

AN ANALYSIS OF THE TWELFTH -GRADE STUDENTS' ABILITY IN IDENTIFYING CONJUNCTION IN ANALYTICAL EXPOSITION TEXT AT SMAN 1 RANAH BATAHAN SILAPING

Arjuni Lubis¹⁾, Fitriana Harmaini²⁾.

English Department, The faculty of Teacher Training and Education, Bung Hatta University

Email: arjunilubiss@gmail.com, fitriana_harmaini@bunghatta.ac.id

ABSTRACT

The purpose of this research was to describe the twelfth grade students' ability in identifying conjunction in analytical exposition text at the SMAN 1 Ranah Batahan Silaping. The descriptive design as the quantitative method was used of this research. The population of this research was the twelfth-grade students at the SMAN 1 Ranah Batahan Silaping. The researcher used the cluster random sampling technique to select the sample, and the number of samples are 35 students. The instrument for collecting the data was a grammar in the form of recognition test in analytical exposition text. To make the test reliable the researcher used the split-half technique and it was shown that the test was high reliable (0.79). It means that the test was reliable. Then, the test was valid in terms of content because it had covered all materials that students had learnt. In general, the result of this research showed that the twelfth grade students had poor ability in identifying conjunction in analytical exposition text showed that 1 student (2,86%) had very good ability, 1 students (2,86%) had good ability, 1 student (2.86%) had moderate ability, and 32 students (91,43%) had poor ability in identifying conjunction in analytical exposition text.

Keyword: *Ability, Identifying, Conjunction, Analytical Exposition Text*

INTRODUCTION

Language is the most important thing for humans and non-humans as a means of communication. The language that humans have is a characteristic that distinguishes them from other creatures. With a language that has a distinctive linguistic structure, we can understand what the universe expects, both material and metaphysical. With language, we can interact and communicate with other humans in the world so that with language we can maintain the world to remain balanced and harmonious[1]. English is an international language used by most people around the world. English is an important part of international communication.

English plays a very important role in today's globalization. . It has been used as a means of communication around the globe[2]. Therefore, English is one of the most important subjects in the primary school, secondary school, and university curriculum. The ability to communicate in this language is not only considered an additional skill for

students but also an important requirement. Knowledge of English opens wide doors for personal and professional success. People who master English do not only have better access to international knowledge but are also able to build stronger relationships at the global level. (Yasa *et al.*, 2023 :331). In mastering English, all students must be active in the learning process. Mastering English in a national community is not easy, because of many important aspects that must be learned. Apart from these aspects, other factors that influence the difficulty of learning a language include limited time, limited teaching materials, limited facilities, limited teachers, limited motivation, and limited skill [4].

When studying English as a tool of international communication, students must master four skills: listening, speaking, reading, and writing. Listening is a process in which the brain acts on impulses and generates several different cognitive and affective mechanisms for hearing. Speaking is a communication tool that allows people to talk to other people, therefore enable them to communicate and convey messages, thoughts, and ideas to each other. Reading is a receptive skill, which involves

seeing and understanding written content both orally and silently. Writing is a production and expression activity, where words and sentences are created to express meaning in the form of ideas, opinions, experiences, and knowledge. Therefore, to complete these four aspects of understanding, language systems, and structures are the most important things to master [5].

In English language learning, in syllabus second semester week 2, class XII students at SMAN 1 Ranah Batahan are taught various types of texts, both in reading and writing. In reading, they learn to read narrative text, descriptive text, procedural text, and analytical exposition text. This material is learned in the second semester, in the second week. Mastery of basic grammar is essential for students to effectively read and write these texts in classroom learning. Additionally, it will help them understand the conjunctions in analytical exposition texts[6].

argumentative text that presents the authors thoughts in detail about a phenomenon. According to (Rosanto & Mariono, 2023:2). The social function of analytical exposition is to convince readers that the topic presented is important to discuss and pay attention. The general structure of an analytical exposition text consists of a thesis, an argument, and a conclusion or restatement. Based on the results of interviews with English teachers of twelfth-grade students at SMAN 1 Ranah Batahan Silaping on March 24, 2024, it is known that during the English learning process (especially Analytical Exposition), students still do not fully understand the existing material or texts, particularly the language and structure. Students have difficulty understanding grammar and structures well, such as tenses, verb adverbs, prepositions, gerunds, and especially conjunctions.

Although the use of conjunctions can help and facilitate students' understanding of analytical texts, many students experience difficulty in using them. Conjunctions allow writers to create more effective analytical texts in presenting arguments and opinions. They help form a logical and easy-to-understand text structure, enabling readers to more easily grasp the content and follow the author's argument.

From the description of students' problems with conjunctions, previous research has been conducted related to these issues. One study was conducted by Wahyuni *et al.*, (2013) entitled "Analysis of Second Grade Students' Ability to Use

Conjunctions at SMPN 1 Baso, Agam Regency." She concluded that students are still confused about using conjunctions. Although this study discusses students' ability to use conjunctions, the main problem faced was that students not only struggled to understand the types of conjunctions but also found it difficult to connect ideas logically within the text. Moreover, students often misplaced conjunctions within sentences, disrupting the clarity and coherence of the text.

The teachers interviewed in this study also revealed that despite their efforts to teach conjunctions using examples in functional texts and various teaching methods such as using pictures, many students still found it difficult to grasp the basic concepts of conjunctions. This indicates that students' understanding of conjunctions remains limited, negatively impacting their ability to write effective and coherent analytical texts.

The second study was conducted by Soraya (2021) titled "The Students' Ability in Identifying Conjunctions in Analytical Exposition Texts at the Intensive Language Programme of IAIN Padang Sidempuan." She concluded that students in the Intensive Language Programme of IAIN Padang sidempuan, especially in the first-grade class, were still confused about structure and grammar, as well as the types of texts. This was evident when the researcher interviewed the English lecturers at the Intensive Language Programme of IAIN Padang sidempuan. The lecturers mentioned that students' achievement in learning structure and grammar was still low, and many students were still confused when studying structure and grammar. Students had difficulties in understanding structure and grammar well, such as in understanding tenses and conjunctions. They lacked knowledge on how to use conjunctions in English, and they did not know the correct placement of conjunctions or how to differentiate the kinds of conjunctions in English sentences.

The last study was conducted by Nst (2023) titled "The Correlation Between Conjunction Mastery and Writing Analytical Exposition Text Mastery at the Eleventh Grade Students of SMAN 1 Panyabungan Utara." She concluded that the students in SMAN 1 Panyabungan Utara had difficulty in writing analytical exposition texts because they were short on vocabulary, lacked mastery of connecting words, and found it difficult to compose sentences.

Lastly, they struggled to write texts according to grammar rules, particularly in using conjunctions.

Based on the previous research mentioned above, this study also discusses conjunctions in analytical exposition texts. However, finding research that specifically addresses conjunction identification is still a challenge. Although some relevant studies have been conducted, they often face problems such as a lack of focus on the specific identification of certain types of conjunctions and limitations in the population and samples used.

To differentiate this study from previous ones, the population and samples used in this study are different. This research was conducted at SMAN 1 Ranah Batahan Silaping. Based on the problems described above, the researcher felt the need to conduct research at SMAN 1 Ranah Batahan Silaping. The researcher was interested in conducting a study titled "Analysis of the Twelfth Grade Students' Ability to Identify Conjunctions in Analytical Exposition Texts at SMAN 1 Ranah Batahan Silaping."

METHOD

This research used a descriptive ones using a quantitative method, According to Refnita (2018: 17), descriptive research involves collecting data to be tested. The population of this research was the twelfth-grade students at SMAN 1 Ranah Batahan Silaping. There are seven classes of second grades students at SMAN 1 Ranah Batahan Silaping, with a population size students. There are seven classes of twelfth grades students at SMAN 1 Ranah Batahan Silaping, with a population size students. by cluster random sampling technique.

In this research, the instrument that researcher used grammar test in the form of recognition test in analytical exposition text. Students were asked to answer questions designed to analyze their ability in identifying conjunctions in analytical exposition texts. The test was consisted of 20 item questions and researcher gave 60 minutes to take the test.

In determining the validity of the test, the researcher used the content validity. The researcher constructed the test based on the curriculum, syllabus, and teaching materials that had been given to students. Researchers used two sides reliability to determine the reliability of a test. Split-half reliability is a measure of internal consistency that involves dividing a test into two halves and correlating the scores on the two halves (Gay *et al*, 2012). The

reability index of the test was 0,79 which was categorized as hight correlation.

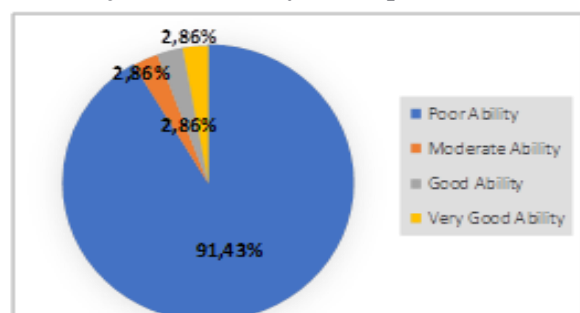
To collect the data, the researcher gave the grammar in the form of recognition test to the students. The researchers gave tests to the students. The researcher asked students to complete the test within 60 minutes. The researchers collected the student's answer sheets. The researchers checked the students' answer and gave the score. The score is one for the correct answer and zero for the wrong answer. So, the highest possible score is 20 and the lowest score is 0. Finally the researcher counted the total score of each student.

In analizing the data the researcher followed the several procedures. First The researcher presented a raw scorer. Second, The researcher converted the raw scores into converted scores by using following formula. Third, the researcher classified the students' scores base on the Criterion Evaluation of SMAN 1 Ranah Batahan Silaping. Fourth, The researcher calculated the percentage of students who have very good, good, moderate, and bad ability by the following formula. Fifth, the researcher interpreted the result of data analysis.

FINDING AND DISCUSSION

Based on analysis result, the researcher found the lowest score of the students was 15 and the highest score was only 95 (see appendix 6). More than three quarter of the students (91,43%) had poor ability in identifying conjunction in analytical exposition text (in the form of coordinating, subordinating, correlative conjunction) It was proved by the fact that 1 (2,86%) student had very good ability, 1 (2,86%) students had good ability, 1 (2,86%) had moderate ability, and 32 (91,43%) had poor ability to identify conjunction in analytical exposition text shown in diagram 1.

Diagram 1
Students' Ability in Identifying Coordinating Conjunction in Analytical Exposition Text.



Based on the findings, it was found that most students had a poor ability to identify conjunctions in analytical exposition texts, including coordinating, subordinating, and correlative conjunctions. This is proven by the fact that 91.43% of students had poor ability in identifying conjunctions.

In contrast, the previous study conducted by Wahyuni (2013) showed that the ability of second-grade students at SMPN 1 Baso, Agam Regency, to use conjunctions was moderate, with an average score of 66.67%. This result is supported by the percentage of students experiencing difficulties, which was categorized as moderate.

1. Students' ability in identifying Coordinating Conjunction in Analytical Exposition Text.

Based on the SMAN 1 Ranah Batahan Silaping criteria, the highest converted score got by a student was 100 and the poorest converted score was 0. After the researcher analyzed the students' answers, the researcher found that there were many students who had poor ability in identifying coordinating conjunction in analytical exposition text. It was supported by the fact that there were 1 (2.86%) students had very good ability, 1 (91.43%) student had good ability, 1 (2.86%) students had moderate ability, and 32 (91.43%) had low ability (see Appendix 10). In order to be clear, see the Table 1

Table 1
Students' Ability in identifying Coordinating Conjunction in Analytical Exposition Text

No	Number of Students	Percentage	Classification
1	1	2.86%	Very Good
2	1	2.86%	Good
3	1	2.86%	Moderate
4	32	91.43%	Poor
TOTAL	35	100%	

This finding contradicts the results of a study conducted by Soraya (2021), who found that the ability to identify conjunctions in analytical exposition texts at the Intensive Language Programme at IAIN Padang Sidimpuan was high. In her study, hypothesis testing showed a rejection of the null hypothesis, with t-values of -2.69 and 3.26 at a significance level of 0.05. The mean score for the students' ability to identify conjunctions was 66.5, indicating a high level of proficiency. Therefore, the

students at IAIN Padang Sidimpuan demonstrated a strong ability to identify conjunctions in analytical exposition texts, which contrasts sharply with the findings from SMAN 1 Ranah Batahan Silaping.

2. Students' Ability in Identifying Subordinating Conjunction in Analytical Exposition Text.

Among three classification of words (coordinating, subordinating, correlative), subordinating form is the most answered correctly by the students (see Appendix 8). However, if it is compared to SMAN 1 Ranah Batahan Silaping criteria, there were many students had still poor ability in identifying conjunction in analytical exposition text in the form of subordinating. It was supported by the fact that 0 (0%) students had very good ability, 4 (11.43%) students had good ability, 5 (14.29%) students had moderate ability, and more than a half of students (26 students) or 74.29 % had poor ability (see Appendix 12). In order to be clear, see the Table 2 In below

Table 2
Students' Ability in identifying Subordinating Conjunction in Analytical Exposition Text.

No	Number of Students =	Percentage	Classification
1	0	0%	Very Good
2	4	11.43%	Good
3	5	14.29%	Moderate
4	26	74.29%	Poor
TOTAL	35	100%	

This finding contrasts with the results of a recent study conducted by NST (2023) at SMAN 1 Panyabungan Utara. NST reported a mean score of 67.60 for conjunction mastery, with a mean score of 65.60 for writing analytical exposition texts. The study found that the t-count (11.593) was higher than the t-table value (11.953 > 0.05), indicating a significant positive correlation between students' mastery of conjunctions and their ability to write analytical exposition texts. The results of NST's study suggest that students' mastery of conjunctions and their ability to write analytical exposition texts fall into the moderate category, with average scores of 67.60 and 65.60, respectively.

3. Students' Ability in Identifying Correlative Conjunction in Analytical Exposition Text

Based on the data analysis, the highest converted score got by the students was 100, while the lowest one was 0 (see Appendix 12). It was proved by the fact that 1 (2.86%) students had very good ability, 1 (2.86%) student had good ability, 0 (0%) students had moderate ability and 33 (94.29%) students had poor ability (see Appendix 14). To make it clear, see the Table 3

Table 3
Students' Ability in identifying Correlative Conjunction in Analytical Exposition Text

No	Number of Students	Percentage	Classification
1	1	2.86%	Very Good
2	1	2.86%	Good
3	0	0%	Moderate
4	33	94.29%	Poor
TOTAL	35	100%	

The result of this study is not line with previous studies conducted Soraya (2021), who found that the ability to identify conjunctions in analytical exposition texts at the Intensive Language Programme at IAIN Padang Sidempuan was high. Soraya's study revealed that the hypothesis was rejected, with t-values of -2.69 and 3.26, at a significance level of 0.05. The mean score for students' ability to identify conjunctions was 66.5, indicating a high level of proficiency. This suggests that students at IAIN Padang Sidempuan had a better ability to identify correlative conjunctions compared to the students at SMAN 1 Ranah Batahan Silaping.

The discrepancy in results may be attributed to differences in teaching approaches or test design. At IAIN Padang Sidempuan, there might be more effective methods for introducing and practicing the use of correlative conjunctions, whereas students at SMAN 1 Ranah Batahan Silaping may benefit from more targeted instruction or additional practice to improve their understanding.

This study highlights the need for developing more effective teaching strategies for identifying and using correlative conjunctions. By understanding these differences, improvements can be made in teaching methods to better support students in identifying correlative conjunctions and enhancing their text analysis skills.

CONCLUSION AND SUGGESTION

Based on the results of data analysis that have been discussed, the twelfth grade students at the SMAN 1 Ranah Batahan Silaping had poor ability in identifying conjunction in analytical exposition text in the form of coordinating, subordinating and correlative conjunction. Based on the conclusions above, the researcher would like to give several suggestions. To the teacher, the students demonstrated poor ability in identifying conjunctions, including coordinating, subordinating, and correlative conjunctions. It is recommended that teachers provide more in-depth explanations on how to identify these conjunctions.

To the students, students are encouraged to pay closer attention to the teacher's explanations about conjunctions in analytical exposition texts. They should practice writing and reading analytical exposition texts using conjunctions correctly. Additionally, students need to engage in more exercises related to identifying type conjunction in analytical exposition text.

To the researchers, the researcher encourages future studies to further investigate related topics, particularly focusing on students' abilities to identify conjunctions in analytical exposition texts across various contexts.

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