of using the word "persuade," it is better to use the words convincing, Urgent.

4. Instead of using the word "encouragement," it is better to use the word trustworthy, Reasonable, Wise.

It also uses simple present tenses, such as I drink, run and call. Furthermore, mental verbs are necessary as I believe, I agree, I am afraid, and I have to disagree. It can also be supported by using saying verbs to support existing argument, such as people say, it says, research states. Connection word is needed because they can connect words with arguments so the direction of the arguments is in correct order and makes sense. For examples are in addition, further, not only, and but also. In addition, causal conjunctions are added to show the cause or reason or what is said or mentioned. For examples are Because, consequence, for that reason, in that case, another. Moreover, the use of words to show the behaviour of a qualified writer. For examples are will, often, can, should, and usually.

Furthermore, using persuasive techniques is important. Using generalization to show writer's points of view and arguments is undeniable. Generalizations consist of general public belief and general statements. It uses strengths and facts to back up generalizations Such as research, researcher opinions, testimonials, and quotes.

Based on the explanation above, it can be concluded that analytical exposition text has specific features. For example like in writing analytical exposition text, writers should use simple present tense and

mental verbs. Also, analytical exposition text uses saying verbs, connection words, and persuasive techniques.

c. Generic Structure of Analytical Exposition Text

In the previous explanation, the analytical exposition presents the writer point of view to convince the reader to the similar point of views. Huddleston, R & Pullum, G. (2010) explained that meeting in the classroom is a primary language procedure for managing content in various educational lesson planning areas. Language education must be based on reason or logic to be critical and practical. With the right choice of words, the unit of a word does not only show the classification or type of book but also the form of the language through its constituent parts which is the texts primary focus. The constituent parts of the text form an apparent unity by just looking at the problem.

Table I

The basic building blocks of analytical exposition text

Part	Description
Introduction paragraph (Thesis)	The first paragraph contains how the author attracts the reader's attention and explains the information that will be conveyed in the text.
Body of the piece (Arguments)	It consists of several paragraphs in which each paragraph relates to the main idea of the text and also explains what the paragraph is about (usually, some teachers ask to make three paragraphs, but some use 4,5, and 6 paragraphs. Depending on how many paragraphs are wanted the author to investigate on the topic).

Conclusion (Reiteration)	The last paragraph contains creativity in repeating the main idea and broadly restating the thesis or topic paragraph. It does not have to be direct repetition but can also be implied.
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Table II

Example of analytical exposition text

Text organization	Banning motorbikes is necessary for a housing area	Language features
Introduction (thesis statement)	Motorcycles are one of the biggest nuisances and causes of pollution. Although motorbikes are considered the most convenient and accessible transportation, I think they harm humans, animals, and the environment. Therefore, Motorbikes should be banned in residential areas for the following reasons: unreasonable noise causes, air pollution, disease, and accidents.	Mental verb : I think I believe
Argument 1+ elaboration	The first reason, motorcycles are a significant contributor to pollution in the world. Research has shown that motorcycles emit deadly gases that are harmful to the environment. As a result, long-term gas emissions from motorcycles significantly contribute to global warming.	Conjunctive Relations First, secondly Causal Conjunctions consequently
Argument 2+ Elaboration	The Second, according to a report from the BBC News Channel, motorbikes are also responsible for causing diseases such as bronchitis and cancer and are the primary triggers of asthma and high blood pressure. Some diseases are so terrible that they can kill people.	Generic references accidents
Argument 3+ Elaboration	Furthermore, motorbikes are making so much noise. There are noisy "vrooms" everywhere. Very hard to sleep. Parents with babies find it very challenging. While their baby is asleep, one or more motorbikes pass by, and the baby wakes up. It is also difficult for children to concentrate on their homework. Experts argue	Children Parents Expert opinion Expert Research show

	that if there is extreme noise, it can cause deafness and lack of concentration in children and adults.	
Argument 4+ elaboration	Finally, motorcycles deal with terrible accidents. Sometimes, there is death. Motorcyclists were going so fast that they could not stop in time. Because of this, they end up hitting other people or animals. Time and time again, many animals were trampled and found dead on the road. Motorcycles are known to be the biggest killers on the road.	Present tense Are responsible Go so fast Are known
Conclusion (Reiteration of thesis statement).	In conclusion, from the arguments above, motorcycles should be prohibited from entering residential areas.	

Table III

Example of Analytical Exposition text

Title	Cars should be banned in the city.
Introduction paragraph	Cars should be banned in the city. As we all know, cars create pollution and cause a lot of road deaths and other accidents.
Body of the piece (Arguments)	First, cars, as we all know, contribute to most of the world's pollution. Cars emit deadly gases that cause bronchitis, lung cancer, and asthma triggers. Some of these diseases are so bad that people can die from them. Second, the city is bustling, pedestrians roam everywhere, and ordinary cars hit pedestrians, causing them to die. Cars today are the biggest killer on our highways. Third, the car is very noisy if you live in the city, you may find it difficult to sleep at night or concentrate on your homework, especially talking to someone.
Conclusion (Reiterate)	In conclusion, cars should be banned from the city for the reasons listed.

From the example texts above, the examples showed that the text is straight forward and complete. The structure in the analytical exposition text follows the rules of the text. In analytical exposition text, there are introduction, arguments, and conclusion. The first paragraph is usually called an introduction. This section contains what the writer wants to convey. In the following paragraphs, the writer wants to convince the reader by providing some evidences and examples to convince about the writer argument when the reader read the text. It can be concluded that analytical exposition text is related to the issues that are currently happening and also requires a solid opinion to solve them. To convince the reader, the argument that the writer makes requires some examples and facts that are in the discussion session. A restatement of the issues is discussed in the writers' argument is also one way to convince the reader. For this reason, this text is called analytical exposition which has specific issues and basic structures.

From the explanation above, it can be concluded that analytical exposition text has three primary structures: introduction, argumentation, and conclusion. The thesis itself explains what the writer wants to convey. Furthermore, in the argument, the writer must convey his/her argument based on the existing issues and supported by some facts and examples. Moreover, in conclusion, the writer concluded and restated the arguments presented previously.

d. Purpose of Analytical Exposition Text

As we know, every form of written text has a cause or function as analytical exposition text content. this article should tell and convince readers or listeners about something to be accepted as truth opinion of the authors. According Dahler, & Toruan (2017) state that the characteristics of analytical exposition text are to convince readers or listeners by presenting an extraordinary important argument that provides an explanation for an important reason why something is happening.

Furthermore, according to Mufarridun (2017) state that this analytical exposition is a text that highlights the author's concept of a particular case and purpose to seize the reader's interest to believe the proposed concept.

3. Grammar Knowledge

a. The Definition Of Grammar Knowledge

Grammar is a set of rules for conveying sentences, making sentences, and linking words. Some experts argued that grammar must be taught explicitly, absolutely, and perfectly with a purpose or goal that speakers or writers quickly achieve to speak and write well. Grammar is also short for linguistic competence. To understand the nature of language, we need to understand the nature of grammar. Nunan David (1991) explained that grammar not only serves a prohibitive and normative function but also must explain which semantic expressions

are used in a language. Ruettten, M, K., & Pavlik (2012) stated that grammar concerns the form of sentences and small units such as clauses, phrases, and words.

From the definition above, it can be conclude that grammatical knowledge refers to students understanding of the correct application of English rules by changing word forms correctly and combining them in sentences. Grammar can also be interpreted as a set of rules or principles used to produce or create correct speech in a language. Grammar is a communication system in which speakers or writers use grammatical forms to convey different meanings. Grammar also described the linguistic ability to understand the properties of language. The students must understand the nature of grammar knowledge, especially grammar rules in English. It can seem complicated because it has many rules and exceptions. However, some rules still need to be fully applied in everyday conversation. For example, to write well in a foreign language, a student must know about the Knowledge of grammar, but this is more important than knowing how to use grammar correctly. The Teacher wanted to point out that when students act as non-native speakers, students must convey their thoughts and opinions to the reader in the same way as native speakers without leaving any misunderstanding or confusion. Knowledge of grammar is generally a significant factor in learning a foreign language.

b. Kinds Of Grammar Knowledge

A feature of this language is one of the grammatical patterns commonly used in analytical expository. For Example, Knapp, P., & Watkin (2005b) proposed several grammatical features. They are listed below

- a) Mental verbs are used to express opinions, such as Example: like and believe.
- b) Conjunctions are used to maintain logical conjunctions and tie points. Divided into :
 - i) Time Conjunctions describe sequence prepositions in preview or other stages of more complex arguments.
 - ii) Causal Conditional Conjunctions declares connection point in argument
 - iii) Comparative conjunctions Introduce their counterparts.
- c) Transition from personal to impersonal voice
 - i) Personal voices indicate the opinion of the subject through first-person pronouns.
 - ii) Impersonal voice uses objective language to express the opinion of the subject.
- d) Modalities used to reason and position writers and readers.

From the statement above, the researcher concluded that the language features in the grammatical pattern of the analytical description text are many, such as mental verbs, connecting

conjunctions, movement from personal to impersonal voice, and existing modalities. This section briefly describes the linguistic features of the analytical expository which is previously given by Knapp and Watkins.

a) Mental Verbs

It can be said that language does not have an independent existence, and also, a language becomes dominant only if its speakers are dominant. Moreover, history shows us that language has become dominant and powerful because of the political power of native speakers and the economic power by which people can maintain and expand their position. Croft (2003) added that mental verbs are including verbs of perception, cognition, and feeling. Richards Jack C and Renandy Willy A (2002) stated that high-frequency mental verbs are specific to speak language and fall into three categories: Attitude, Perception, and Cognition. Mental verbs refer to thought and intellectual processes while the definition of verbs is words that describe actions. Therefore, the psychological verb refers to a cognitive state (associated with logic) in which behaviour is mainly abstract.

These verbs indicate the most unacceptable meaning for external evaluation because they are not very specific actions. However, this type of verb can be measured by knowledge. Mental

verbs give meaning related to our senses ability to decide, understand, and create.

Table IV
Mental Verbs List

Like	Know	Belong
Love	Realize	Fit
Hate	Suppose	Contain
Want	Mean	Consist
Need	Understand	Seem
Prefer	Believe	Depend
Agree	Remember	Matter
Mind	Recognize	Measure
Own	Appear	See
Sound	Taste	Look
Hear	Astonish	Smell
Disagree	Please	Deny
Satisfy	Promise	Impress
Doubt	Think	Surprise
Wish	Imagine	Feel
Dislike	Learn	Concern
Forget	Mean	Have
Be	Seem	Decide

Taken from Leech (2004)

b) Conjunction

Conjunctions are words or phrases that can join or connect words, sentences, or phrases and make logical transitions between them. It connects the ideas from different sentences and paragraphs to make the text look more apparent, efficient, and organized. It also ensures

smooth transitions or proper alignment of links within the text. In this line, Mason (2008) defined that conjunctions are used to maintain logical relationships and connected dots. The type of argument text has several conjunctions that can help students to write a better type of argument text, such as Analytical Exposition text. The following are conjunctions that are commonly used in discussion texts, and one of which is analytical exposition text which will be explained below.

i) Time Conjunction

Time conjunctions are often used to sort statements in preview or other phases of more complex arguments. For example, *there are several reasons why smoking is prohibited in restaurants. First, many people can suffer from second hand smoke. Second, it can worsen asthma.*

Table V

Time Conjunction List

First	When	Now
Last	Finally	Next
At last	Afterwards	Then
At first	Previous	Sooner or Later
Second	Since	At once
Meanwhile	Before	After

ii) Causal conditional conjunctions

Causal conditional conjunctions are used to connect the dots in an argument. For example, *They die because the oil stops them from breathing.*

Table VI

Causal Conditional Conjunction List

So	Consequent	According
Despite of	Moreover	Hence
Furthermore	Nevertheless	Because
As a result of	Therefore	Stemmed
Undoubtedly	Obviously	In short
Consequent	Due to	Thus

iii) Comparative Conjunction

Comparative conjunctions are used to introduce comparisons of the paragraph. For example, *some people think young people should eat junk food. On the other hand, Packaging has many drawbacks.*

Table VII

Comparative Conjunction list

However	Whereas	On the other hands
On the contrary	Rather	In spite of
Alternative	Differs from	Instead
Compared to	Although	But
Rather than	Likewise	Unlike
Even	Contrast	Indeed

c) Personal to impersonal voice

Personal voice is used to expressed a subjective opinion. It uses first person or second person point of view. The impersonal voice is used to convey an objective opinion through absolute or modal statements. For example, *it can be said that packaging is crucial in preserving and transporting products.*

Table VIII

Switch from personal voice to impersonal voice

<i>I think we should change our flag.</i>
<i>You shouldn't drop rubbish</i>

d) Modality

Modality is used to position the writer and reader in a controversy. It can be expressed in various ways. Speakers or writers can use modal words and phrases to express certainty, opportunity, motivation, obligation, need, and ability. The main verbs that use to express the meaning of modal are:

- i) Main modal verb: can
- ii) Semi-modal: Dare, Need, Must, Get used to
- iii) Other verbs with modal meaning: Go for what you have (get), afford

c. Improving Grammar Knowledge

Improving grammar knowledge can be a nightmare for language learners. However, there is always a solution to this problem. There are several ways to improve grammar knowledge. The following suggestions are from Cottrel (2005) :

a. Read more in English

One way to improve grammar for language learners is to read many books in English. Reading many books in English can increase the improvement in grammar and vocabulary, knowing everything can be exhausting and challenging. However, it is one step that language learners must completed to improve their grammar. Reading helps language learners understanding how English works and how grammar works. This knowledge is communicated in writing. Mastering reading skills are crucial. Students can read any book, magazine, or newspaper article as long as it is written in the correct English. Students need to Try to read as many different genres as possible (newspaper articles, academic journals, blogs, and short stories)

b. Listen more in English

Listening to someone who speaks good English or watching TV can also be good listening practice. That is more effective when language learners can focus their attention on what is interesting. Students need to Note that the English spoke in America is very

different from that in the UK. Some elements of spelling and grammar are significantly different between the two countries. African countries tend to follow English grammar and spelling rules from the UK.

c. Practice more

Make sure students do all the grammar exercises in the textbook regularly. To learn English grammar well, the language learner may need to follow each grammar point, so that the learner can easily apply it, additional practice answers are included, and online activities and quizzes are also helpful. Students need to Focus on one grammar point for each learning opportunity.

d. Write more in English

Students need to try writing a diary in English. Additional exercises are given to help language learners. Learning English grammar and using it correctly takes time, effort, and practice. Students know many improvements while students become active in class of grammar practice.

d. Grammar Knowledge Achievement

Grammar understanding is considered one of the essential elements that students must have. Written communication aims to express people's thoughts clearly and effectively. To achieve this goal, students need to use words and phrases well. Moreover, if they fail to achieve that goal, what they say or write cannot be conveyed clearly, and their

listeners will feel confused. Therefore, grammar is an essential skill that students must master. Grammar ability in English can be determined by whether learners have a greater understanding of their writing strengths and weaknesses than they can learn to communicate clearly and effectively in almost any situation.

e. The role of grammar

According to Savage, K., L., Bitterlin, G., & Price. (2010), grammar is language essence and newcomer language course in target knowledge language. students can use the grammar guide to improve their speaking language and their own language written discourse because grammar provides a systematic standard of approx phrase structure and order. Moreover, Accotding Nunan David (1991) was very helpful grammar education because grammar improves the performance of beginners in their destination language. He also stated that scholars cannot speak efficient if they have no knowledge of simple grammar.

The purpose of grammar is to help students recognize characters language, namely that language is made of normal patterns that allow us to understand what we say, read, hear, and write. Possible conversation limited to certain words or sounds, photos, and frame language if grammar there isn't any. Moreover, strong grammar can help students observe them knowledge for their writing. teachers can help students write and study more fluently and optimistically through explaining

abstract grammatical terms through the relationship between speaking and writing language.

f. The importance of grammar

Grammar is very important in language teaching and learning English beginners because it is one of the most important components master conversational competence. A learner is said to have mastered a language if they has meet a key standard: accuracy (correctness), which refers to mastery of grammatical form, and fluency, which reflects the ability to apply target language.

According to Richards Jack C and Renandy Willy A (2002) there are interesting motives for educating grammar: 1) a sense of intelligence, knowing how to build and use certain structures enables effective communication of various forms of meaning. it's much harder to construct an intelligible sentence without this structure. As a result, we need to work hard to learn and train these systems effectively. 2) a significant deviation in popularity from the norms of local speakers can hinder integration and result in discrimination in positive social situations; someone who communicates badly will not be taken seriously or may be seen as uneducated or unintelligent.

As a result, students may also need or assume extra grammatical correctness than needed for more readability. According to Brown (2007) state that one of them the main advantage of GBT (Grammar

Based Teaching) is that it facilitates students know grammar principles including subordination and coordination the idea of expressing a time relationship through the use of verb forms and principle nouns and adjectives, topics and verbs. students can recognize grammatical principles use of simplified terminology, at a minimum meta language, and grammatical analysis, and even without key definitions terms such as nouns and verbs. Sentences are always made of clauses with a challenges and predicates, in addition to phrases of a self-explanatory type, together with verbs, nouns, adjectives, adverbs, pronouns, prepositions, conjunctions. People who understand this meaning have differences benefit over others, regardless of where the language in speaking.

B. Previous study

Several related studies were conducted, mainly focusing on the importance of Knowledge of grammar and the ability to write analytical expository texts.

Previous studies had been conducted by several researchers related to the variables above. Regarding these variables, Putra thoip Nasution (2021) conducted a study entitled STUDENTS' CRITICAL THINKING, GRAMMAR KNOWLEDGE, AND ANALYTICAL EXPOSITION TEXT WRITING ABILITY (A Correlational Study). The research links the correlation between critical thinking, grammar knowledge, and writing ability. The research was to explore the relationship between critical thinking, grammatical knowledge, and analytical writing skills in EFL learners,

focusing on the subskills and their relationships. It aimed to find the relationship between grammatical knowledge and critical thinking that predicts the results of the participants' writing ability. A total of 321 English majors completed a critical thinking test, a vocabulary test, and an analytical exposition writing test that required them to write an analytical exposition essay. This study was significantly correlated with the overall core CT and CK and all their sub-competencies. The results showed that when teachers taught L2 students how to write critical thinking skills and grammatical knowledge, students can organizing their writing materials better, resulting in better discussions. It showed that it is beneficial for developing skills at various levels of academic research.

According to the researcher, the research above only focuseds on the relationship between the three variables. This study has two independent variables and one dependent variable. In addition, this research used quantitative research with a correlational research design. Participants were high school students, and 321 students were used as respondents. The results showed that critical thinking and knowledge of grammar helped students find the correct arguments when they wrote analytical exhibition texts.

The second research related to research variables entitled THE RELATIONSHIP BETWEEN STUDENTS CRITICAL THINKING, GRAMMAR KNOWLEDGE AND WRITING ABILITY IN ANALYTICAL EXPOSITION TEXT (study correlational Student Class XI Tangerang Regency Academic Year 2017/2018) was conducted by Muspitarini (2019).

The thesis was conducted by a survey conducted on 216 high school students from Tangerang City. This study results indicated a relationship between grammatical knowledge, critical thinking, and analytical writing skills. Furthermore, this study demonstrated the participants high performance at high-frequency grammar and critical thinking levels. These results provided insight into the level of the use of students' grammatical knowledge and critical thinking in writing analytical exposition text. Learning requires answering analytical expository text questions, grammatical knowledge, and critical thinking questions to determine the degree of relationship between critical thinking and grammatical knowledge in writing analytical exposition text.

According to the researcher, the research above only focused on the relationship between the three variables. This study had two independent variables and one dependent variable. The study examined the contribution of good grammar skills and critical thinking in writing analytical commentary text. The results showed that students with better knowledge of grammar and critical thinking achieved better results in writing analytical exposition text.

The third study is THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND THEIR ABILITY IN WRITING ANALYTICAL EXPOSITION TEXT AT THE SECOND SEMESTER OF THE ELEVENTH GRADE AT SMA KARYA MATARAM SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2016/2017. A study by Muslikah (2017) focused on the level of Vocabulary mastery in writing

analytical exhibition text. The study was conducted on 26 students of SMA Karya Mataram, South Lampung. This study aimed to analyze the relationship between the level of grammar mastery and their performance in writing analytical exposition texts. This study showed that students' performance in English subjects for analytical descriptions of academic writing is associated with vocabulary during the learning process. The data showed that the higher students scored in vocabulary. Therefore, it was higher in making analytical exposition texts.

This study was different from those studies above. The researcher study explores the relationship between success in grammar mastery and students' ability to write analytical exposition texts. On the other hand, the research conducted by Putra Thoip Nasution and Aftianti Muspitarini above focused on three variables: the relationship between critical thinking, grammatical knowledge, and lexical knowledge in analytical exposition writing. Moreover, the third study (it was done by Muslikah) also focused on lexical knowledge when writing analytical exhibition texts. Therefore, in this study, the researcher combined two variables, and they are success in mastery of grammar when writing analytical exposition texts and their relationship and determination.

The similarity between this study and the other researches above is the dependent variable. It is about writing analytical exposition text. It means that researchers want to see the relationship between writing on the independent

variable and the state of the dependent variable. In addition, the researcher use quantitative research methods.

C. Rationale

In this modern era, written language has a dominant portion in human communication such as accessing various information through electronic media, publishing reports or books, states ideas / beliefs that is, in written form. Researchers or experts share research findings through written words in the form of journals or books. Writing is presenting information to readers to create interactions between writers and readers in order to create reader to understand what the passage conveys. Apart from that, academic writing also teach the students to become clearer, concise, efficient, considered, organized and analytical on them thinking. These reasons also add to the students' reasons why they should master this skill. Related to the curriculum, students think that they only get orders to learn it English to pass some tests at school. In line with reality, some of them are just thinking English is part of the subject and useless outside the classroom. In fact, students need English in the future like in their field of work or higher education like university level. At the university level as a sample, they need to find many sources to complete it tasks or get certain information with relevant and actual categories. In writing, they learn how to convey information to readers or audiences through their writing. If student understand academic writing, they can smoothly switch from one form to another communication (oral and written).

In writing, students try to analyze, utilize their L1 (first/native language). English to show their awareness of grammatical aspects in changing meaning Indonesian to English context to avoid ambiguous sentences. They need to do it to achieve the characteristics of good writing. Good writing or effective writing becomes The purpose of writing is to convey the author's message to the reader. Good writing or effective writing consists of several parameters to assess the quality of writing such as cohesion, format, style, vocabulary, accuracy and efficiency of communication in writing to develop it writing where English is not the mother tongue for Indonesian students. This fact too influence the mastery of writing skills. NS students did not experience significant obstacles in their mastery write, NNS students take years for that.

The accuracy of writing is realized from the correct use of the language system used by the author, including the use of grammar, vocabulary and punctuation. That's why the grammatical aspect has been given a lot of attention in the teaching and learning of writing. Without it, it will be difficult to understand the opinions or analyze the data or information in the student's writing. Students tend to make mistakes when creating paragraphs or choosing words to describe or present accurate writing. With the knowledge of grammar there will be no problem to communicate ideas or through others with a rational and smooth transition with the possibility of writing the worst. In addition, one of the texts that is difficult to learn in Javanese language teaching is analytical exposition text, because this text requires students to be able to explain their ideas about phenomena that occur analytically. This

makes it difficult for students to create texts. But it doesn't mean that students don't study the text, because the text is so important that 11th grade students are asked to master the text when they enter the class. One of them is by understanding the appropriate grammar for the text. Therefore, knowledge of grammar, and writing skills cannot be separated to produce critical writing. Especially in writing an analytical exposition text, the author tries to persuade the author by means of critical writing. The writer must use a lot of valid information as an argument to support the thesis statement.

Then the purpose of this research is to find out the relationship between students' grammatical knowledge and writing ability, so this research is a correlational research, which includes quantitative research. Quantitative research is a mathematical analysis based on data methods that must be in the form of numerical data.

D. Hypothesis

Based on the above framework, the researcher proposes the following hypothesis.

H₀: There is no significant correlation between students' Grammar knowledge and the ability of students writing analytical exposition text in the second semester of eleventh grade SMA Muhammadiyah 1 Karanganyar for the academic year 2021/2022.

H_a: There is a significant correlation between students Grammar knowledge and the ability of writing analytical exposition texts in the second semester of eleventh grade at SMA Muhammadiyah 1 Karanganyar for the academic year 2021/2022.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and design

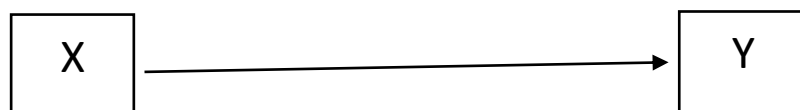
In general, a research method is a scientific method that aims to obtain data for a specific purpose and situation. Scientific research carries the appropriate qualifications and standards in sound scientific studies. This scientific research uses the following research methods:

1. Research Method

This study uses quantitative methods. Quantitative study proposes mathematical models, theories, and hypotheses about research variables. It is also essential to apply a quantitative research evaluation process. The function is to show the correlation between empirical observations and mathematical results from non-experimental quantitative studies. First, the data results are presented in a numerical format in a table and then analyzed for validity using the Pearson Product moment formula. After finding the r table, in the reliability test, the next stage continues to the primary test such as, the normality and linearity test, and the hypothesis test. There are three tests: simple linear regression test, multiple correlation test with the Spearman rank formula and the coefficient of determination test.

2. Research Design

This study used a correlational research design. It determined the relationship between research variables, and this is a non-experimental study that does not involve variable manipulation. Flynn, N., & Stainthorp (2006) defined that non-experimental research as research that identifies variables and relationships between variables but does not manipulate variables. Non-experimental research is much simpler than experimental research because it does not require the involvement of researchers in education. This study only requires data collection for the two variables and calculate the correlation coefficient of the variables. The coefficient correlation indicates the direction of the correlation (both positive and negative) and the strength or extent of the correlation between variables the magnitude of the coefficient correlation. Oshima, A., & Hogue (2007) stated that the coefficient values ranged from +1.00 (indicating a perfect relationship) to 0 (indicating no relationship) to -1.00 (indicating a perfect negative relationship). Researcher wants to know the relationship between grammar and writing skills. The two variables are one independent variable and one dependent variable. The independent variable (X) is correlated with the dependent variable (Y). The variables in this study can be explained as follows.



Note:

X: Students' Grammar Knowledge

Y: Students' writing ability of analytical exposition text

The picture above is the research design used by the researcher to describe the researcher's method in this study which is to correlate the variables X and Y.

B. Research Setting

1. Place of study

The research environment was SMA Muhammadiyah 1 Karanganyar. It is located on Jl. Brigadier General Slamet Riyadi No. 12, Mange, Tegargede and Kec. Karanganyar, The Regency of Karanganyar, Central Java. SMA Muhammadiyah 1 Karanganyar uses k-13 curriculum. The school has three levels: Level 10, Level 11, and Level 12. In addition, the school has ten classes for level 11.

2. Time of study

This research was conducted in the second semester of the 2021/2022 academic year. The time for this research is as follows:

Table IX
Research Schedule

No	Agenda	Month															
		Aug	Sep	Oct	Nov	Des	Jan	Feb	Mar	Apr	Mei	Jun	Jul	Aug	Sep	Oct	Nov
1.	Pre-Observation																
2.	Proposal draft and consultation																
3.	Proposal draft Seminar																
4.	Pre-test, Treatment, Post-test																
5.	Analyzing the Data																
6.	Munaqosyah																

C. Population, Sample, and Sampling

1. Population

Suharto (2003) stated that the population is all members of society and the subject of an event or a study. So, in this research data, the population is the most significant part of the study. It was explained that the score data is become the population were all score of SMA Muhammadiyah 1

Karanganyar grade 11 for the academic year 2021/2022 in the second semester, and they were 245 score data of students.

2. Sampling

The sampling technique is a sampling technique that is generally divided into two, namely probability sampling and non-probability sampling. Probability sampling is a sampling technique that provides opportunities or equal opportunity for each element (member) of the population to be selected as members of the sample while non-probability sampling is a technique that does not provide equal opportunities for each element or member of the population to be selected as a sample.

The sampling technique used in this research is method probability sampling, all elements (eg: people, households) in a population has an equal chance of being selected in the sample. In this method, there are several ways of selecting samples, namely by random sampling, systematic sampling, proportionate stratified random sampling, disproportionate stratified random sampling, and cluster sampling. But this study used the Cluster Random Sampling method as a technique determination of the sample, due to the large enough population, and also the technique determining the sample by cluster random sampling method is often used in research in the many sector. As for the formula in the determination Random Sampling Clusters are as follows:

$$f_i = \frac{N_i}{N}$$

Then to get the sample size in each cluster, this study uses the following formula:

$$N_i = f_i \times n$$

Definition :

F_i : Cluster fraction sample

N_i : The number of individuals in the cluster

N : The total population size

n : The number of members included in the sample.

According Sugiyono (2011) state that Cluster random sampling is an area sampling technique used to determine the sample if the object to be studied is very broad, for example residents of a country, province or district.

3. Sample

The sample is the number of subjects included in a study. The sample is also a part of the population in an area or situation. The sample of this study consisted of 69 student who studied in two classes, and those classes were class XI Social 4 and XI Social 5. The number of score in the sample of this study is shown in the table below.

Table X

**The score of Sma Muhammadiyah 1 karanganyar In Academic
year 2021/2022 second semester**

NO	Grammar	AET
1.	79	80
2.	80	82
3.	78	79
4.	81	83
5.	82	84
6.	83	85
7.	84	86
8.	85	86
9.	86	86
10.	78	79
11.	80	82
12.	81	83
13.	83	86
14.	85	86
15.	80	78
16.	83	80
17.	82	79
18.	81	78

19.	80	78
20.	84	86
21.	85	85
22.	79	79
23.	80	80
24.	81	81
25.	84	84
26.	83	83
27.	82	84
28.	80	82
29.	81	83
30.	82	84
31.	84	86
32.	80	82
33.	85	83
34.	82	80
35.	81	80
36.	84	83
37.	85	84
38.	80	79
39.	81	80
40.	83	82

41.	82	84
42.	78	80
43.	80	82
44.	82	84
45.	83	86
46.	81	84
47.	80	83
48.	84	86
49.	81	84
50.	80	83
51.	82	85
52.	83	86
53.	85	86
54.	83	86
55.	81	83
56.	83	85
57.	84	86
58.	82	84
60.	81	83
61.	84	80
62.	83	80
63.	85	81

64.	79	81
65.	80	82
66.	83	85
67.	82	84
68.	80	83
69.	81	84

D. Techniques Of Collecting The Data

Data collection techniques are essential in a research because the primary purpose of research is to obtain the data. By comprehending of data collection techniques, researchers can obtain data by establishing data standards. Data collection techniques used by researchers are:-

1. Documentation Method

The documentation Method is one of the Social Research Methodologies. The documentation method is used to track historical data. Documentation research complements observational and interview methods in qualitative and quantitative research. This method comes from information obtained from vital records of both institutions or organizations and individuals. The data collection technique used in this study is the documentation method. The documentation method finds data about things through transcripts, books, letters, and documents.

The data for this research is final score of grammar and analytical exposition test. The data archive belonging to the English teacher used for the assessment of the end of semester exams. The data was taken in the class eleven in SMA Muhammadiyah 1 Karanganyar. The data was taken in the second semester by the English teacher through the test method. The score is taken from the results of the test conducted by the teacher on students before the final semester exam takes place, this score is also used by the teacher as one of the criteria for assessing students' final grades. The researcher takes this student's score because the score is in accordance with the research variable being studied by the researcher, so this data can be used as the main data in this study.

E. Data Validation and Reliability Instrument

1. Validity Instrument

The data is said to be valid, if the instrument of the research are able express something that is measured by the instrument. The instrument in the research were tested against factors related. The validity test is meant to find out how accurate it is a test or score performs its size function. Something measuring instrument is said to be valid if the instrument measure what it is supposed to measure or can produce results as expected by researchers.

To test the validity of a data, a test is carried out validity of the score items. High low a validity score is calculated using the method Pearson's Product Moment Correlation, namely by calculating correlation

between scores item with total scores. In this study the calculation of item validity was analyzed using computer program SPSS 25. The results of this calculation will be compared to the critical value in this table the value of r with the level significance of 5% and the number of existing samples. If the results the calculation of the moment product correlation is greater than the critical value, then this instrument is declared valid. however, if the item score less than the critical value, then this instrument is declared invalid. The instrument's validity was assessed using item analysis using Product Moment analysis. The formula is:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

N = the number of cases, in this context is the sample size

$\sum XY$ = the sum of the product between X scores and Y scores

$\sum X$ = the sum of X scores

$\sum Y$ = the sum of Y scores

r_{xy} = the correlation coefficient

(Arikunto, 2002: 243)

The validity test decision criteria are as follows:

- a. If, the score of Rcount > Rtable then the score items from the document are valid.
- b. If, the score of Rcount < Rtable then the score items from the document are invalid.

The Rtable used by the researcher in this study uses a 5% Rtable significance in the statistical Rtable value distribution, which is 0.236. If

the score of $R_{count} > R_{table}$, the data is declared valid, so the data had tested to be valid or can be trusted. If the score of $R_{count} < R_{table}$, the data is declared invalid, so the data has been tested invalid or cannot be trusted.

2. Reliability Instrument

Instrument reliability is a measurement result that can be trusted. Instrument reliability is needed to obtain data according to the measurement objective. To achieve this, reliability test was carried out using the Alpha method Cronbach's is measured based on the Alpha Cronbach's scale of 0 to 1.

Sugiarto & Situnjuk (2006) stated that the reliability instrument test determined whether the data collection tool showed the accuracy, stability or consistency in saying exclusive symptoms. The reliability is concerned with using the degree of data consistency. Using reliability instrument testing by researchers means assessing consistency in objects and data whether the instrument is used several times to measure the same object will create the same data. The researcher uses Cronbach's Alpha coefficient method with the following formula.

$$r_{11} = \frac{k}{(k-1)} \left[1 - \frac{\sum \sigma_b^2}{\sigma_1^2} \right]$$

Definition :

$$r_{11} = \text{Instrument Reliability}$$

$\sum \sigma_b^2$ = Number of Item Variants

k = Number Of Questions

The reliability test decision criteria are as follows:

- a. If the score (> 0.60), then the instrument is declared as reliable data.
- b. If the score (< 0.60), then the instrument is declared as unreliable data.

The scale is grouped into five classes with battens the same, then the alpha stability measure can be interpreted as follows:

- a. Cronbach's alpha value of 0.00 to.d. 0.20, means less reliable
- b. Cronbach's alpha value is 0.21 to.d. 0.40, means rather reliable
- c. Cronbach's alpha value is 0.42 to.d. 0.60, means quite reliable
- d. Cronbach's alpha value is 0.61 to.d. 0.80, means reliable
- e. Cronbach's alpha value is 0.81 to.d. 1.00, means very reliable

Based on the criteria above, it can be concluded that if the instrument reliability score is more than ($>$) 0.60, the data is declared reliable, so the data are reliable or consistent. If the instrument reliability score is less than ($<$) 0.60, then data is declared unreliable, so the data are unreliable or inconsistent.

F. Techniques of Analyzing the Data

1. Descriptive Analysis

Data analysis was carried out after the data needed for research collected. Data analysis techniques are directed at testing and answering

the formulation of the problem posed. The data analysis technique used in This study uses descriptive statistical data analysis techniques. According Sugiyono (2011) state that Statistical analysis Descriptive is a statistic that is used to analyze data in a way describe or describe the data that has been collected as follows existence without intending to make conclusions that apply to the public or generalization. In this study the data is presented in the form of intervals also called presentation with grouped frequency distribution.

The collection of data from the two variables is obtained by using the value data document from the teacher. This section will present and discusses the results of descriptive data processing of each variable includes the mean, median, mode and standard deviation.

2. Simple Linear Correlation Test (pearson product moment)

In this study using the product moment correlation technique with X is the variable knowledge of vocabulary and Y is the variable ability to write analytical exposition text. According to Sugiyono (2017) state that the formula for the product moment correlation coefficient from Pearson is :

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{N\sum y^2 - (\sum y)^2\}}}$$

Description :

r_{xy} : Pearson Product Moment correlation

x : Total score on the first assessment data instrument

y : Total score on the second assessment data instrument

The r value is used to draw conclusions about whether there is a correlation between variables of managing study time at home with learning outcomes variables students of SMA Muhammadiyah 1 Karanganyar Academic Year 2021/2022. In order to provide conclusions on the effect of correlation with the score of significance. If the calculated score of significance is smaller from the 0,05, it can be concluded that there is have correlation between grammar knowledge in writing analytical exposition text. And If the calculated value of significance is higher from the 0,05, it can be concluded that there is no correlation between grammar knowledge in writing analytical exposition text. Or it could be with the help of SPSS 25 through the Pearson correlation.

Decision making based on probability (Asymtotic Significance):

- 1) If the significance score is less than 0.05 ($< 0,05$), then the data is correlated.
- 2) If the significance score is more than 0.05 (> 0.05), then the data is not correlated.

The criteria for the level of correlation strength according to Sugiyono (2017) :

- Correlation coefficient value $0.00 - 0.25$ = very weak relationship
- Correlation coefficient value $0.26 - 0.50$ = sufficient relationship
- Correlation coefficient value $0.51 - 0.75$ = strong relationship
- Correlation coefficient value $0.76 - 0.99$ = very strong relationship
- Correlation coefficient value 1.00 = perfect relationship

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the researcher presents the findings on data analysis. Two variables in this section will be tested and discussed: knowledge of grammar as an independent variable and the ability to write an analytical exposition text on the dependent variable. In addition, a description of the data analysis is also discussed. It is discussed by considering the process of finding answers to research questions and drawing conclusions.

A. Research Findings

1. Validity Instrument

In this study the calculation of item validity was analyzed using computer program SPSS 25. The results of this calculation will be compared to the critical value in this table the value of r with the level significance of 5% and the number of existing samples. If the results the calculation of the moment product correlation is greater than the critical value, then this instrument is declared valid. however, if the item score less than the critical value, then this instrument is declared invalid. The instrument's validity was assessed using item analysis using Product Moment analysis. That be occur in the validity test (Pearson Product Moment test) can be observed in the table below:

Table XI**Result of the Validity test of student Grammar Knowledge**

Correlations

		ITEM_1	ITEM_2	ITEM_3	TOTAL
ITEM_1	Pearson Correlation	1	.182	.393**	.741**
	Sig. (2-tailed)		.135	.001	.000
	N	69	69	69	69
ITEM_2	Pearson Correlation	.182	1	.042	.427**
	Sig. (2-tailed)	.135		.731	.000
	N	69	69	69	69
ITEM_3	Pearson Correlation	.393**	.042	1	.829**
	Sig. (2-tailed)	.001	.731		.000
	N	69	69	69	69
TOTAL	Pearson Correlation	.741**	.427**	.829**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	69	69	69	69

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

Based on the results of the validity test (Product Moment test) in the table above, the data showed that the Rcount score of the first item is 0.741 which is more significant than 0.236 ($0.741 > 0.236$), so the first data item is declared as a valid data. The second item has a Rcount score of 0.427 which is more significant than 0.236 ($0.427 > 0.236$), so the second data item is declared as a valid data.-Finally, the third item has an Rcount score of 0.829 which is more significant than 0.236 ($0.829 > 0.236$) then the third data item is declared as a valid data. So, the conclusion of the data above is that all the data have been declared as a valid data to be tested for research analysis.

Table XII
Result of the Validity test of student writing analytical exposition
text

		item_1	item_2	item_3	total
item_1	Pearson Correlation	1	.598**	.502**	.858**
	Sig. (2-tailed)		.000	.000	.000
	N	69	69	69	69
item_2	Pearson Correlation	.598**	1	.311**	.736**
	Sig. (2-tailed)	.000		.009	.000
	N	69	69	69	69
item_3	Pearson Correlation	.502**	.311**	1	.804**
	Sig. (2-tailed)	.000	.009		.000
	N	69	69	69	69
total	Pearson Correlation	.858**	.736**	.804**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	69	69	69	69

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

Based on the results of the validity test (Pearson Product Moment test) in the table above, the data showed that the Rcount score of the first item is 0.858 which is more significant than 0.236 ($0.858 > 0.236$), So the first item data is declared as a valid data. The second item has an Rcount score of 0.736 which is more significant than 0.236 ($0.736 > 0.236$), so the second data item is declared as a valid data. Finally, the third item has an Rcount score of 0.804 more significant than 0.236 ($0.804 > 0.236$) then the third data item is declared as a valid data. So, the conclusion of the data above is that all the data have been declared as a valid data to be tested for research analysis.

2. Reliability Instrument

This research using reliability instrument testing means assessing consistency in objects and data whether the instrument is used several times to measure the same object will create the same data. The researcher uses Cronbach's Alpha coefficient method with the following formula. where the reliability test (Cronbach's Alpha test) will occur can be observed in the table below:

Table XIII

Result of the Reliability test of student Grammar Knowledge

Reliability Statistics	
Cronbach's Alpha	N of Items
.754	4

Based on the results of the reliability test (Cronbach's Alpha test) in the table above, the data shows that the reliability score is 0.75 which is higher than 0.60 ($0.75 > 0.60$), then the data item is declared as the reliable data. So, the conclusion on the data above is that the data are reliable to be tested for research analysis.

Table XIV

Result of the Reliability test of student writing analytical exposition text

Reliability Statistics	
Cronbach's Alpha	N of Items
.819	4

Based on the results of the reliability test (Cronbach's Alpha test) in the table above, the data shows that the reliability score is 0.81 which is higher than 0.60 ($0.81 > 0.60$) then the data item is declared as the reliable data. So the conclusion on the data above is that the data are reliable to be tested for research analysis.

3. Data description

This research was conducted at SMA Muhammadiyah 1 Karanganyar, in the second semester of the academic year 2021/2022 which had the sample of 69 students from two classes at the 11th grade level. This research focused on two variables. Those are knowledge of grammar as an independent variable and ability to write analytical explanatory text as the dependent variable. The tool used is a value document owned by an English teacher which can provide an overview of the research findings. This section will present and discusses the results of descriptive data processing of each variable includes the mean, median, mode and standard deviation.

a. Grammar Knowledge Variable

Vocabulary knowledge variable data (X) was obtained by researchers from the results of the teacher's value documents. The value of the data used has been tested for its validation using a validity test and declared fit for use for research data collection. The total value is 69 data, namely with the absence number 1 - 69. After taking data with the value of vocabulary knowledge, the highest score is 86 and the lowest

score is 78 on a score scale of 1 - 100. Based on the results of the analysis obtained, the results of the analysis show an average mean of 81,9. The median is 82.5, the mode is 81, the standard deviation is 1.956. Presentation of data is done with certain groupings (class intervals) which are displayed in the following table:

Table XV
Descriptive Analysis of Grammar Knowledge

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Grammar_Knowledge	69	78	86	5651	81.90	1.956
Valid N (listwise)	69					

b. Writing Analytical Exposition Text Variable

Writing Analytical Exposition Text variable data (Y) was obtained by researchers from the results of the teacher's value documents. The value of the data used has been tested for its validation using a validity test and declared fit for use for research data collection. The total value is 69 data, namely with the absence number 1 - 69. After taking data with the score of Writing Analytical Exposition Text, the highest score is 86 and the lowest score is 78 on a score scale of 1 - 100. Based on the results of the analysis obtained, the results of the analysis show an average mean of 82,8. The median is 81.5, the mode is 82, the standard deviation is 2,443. Presentation of data is done with certain groupings (class intervals) which are displayed in the following table:

Table XVI
Descriptive Analysis of Grammar Knowledge

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Writing_Analytical_Exposition_Text	69	78	86	5715	82.83	2.443
Valid N (listwise)	69					

4. Simple Linear Correlation Test (pearson product moment)

After the descriptive analysis procedure, further statistical analyses were carried out to determine whether there was a significant correlation between the predictor variable and the criterion variable, and between the two predictor variables as a whole and the criterion variable. The analyses consist of pearson product moment correlation analysis. It is expected that there is a relationship between these variables. In addition, this study is able to tell the researcher the contribution of the relationship gave by each predictor variable.

Table XVII
Result of Simple Linear Correlation Test

Correlations			
		Grammar_Knowledge	Writing_Analytical_Exposition_Text
Grammar_Knowledge	Pearson Correlation	1	.630**
	Sig. (2-tailed)		.000
	N	69	69
Writing_Analytical_Exposition_Text	Pearson Correlation	.630**	1
	Sig. (2-tailed)	.000	
	N	69	69

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

Based on the data above, Sig's (2-tailed) score is known as 0.000. Because the score of Sig (2-tailed) < 0.05 , it means that there is a significant correlation between variable X and variable Y. From the data above, the correlation coefficient number is 0.630, it means that the level of correlation strength or the correlation between the two data is a strong relationship. In addition, the correlation coefficient above is positive. So, the direction of the variable correlation is positive or unidirectional.

B. Discussion

Based on the results of the validity test (Product Moment test) in the table of grammar knowledge above, the data showed that the Rcount score of the first item is 0.741 which is more significant than 0.236 ($0.741 > 0.236$), so the first data item is declared as a valid data. The second item has a Rcount score of 0.427 which is more significant than 0.236 ($0.427 > 0.236$), so the second data item is declared as a valid data. Finally, the third item has an Rcount score of 0.829 which is more significant than 0.236 ($0.829 > 0.236$) then the third data item is declared as a valid data. So, the conclusion of the data above is that all the data have been declared as a valid data to be tested for research analysis.

And Based on the results of the validity test (Pearson Product Moment test) in the table of writing analytical exposition text above, the data showed that the Rcount score of the first item is 0.858 which is more significant than 0.236 ($0.858 > 0.236$), So the first item data is declared as a valid data. The second item has an Rcount score of 0.736 which is more significant than 0.236

($0.736 > 0.236$), so the second data item is declared as a valid data. Finally, the third item has an Rcount score of 0.804 more significant than 0.236 ($0.804 > 0.236$) then the third data item is declared as a valid data. So, the conclusion of the data above is that all the data have been declared as a valid data to be tested for research analysis

Based on the results of the reliability test (Cronbach's Alpha test) in the table above, the data shows that the reliability score is 0.75 which is higher than 0.60 ($0.75 > 0.60$), then the data item is declared as the reliable data. So, the conclusion on the data above is that the data are reliable to be tested for research analysis. And Based on the results of the reliability test (Cronbach's Alpha test) in the table above, the data shows that the reliability score is 0.81 which is higher than 0.60 ($0.81 > 0.60$) then the data item is declared as the reliable data. So the conclusion on the data above is that the data are reliable to be tested for research analysis.

Furthermore, based on data descriptive in grammar knowledge above, it is known that the results of the analysis obtained, the results of the analysis show an average mean of 81,9. The median is 82,5, the mode is 81, the standard deviation is 1,956. Meanwhile, based on data descriptive in writing analytical exposition text above results of the analysis show an average mean of 82,8. The median is 81,5, the mode is 82, the standard deviation is 2,443.

And finally, based on the Analysis of the Simple Linear Correlation test above, it is known that the data above, Sig's (2-tailed) score is known as 0.000. Because the score of Sig (2-tailed) < 0.05 , it means that there is a

significant correlation between variable X and variable Y. From the data above, the correlation coefficient number is 0.630, it means that the level of correlation strength or the correlation between the two data is a strong relationship. In addition, the correlation coefficient above is positive. So, the direction of the variable correlation is positive or unidirectional.

The research above showed a significant correlation between Grammar knowledge and writing analytical exposition texts for 11th grade Social 4 students and 11 Social 5 students. This means that Grammar knowledge is one of the determining factors in the learning process to write analytical exposition texts. Therefore, English teachers at the school must ensure that students have a good understanding of Grammar knowledge for writing analytical exposition texts. In addition, teachers or instructors must also continue to add and maintain the Grammar taught to students such as by providing learning to students about the importance of vocabulary in English both as a school lesson and as a foreign language by reminding them that Grammar in English is one aspect of English Language Learning. The teachers must do interesting learning by applying various teaching methods (through films, discussions, novels, etc.), using and providing interesting teaching materials (songs, poems, etc.). Schools should increase teacher competence in teaching English, so students will be interested and the lessons taught can be understood easily. In addition, the teachers in carrying out English learning at the high school level must also be able to pay attention to factors outside of instructional that have the influence on the success of students in learning English at school,

such as student behaviour during learning, that is a part of instruction that comes from the students themselves.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter will discuss two main sections. The first part is the conclusion that comes from the research that has been carried out, and the second is the suggestion from the researcher to the relevant parties according to the research that has been done. The following is a discussion of these sections:

A. Conclusions

By the results of the research that has been described in the previous discussion, several conclusions can be drawn, and they are as follows:

1. There is a significant correlation between Grammar knowledge and writing analytical exposition texts in learning English in class XI students, at SMA Muhammadiyah 1 Karanganyar, in the second semester of the academic year 2021 / 2022. With level of significant of correlation of the Sig (2-tailed) score in the research data is 0.000. It is by the basis of decision making that the data score is less than Sig. (2-tailed) < 0.05 means a significant correlation exists between variable X and variable Y, and it is also known that the correlation coefficient number is 0.630. It means that the level of correlation strength and direction from the two data above is a strong and has positive Correlation.

Conclusion on the research hypothesis regarding the relationship between understanding Grammar knowledge and writing analytical exposition

text skills was showed by the significance of the correlation between Grammar and writing analytical exposition text aspects in the above discussion, which can be interpreted as follows:

1. That Hypothesis Ho is rejected, and Hypothesis Ha is accepted. It can be concluded that there is a significant correlation between students' Grammar knowledge and the ability to writing analytical exposition texts.

B. Suggestion

This research has shown that knowledge of English Grammar is a determining factor in the learning process of writing English analytical exposition texts. Therefore, in this discussion, the researcher would like to propose some practical and easy suggestions that will be useful for teaching English to teachers as follows:

1. English teachers or teachers must ensure that their students have a good understanding of Grammar score for learning to write analytical exposition texts, so it will be beneficial for the improvement in the value of learning English. Students will enjoy teaching about the material to be something interesting.
2. It is better for teachers or English teachers continue to improve and maintain the learning system that students prefer to achieve maximum results. When it becomes a school subject, it becomes a foreign language. By remembering English is an interesting subject, using and applying

various pedagogical methods (through games, discussions, etc.) and providing interesting teaching materials (songs, poems, etc.).

3. Understanding of students' Grammar knowledge in English has a positive influence and a significant relationship with the ability to write analytical exposition texts. Teachers or English teachers are needed to motivate students so that students can have a positive understanding of Grammar knowledge on this topic. If students understand Grammar knowledge on the ability to write analytical exposition texts in English, the English teaching and learning process results can be improved more.
4. In order to be able to receive better results from learning to write analytical exposition texts in English, teachers should pay attention to factors outside the instructional ones that have: the influence of their aspects on the success of learners' English learning.
5. Teachers or instructors must have media that sync with the teaching techniques needed. This is very important in enhancing the understanding of students' Grammar knowledge when learning English. It is necessary to help students in learning English, so they can succeed successfully.

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APPENDIX

1. Appendix 1 :

DAFTAR NILAI TEST GRAMMAR KELAS XI IPS 4 DAN 5					
NO	PRAKTEK	PROJEK	PRODUK	TOTAL	Rata-Rata
1.	77	82	79	237	79
2.	79	83	78	240	80
3.	74	78	82	234	78
4.	80	83	80	243	81
5.	83	80	83	246	82
6.	79	83	87	249	83
7.	82	86	84	252	84
8.	83	82	88	255	85
9.	84	88	86	258	86
10.	74	78	82	234	78
11.	79	83	78	240	80
12.	80	83	80	243	81
13.	79	83	87	249	83
14.	83	82	88	255	85
15.	79	83	78	240	80
16.	79	83	87	249	83
17.	83	80	83	246	82
18.	80	83	80	243	81
19.	79	83	78	240	80
20.	82	86	84	252	84
21.	83	82	88	255	85
22.	77	82	79	237	79
23.	79	83	78	240	80
24.	80	83	80	243	81
25.	82	86	84	252	84
26.	79	83	87	249	83
27.	83	80	83	246	82
28.	79	83	78	240	80
29.	80	83	80	243	81
30.	83	80	83	246	82
31.	82	86	84	252	84
32.	79	83	78	240	80
33.	83	82	88	255	85
34.	83	80	83	246	82
35.	80	83	80	243	81
36.	82	86	84	252	84
37.	83	82	88	255	85
38.	79	83	78	240	80
39.	80	83	80	243	81
40.	79	83	87	249	83
41.	83	80	83	246	82
42.	74	78	82	234	78
43.	79	83	78	240	80
44.	83	80	83	246	82
45.	79	83	87	249	83
46.	80	83	80	243	81
47.	79	83	78	240	80
48.	82	86	84	252	84
49.	80	83	80	243	81
50.	79	83	78	240	80
51.	83	80	83	246	82
52.	79	83	87	249	83
53.	83	82	88	255	85
54.	79	83	87	249	83
55.	80	83	80	243	81
56.	79	83	87	249	83
57.	82	86	84	252	84
58.	83	80	83	246	82
60.	80	83	80	243	81
61.	82	86	84	252	84
62.	79	83	87	249	83
63.	83	82	88	255	85
64.	77	82	79	237	79
65.	79	83	78	240	80
66.	79	83	87	249	83
67.	83	80	83	246	82
68.	79	83	78	240	80
69.	80	83	80	243	81
70.	83	80	83	246	82

2. Appendix 2 :

DAFTAR NILAI TEST ANALYTICAL EXPOSITION TEXT KELAS XI IPS 4 DAN 5					
NO.	Tulis	Lisan	Tugas	Total	Rata-rata
1.	79	83	78	240	80
2.	83	80	83	246	82
3.	77	82	79	237	79
4.	79	83	87	249	83
5.	82	86	84	252	84
6.	83	82	88	255	85
7.	84	88	86	258	86
8.	84	88	86	258	86
9.	84	88	86	258	86
10.	77	82	79	237	79
11.	83	80	83	246	82
12.	79	83	87	249	83
13.	84	88	86	258	86
14.	84	88	86	258	86
15.	74	78	82	234	78
16.	79	83	78	240	80
17.	77	82	79	237	79
18.	74	78	82	234	78
19.	74	78	82	234	78
20.	84	88	86	258	86
21.	83	82	88	255	85
22.	77	82	79	237	79
23.	79	83	78	240	80
24.	80	83	80	243	81
25.	82	86	84	252	84
26.	79	83	87	249	83
27.	82	86	84	252	84
28.	83	80	83	246	82
29.	79	83	87	249	83
30.	82	86	84	252	84
31.	84	88	86	258	86
32.	83	80	83	246	82
33.	79	83	87	249	83
34.	79	83	78	240	80
35.	79	83	78	240	80
36.	79	83	87	249	83
37.	82	86	84	252	84
38.	77	82	79	237	79
39.	79	83	78	240	80
40.	83	80	83	246	82
41.	82	86	84	252	84
42.	79	83	78	240	80
43.	83	80	83	246	82
44.	82	86	84	252	84
45.	84	88	86	258	86
46.	82	86	84	252	84
47.	79	83	87	249	83
48.	84	88	86	258	86
49.	82	86	84	252	84
50.	79	83	87	249	83
51.	83	82	88	255	85
52.	84	88	86	258	86
53.	84	88	86	258	86
54.	84	88	86	258	86
55.	79	83	87	249	83
56.	83	82	88	255	85
57.	84	88	86	258	86
58.	82	86	84	252	84
60.	79	83	87	249	83
61.	79	83	78	240	80
62.	79	83	78	240	80
63.	80	83	80	243	81
64.	80	83	80	243	81
65.	83	80	83	246	82
66.	83	82	88	255	85
67.	82	86	84	252	84
68.	79	83	87	249	83
69.	82	86	84	252	84
70.	83	82	88	255	85

3. Appendix 3 :

Grammar test (Validity & Reliability)

Correlations

		ITEM_1	ITEM_2	ITEM_3	TOTAL
ITEM_1	Pearson Correlation	1	.182	.393**	.741**
	Sig. (2-tailed)		.135	.001	.000
	N	69	69	69	69
ITEM_2	Pearson Correlation	.182	1	.042	.427**
	Sig. (2-tailed)	.135		.731	.000
	N	69	69	69	69
ITEM_3	Pearson Correlation	.393**	.042	1	.829**
	Sig. (2-tailed)	.001	.731		.000
	N	69	69	69	69
TOTAL	Pearson Correlation	.741**	.427**	.829**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	69	69	69	69

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

Case Processing Summary

		N	%
Cases	Valid	69	100.0
	Excluded ^a	0	.0
	Total	69	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.754	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
ITEM_1	410.90	95.622	.623	.703
ITEM_2	408.65	112.848	.290	.807
ITEM_3	408.61	75.418	.675	.631
TOTAL	245.54	30.282	.995	.427

4. Appendix 4 :

Analytical Exposition Test (Validity & Reliability)

Correlations

		item_1	item_2	item_3	total
item_1	Pearson Correlation	1	.598**	.502**	.858**
	Sig. (2-tailed)		.000	.000	.000
	N	69	69	69	69
item_2	Pearson Correlation	.598**	1	.311**	.736**
	Sig. (2-tailed)	.000		.009	.000
	N	69	69	69	69
item_3	Pearson Correlation	.502**	.311**	1	.804**
	Sig. (2-tailed)	.000	.009		.000
	N	69	69	69	69
total	Pearson Correlation	.858**	.736**	.804**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	69	69	69	69

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

Case Processing Summary

		N	%
Cases	Valid	69	95.8
	Excluded ^a	3	4.2
	Total	72	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.819	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item_1	415.96	148.307	.792	.764
item_2	413.07	154.127	.647	.799
item_3	413.16	142.077	.681	.773
total	248.38	50.150	.997	.714

5. Appendix 5 :

Grammar knowledge data Description

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Grammar_Knowledge	69	78	86	5651	81.90	1.956
Valid N (listwise)	69					

6. Appendix 6 :

Writing Analytical Exposition Text Data Description

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Writing_Analytical_Exposition_Text	69	78	86	5715	82.83	2.443
Valid N (listwise)	69					

7. Appendix 7 ;

Simple Linear Correlation Test

Correlations

		Grammar_Knowledge	Writing_Analytical_Exposition_Text
Grammar_Knowledge	Pearson Correlation	1	.630**
	Sig. (2-tailed)		.000
	N	69	69
Writing_Analytical_Exposition_Text	Pearson Correlation	.630**	1
	Sig. (2-tailed)	.000	
	N	69	69

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

8. Appendix 8 :

Tabel from Rtable with number of samples

n	0,01	0,05	n	0,01	0,05
	1%	5%		1%	5%
3	0,999876632	0,99691733	53	0,350857476	0,270627777
4	0,99	0,95	54	0,347652199	0,268085721
5	0,958735004	0,87833945	55	0,344533009	0,265613924
6	0,917199699	0,81140135	56	0,34149613	0,263209212
7	0,87452638	0,75449223	57	0,338538011	0,260868606
8	0,834341626	0,7067344	58	0,335655312	0,25858931
9	0,797681205	0,66638361	59	0,332844889	0,256368694
10	0,764592497	0,63189686	60	0,330103777	0,254204285
11	0,734786337	0,60206878	61	0,327429177	0,252093753
12	0,707887551	0,57598299	62	0,324818447	0,250034901
13	0,683527633	0,55294266	63	0,32226909	0,248025653
14	0,661375604	0,5324128	64	0,319778742	0,246064051
15	0,641144809	0,51397748	65	0,317345165	0,244148243
16	0,622590731	0,49730904	66	0,314966236	0,242276475
17	0,60550592	0,48214602	67	0,312639944	0,240447085
18	0,589714448	0,46827731	68	0,31036438	0,238658499

19	0,575066791	0,45553051	69	0,308137727	0,236909224
20	0,561435404	0,4437634	70	0,305958261	0,23519784
21	0,548711026	0,43285756	71	0,303824341	0,233523
22	0,536799623	0,4227135	72	0,301734404	0,231883422
23	0,525619884	0,41324703	73	0,299686962	0,230277887
24	0,515101171	0,40438632	74	0,297680595	0,228705233
25	0,505181838	0,39606973	75	0,295713949	0,227164352
26	0,495807848	0,388244	76	0,293785733	0,225654191
27	0,486931635	0,38086286	77	0,291894712	0,224173742
28	0,47851116	0,37388591	78	0,290039708	0,222722043
29	0,470509127	0,36727768	79	0,288219591	0,221298176
30	0,462892325	0,36100691	80	0,286433284	0,219901264
31	0,455631081	0,35504589	81	0,284679753	0,218530467
32	0,448698793	0,34937001	82	0,282958009	0,217184982
33	0,442071539	0,34395729	83	0,281267105	0,215864039
34	0,435727745	0,33878805	84	0,27960613	0,214566901
35	0,429647896	0,33384462	85	0,277974213	0,213292862
36	0,423814294	0,32911104	86	0,276370518	0,212041245
37	0,418210849	0,32457292	87	0,274794241	0,2108114
38	0,412822897	0,32021717	88	0,27324461	0,209602703
39	0,407637038	0,31603193	89	0,271720883	0,208414555
40	0,402641008	0,31200637	90	0,270222347	0,20724638
41	0,397823554	0,3081306	91	0,268748316	0,206097626
42	0,393174328	0,30439558	92	0,26729813	0,20496776
43	0,388683803	0,300793	93	0,265871154	0,20385627
44	0,384343184	0,29731521	94	0,264466775	0,202762664
45	0,380144342	0,2939552	95	0,263084403	0,201686468
46	0,37607975	0,29070645	96	0,26172347	0,200627223
47	0,372142427	0,28756298	97	0,260383428	0,199584491
48	0,368325886	0,28451923	98	0,259063748	0,198557846
49	0,364624096	0,28157003	99	0,25776392	0,197546879
50	0,361031434	0,27871059	100	0,256483452	0,196551196
51	0,357542656	0,27593646	101	0,255221867	0,195570414
52	0,354152865	0,27324348	102	0,253978707	0,194604167

DISTRIBUSI NILAI r_{tabel} SIGNIFIKANSI 5% dan 1%

N	The Level of Significance		N	The Level of Significance	
	5%	1%		5%	1%
3	0.997	0.999	38	0.320	0.413
4	0.950	0.990	39	0.316	0.408
5	0.878	0.959	40	0.312	0.403
6	0.811	0.917	41	0.308	0.398
7	0.754	0.874	42	0.304	0.393
8	0.707	0.834	43	0.301	0.389
9	0.666	0.798	44	0.297	0.384
10	0.632	0.765	45	0.294	0.380
11	0.602	0.735	46	0.291	0.376
12	0.576	0.708	47	0.288	0.372
13	0.553	0.684	48	0.284	0.368
14	0.532	0.661	49	0.281	0.364
15	0.514	0.641	50	0.279	0.361
16	0.497	0.623	55	0.266	0.345
17	0.482	0.606	60	0.254	0.330
18	0.468	0.590	65	0.244	0.317
19	0.456	0.575	70	0.235	0.306
20	0.444	0.561	75	0.227	0.296
21	0.433	0.549	80	0.220	0.286
22	0.432	0.537	85	0.213	0.278
23	0.413	0.526	90	0.207	0.267
24	0.404	0.515	95	0.202	0.263
25	0.396	0.505	100	0.195	0.256
26	0.388	0.496	125	0.176	0.230
27	0.381	0.487	150	0.159	0.210
28	0.374	0.478	175	0.148	0.194
29	0.367	0.470	200	0.138	0.181
30	0.361	0.463	300	0.113	0.148
31	0.355	0.456	400	0.098	0.128
32	0.349	0.449	500	0.088	0.115
33	0.344	0.442	600	0.080	0.105
34	0.339	0.436	700	0.074	0.097
35	0.334	0.430	800	0.070	0.091
36	0.329	0.424	900	0.065	0.086
37	0.325	0.418	1000	0.062	0.081