

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

THESIS



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THE FACULTY OF TEACHER TRAINING AND EDUCATION
BUNG HATTA UNIVERSITY
PADANG
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*Summited to fulfil a partial requirement for getting S-1 Degree at the English
Department, Teacher Training and Education Faculty,
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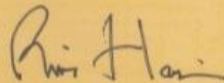
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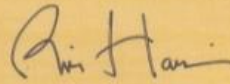
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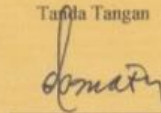
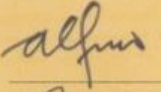
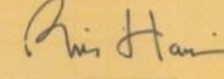
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ABSTRACT

Lubis, Arjuni. (2024). *An Analysis of the third-grade Students' Ability in Identifying Conjunction in Analytical Exposition Text at the SMAN 1 Ranah Batahan Silaping*

Advisor: Fitriana Harmaini, S.S., M A

The purpose of this research was to describe the third 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 test in the form of recognition 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 (Syllabus covering).

In general, the result of this research showed that the twelfth grade students had poor ability in identifying conjunction in analytical exposition text. It was proved that 1 (2,856%) student had very good ability, 1 (2.856%) students had good ability, 1 (2.856%) students had moderate ability, and 32 (91.43%) students had poor ability in identifying conjunction in analytical exposition text. Specifically, 1(2.856%) students had very good ability, 1 (2.856%) student had good ability, 1 (2.856%) students had moderate ability, and 32 (91.43%) students had poor ability in identifying the coordinating form. While in identifying conjunction in the form of subordinating, 0 (0%) students had very good ability, 4 (11.43%) student had good ability, 5 (14.29%) students had moderate ability, and 26 (74.29%) students had poor ability. Next the last the twelfth grade students' ability in identifying the correlative conjunction form was that, 1 (2.856%) students had very good ability, 1 (2.856%) student had good ability, 0 (0%) students had moderate ability, and 33 (94.29%) had poor ability.

By having known that the students had poor ability in identifying conjunction, the researcher gave suggestions to teacher, students, and the future researchers. 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. For example, teachers could use topics such as the benefits of using smartphones, the advantages of laptops, the role of virtual reality in education, etc. This will help students understand the use of conjunctions in analytical exposition texts more effectively. 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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CHAPTER I INTRODUCTION

In this chapter, the researcher discusses the background of the problems, the identification of the problems, the limitations of the problems, the formulation of the problems, the research questions, the purposes of the research, the significance of the research, and the definition of the key terms.

1.1 The background of the problems

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 (Saussure, in Noermanzah 2019:306).

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. Therefore, English is one of the most important subjects in the primary school, secondary school, and university curriculum. (Rahayu, 2020:13). 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 skills.(Rahayu, 2020)

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, therefor 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 (Soraya, 2021).

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 read and write these texts effectively in classroom learning.

Analytical exposition text is a type of 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. This type of text usually uses a lot of linking words because linking words are very important to connect the author's ideas, arguments and opinions. In addition, analytical exposition text also often uses conjunctions and simple present tense as part of its linguistic characteristics.

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."

1.2 Identification of the problem

English is an international language that is widely used in global communication. English language skills are essential for students to participate in an increasingly networked and competitive world. In learning English as an international communication tool, there are four skills that students must master: listening, speaking, reading, and writing. To support these four linguistic aspects, the basics of grammar and structure are prioritized (Soraya, 2021).

Based on the background of the problem above, there are many challenges faced by students in learning English. Students of SMAN 1 Ranah Batahan Silaping, especially class XII, are still confused about grammatical structure and text types. Several problems were identified in the learning process, especially in analytical exposition text material.

First, students have difficulty understanding the material when the teacher provides topics that are less interesting and less familiar to them, causing a lack of understanding. Second, due to a lack of understanding, students experience difficulties understanding reading texts, especially texts they do not recognize. Lastly, understanding the text requires knowledge of grammar, but the ability of the student grammar skills still very low. This makes it difficult for them to understand structure well, such as understanding tenses, adverbs, verbs, prepositions, and especially conjunctions.

Even though they have studied conjunctions several times at junior high school level, they still have difficulty understanding them well. They have not been able to identify conjunctions in English and ultimately do not understand the meaning of conjunctions or how to distinguish between types of conjunctions in English sentences found in various types of text. In fact, in some texts used by teachers, the material taught in class contains various conjunctions. This has an impact on students' difficulties in understanding the meaning of the text."

1.3 Limitation of the Problem

Releate to the identification of the problem above, many problems happened to the students. The research was limited to the student's ability to identify some type conjunction (coordinating, subordinating, and correlative conjunction) in analytical exposition text at the twelfth grade of SMAN 1 Ranah Batahan Silaping.

1.4 Formulation of the Problem

Based on the problems above, the researcher formulates the problem in the questions below:

"How is the twelfth grade students' abilities to identifying conjunctions in analytical exposition texts at SMAN 1 Ranah Batahan Silaping"?

1.5 Research Questions

1. How is the twelfth grade students' abilities in identifying coordinating conjunctions in analytical exposition?

2. How is the twelfth grade students' abilities in identifying subordinating conjunctions in analytical exposition?
3. How is the twelfth grade students' abilities in identifying correlative conjunctions in analytical exposition?

1.6. Purpose Of the Research

Based on the formulation of the problem above, the purpose of this research is following

"To describe the student's ability in identifying conjunction in analytical exposition text at the second grade of SMAN 1 Ranah Batahan Silaping. The specific purposes of this research were to find out:

1. To find out the twelfth grade students' ability to identifying coordinating conjunction in analytical exposition text.
2. To find out the twelfth grade students' ability to identifying subordinating conjunction in analytical exposition text.
3. To find out the twelfth grade students' ability to identifying correlative conjunction in analytical exposition text.

1.7. Significance of the Problem

This research is expected to be useful for teachers, students, and future research. For teachers, teachers will get information about students' ability to identify conjunctions in analytical exposition text and able to solve problems and improve the teaching and learning process, especially analytical

exposition. and students can improve their ability to identify conjunctions, especially in knowing analytical exposition text. For researchers, this research can be used to increase knowledge in conducting research. In addition this study aims to introduce new perspectives that will foster further discussion on this research issue and potentially lead to more comprehensive analysis.

1.8. Definition of Key Terms

To avoid ambiguity in this research, the researcher defined operational variables as follows:

1. Student Ability

Student ability is students performance in identifying conjunction in analytical exposition text at SMAN 1 Ranah Batahan Silaping.

2. Identifying Conjunctions

Identification means pointing or determining showing how to use one of grammar points at sman 1 ranah batahan silaping

3. Analytical Exposition Text

Analytical exposition refers to one of the text containing conjunction identified by twelfth grade students at SMAN 1 Ranah Batahan Silaping.

4. Coordinating Conjunction

Coordinating Conjunction: Words that connect two or more grammatically equal elements, such as clauses, phrases, or words, in analytical exposition texts. In this study, students' ability to identify