THE USE OF CONJUNCTION IN STUDENTS' WRITING RECOUNT TEXT AT SECOND GRADE OF SMAN 1 TONGKUNO

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ABSTRACT

This research aims to investigate the types of conjunctions and the accurately use of conjunction in students' writing. This research was conducted in SMAN 1 Tongkuno. The instrument of this research was students' writing that focused on recount text. This research employed descriptive qualitative design. The population of this research was the second-grade students of SMAN 1 Tongkuno. The sample of this research is the second-grade students of SMA N 1 Tongkuno consist of 20 students. The researcher collected the data by asking the students to write their personal recount. The technique of data analysis in this study was descriptive analysis, while to analyze the accuracy of conjunction the researcher used criteria of correctness in cohesion that consist of the use of conjunction on students' writing. The result shows that all of types of conjunction exist in students writing, additive conjunction is the most frequently conjunction used in students' writing, followed by temporal conjunction, then causal conjunction, and the last adversative conjunction. The accuracy of conjunction used by students on their writing contribute highly because mostly the second-grade students of SMAN 1 Tongkuno use conjunction accurately.

1. INTRODUCTION

English has become the first language for most of the population in several countries, and also become the second language for other countries. Thus, as a global language, English might be utilized by human being across the world to easily interact one another. In Indonesia, the role of language as a foreign language is increasingly important. This is because the fact that English has become mandatory not only in

junior and senior high school, but also in elementary school, and has mentioned as one of the subject included in the national exam. When people learn about English, there are four skills that automatically should be improved, they are speaking, reading, listening, and writing. Listening and reading belong to receptive skill in which the language users require the ability to receive spoken and written language. While speaking and writing belong to productive skill in which the language users require the ability to produce language both spoken and written (Harmer, 1983: 44). Therefore, the four skill are interconnected and equally important in learning English, so it is difficult to separate between one skill and others.

Writing is a process to express our idea in textual medium called as written language. People need writing to develop their knowledge. Writing is one of skill in English mastery, it is necessary for student because writing is the basic skill. In addition, it can be used for reminding someone for thinking critically as well.

Writing is a mode of thinking. Besides about feeling, from writing we think about something different, unresolved, mysterious, and even the problem, and it will be enjoyable as long as we have the ideas in our mind. Nevertheless, writing is not an easy activity. Many people get difficulties to muster their idea into a sentence to make a good paragraph on a piece of paper. There are so many errors in the systematic writing both grammatical and accurate of writing itself, this is also caused by the lack of understanding the use of words, which means the use of grammatical correctness in writing.

One of the ways to overcome the problem of the quality of writing as stated by Halliday (1994;23) by obtaining coherence and cohesion in shaping text, the result will be easy for the reader to understand the meaning of the text. The most important thing in a text is how cohesion provides continuity and makes text bound together. There are many studies conducted and found that the quality of writing has correlated positive with the use of cohesive devices, and cohesion is considered an important point in the study of literature, more specifically in writing.

To use writing as a communication tool we need to beyond the sentence level in paragraph production and will subsequently be a multi-paragraph composition.

Some people that involved in writing two or more interconnected sentences, and must use cohesive and coherent devices as a means of linking sentences. We must also have the ability to organize idea from one sentence to other sentence into one unified whole. Shanahan, and Sulzby (1990) supported the idea that cohesion is the most important thing in building and realizing a text that is easily understood by the reader. It proves that the proper use of cohesive devices allows readers and listener to capture the interconnected meaning between sentences. It means that cohesion also usually considered one of the most devices characteristic of writing qualities.

Cohesion is an important contribution in making a text coherent. Along with this, Halliday and Hasan (1985:48) argue that an important contribution to coherence comes from cohesion, and Halliday and Hasan (1976:5) add that cohesion includes grammatical cohesion and lexical cohesion. Thus, grammatical cohesion is used in terms of grammar while lexical cohesion analyzes a text through its vocabulary.

Conjunction is on type of grammatical cohesion that serves to link other words, phrase, or clause together. Simply conjunction can be used to connect one word to others, expresion with other expresions, even linking between two or more sentence, but in reality there are many errors found related to the use of conjunction in systematic of writing especialy for students with knowledge and understanding of using conjunction is still minimal.

Research on cohesion can be categorized by the concern. Some of people are investigating the relationship between the numbers on cohesive devices with students' writing quality. In addition, they are looking for patterns of differences and similarities of cohesive devices used by ESL and EFL students. One of the study from Kargozari and Ghaemi (2012) who compare the use of cohesive devices by Iranian EFL students with the ones used by the native English students. However, in some cases of research, most of problematic that found on students are the way they misused, underused, or overuse of cohesive devices.

Based on the above background, the research questions formulate as follows: (1) What types of conjunction used in students' writing?; and (2) Do the students use conjunction accurately in their writing?

2. RESEARCH METHODOLOGY

This study focused on identifying students' written products on the use of conjunction in written text. The researcher chose qualitative performance analysis as the design of this study. According to Buneci (2008) qualitative performance analysis is defined as qualitative performance validation and application diagnosis. Qualitative performance validation assessed whether observed behaviour is expected or unexpected. The researcher is interesting in qualitative performance analysis which draws on human experience in creating and using word. In this qualitative performance analysis, the researcher focused on the text as the object of analysis which is in the analysis the researcher analyzed the accuracy of conjunction used in students' writing. Here the researcher chose qualitative performance analysis as the technique in analyzing students' writing in using conjunction and the data collection are present through document of students' writing.

The population of this study was all of students at the second grade of SMAN 1 Tongkuno that consisted of four classes with a total of 123 students, while the sample of this study was 31 students in class XI IPA B. The researcher had chosen the sample by using purposive sampling technique. Purposive sampling is a non-probability sample that is selected based on characteristic of a population and the objective of the study, but the researcher took 20 of 31 students to be analyzed that using random sampling. The procedure of this technique was the researcher made a piece of paper and wrote the name of students on that paper and put it on a glass. After that, the researcher dropping the paper one by one. The name that came out is the name that chosen as the sample in this study.

The instrument of this study was writing test. The writing comprehension test in this study consisted of writing recount text based on the topic that the researcher has chosen. There are three topics that the researcher used, those are *My Holiday*, *Independence Day*, *My Unforgettable Experience*.

In analysing students' writing, the researcher used criteria of correctness in cohesion. There are four types of conjunction such as additive conjunction, adversative conjunction, causal conjunction, and temporal conjunction.

3. FINDINGS

Additive conjunction

Conjunction “and”

1. “we got home and take shower immediately” (Respondent 2, paragraph 4, line 26).

The use of conjunction *and* above was inaccurate because both sentences consist of two sentences that showed a sequence of event. However, the respondent used conjunction *and* to connect two sentences above, which is conjunction *then* more suitable to connect the sentence. The respondent should replace conjunction *and* with conjunction *then* to make the sentence completely based on the context

2. “my mother said yes and it was making me happy” (Respondent 3, paragraph 1, line 5).

The use of conjunction *and* above was inaccurate because the sentence consists of two sentences which is the second sentence after conjunction *and* showed the result of the first sentence. However, the respondent used conjunction *and* to connect two sentences above, while conjunction *so* more suitable to connect the sentence. Because conjunction *so* used to showed the reason or result of something. The respondent should replace conjunction *and* with conjunction *so*.

3. “the trip took 6 hours and did not make me tired” (Respondent 3, paragraph 1, line 8).

The use of conjunction *and* was inaccurate because both of two sentences showed contradictory. The first sentence has contrast meaning with the second sentence. However, the respondent used conjunction *and* to connect two sentence, instead conjunction *but* more suitable to connect two sentence above. It is line with Seaton and Mew (2000) said that conjunction *but* used to connect contrasting or different meaning. The respondent better replace conjunction *and* with conjunction *but*.

4. “I told her everything and I was very happy” (Respondent 3, paragraph 2, line 15).

From the sentence, conjunction *and* used to connect two sentences, which is the second sentence explain the reason of the first sentence. Whereas, the respondent used conjunction *and* on the sentence, in fact conjunction *because* more suitable to connect the sentence, because the used of conjunction *because* is to talk about something happened, why somebody does something, or why you are suggesting something. The respondent should replace conjunction *and* with conjunction *because*.

Adversative Conjunction

Conjunction “But”

Conjunction *but* used to introduce an added statement, especially something that is different from the sentence before. It means that the function of conjunction *but* to showed contradiction between the first and the second sentence. The inaccurate used of conjunction *but* can be seen in the following data :

1. “I can visit my grandmother. But I was very sad because my aunt and my uncle did not come” (Respondent 1, paragraph 3, line 16).

The respondent used conjunction *but* to begin the sentence and it was incorrect used of conjunction, even though the respondent used a correct conjunction in the text. The sentence may be correct if the respondent used comma instead of full stop before conjunction.

2. “me and my aunt have to go to the market at the next day. But that night we only make a list of stuff we should bought” (Respondent 6, paragraph 2, line 11).

Davis et, al (2007) have said that sentence should not begin with conjunction *but*. Nevertheless, the respondent use conjunction *but* after full stop to begin the sentence and make the sentence incorrect. The respondent should replace the full stop and using comma before conjunction *but*, to make the sentence accurate.

Causal conjunction

Conjunction “So”

Conjunction *so* used to introduce reason, result or decision. The inaccurate used of conjunction *so* can be seen in the following data :

1. "the trip very distance. So I decided to sleep" (Respondent 1, paragraph 1, line 3).
In the sentence, the respondent used conjunction *so* incorrectly because the respondent put conjunction *so* after full stop to begin the sentence. It is line with the theory from Davis et, al (2007) said that a sentence should not begin with conjunction *and*, *but*, *or*, and *so*. Conjunction *so* used to give the reason or result why someone does something. The first part of the sentence should have mentioned what has already done or completed and the second part of the sentence should state an action in result of the previous sentence. Furthermore, the respondent used conjunction *so* incorrectly. The respondent better replaces the full stop and used comma before conjunction *so* to make the sentence accurate.
2. "at noon, we feel hungry. So we tried to find some food out of the beach". (Respondent 2, paragraph 2, line 13)

According to Davis, Miniham, Small and Yitbarek (2007) said that students should not start a sentence with conjunction *and*, *but*, *or*, and *so*. The use of conjunction *so* above was incorrect because the respondent use conjunction *so* to begin the sentence. Conjunction cannot used to begin a sentence. The respondent should delete the full stop and replace it with comma, to make the sentence accurate.

3. "we really want to swim. So we jump up and enjoy the cold water" (respondent 10, paragraph 3, line 13).

Same with the previous sentence, the sentence above also use conjunction *so* after full stop to begin the sentence, however the used of conjunction *so* at the beginning of the sentence was incorrect. The respondent better replaces the full stop with comma to make conjunction *so* in the sentence above accurate.

Temporal conjunction

Conjunction "Then"

Conjunction *then* used explain next, after that or sequence of event. The inaccurate used of conjunction *then* can be seen in the following data :

1. “There are a lot of seafood menu there. Then we ordered grilled fish” (Respondent 2, paragraph 2, line 17).

On the sentence, the respondent used conjunction *then* between two sentence that showed the reason of the previous sentence, instead conjunction *so* more suitable to used. The respondent should replace conjunction *then* with conjunction *so* to make the sentence accurate because the second sentence after conjunction *then* showed the reason of the first sentence.

2. “Then we back home around 02:00 o’clock” (respondent 8, paragraph 3, line 15).

Conjunction *then* used to connect two sentence that showed a sequence of event, it means that before conjunction *then* there should be a sentence or activity that occurred. Instead, in the sentence above the respondent used conjunction in the beginning of the sentence without a sentence before conjunction *then*, so the use of conjunction *then* on the sentence above was incorrect.

3. “Then we decided to watched the competition” (respondent 4, paragraph 3, line 18)

Conjunction *then* used to connect two sentence that showed a sequence of event, it means that before conjunction *then* there should be a sentence or activity that occurred. Instead, in the sentence above the respondent used conjunction in the beginning of the sentence without a sentence before conjunction *then*, so the use of conjunction *then* on the sentence above was incorrect.

Based on all of students writing above, the researcher found that students used conjunction in correct and incorrect way. The following table below will showed the total of correct and incorrect conjunction used by students.

Table 4.6 Total of correct and incorrect used by students

No	Total of incorrect conjunction		Total of correct
1.	Additive conjunction	55	284
2..	Adversative conjunction	6	
3.	Causal conjunction	6	

4.	Temporal conjunction	7	
Total		74+284 = 358	

4. DISCUSSION

Types of conjunction used in students' writing

This study was conducted on October 4th, 2018. It was done at first semester class XI IPA B of SMAN 1 Tongkuno. After the researcher gave a little explanation about recount text, the researcher allowed the students chose one of three topics of recount text that has given by the researcher and asked the students to make their personal recount. Then the resercher collect students' writing. After conducting the study, the researcher analyzed the data. From the data that have been found in all of students' writing, it can be clearly seen that all types of conjunction exist in students' writing, they are additive conjunction, adversative conjunction, causal conjunction and temporal conjunction. Additive conjunction occured in the first place with. It means that additive conjunction often used on students' writing. In the second place is temporal conjunction, the third place is causal conjunction, and the last place is adversative conjunction.

In this research, additive become the most used of conjunction by students. Additive conjunction used to connect words, phrase, or part of sentence. Based on the analysis, the researcher found that among six categories of additive conjunction that used by students, conjunction *and* occupies the additive conjunctions used in students' writing. This is similar with what have been disscussed by Nururadilah Mohammed (2016) that the most frequency of conjunction used by students was additive conjunction *and*.

In term of this study, the most frequently used is conjunction *and* and it might reflect the fact that most of the students were comfortable using conjunction *and* to make their writing more clear and objective, also to gave more information related to their writing, for example "I can saw various tree and flowers from the car"

The next types of conjunction used by students is temporal conjunction used in students' writing. Temporal conjunction used to tells about the time, when will

something happened, and the sequence of even. Furthermore, students used temporal conjunction on their writing 99 times. It might caused the writing theme that choosen by the researcher is recount text. Recount text serves to tell the event that have passed, therefore the use of temporal conjunction often used by students to clarify the events of their story, for example “when we arrived in boneoge beach, I saw blue water”.

The other types of conjunction used is causal conjunction. The reason of using causal conjunction to express cause and reason of something. In terms of this study, the most frequently causal conjunction used by students is because, for example “I was very happy because I can visit my grandmother”.

The last types that found in this researcher is adversative conjunction with 38 times used. Based on students’ writing, the most frequently adversative conjunction used is conjunction *but*, for example “it was lazy day but I really enjoy it”

The accuracy of using conjunction

The researcher has analyzed all of students writing that consist of twenty students and found that all types of conjunction (additive, adversative, causal, and temporal conjunction) used on their writing. Total conjunction used on students based on each types was 358 conjunction with 284 correct conjunction and 74 incorrect conjunction which additive conjunction used 155 times and become the most usage of conjunction, temporal conjunction used 99 times, causal conjunction used 66 times, and adversative conjunction 38 times.

The accuracy of using conjunction in the second grade of SMAN 1 Tongkuno found in the following sentences :

- “My friends climb the tree *and* jump into the water” (Respondent 17)
- “My mother *and* my aunt start to make boiled corn” (Respondent 15)
- “I don’t have enough time go to other place, *because* I have to help my mother” (Respondent 20)

The sentences above showed that students used conjunction accurately based on each types of conjunction. The accurately of the sentence are visible which in the sentence used conjunction to connect sentence. Meanwhile, based on the analysis the researcher also found some students used incorrect conjunction on their writing. The

incorrect used of conjunction consist on the use of conjunction *and, but, so, then, because of* and *after*. Some students used conjunction *and, but*, and *so* after full stop to begin a sentence. Based on Davis, Miniham, Small and Yitbarek (2007) said that students should not start a sentence with conjunction *and, but, or*, and *so*, for example :

“At noon we feel very hungry. So we tried to find some food out of the beach” (Respondent 2, paragraph 2, line 12)

“My aunt was coocking shirmp and squad. And it was mt favorite food” (Respondent 7, paragraph 1, line 8)

As we can see above, the respondent used conjunction *and, but*, and *so* to begin a sentence. It was inccorect because conjunction used to connect words, phrase, or clause in one sentence without full stop.

In conclusion based on the research above, the researcher found the accurate and appropriate used of conjunction contributes highlyly to the quality of writing studets. Furthermore, the more accurate and appropriate the using of conjunction, the more cohesive writing composition is. As a result, every writing product with the high accurate and appropriate writing sistem would be more understanable and readable for the readers.

5. CONCLUSION AND RECOMMENDATION

The finding shows that from 20 recount texts students there are 358 sentences contains conjunction with 284 conjunction was correct and 74 conjunction was incorrect. The most frequently types of conjunction used in students’ writing was additive conjunction (43,8%), followed by temporal conjunction (27,96%), then causal conjunction (18,64%), and the last adverstive conjunction (9,6%). In additive conjunction the most frequently used by students was conjunction and with 138 times used in sentence. In temporal conjunction, the most frequently used by students was conjunction after 27 times used in sentence. Next, in causal conjunction, the most frequently used by students was conjunction because with 46 times used in sentence. The last in adversative conjunction, the most frequently used by students was conjunction but with 23 times used in sentence.

The students used conjunction accurately when they are writing. It can be conclude from the total of correct conjunction used by students in their writing more than the total of incorrect conjunction. In students writing, 79,33% conjunction used correctly in sentence, while 20,67% conjunction used incorrectly. The total presentage of conjunction used by students in their sentence proved that students can used conjunction accurately in their writing.

Based on the conclusion of this research, English learners are recommended to learn more about conjunction, because conjunction was one important role in writing. If the writer used conjunction incorrectly in the text, the meaning and relation of the text will not be logic. The learner also should not write conjunction to begin the sentence, because the finding shows that there asre some students used conjunction inaccurately because they begin a sentence with conjunction *but*, *and*, and *so*. The lecturers should give more explanation about conjunction to the learner. The lecturer also should give explanation about correct and incorrect used of conjunction and how to use each conjunction on the sentence. Beside that the lecturer should give feedback from students' writing assignment that related to the use of conjunction, so the students know their use conjunction correct or incorrect. Without feedback from the lecturer, the students will never know if they made a mistake in using conjunction. The next researchers who will conduct the same research about conjunction can investigate another component of cohesive devices such as lexical cohesion devices on students' writing or both. The next researcher also recommended to used other way to collect the data, for the example holding a writing test. Also, the researcher recommends the next researcher to use argumentative essay as data, because in argumentative essay there are various conjunctions that will be found.

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