

## **Conjunction analysis at the tenth Grade Students' of SMK Telkom 2 Medan**

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### **Abstract**

The purpose of this study was to describe the students in tenth grade at SMK Telkom 2 Medan's ability to use conjunction. The study's goal is to find out how well the students use conjunction and what obstacles they face. The tenth-grade students at SMK Telkom 2 Medan were the focus of the investigation. The research used qualitative method and analyze data. In collecting the data the researcher used test and interview. From the analysis of data, it was found that there were 4 (13,3%) students were good and categorized able, and 10 (33,3%) students were poor and categorized unable and 16 (53,3%) students were very poor and categorized unable. In this case, students were unable to learn use conjunction. It is concluded that analysis of students' ability in using conjunction. *Key words: Analysis, Students, Conjunction*

## INTRODUCTION

The senior high school students are first introduced to foreign languages through the study of English. Indonesia has approved teaching English at senior high schools in accordance with the federal government's goal for a nine-year basic education. English will be taught as one of the local subjects in senior high school. The purpose of teaching English in senior high school is to inspire students to feel confident and prepared to learn English at a higher level of education.

Learning English entails mastering all the necessary components and skills. Grammar is a crucial element of English. It is a factor that cannot be disregarded. They cannot fully master English without understanding grammar.

It is expected of students to construct sentences using appropriate language and structure. They are capable of writing in the descriptive, narrative, spoof/recount, procedure, report, and anecdote forms with simple and compound sentences. However, in order for students to write effectively, they must concentrate on the following aspects: punctuation, capitalization, word choice, organization, quality, and development concept, structure, or grammar, including any conjunctions. When a language learner uses a word, it must be properly placed in a specific grammatical pattern in order for it to have meaning. If a speaker or writer simply says the words without arranging them, they won't be interpreted in order to convey a message.

Grammar is a technique for grouping words together to communicate ideas and information. Matter in English should be grasped since it aids pupils in creating grammatically sound writing and utterances. Interlocutors are more likely to understand a grammatical sentence than an incorrect one. Additionally, written language must be structured in grammatically correct form.

In point of fact, conjunctions are a form of structure grammar that play a crucial role in the construction of sentences by linking and combining other words, phrases, and sentences. It means that grammatical conjunctions connect equal elements. Therefore, students must learn how to use a conjunction in order to construct simple or compound sentences using conjunctions. (McCarthy and O'dell: 121: 1999).

Conjunction is one of the parts of speech which is taught to the students at school. Conjunction functions to relate words, phrases, clauses and sentences (Vince: 2007:176). A conjunction joins two or more parts of speech of a similar kind or two or more parts of a sentence. Conjunction is divided into two types, they are subordinate conjunction and coordinate conjunction.

Subordinate conjunctions join a subordinate clause to a main or principal clause, so they should be taught in more detail later, along with the section on clauses). However, it is wise for students to be able to classify them at this stage. Students can recognise them as joining two parts of a sentence. *For example:*

Tom had stomachache, *because* he ate too many plums.

*Although* he felt sick, he still played soccer.

Coordinating conjunctions such as *for, and, nor, but, or, yet* and *so* are used to join two or more different things. *For example:*

Bread *and* butter, tea *or* coffee.

I went to the bowling alley *but (and)* my brother stayed at home.

According to Greenbaum and Nelson (2002:111) the coordinators may be reinforced by **correlative expressions**: *both . . . and; either . . . or; not only . . . but also: both Susan and her brother either tea or coffee Not only* was the speech uninspiring, *but* it was *also* full of illogical statements. The marginal coordinator *nor* may be reinforced by the correlative *neither*: I have *neither* seen the movie *nor* read the book.

When writing, words, phrases, and clauses joined by conjunctions like "but" or "and" should be written in parallel. The forms of conjunctions may connect nonparallel structures, which could lead to confusion regarding the form's meaning. In addition, they frequently overlook the comma when combining sentences. Incorrect use of conjunctions can make writing difficult to comprehend.

Conjunction can be divided into two types. They are coordinating conjunction and subordinating conjunction. In order to limit a broad discussion in this research, the writer will focus the discussion only on coordinating conjunction. Coordinating conjunction consists of *and, so, but, both....and, either....or not only.....but also* (Greenbaum& Nelson,2011:111).

In order to strengthen this research, the writer then took a previous research. The research was conducted by Wahyuni et al (2015). The research entitled An Analysis of the Second Grade

Students' Ability to Use Conjunction at SMP N 1 Baso Kabupaten Agam. The research was aimed at describing the ability of the second grade students of SMPN 1 Baso Kabupaten Agam to use conjunctions. The design of this research was descriptive. The data of the research were the students' scores in grammar test. Based on the results of the research, the researcher suggests the teachers to apply various techniques in teaching the conjunction.

The second research conducted by Syafitri et al (2017). The study's objective was to provide a description of the students' proficiency with English conjunctions during the sixth semester of their English program. The descriptive quantitative study was used in the design of this study. This study included 65 students as samples and 78 students as the population for the English study program at Bengkulu University. The researcher used a multiple-choice conjunctions test to collect the data. The ability of the students to use coordinate conjunctions was adequate, with mean scores of 61, according to the findings of the research. The capacity of the understudies in utilizing reciprocal combination was great with the mean scores 79. The students performed well when using relative conjunction, with a mean score of 78. Students had a mean score of 78 for their ability to use subordinate conjunctions, which was the same as their ability to use relative conjunctions. The researcher came to the conclusion, based on the results for each type of conjunction, that the students' ability to use conjunctions was adequate, with a mean score of 74.

## **RESEARCH METHOD**

The method of this study was descriptive research. The goal of descriptive research is to learn about the current state of a phenomenon. It aims to ascertain the nature of a situation in its current state at the time of study. A treatment cannot be administered or controlled in the same way that experimental research does. The objective is to describe the conditions or variables of a situation. (Ary et al :2010:160).

This research was conducted in two ways. First, by doing library research which is done by reading some reference books, such as English grammar book and books related to conjunction. Second, by doing field research, which is done by doing a case study in school.

This research was conducted at SMK Telkom 2 medan. The writer choose this school because there has been never the same research conducted in this school.. Two days observation is needed in order to collect the data. The subject for this reasearch was from the tenth grade students of SMK Telkom 2 Medan. The class consist of 30 students. One class will be chosen as the subject of the research

In collecting the data, the researcher used test and interview. The two were instruments of collecting data ( Fluche:2007). The test was given by giving the students a test to find out their ability in using conjunction. The writer gave 25 questions about conjunction. The researcher was also used interview in order to know the students' difficulties in using coordinating conjunction.

## DATA AND DATA ANALYSIS

### 3.1 Data

The scores of each student on the ability to combine test served as the basis for this study's data. There were 30 students as the subject in this study. They were given 25 questions of the coordinating conjunction. As previously stated there were some types of conjunction, they are coordinating conjunction and subordinating conjunction. The researcher made the question to get data to analyze those types and how the students' ability in using conjunction.

### 3.2 Data Analysis

The researcher conducted only one class, that class was. It consist 30 students'. In qualitative research, data analysis is done both while data are being collected and after they have been collected for a specific time period. When the research did the observation, researchers have analyzed the answer of informants. Having collected the data, they were analyzed by counting the items and added them to the total scores. The students' test-response scores were converted to percentage in order to determine the students' capacity for conjunction in the research. After that, the calculations based on the ability criteria.

**Table 4.1**  
**Criteria of Ability**

Quantitative Ability	Qualitative Ability	Ability
80 – 100	Very Good	Able
72 – 76	Good	Able
56 – 68	Poor	Unable

50 – 55	Very Poor	Unable
Less Than 50	Very Poor	Unable

**Table 4.2**  
**Students' Ability in Using Conjunction**

No.	Students' Initial	I	RA	Score	Qualitative Ability	Ability
1.	AH	25	19	76	Good	Good
2.	ST	25	17	68	Poor	Unable
3.	NY	25	12	48	Very poor	Unable
4.	SB	25	11	44	Very poor	Unable
5.	RK	25	10	40	Very poor	Unable
6.	TY	25	15	56	Poor	Unable
7.	DK	25	17	68	Poor	Unable
8.	RST	25	16	64	Poor	Unable
9.	MSG	25	13	52	Very poor	Unable
10.	TAT	25	12	48	Very poor	Unable
11.	SD	25	13	52	Very poor	Unable
12.	EKT	25	12	48	Very poor	Unable
13.	NTA	25	10	40	Very poor	Unable
14.	BAL	25	10	40	Very poor	Unable
15.	RS	25	13	52	Very poor	Unable
16.	WG	25	14	76	Good	Able
17.	IT	25	12	48	Very poor	Unable
18.	NIB	25	11	44	Very poor	Unable
19.	JIT	25	17	68	Poor	Unable
20.	LIT	25	16	64	Poor	Unable
21.	PSK	25	12	48	Very poor	Unable
22.	BIS	25	12	48	Very poor	Unable

23.	PM	25	12	48	Very poor	Unable
24.	BD	25	11	44	Very poor	Unable
25.	SDA	25	15	74	Good	Able
26.	CH	25	15	60	Poor	Unable
27.	HS	25	14	56	Poor	Unable
28.	BA	25	16	64	Poor	Unable
29.	LSD	25	13	56	Poor	Unable
30.	HSC	25	16	75	Good	Able

From the table, some conclusions can be drawn:

1. It was found that 4 (13,3%) students' who were recognized good.
2. It was found 10 (33,3%) students' who were recognized poor.
3. It was found 16 (53,3%) students' who recognized very poor.



## CONCLUSIONS AND SUGGESTION

### 4.1 Conclusions

Having examined the data, some conclusion can be drawn as the following :

1. there were 4 (13,3%) students were good and categorized able, and 10 (33,3%) students were poor and categorized unable and 16 (53,3%) students were very poor and categorized unable. It means that the students of SMK Telkom 2 Medan are categorized “unable” in using conjunction.
2. The percentage of ability of the students was 4 or 13,3% students were able in using conjunction and 26 or 86,6% students were unable in using conjunction.

### 4.2 Suggestion

Based on the result of this study, the writer would like to suggest :

1. Teachers should more concern to the students who are unable on using conjunction.
2. The students should improve their ability in using conjunction which can help them to understand what the author want to say in his/her written.

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