

Analysis Conjunction found in Selected Reading Comprehension on the TOEFL

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Abstract

This research was focused on the types of conjunction found on the selected reading comprehension on TOEFL. This research was applied by using descriptive qualitative method. The source of data in this research was the selected reading comprehension on the TOEFL proposed Deborah Phillips. The researchers were the primary instrument of the study supported by the secondary instrument called table analysis. The result showed that there were three types conjunction found: 1) coordinate conjunction which was found 10 times (58.82 %), 2) correlative conjunction which was found 1 time (5.88 %), and subordinating conjunction found 6 times (35.3 %). The researcher pointed out suggestions to 1) English teachers to provide clear understanding regarding the implementation of conjunction to their students, 2) students to implement their understanding in learning process, and 3) other researchers to explore the implementation of the types of conjunctions and their functions.

Keywords: *conjunction, reading comprehension, TOEFL*

INTRODUCTION

There are a number of questions related to language construction as grammar to be implemented in English learning process which certainly involving answers in applied linguistics. Some of them are whether the learners have the capabilities to construct a natural discourse or what position of competence development takes in teaching English. Thornbury (in Prawoto, 2016, p. 15) also states “Grammar communicates meanings of a very precise kind. Grammar is a process for making a speaker's or writer's meaning clear when contextual information is requiring”. It means that grammar help the language learner avoids misunderstanding in communication. One of the branches in grammar studied is a conjunction.

The word “conjunction” originates from Latin “conjunction” which means a linking together. It acts as a link or connector between the clauses. Conjunction also

combines a set of grammatical functions into larger grammatical units. Moreover, Stern (2003, p. 101) argues “The function of conjunctions is to link any of the following language components such as word, clause, sentence, and phrase to another”. Conjunction, such as subordinating conjunctions, plays a significant role in communication, either in written or spoken, which acts as a link or connector between the clauses and also chains a set of grammatical functions into larger grammatical units (Pratiwi, 2018, p.1).

Grammatical unit is important part to be learnt among students in the process of acquiring an English language. Grammar is considered as the basic of the language that influences the meaning of context being applied. Concerning to the grammar item, there are sub-fields being involved, such as: tenses, part of speech, types of sentences, conjunctions, and so forth. Those elements of grammar mostly found in reading text. Reading is a complex process of human functions which need long process (Shaywitz in Oktarina, 2018). The complexity of the process makes reading in foreign language as a difficult activity as it is seen in the Test of English as a Foreign Language (TOEFL).

Having a good proficiency in English is very important because it is used as media in international communication. Hence, TOEFL is used widely as a trademark test for a standardized examination to measure English proficiency of foreign language learner. TOEFL is also a test to evaluate the ability of an individual whose aim is to check English skills proficiency of people who do not use English as the first language or people who learn English as foreign language (Collins online English dictionary, 2014). It tests basic skills of English proficiency-reading, listening, written expression which are tested in different sections. One of the section tests in TOEFL is reading. The score of reading section in TOEFL test will influence the final score of TOEFL test.

The main reason for choosing this topic in this study is that there is still limited discussion about analysis conjunction in reading comprehension of the preparation course for the TOEFL Test. In part, because of the important types of conjunctions, examining the use of conjunctions can lead to an increased understanding of how teaching and learning practices take place in the classroom environment (Fitriyah, 2013). Furthermore, another reason is important to be conducted in case of the preparation for the TOEFL in educational fields. Based on the explanations above, the researcher conducted a research

entitled: An Analysis on Conjunction found in Barack Obama's Speech of First Victory Election at Grant Park in Chicago.

Based on that issue the researchers took the problems of the study related to how the students perceived the main discussion of the study about conjunction in reading comprehension. The research question in this research was: What are the types of conjunction found in the selected reading comprehension found on the TOEFL proposed by Deborah Phillips?

LITERATURE REVIEW

Conjunction and Its Types

Conjunction is one of the elements in the sentence that should be comprehended in English learning, especially in writing, making sentences and/or making paragraphs or even essay forms. Conjunction has the important role in writing since the conjunction is placed or written in the incorrect order. The term conjunction originates from two Latin words: '*con*' which means 'together' and '*jungere*' means 'join'. The conjunction is also known as a word joining a words or group of words (Warriner in Prawoto, 2016, p. 22). By knowing the significant function of conjunction, it is very essential that conjunction has primary role in order to write a sentence, article, story, song, poem, drama, poetry, prose and so forth. Furthermore, conjunction is also known as words used for connect word and word, statement and statement, sentence and sentence and others and conjunction may be used to indicate the relationship between the ideas expressed in a clause and the ideas expressed in the rest of a sentence. It is a word which joins together sentences, sometime words and phrases.

In line with McCarthy (in Pratiwi, 2018, p. 18) argued "A conjunction does not set off a search backward or forward for its referent, but it does presuppose a textual sequence, and signals a relationship between segments of the discourse". It is definitely argued that a conjunction involving the relationship between words, sentences, clauses, and phrases that join with a textual sequence and signals that also have a meaning as conjunctive in a sentence. There are three types classification of conjunctions namely: (1) coordinating conjunction, (2) correlative conjunction and (3) subordinating conjunction (Warriner; in Prawoto, 2016, p. 27).

a) Coordinating Conjunction

Coordinating conjunctions in words or groups of words of equal parts. Coordinate conjunction joins structural units that are equal grammatically. The conjunction derives before the last unit and is grammatically independent of this unit. The conjunction joining together two statements or clauses of equal rank is called a coordinating conjunction (Wren & Martin, 2000, p. 151). The common kind of coordinating conjunctions are *For, And, Nor, But, Or, Yet* and *So* (Wren & Martin, 2000).

b) Correlative Conjunction

Correlative conjunctions are always found in sets and have other words dividing them: either ... or, neither ... nor, both ... and, not only ... but also. They always set in pairs from each other that serve as a conjunction, connecting two words, phrases or sentences. It is joining several sentence elements that should be preserved as grammatically equal (Wren & Martin, 2000).

c) Subordinating Conjunction

Correlative Conjunctions are used in pairs, in order to show the relationship between the ideas expressed in different parts of a sentence. They work in pairs to join words and groups of words of equal grammatical weight in a sentence. Subordinating conjunction joins a clause to another which depends for its full meaning (Frank, 1972, p. 215). The kinds of subordinating conjunction are: *if, though, although, even though, since, because, when, while, before, after, where, wherever, so that, that, what, whatever, which, who, whom, as well as with words such as how, when, where, wherever, why and so forth*. Furthermore, a subordinate conjunction introduces a clause that depends on a main, or independent clause because a subordinate (or dependent) clause does not express a complete thought and cannot stand alone (Warriner, 1982).

TOEFL

Some definitions are given by experts related to the TOEFL. All propose that TOEFL is a standardized test at International level. Deborah (2001) states that TOEFL is a kind of English test in the world. It is only addressed to people who are not using English

as their native language but as a second or a foreign language. It is a model used for academic purposes to measure an English foreign language learner's English skill.

To find out how high our English level is, we can take the TOEFL test, because the TOEFL is a standard test used to measure English language proficiency. At present the TOEFL score has become one of the requirements to get a scholarship abroad. So many people who have taken the TOEFL test. In Indonesia, the TOEFL certified internationally is held by the English Language System (ETS) (Mahmud, 2014). Even now all universities in Indonesia have a TOEFL score to pass and even to get a job TOEFL score has become one of the requirements. The authority of universities set this precondition because they believe that TOEFL is able to evaluate students' ability and skills to understand English in academic tasks (Aliponga, 2013).

Reading Comprehension on TOEFL

The TOEFL test contains reading comprehension questions which the TOEFL is test which is usually used to find out a person's ability level, about his English. This test itself is intended for those who do not use English as a mother tongue, or also countries that use English as a foreign language or also their second language. The TOEFL test consists of 4 parts, namely reading, listening, speaking and writing. In completing reading comprehension, there are many problems experienced by high students. Reading Comprehension courses for difficult reading comprehension sub-skills (Oktarina, 2018).

There are several of reading techniques which are used by people in reading. They depend on people' favor and purpose. Some linguists have proposed many ways of reading, which the mainly used in Francoise Grellet (1998: 40) summarized as; skimming, scanning extensive reading, intensive reading, receptive reading, and responsive reading. Meanwhile, for skills in reading, Harmer (2003) described them as; identifying the topic, predicting and guessing, reading for general understanding, reading for specific information, and reading for detailed information and interpreting.

RESEARCH METHODOLOGY

Research Design

The researcher applied a descriptive study using the qualitative research design as the aims of this study to describe the types of conjunction found in the reading comprehension TPEFL. McLeod (2010:571) argued, qualitative research does not intend

to “test” a hypothesis but this method has a deep tendency to “describe, analyze, and interpret the constructive aspects of social world”. In addition, when data in the form of words, sentences, and paragraphs rather than number, it means qualitative research. It clearly that basically qualitative researches are to describe, to analyze, and to interpret utterances in the form of words, sentences, and paragraphs and it does not the numeric data. As a result, it is clearly stated that basically qualitative researches are to define, to evaluate, and to interpret utterances in the form of words, sentences, and paragraphs and it does not the numeric data.

Instruments

The primary instrument was the researcher himself in conducting this study. It is in line with Moleong (2010), claimed “Researcher is the one who called the primary instrument of the research conducted involving a planner, data collector, analyst, data interpreter, and reporter of the research outcome”. Thus, it can be said clearly that the researcher in qualitative research is the human instrument. Secondary instruments as the supporting instrument used in this study was to help the researcher collecting and analyzing data consisting the reading comprehension text.

Source of data and data

Since this research applied qualitative approach, all of the data were in the form of official reading text. The words, phrases and/or sentences in reading comprehension text consist the types of conjunction were the data in this study. Then, the source of data in this research was the reading text in TOEFL proposed by Deborah Phillips in the topic of The Pepper (available on the complete test 2 in page 421).

Data collection procedures

To gain the data in this study, the first step was, printed out the reading comprehension text in TOEFL. The second step, the researcher read the reading comprehension text to make easier in analysis. The third step, the researcher identified the data by giving underline in every conjunction which seems in the reading comprehension text. The fourth step, the researcher made a list of data classification the conjunctions which appear in the reading comprehension text. Then, the researcher gave codes in every conjunction, and gave description on it. Lastly, the researcher drew the conclusion based on the results findings.

Data analysis

After collecting the data, the researcher did some steps in examining the conjunctions found on the reading comprehension text. The first step, the researcher identified and classified every conjunction. The second step, the researcher described the types of conjunctions found. Then, the researcher gave descriptions and examined the types of conjunction found in the reading comprehension text. The last step, the researcher drew the conclusion based on the results findings concerning the types of the conjunctions in the data findings.

FINDINGS AND DISCUSSION

After collecting the data, the next step was the analysis of the result findings towards the data found. Then, interpreting all collected data to find out in order to answer the formulated problem of this study consisting the types of conjunction found in the reading comprehension text of TOEFL. The researcher provided the table to show the frequency related to the types of conjunction in the speech text. The frequency involved the information of how often each type of conjunction found in the speech. Moreover, it also showed the descriptions of the conjunction found on the reading comprehension text. The types of conjunction examined based on Wren and H. Martin theory and interpretation by related some related studies. The researchers as the primary instrument obtained the data consisting the types of conjunction by supporting the table as the secondary instrument in order to describe the types of conjunction found in the reading comprehension as below:

Table1 Types of Conjunction

No.	Types of Conjunction		Frequency	Total	Percentage
1.	Coordinate Conjunction	and	10	10	58.82 %
2.	Correlative Conjunction	both... and	1	1	5.88 %
3.	Subordinating Conjunction	what	2	6	35.30%
		which	1		
		when	1		
		while	1		
		before	1		
Total				17	100.00%

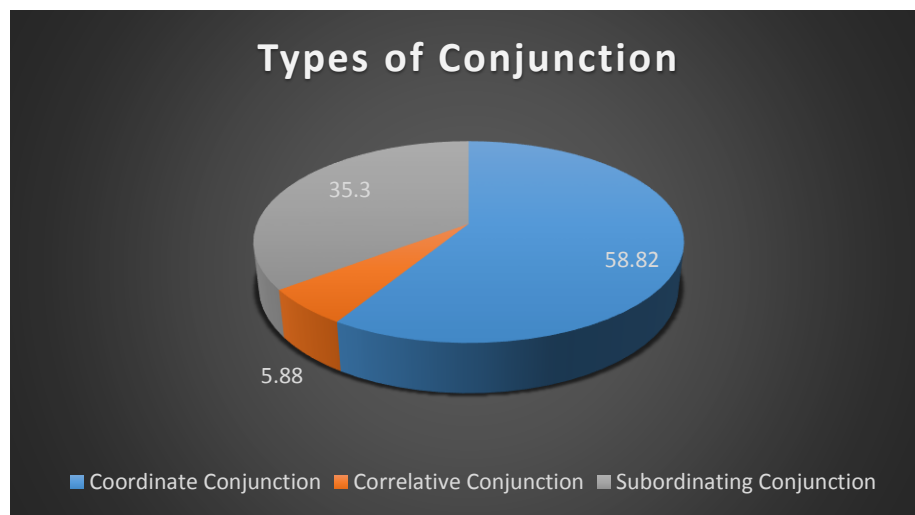


Figure 1. Types of Conjunction

Based on the table 1 and the figure 1, it shows that there are three types of conjunction found in the selected reading comprehension text which is available on the complete test two proposed by Deborah Phillips. First, the type of conjunction is coordinate conjunction (and) which found 10 times (58.82 %). This type of conjunction is the most conjunction found in the reading comprehension text. Then, there is 1 (5.88%) correlative conjunction found (both...and) in the reading comprehension text. Lastly, there are 6 times (35.30%) of subordinating conjunction found in the reading comprehension text. The subordinating conjunction are classified into 'what' found 2 times, 'which' found 1 time, 'when' found 1 time, 'while' found 1 time, and 'before' found 1 time. Based on the table of analysis, it can be argued that the most type of conjunction found is 'coordinate conjunction' occurred 10 times. Then, it is followed by subordinating conjunction which is found 6 times, and lastly, the lowest frequency of conjunction found is 'correlative conjunction' occurred 1 time.

A conjunction is commonly known as a linker joining words, phrases and also sentences. According to Wren (1995: 149) argued that "A conjunction is a word which simply links together sentences, and sometimes words. Furthermore, one of the categories of conjunction is coordinate conjunction that is familiar known as FANBOYS. 'FANBOYS' refers to "For, And, Nor, But, Or, Yet, So". There were 10 times (58.82 %) in frequency used in the reading comprehension of coordinate conjunction containing 'and'.

Correlative Conjunctions are used in pairs, in order to show the relationship between the ideas expressed in different parts of a sentence (Wren & Martin, 2000). They work in pairs to join words and groups of words of equal grammatical weight in a sentence. In this study, there was only 1 (5.88 %) correlative conjunction found called '*both...and*'.

Subordinate conjunction joins two clauses, or thoughts, in such a way as to make one grammatically dependent on the other (Frank, 1972, p.214). On the other hand, subordinating conjunctions join dependent clauses to main clauses. Concerning to the findings of this study, this type of conjunction found 6 times (35.30 %) containing: 'what' found 2 time; 'which' found 1 time; 'when' found 1 time; 'while' found 1 time; and 'before' found 1 time.

Answering the formulated problem in this study consisting the types of conjunction found in the reading comprehension TOEFL which is available on the Longman Preparation Course for the TOEFL Test page 421, it can be said that the most type of conjunction found was '*coordinate conjunction*' found 10 times (58.82 %). Then it is followed by '*subordinating conjunction*' 6 times (35.30 %). Lastly, it was '*correlative conjunction*' found 1 time (5.88 %).

CONCLUSION AND SUGGESTION

Conclusion

Based on the findings and discussion on this study, the researchers concluded the result of the research question consisting the types of conjunction found in reading comprehension text of TOEFL as follow: First, the type of conjunction is coordinate conjunction (and) which found 10 times (58.82 %). This type of conjunction is the most conjunction found in the reading comprehension text. Then, there is 1 (5.88%) correlative conjunction found (both...and) in the reading comprehension text. Lastly, there are 6 times (35.30%) of subordinating conjunction found in the reading comprehension text. The subordinating conjunction are classified into 'what' found 2 times, 'which' found 1 time, 'when' found 1 time, 'while' found 1 time, and 'before' found 1 time. The most type of conjunction found was '*coordinate conjunction*' found 10 times (58.82 %). Then

it is followed by ‘*subordinating conjunction*’ 6 times (35.30 %). Lastly, it was ‘*correlative conjunction*’ found 1 time (5.88 %).

Suggestion

This part presented some suggestions that will hopefully give a new idea to provide better understanding directed to:

a. Teachers

The researcher hopes that this study can provide English teachers with clear understanding of the types of conjunction. It’s also suggested to the teachers to provide their students more practices in using conjunctions so the students will be more knowledge in understanding toward the English lesson in the learning process.

b. Students

The students who are in the English learning can enrich their knowledge by understanding the types of conjunction. It is also projected that the students have other meaningful information about conjunctions. Thus, the students must learn more in using conjunction. As a result, they will be ready to implement their understanding in learning process within their practices.

c. Other Researchers

The results of this study have clear understanding as one of the references to enrich conducting further researches about similar topic related to this study. However, this study still had limited discussions. This study was focused on the types of conjunction. Thus, the other researchers can conduct the similar discussion about the types of conjunction and their functions.

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