

**THE STUDENTS' ABILITY OF USING CONJUNCTION  
OF ENGLISH SENTENCES AT THE SECOND YEAR  
STUDENTS OF SMP NEGERI 23 MAKASSAR**



By

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ENGLISH EDUCATION DEPARTMENT  
UNIVERSITY "45" MAKASSAR**

**2011**

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**SKRIPSI**



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*Submitted to the Faculty of Teachership and Education Science  
English Education Department Partial Fulfillment of the  
Requirements for Sarjana degree*

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2011**

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**"The Students' Ability of Using Conjunction of English Sentences at The Second Year Students of SMP Negeri 23 Makassar"**

On behalf of :

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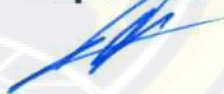
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Has been accepted by committee of the skripsi test of Faculty of Teachership and Education Science University "45" Makassar in partial fulfillment of the requirements for S1 degree at English Education Department.

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However, I realize that this skripsi is still far from being perfect because it is not easy to finish it to my satisfaction. Therefore, I welcome any constructive criticism and suggestions to give more advantages in the future.

Makassar, May, 2011

The writer



## ABSTRAK

SEMUEL KALLO. 2011. *The Students' Ability of Using Conjunction of English Sentences at The Second Year Students of SMP Negeri 23 Makassar*. ( Dibimbing oleh : Hj.St.Haliah Batau,S.S,M.Hum dan Thamrin Abduh, SE.M.Si ).

Skripsi ini bertujuan untuk memberikan gambaran tentang kemampuan menggunakan konjungsi siswa kelas VIII SMP Negeri 23 Makassar dan memperkenalkan metode efektivitas dalam pengajaran konjungsi bahasa Inggris.

Penelitian ini adalah penelitian deskriptif kuantitatif, dengan populasi seluruh siswa kelas VIII-5 SMP Negeri 23 Makassar, dengan jumlah sampel sebanyak 40 orang. Instrumen penelitian ini berupa pemberian tes dan angket (kuesioner). Data yang diperoleh dianalisis dengan menggunakan analisis deskriptif. Peneliti mengumpulkan data dengan menggunakan dua macam instrument : ( 1 ). Tes untuk mengetahui kemampuan siswa menggunakan konjungsi siswa kelas delapan pada SMP Negeri 23 Makassar, ( 2 ). Questioner untuk mengetahui tingkat efektivitas metode ini dalam pengajaran konjungsi bahasa Inggris. Data yang diperoleh dari penelitian ini adalah ditabulasi dan dianalisis dalam persentase dan nilai rata-rata. Data yang diperoleh dari kuesioner ditabulasi dan dianalisis ke dalam bentuk persentase.

Hasil analisis data skripsi ini menunjukkan bahwa kemampuan siswa SMP Negeri 23 Makassar tergolong baik. Hal ini dibuktikan dengan skor nilai rata-rata 62,625 yang menunjukkan nilai rata-rata untuk klasifikasi baik. Efectivitas metode pengajaran bahasa Inggris adalah menarik.

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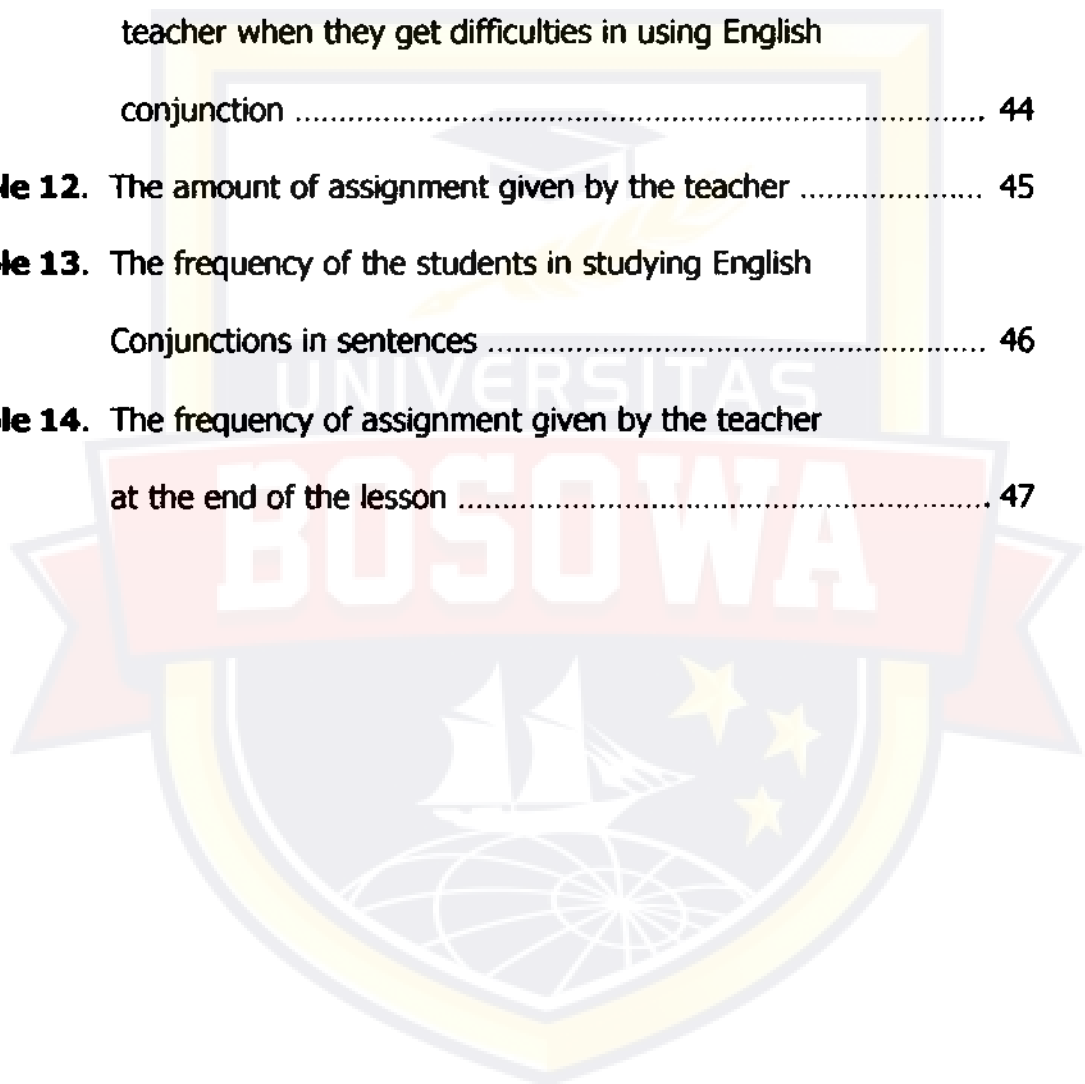
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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background.**

In this Globalisasi Era, English has an important role In the world. In term of communication and interaction. As an international language, most countries in the world use English as medium of communication in entire aspect of life. Meanwhile, in Indonesia English is considered as a Foreign language ( EFL ). It also has been introduced to educational institution which is learnt from Junior High school up to University as compulsory subject.

Every language has rules (grammar) that differ in other scope. Different language grammar can create problems for students in learning the foreign language. Consequence, although they have long studied other languages, the results have not satisfy. In fact, can be considered that the foreign language is the factors that can hinder students in acquiring knowledge, especially from sources other languages. According to Keraf ( 1994:27 ) : "The grammar is a set of standards in other words language structure. Cover areas phonology, morphology, and syntax"

In order to make English as an effective means of communication, one of the important components that must be learnt is grammar, because the mastery of English is impossible without dealing with it. By having sufficient grammar and vocabulary knowledge of English, a student can understand the pattern of the English. As a result, he can get an increase or development in English mastery. (Sudrajat,1980 : 1)

It is argued by Mursalin (1988 : 10 ) that grammar plays an important role in the determination of meaning of a word. He also states that the better grammatical structure and the more vocabulary the reader requires, the more fluent and efficient he becomes.

We assume that the students are able to use English either in spoken or written form. If they understand the use of grammar, and they will not misunderstand when they communicate each other.

Harmer ( 1983 : 23 ) also states that without understanding grammar, students would not be able to do anything more than utter separate items of language for separate functions. The expression of functional language is possible through the use of grammar of the language. He also says that people who learn language encounter a number of problems, especially with the grammar of the language which can be complicated and confusing.



Based on junior school curriculum. English still revolves around the mastery of grammar and vocabulary development are generally displayed through a short discourse. Elements of grammar, along with various rules in sentence construction is one element that many of the English language learning in school. Thus, based on those observations the authors, there are generally students are still experiencing difficulties, especially in the construction of sentences.

Speaking about the construction of sentences, then we are dealing with conjunctions Connecting Words are Words that are used to connect the word with the word, clause by clause, or sentence by sentence ( Chaer, 2000 : 140 ). From such understanding, the word is necessary Liaison to clarify the sentence, because the word Liaison is a written language signs are influential in making sentences. A sentence will be difficult to understand if the sentence is not laced with words liason.

Students often lack the understanding conjunction word in a sentence, but every day they are in school would have met with the activities of writing and reading, be it reading textbooks or writing an essay. Although many books that review the use of English is good and right, but the reality is still often encountered in the use of words that are not appropriate. Liaison of the cause is not known Sentence making strategy.

The researcher will conduct research on conjunctions in English because the author wants to understand and know the aspects and matters related to conjunctions in order to better understand and serve as a learning process for writer and useful also for other students will examine aspects of language English broader.

The researcher hopes that research on conjunctions in the English language can be resolved in accordance with the purpose of this study is complete, although the author based on a lack of ability, and fault the writer.

#### **B. Statement Of The Problems**

Based on the background above, the researcher formulates a research question : Are the second year students of SMP Negeri 23 Makassar able to use appropriate conjunction ? .

#### **C. The Objective of The Research**

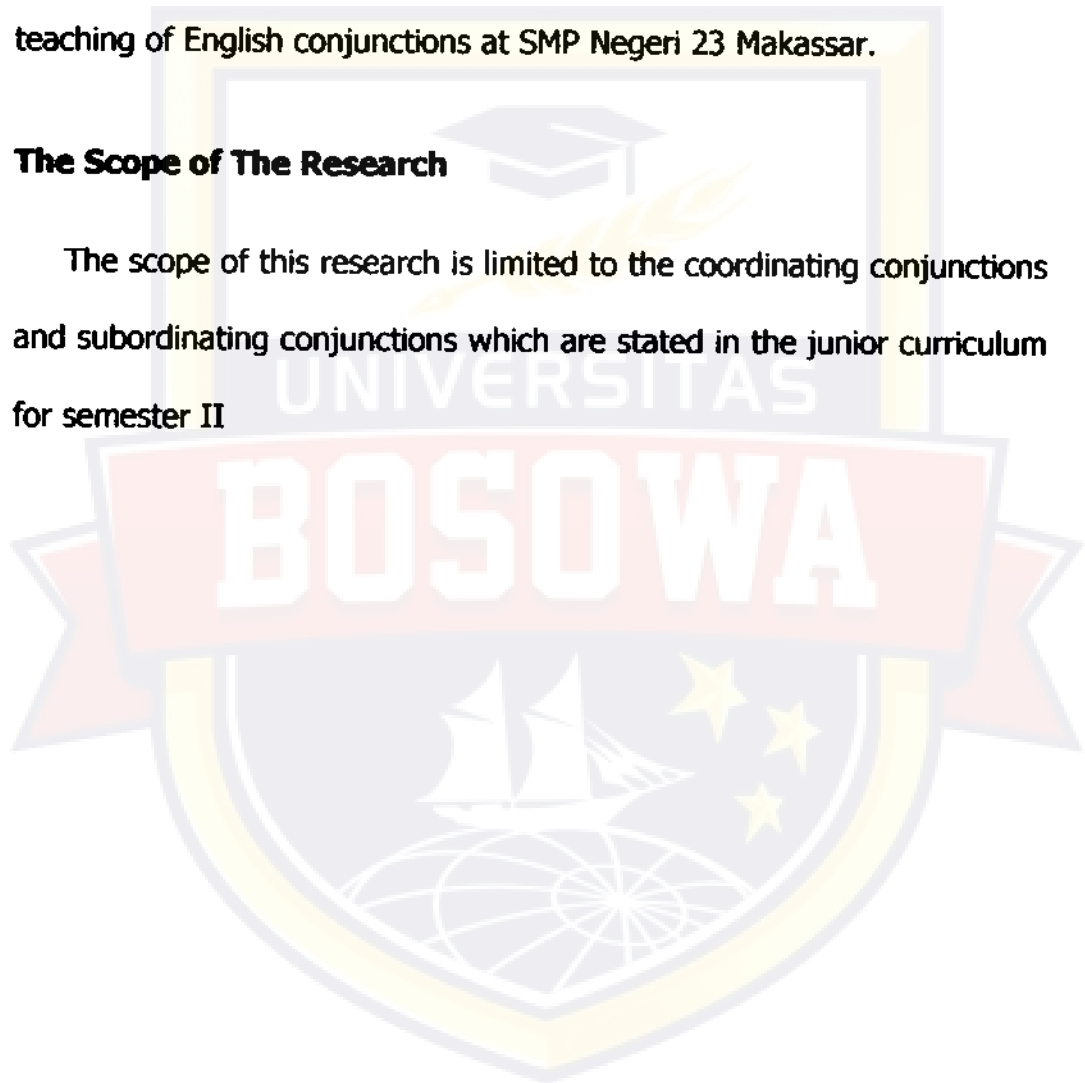
This research aims to finding out the ability of students of SMP Negeri 23 Makssar in using English conjunction.

#### **D. The Significance of The Research.**

The outcome of the research is expected to be very useful and helpful information for the students and English teacher to improve the teaching of English conjunctions at SMP Negeri 23 Makassar.

#### **E. The Scope of The Research**

The scope of this research is limited to the coordinating conjunctions and subordinating conjunctions which are stated in the junior curriculum for semester II



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. What is Conjunction ?

In English, words are generally grouped into Eight classes or "Parts of speech", namely : Noun, Pronouns, verbs, Adverbs, Adjective, Prepositions, conjunctions and interjections. According to Morris (1964 : 772 ) :

" A conjunction is a joiner, a word that connects ( conjoins ) parts of a sentence) "

Here are some example conjunctions :

#### Coordinating Conjunctions

- and
- nor
- but
- or
- yet
- for

#### Subordinating Conjunctions

- Although
- unless
- Because
- since

One of eight classes of words is conjunction which is included in "Function Words" as Stryker (1969 : 23) States that a conjunction is one part of function words which have little or lexical meaning but serve chiefly to indicate grammatical relationship.

Grammarians in Djauhari (1986 : 209) state that conjunction is words that joins other words, classes, etc, e.g, and, but, or, both ... and, before, even if, unless, and the like.

To summarize those definitions, we can say that a conjunction is a word to connect words or groups of words as the sentences below :

1. Trees and roadside shrubs make the countryside. ( "and" connects two nouns: trees and roadside ).
2. She bought a blouse and a shirt. ( "and" connects two nouns : a blouse and a shirt ).
3. I lost my red and black pen. ( "and" connects two adjectives : red and black ).
4. I will go if you go.( "if" connects two clauses : I will and you go ).
5. He comes and goes out again. ( "and" connects two verbs : comes and goes out ).

## B. Classification of Conjunctions.

English conjunctions can be classified based on their forms and their functions.

### 1. Classification of conjunction based on their forms.

Based on their forms, Djauhari, ( 1986 : 220 ). Classifies English conjunctions into three different categories , namely :

#### a. Single- word conjunctions.

A single-word conjunction is a conjunctions which consists of one word only. They are as follows : After, accordingly, although, as, and, because, beside, but, consequently, despite, for, furthermore, hence, still, otherwise, that, though, therefore, until, unless, thus, whenever, while, where, yet.

#### b. Compound conjunction.

A compound conjunction is a conjunction that consists of two or more words. In English, there are many compound conjunctions, namely : as if, as though, as well as, as far as, as long as, as soon as, as that, beyond that, conceded that, despite the fact that, due to the fact that, except that, except for the fact that, for fear that, for the purpose that, in order that, in the even that, in the hope that, if only, in case, in spite the fact that, now that, only that, on condition that, or else, provide that, as far as, as long as.

c. Correlative Conjunction.

The other classification of conjunction based on their form is correlative conjunction. This type of conjunction always comes in pair. They are as follows : both ... and, not only...also, either... or, neither.... Nor, whether ... or.

2. Classification of conjunction based on their functions.

Based on the their functions, most of grammarians divide English conjunctions into two classifications. Morries et.al.,(1964 :773 ) classifies them into two types as follows :

- a. Coordinating conjunction such as : and, but, or, and so.
- b. Subordinating conjunction such as : after, because, if, since, until, when, etc.

In connection with the classification of conjunction presented by Morries et.al.(1964 : 773 ), Suryadi H ( 1986 : 213 ) and Djauhari ( 1986 : 213 ) classify English conjunctions into two categories, as follows :

a. Coordinating conjunction which consist of four different types or classes, namely :

1) Cumulative conjunction or class of "AND"

This type of conjunction functions to accumulate a unit or a statement to other unit or statement. They are, and, as well as, and also, beside, both ... and, likewise, furthermore, moreover, not only... but also.

2) Alternative conjunction or class of "OR"

This conjunction states a choice between two units or statements. They are ; or, either ... or, neither .. nor, otherwise, or else, not only ... but also.

3) Adversative conjunction of "BUT"

This conjunction indicates contrast. they are ; but, still, despite, however, in spite of, only, nevertheless, whereas, yet, while, though.

4) Illative conjunction of "SO"

This conjunction combines a unit with other units and states a conclusions. They are so, so that, accordingly, hence, therefore, thus.



When coordinate conjunctions are used, the expectation is that each of the items joined will have the same grammatical form. Faulty parallelism occurs when different grammatical structure are used coordinately for the same grammatical function. Such faulty parallelism is especially common in noun or adjective function.

Nominal function.

Faulty parallelism : I'm reading about the aborigin of the violin and how it developed trough the ages.

Corrected to : I'm reading about the aborigin of the violin and development of the violin.

Faulty parallelism : Swimming in the lake and to walk through the woods are his favorite pastimes.

Corrected to : Swimming in the lake and to walking through the woods are his favorite pastimes.

Or : To swim in the lake and to walk through the woods are his favorite pastimes.

( Frank, 1972 : 210 )

### Adjectival function.

Faulty parallelism : Mary is Tall, with blond hair, and who has blue eyes.

Corrected to : Mary is Tall, blond, and blue-eyed

( Frank, 1972 : 210 )

A few words other than coordinate conjunctions also require parallel construction. These words have force of and not.

Not : It was his personality, not his talent, that helped him advance professionally.

Than : he was more pleased than annoyed at her remark.

Rather than : A highly cooperative scientist rather than a brilliant one is require for this project.

( Frank,1972 : 210 )

### 5) Punctuation with coordinate conjunctions.

Commas used with coordinate conjunctions appear only before the conjunctions. Commas may separate items representing the same part of speech, the same type of phrase, or the same type of clause.

If only two words, two phrases, or two dependent clauses are joined by a coordinate conjunction, no comma is used before the coordinate conjunction.

For example :

- a. Men and Women are welcome.
- b. The doctor warned him not to smoke or drink.
- c. He said that he was very tired and that he was going home to rest.

Sometimes, however, a comma may separate long dependent clauses.

Example :

- Because he didn't like to work in a tropical climate, and because he felt his abilities were not recognized by the company he worked for, he decided to look for a job in a colder climate.

If three or more items are coordinated, commas separate the items, however, a comma before the conjunction preceding the last item is optional.

Example :

- Men and Women (,) and children are welcome. The doctor warned him not to smoke, drink (,) or eat highly spiced foods.

Two or more independent clauses are usually separated by a comma before the coordinate conjunction.

Example :

- They had hoped to take a trip around the world, but they were unable to leave because of the sudden illness of their son.

The comma may be omitted in such sentences if both clauses are short.

Example :

- The band played and the crowd cheered.

Three clauses :

- In the evening, some people like to watch television, others enjoy a game of cards, and still others prefer to take a nap. ( Frank,1972 : 214 )

b. Subordinating conjunctions.

The other classification of conjunction based on their function is subordinating conjunctions. They are usually used to express the relationship of times, manner/extent, condition, cause/reason, result, comparison, concession/contrast, purpose.

1. Time relaters : after, before, until, while, as soon as, once, when, etc.
2. Cause/reason relaters : because, since, as, for.
3. Condition relaters : if, unless.
4. Manner/extent relaters : as, as if, so far as.
5. Comparison relaters : as, than.
6. Result relaters : so that.
7. Purpose relaters : that, in order that, so that, whether, last.
8. Concession/contrast relaters : although, though, however.

A subordinating conjunction introduces a clause that depends on a main or independent clause. However, in particular, each of them has special meaning and use.

Subordinating conjunctions range in meaning from those having strong semantic content time, place, cause, etc. To those having purely structural meaning ; that, than, as, whether.

Some subordinating conjunctions have the same form as prepositions, especially the conjunctions of time ; before, after, until, since, as. Some of these forms may also be used alone with verbs as adverbs.

Example :

- I had never seen him before he arrive in town. (Conjunction).
- I had never seen him before his arrive in town. (Preposition ).
- I had never seen him before. (Adverb ).

### **C. Function of Conjunctions.**

Conjunctions have two basic functions or "jobs" :

- ❖ Coordinating conjunctions are used to join two parts of a sentence that are grammatically equal. The two parts may be single words or clauses, for example:
  - Andro and Arya went up the hill.
  - The water was warm, but I didn't go swimming.

- ❖ Subordinating conjunctions are used to join a subordinate dependent clause to a main clause, for example:

- I went swimming although it was cold.

Both coordinating conjunction and subordinating conjunction in English have two function based on what they relate. The function of English conjunctions are as follows :

- (1). Connecting structural units (parts of speech, phrase, and clause ).
- (2). Connecting functional units ( subject, predicate, modifier, object ).

1. Connecting structural units.

- a. Parts of speech ( single-words )

Example :

- The old woman slipped and fell on the pavement.( Verb : slipped and fell on are connected ). ( Frank,1972 : 207 )
- The thief moved quickly and quietly.( Two adverbs : quickly and quietly are connected). ( Frank, 1972 : 207 ).

- I'll inform you if and when he comes. ( Two conjunctions : if and when are connected ). ( Frank, 1972 : 207 ).
- I lost my red and black pen. ( Two adjectives : red and black are connected ) .( Depdikbud,1988 ; 82 )

b. Phrase and Phrase.

Example :

- He walked into the house and up the stairs .( Two phrase : into the house and up the stairs are connected ). ( Frank,1972 : 207 )
- I can see you before two o'clock and after five.( Two phrase : before two o'clock and after five are connected). ( Frank, 1972 : 207 ).
- I did not go to Makassar nor to Lambarese. ( Two phrase : to Makassar and to Lambarese are connected ) ( Depdikbud,1988:82 ).

c. Clause and clause

Example :

- he married a woman who was very intelligent, and charming, but who couldn't cook at all. ( two adjective



clauses : who was very intelligent and charming, but who couldn't cook at all are connected). ( Frank,1972 : 208 ).

- I do not know when he left town or why he wanted to do so. (noun clauses joined). ( Frank, 1972 : 208 ).

## 2. Connecting functional units.

The other function of conjunction is connecting functional units. Depending on the function of parts of speech in sentence, a conjunction may have a function to connect :

### a. Subject of sentence.

Example :

- Dogs and Cats often do not get along.( subject consist of noun). ( Frank,1972 : 208 )
- Smoking and doping are not good for sport man. (Djauhari,1986 : 211).

b. Predicates of sentence.

Example :

- They went out for dinner but returned in time for their favorite televisive program. ( Two predicates that consist of verbs and modifiers are connected ). ( Frank, 1972 : 208 )

c. Object of sentence.

Example :

- He said that he was tired and that he was going to bed. ( direct object consists of noun clauses ). ( Frank, 1972 : 208 ).
- He lost his money and his wallet at the same time. ( Djauhari, 1986 : 212 ).

d. Modifiers of sentence.

Example :

- He was tired but happy.(two modifier that consist of adjective are connected). ( Frank, 1972 : 209 ).
- The violinist played brilliantly but dispassionately. ( modifier consist of adverbs ).

In connection with the functions of conjunction, Frank ( 1972 : 208 ) formulated some direction as follows :

1. A compound subject is joined by and requires a plural verb.

However, if the compound parts of a subject are thought of as a unit, a singular verb is used.

Example :

- Bread and Butter is fattening.
- the modern housewife and mother want to know about chemicals used in foods.

2. For a compound subject joined by or, formal English requires a singular verb if the coordinate items are singular .

Example :

- Mr. Jhonson or his wife is mistaken.
- informally, however, the plural verb is often heard.  
Mr. Jhonson or his wife is mistaken.

3. Where there is a difference in number or person between the items in compound subject joined by or, the verb agrees with the last item in formal English. Example :

- Mr. Jhonson or his employees are mistaken.
- Mr.Jhonson or I am mistaken.

4. A plural verb accompanies subject such as one or two, one or both, one or more.

Example :

- one or two exceptions do not invalidate a rule.

5. The conjunction " OR " may be used with parts of speech, phrases, clauses in order to rename. Clarify and rectify a preceding item. Commas set off the constructions. introduced by " OR "

#### **D. The position of Conjunction.**

##### **1. Coordinating Conjunctions**

Coordinating conjunctions always come between the words or clauses that they join.

The short, simple conjunctions are called "coordinating conjunctions":

❖ and, but, or, nor, for, yet, so

A coordinating conjunction joins parts of a sentence (for example words or independent clauses) that are grammatically equal or similar.

A coordinating conjunction shows that the elements it joins are similar in importance and structure:

Look at these examples - the two elements that the coordinating conjunction joins are shown in square brackets [ ]:

- a. I like [tea] and [coffee].
- b. [Alphin likes tea], but [Getsa likes coffee].

Coordinating conjunctions always come between the words or clauses that they join.

When a coordinating conjunction joins independent clauses, it is always correct to place a comma before the conjunction:

- ❖ I want to work as an interpreter in the future, so I am studying Indonesia at university.

However, if the independent clauses are short and well-balanced, a comma is not really essential:

- ❖ She is kind so she helps people.

When "and" is used with the last word of a list, a comma is optional:

- ❖ He drinks beer, whisky, wine, and rum.
- ❖ He drinks beer, whisky, wine and rum

The 7 coordinating conjunctions are short, simple words. They have only two or three letters. There's an easy way to remember them - their initials spell :



F A N B O Y S  
For And Nor But Or Yet So

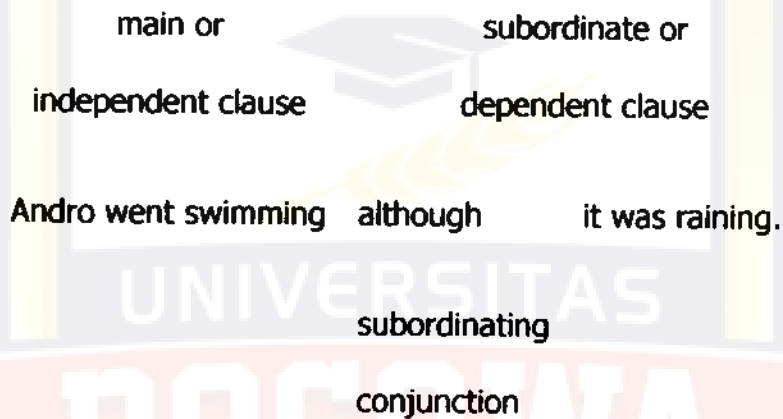
## 2. Subordinating Conjunctions

Subordinating conjunctions usually come at the beginning of the subordinate clause. The majority of conjunctions are "subordinating conjunctions". Common subordinating conjunctions are:

- ❖ after, although, as, because, before, how, if, once, since, than, that, though, till, until, when, where, whether, while

A subordinating conjunction joins a subordinate (dependent) clause to a main (independent) clause:

Look at this example:



A subordinate or dependent clause "depends" on a main or independent clause. It cannot exist alone. Imagine that somebody says to you: "Hello! Although it was raining." What do you understand? Nothing! But a main or independent clause can exist alone. You will understand very well if somebody says to you: "Hello! Andro went swimming."

A subordinating conjunction always comes at the beginning of a subordinate clause. It "introduces" a subordinate clause. However, a subordinate clause can sometimes come after and sometimes before a main clause. Thus, two structures are possible :

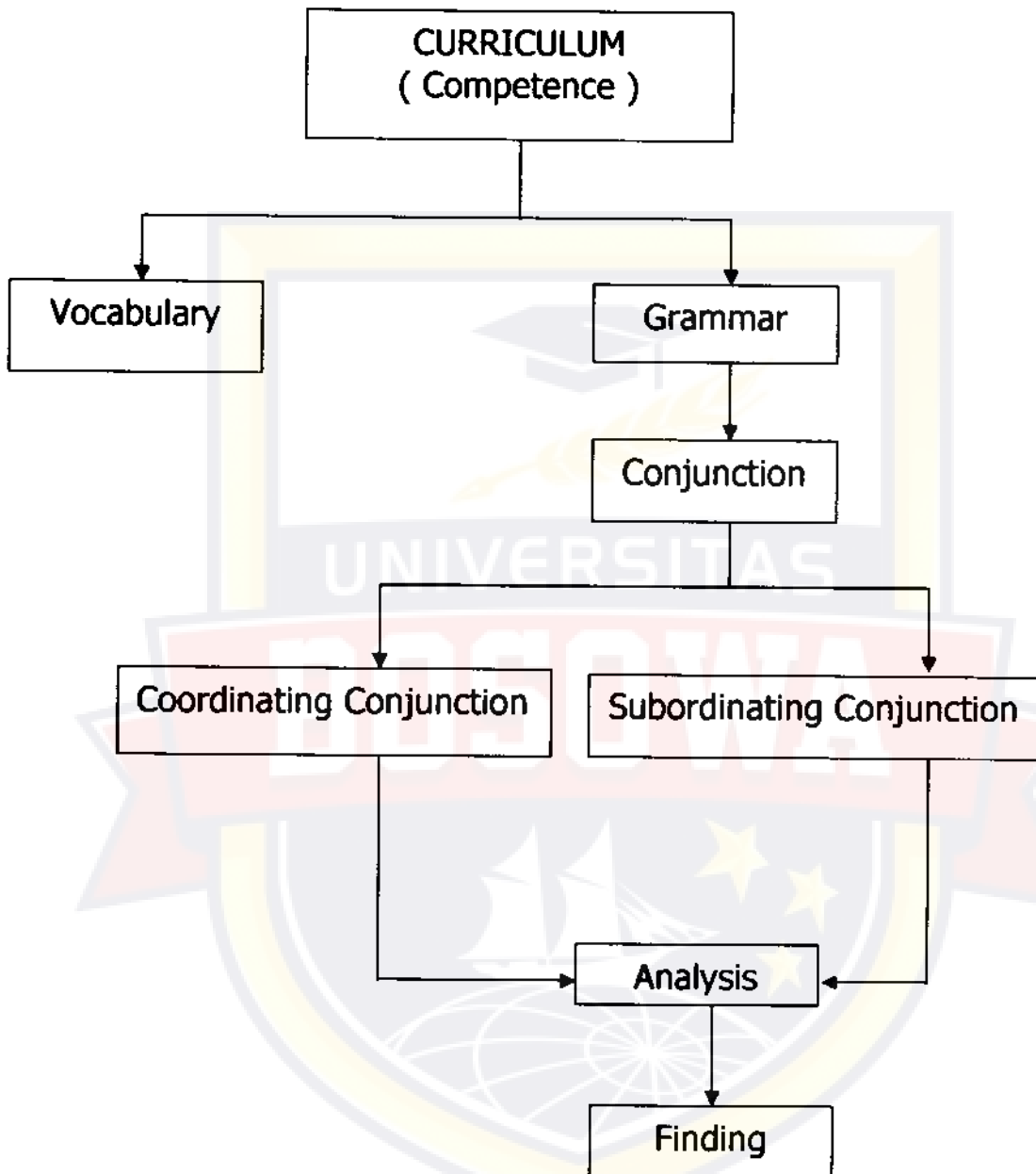
- a. Andro went swimming although it was raining.
- b. Although it was raining, Andro went swimming.

#### **E. Theoretical of Framework.**

There are many with ways that can be presented in teaching English conjunction. one of them is through reading English grammar. Teaching with grammar book is considered as of interesting and enjoyable ways.

The theoretical of framework underlying this research is given in the following diagram :





## **CHAPTER III**

### **METHODOLOGY**

This chapter deals with the description of the research method, population and sample, the instrument of the research, procedure of collecting data, and techniques of data analysis.

#### **A. The Research Method**

The method applied in this research was descriptive. It was aimed to describe of teaching of conjunctions to the second year students of SMP Negeri 23 Makassar.

#### **B. The Population and Sample**

##### **a. The Population of the research.**

The population of the research was all of the second year students of SMP Negeri 23 Makassar in academic year 2010-2011.

##### **b. The sample of the research.**

The writer used purposive sampling. The writer took the second year student of SMP Negeri 23 Makassar at class VIII - 5 in academic year 2010-2011 as sample of this research. It consisted of 40 students.

### **C. The Instrument of Research**

To get data from the students the writer applied two kinds of instrument, namely :

#### **1. Test**

The test was used to find out the result of the student ability in using conjunction in English Sentences at the second year of SMP Negeri 23 Makassar.

There were two forms of the test used in this research. The first was in the form of completion test which consisted of 20 items and the second was in the form of multi-choice which consist of 20 items. thus, the test consist of 40 items.

#### **2. Questionnaire**

The questionnaire was used to find out the level of effectiveness of the method of English conjunction. This question consist of 10 items.

#### D. Procedure of Collecting Data

The data were collected on May, 2011 in the second year students by helped of Mrs. Siti Habriah the English teacher of SMP Negeri 23 Makassar. Before distributing the test the writer explained how to work out the test as well as the questionnaire. The test and the questionnaire were distributed to students. Those who have completed the test continued working on the questionnaire. Finally the writer collected the instrument from the students.

#### E. Technique of Data Analysis

In analyzing the data that were collected through the test, the writer applied the formula :

$$X = \frac{x_1}{N}$$

Where :

X = Mean score

X<sub>1</sub> = Total score

N = Total score

( Sutrisno Hadi 1994;221 )

The data collected through the questionnaire were listed and analyzed in percentage .

Table 1 : The score are classified into four levels as follows :

SCORE	CLASSIFICATION
80 - 100	Excellent
60 - 79	Good
50 - 59	Average
0 - 49	Poor

Source : Nurkancana dan Sumartana ,1986 : 80



## CHAPTER IV

### DATA ANALYSIS AND DISCUSSION

#### A. Data Analysis

This chapter deals with the presentation of the data analysis as well as the presentation of the result of the data. In collecting the data the research used two kinds of instrument, namely : a test and a questionnaire.

##### 1. The analysis of the data collected through the test.

Before tabulating and classifying the data into percentage rate, the score of each item of the test was firstly determined.

##### a. The score of each item of the completion test.

The completion test consisted of twenty items. The score of each item is determined by deviding one hundred by twenty. Thus, the score of each item is 5. The students' score can be found by multiplying the score of each item ( 5 ) with the total of correct answer.

**Table 2 :** Rate percentage of the students' score obtained through Multiple choice.

NO	CLASSIFICATION	SCORE	FREQUENCY	PERCENTAGE
1.	Excellent	80 - 100	4	9,75
2.	Good	60 - 79	27	67,5
3.	Average	50 - 59	4	9,75
4.	Poor	0 - 49	5	12,20
	Total		40	100

Source : SMP Negeri 23 Makassar.

Table 1 above shows that there are of 40 respondents 4 of them ( 9,75 % ) got excellent score, 27 of them ( 67,5 % ) got good score, 4 of them ( 9,75 % ) got average score, 5 of them ( 12,20 % ) got poor score.

**Table 3 :** Rate percentage of the students' score Obtained through Completion test.

NO	CLASSIFICATION	SCORE	FREQUENCY	PERCENTAGE
1.	Excellent	80 - 100	3	7,32
2.	Good	60 - 79	25	62,5
3.	Average	50 - 59	10	24,39
4.	Poor	0 - 49	2	4,88
	Total		40	100

Source : SMP Negeri 23 Makassar.

Table 2 above shows that there are of 40 respondents 3 of them ( 7,32 % ) got excellent score, 25 of them ( 62,5 % ) got good score, 10 of them ( 24,39 % ) got average score, 2 of them ( 4,88 % ) got poor score.



**Table 4 :** Rate percentage of the students' score in using English conjunction obtained through the completion and Multiple-choice test.

NO	CLASSIFICATION	SCORE	FREQUENCY	PERCENTAGE
1.	Excellent	80 - 100	3	7,32
2.	Good	60 - 79	25	62,5
3.	Average	50 - 59	10	24,39
4.	Poor	0 - 49	2	4,88
	Total		40	100

Source : SMP Negeri 23 Makassar.

Table 3 above shows that there are of 40 respondents 3 of them ( 7,32 % ) got excellent score, 25 of them ( 62,5 % ) good score, 10 of them ( 24,39 % ) got average score, 2 of them ( 4,88 % ) got poor score.

e. Mean score of the students got through the test by applying the formula :

$$X = \frac{\sum X_i}{N}$$

We can find out the mean score, as follows :

Calculation :

$$X = ?$$

$$\sum X_i = 2505$$

$$N = 40$$

$$\begin{aligned} X &= \frac{2505}{40} \\ &= 62,625 \end{aligned}$$

From this computation, it is found that the mean score of the students obtained through the test is 62,625. The mean score is in the range of good score. It is indicated that the students have average ability in using English conjunctions.

## 2. The analysis of the data collected through the questionnaire

The questionnaire that was distributed to the students consisted of 10 items. In this analysis, each item is tabulated separately.

**Table 5** : The students' opinion about teaching English conjunctions

( item 1 )

NO	CLASIFICATION	FREQUENCY	PERCENTAGE
		( F )	( % )
1.	Very important	26	65,00
2.	important	14	34,15
3.	Less important	0	0
4.	Not important	0	0
	Total	40	100

Source : SMP Negeri 23 Makassar.

The table 4 above shows that there are of 40 students, none of them ( 0 % ) stated that teaching English conjunctions is less important and not important. 26 students ( 65,00 % ) stated that it is very important, 14 students ( 34,15 % ) considered it is important. So it can be concluded that teaching English conjunctions is very important.

**Table 6 :** The students' response about the difficulty level of English conjunctions

( Item 2 )

NO	CLASIFICATION	FREQUENCY	PERCENTAGE
		( F )	( % )
1.	Very difficult	7	17,07
2.	Difficult	14	34,15
3.	Easy	1	2,44
4.	Rather easy	18	45,00
5.	Very easy	0	0
	Total	40	100

Source : SMP Negeri 23 Makassar.

The table above shows that there are of 40 respondents 7 of them ( 17,07 % ) stated that the level of English conjunction is very difficult, 14 of them ( 34,15 % ) stated difficult, 1 of them ( 2,44 % ) stated easy, 18 students ( 45,00 % ) stated rather easy, none of them ( 0 % ) stated very easy. The data can be concluded that most of the students considered the difficulty level of English conjunction is easy.

**Table 7 :** Students' opinion about the techniques used by Teacher.

( Item 3 )

NO	CLASIFICATION	FREQUENCY	PERCENTAGE
		( F )	( % )
1.	Very interesting	17	41,46
2.	Interesting	22	55,00
3.	Less interesting	1	2,44
4.	Somewhat easy	0	0
5.	Not interesting	0	0
	Total	40	100

Source : SMP Negeri 23 Makassar.

The table above shows that none the 40 respondents commented that the teacher's techniques were not interesting, 17 ( 41,46 %) stated very interesting 22 students ( 55,00 % ) stated interesting, one student ( 2,44 % ) stated less interesting and none of them ( 0 % ) stated somewhat easy and not interesting. It mean's that most of the students considered the teacher's techniques in teaching English conjunction are interesting.

**Table 8** : The cause of students' mistakes in using the English conjunction

( Item 4 )

NO	CLASIFICATION	FREQUENCY	PERCENTAGE
		( F )	( % )
1.	Very difficult	6	14,63
2.	Never make an exercise in sentence	0	0
3.	Do not know how to use conjunction	2	4,88
4.	Not understand	32	80,00
	Total	40	100

Source : SMP Negeri 23 Makassar.

The table above that there are of 40 respondents, 6 ( 14,63 % ) stated that their mistakes are caused by the difficult conjunction. None of them ( 0 % ) stated that they never do an exercises in sentence, 2 students ( 4,88 % ) stated that they didn't know how to use conjunction, 32 of them ( 80,00 % ) stated that they did not understand. It means that most of the students do not understand English conjunction.

**Table 9** : The frequency of the teacher's activity in giving assignment

( Item 5 )

NO	CLASIFICATION	FREQUENCY	PERCENTAGE
		( F )	( % )
1.	Very often	1	2,44
2.	Often	20	48,78
3.	Sometimes	18	45,00
4.	Rarely	1	2,44
5.	Never	0	0
	Total	40	100

Source : SMP Negeri 23 Makassar.

The table above shows that there are 40 respondents, 20 of them ( 48,78 % ) stated that the teacher often give them assignment, 18 of them ( 45,00 % ) stated sometimes, and one of them ( 2,44 % ) stated very often and rarely, none of them ( 0 % ) stated never. This means that most of students commented that the teacher often give them assignment.

**Table 10 :** The students respondents about the difficulty of exercises in the classroom

( Item 6 )

NO	CLASIFICATION	FREQUENCY	PERCENTAGE
		( F )	( % )
1.	Very difficult	1	2,44
2.	Difficult	15	37,5
3.	Rather difficult	23	56,10
4.	Very easy	1	2,44
5.	Easy	0	0
	Total	40	100

Source : SMP Negeri 23 Makassar.

The table above shows that most of the students ( 56,10 % ) considered that the exercises in the classroom are rather difficult. And one of them considered them easy. It means that the exercises in the classroom are difficult.



**Table 11 :** The frequency of the students in asking their English teacher when they get difficulties in using English conjunction.

( Item 7 )

NO	CLASIFICATION	FREQUENCY	PERCENTAGE
		( F )	( % )
1.	Very often	1	2,44
2.	Often	6	14,63
3.	Sometimes	20	50,00
4.	Rarely	4	9,76
5.	Never	9	21,76
	Total	40	100

Source : SMP Negeri 23 Makassar.

The table above shows that one students ( 2,44 % ) out of 40 stated that they always ask their teacher when they get difficulties in using English conjunction, 6 students ( 14,63 % ) stated that they often ask their teacher, 21 of them stated that they sometimes ask their teacher, 4 of them ( 9,76 % ) stated that they rarely ask their teacher and 9 student ( 21,76 % ) Stated that they never ask their teacher when they get difficulties in using conjunctions. It means that most of students sometimes ask their teacher when they get difficulties in using English conjunction.

**Table 12** : The amount of assignment given by the teacher

( Item 8 )

NO	CLASIFICATION	FREQUENCY	PERCENTAGE
		( F )	( % )
1.	Too much	2	4,88
2.	Many	21	51,22
3.	Handsome	15	37,5
4.	Little	2	4,88
5.	Less	0	0
	Total	40	100

Source : SMP Negeri 23 Makassar.

The table above shows that 2 students ( 4,88 % ) stated that too much assignments and less assignments given by the teacher, 21 students ( 51,22 % ) stated that many assignments, 15 students ( 37,5 % ) stated that handsome assignments, and none of them said that less assignments given by the teacher. It means that not many assignment are given by the teacher.

**Table 13 :** The frequency of the students in studying English conjunctions in sentences

( Item 9 )

NO	CLASIFICATION	FREQUENCY	PERCENTAGE
		( F )	( % )
1.	Always	1	2,44
2.	Sometimes	18	43,90
3.	Often	3	7,32
4.	Seldom	16	40,00
5.	Never	2	4,88
	Total	40	100

Source : SMP Negeri 23 Makassar.

The table above shows that one student ( 2,44 % ) who always study English conjunctions in sentences, 18 students ( 43,90 % ) sometimes, 3 students ( 7,32 % ) often, 16 students ( 40,00 % ) seldom, and 2 of them never studies English conjunctions in sentences. It means that the students sometimes study English conjunctions in sentences.

**Table 14 :** The frequency of assignment given by the teacher at the end of the lesson

( Item 10 )

NO	CLASIFICATION	FREQUENCY	PERCENTAGE
		( F )	( % )
1.	Very often	4	9,76
2.	Often	10	25,0
3.	Sometimes	22	53,66
4.	Rarely	4	9,76
5.	Never	0	0
	Total	40	100

Source : SMP Negeri 23 Makassar.

The table above shows that there are of 40 respondents none of them ( 0 % ) stated that the teacher never gives them assignment at the end of the lesson, 4 students ( 9,76 % ) very often and rarely got assignment, 11 students ( 26,83 % ) often got assignment, 22 students ( 53,66 % ) sometimes got assignment. It means that most of the students sometimes assignment at the end of the lesson.

## **B. The discussion of the data analysis**

Observing the result of the data analysis, the writer concludes that the students' ability in using English conjunction is Good. This is proved by the total means score of the students ( 62,625 ) which is classified as good score. It is also proved by the percentage of the students who get the desire score, 25 students ( 62,5 % ). The writer, therefore, infers that the second year students have good ability to use English conjunction.

By seeing table 4 we find that the largest number of the students are in the good classification. There are 25 of them ( 62,5 % ) in this group. Compare to the other three classification, excellent ( 7,32 % ), average ( 24,39 % ) and poor ( 4,88 % ). It can be inferred that the good classification is the highest one. Therefore, we can say that many of students have good ability in using English conjunction.

Dealing with two kinds of English conjunctions, the coordinating conjunctions happen to be easier. Nevertheless, the students' achievement and its percentage are nearly the same as subordinating conjunctions because the percentage of the row score are nearly the same.

Based on analysis of the data through the questionnaire, the writer finds out the level of the effectiveness of the method in teaching English. The second year students of SMP Negeri 23 Makassar said that it is very important to teach English conjunctions and the teachers should have good techniques in teaching English ( Item 1 and 3 ).

The difficulty level of English conjunctions is easy ( Item 2 ). In addition, many students made mistake in using English conjunctions because they didn't understand and did not participate well in the learning activities. The result proved that they just asked their teacher question when they had difficulties in using English. On the other hand, the students got enough exercises from their teacher.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Considering the data analysis and the discussion in the previous chapter, the writer puts forward the following conclusion :

1. The second year students of SMP Negeri 23 Makassar have average ability in using English conjunction.
2. The level of the effectiveness of the method in teaching English conjunction at SMP Negeri 23 Makassar is average.
3. The students finds difficulties to use the subordinating conjunction : although, unless and the coordinating conjunctions : both ... and, neither ... nor

#### B. Suggestion

In respect to the improvement of students knowledge on English grammar in general, and on the use of English conjunctions in particular, the writer puts forward some suggestions as follows :

- 1) The students should be given more exercises in using English conjunctions.

- 2) It is necessary for students to have their assignment given back to them after being corrected.
- 3) English conjunctions should be taught more intensively.
- 4) The students should be guided and motivated in order to cope with their problems in learning English conjunction.





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## APPENDIXES

### Appendix 1 : Instrument of research



THE STUDENTS' ABILITY OF USING CONJUNCTION IN ENGLISH SENTENCES AT THE SECOND YEAR STUDENTS OF SMP NEGERI 23 MAKASSAR.

#### INSTRUMENT OF THE RESEARCH

##### Petunjuk soal

- 1) Tes ini bertujuan untuk mengukur kemampuan siswa menggunakan Conjunction dalam kalimat Bahasa Inggris.
- 2) Data dikumpulkan melalui pemberian tes dan questioner.
- 3) Hasil tes ini akan menjadi data dalam penyusunan skripsi pada Strata satu ( S1 ) FKIP.Jurusan Pendidikan Bahasa Inggris pada Universitas "45" Makassar.
- 4) Aspek yang di nilai adalah penggunaan conjunction yang tepat pada kalimat Bahasa Inggris.
- 5) Atas kerja sama para siswa, diucapkan banyak terima kasih.

##### Identitas Siswa

Nama siswa : .....

No stambuk : .....

Kelas : .....

#### I. TEST :

##### A. Multiple choice

Pilihlah jawaban yang paling tepat dengan memberikan tanda silang (X) pada huruf di depan jawaban yang dianggap Benar.

1. My mother bought some apples ..... oranges yesterday.
 

A. but	C. and
B. or	D. for
2. You may take this cat ..... that cat.
 

A. but	C. and
B. or	D. for

3. She invited him to the party last week ..... he did not come.  
A. but C. and  
B. or D. for
4. His father is reading the magazine ..... his mother is preparing dinner.  
A. whereas C. since  
B. because D. while
5. We want to go swimming ..... they want to go fishing.  
A. while C. whereas  
B. because D. when
6. We can't go home ..... it is raining very hard now.  
A. but C. and  
B. because D. for
7. They cancel the meeting ..... the head master is sick.  
A. since C. and  
B. but D. for
8. He will not go there with us ..... his parents go out of town.  
A. but C. and  
B. or D. for
9. He did not keep his promise ..... she was angry with him.  
A. but C. and  
B. so D. for
10. We do not know her telephone number, ..... we can't phone her.  
A. therefore C. after  
B. unless D. for
11. She will be angry ..... you don't come there now.  
A. but C. before  
B. until D. if
12. .... it rains, we will go to the meeting.  
A. or C. until  
B. unless D. although

13. I often played the kites in this field ..... I was still a boy.  
 A. but C. when  
 B. since D. for
14. You can go home ..... you finish the work.  
 A. after C. and  
 B. before D. for
15. They played the card there ..... twelve o'clock last night .  
 A. before C. until  
 B. so D. after
16. We will not tell her ..... we know the secret.  
 A. although C. both  
 B. until D. either
17. He is ..... Wise ..... good.  
 A. both .... and C. not only ..... but also  
 B. either .... or D. neither .... not
18. the goat was ..... killed..... eaten.  
 A. both .... and C. not only ..... but also  
 B. either .... or D. neither .... not
19. .... My grandfather..... my cousins are here.  
 A. both .... and C. not only ..... but also  
 B. neither .... nor D. either .... not
20. he must take ..... This book..... that  
 A. both .... and C. not only ..... but also  
 B. neither .... nor D. either .... or

\*\*\*\* Good Luck \*\*\*\*

Source :

- Purnomo, *English grammar and Everyday conversation*.  
 ( 2005 : 102 - 108 ) Soal nomor 1 - 16
- Shofiani. *English Grammar*. ( 2001 : 135 – 143 )  
 Soal nomor 17 – 20

## B. The Completion test

Lengkapilah kalimat-kalimat berikut dengan menggunakan Conjunction (kata penghubung) also, and, or, so, because, if, yet, before, although, until, that, after, neither .... nor, either ... or, however, but, otherwise, for, since, as.

1. He didn't write, ..... I didn't feel at rest.
2. He is honest, and you .....
3. .... that boy sinned ..... his parents.
4. He was ..... an opium-smoker ..... a drunkard.
5. You must take rest, ..... you'll lose your health.
6. You ..... Thomas is wrong.
7. He is poor, ..... honest.
8. She is very rich, ..... she isn't contented.
9. It is time to go ..... let us start.
10. It is going to rain ..... the barometer is falling.
11. He made a promise ..... he would return soon.
12. I will go out ..... I am better.
13. We can do nothing ..... he refuses.
14. He couldn't go ..... he was ill.
15. He will succeed ..... he has studied hard.
16. .... he was tired, he worked hard.
17. .... hot the sun is, we must go out.
18. He studied very hard, ..... he succeeded.
19. Wait here, ..... I return.
20. I will go, ..... he leaves.

\*\*\*\* Good Luck \*\*\*\*

Source :

- Hartanto at all. *English Grammar*. ( 1986 : 326 – 337 )

## II. QUESTIONNAIRE :

Jawablah pertanyaan – pertanyaan berikut ini dengan memberikan tanda silang (X) pada huruf di depan jawaban yang dianggap sesuai.

1. Bagaimana pendapat anda tentang pengajaran kata penghubung ( conjunction ) bahasa Inggris ?
  - A. sangat penting
  - B. Penting
  - C. kurang penting
  - D. Tidak penting
2. Bagaimana pendapat anda tentang tingkat kesulitan dalam mempelajari kata penghubung bahasa Inggris ?
  - A. Sangat sulit
  - B. Sulit
  - C. Mudah
  - D. Agak mudah
  - E. sangat mudah
3. Bagaimana pendapat anda tentang teknik guru dalam mengajarkan conjunction ?
  - A. Sangat menarik
  - B. Menarik
  - C. Kurang menarik
  - D. Agak menarik
  - E. Tidak menarik
4. Kalau anda mendapatkan kesalahan dalam pemakaian conjunction dalam kalimat, apa sebabnya ?
  - A. Karena terlalu sukar pemakaiannya
  - B. Tidak pernah melakukan latihan penggunaan conjunction dalam kalimat
  - C. Tidak tahu pemakaian conjunction
  - D. Kurang mengerti mengenai penggunaan conjunction
5. Bagaimana intensitas guru bahasa Inggris anda selalu memberikan tugas-tugas yang bertujuan untuk melatih pemakaian conjunction ?
  - A. Sangat sering
  - B. Sering
  - C. Kadang-kadang
  - D. Jarang
  - E. Tidak pernah



6. Bagaimana tanggapan anda tentang latihan yang diberikan dalam kelas ?
- A. Sangat sukar  
B. Sukar  
C. Agak mudah  
D. Mudah  
E. Mudah sekali
7. Jika anda mengalami kesulitan tentang penggunaan conjunction, bagaimana intensitas anda bertanya kepada guru bahasa Inggris anda ?
- A. Sangat sering  
B. Sering  
C. Kadang-kadang  
D. Jarang  
E. Tidak pernah
8. Bagaimana tanggapan anda tentang conjunction yang diberikan oleh guru bahasa Inggris anda ?
- A. Terlalu Banyak  
B. Banyak  
C. Agak banyak  
D. Sedikit  
E. Kurang
9. Bagaimana intensitas anda mempelajari bentuk kata penghubung dalam kalimat di luar kelas ?
- A. Selalu  
B. Kadang-kadang  
C. Sering  
D. Jarang  
E. Tidak pernah
10. Bagaimana intensitas guru bahasa Inggris anda memberikan tugas pada setiap akhir pelajaran ?
- A. Sangat sering  
B. Sering  
C. Kadang-kadang  
D. Jarang  
E. Tidak pernah

\*\*\*\* Good Luck \*\*\*\*

**APPENDIX 2. The students' score obtained through the Multiple choice test**

Respondents	Number of items	Number of correct answers	score
01.	20	15	75
02.	20	14	70
03.	20	15	75
04.	20	13	65
05.	20	14	70
06.	20	14	70
07.	20	14	70
08.	20	14	70
09.	20	11	55
10.	20	13	65
11.	20	6	30
12.	20	13	65
13.	20	12	60
14.	20	12	60
15.	20	13	65
16.	20	16	80
17.	20	16	80
18.	20	16	80
19.	20	16	80
20.	20	14	70
21.	20	15	75
22.	20	14	70
23.	20	13	65
24.	20	7	35
25.	20	11	55
26.	20	12	60
27.	20	9	45
28.	20	15	75
29.	20	12	60
30.	20	13	65
31.	20	9	45
32.	20	12	60
33.	20	14	70
34.	20	14	70
35.	20	12	60
36.	20	13	65
37.	20	13	65
38.	20	10	50
39.	20	11	55
40.	20	7	35
	<b>Total</b>		<b>2535</b>

**APPENDIX 3 . The students' score obtained through the completion test**

<b>Respondents</b>	<b>Number of items</b>	<b>Number of correct answers</b>	<b>score</b>
01.	20	15	75
02.	20	13	65
03.	20	15	75
04.	20	12	60
05.	20	13	65
06.	20	12	60
07.	20	12	60
08.	20	13	65
09.	20	12	60
10.	20	13	60
11.	20	10	50
12.	20	7	35
13.	20	12	60
14.	20	11	55
15.	20	12	60
16.	20	17	85
17.	20	17	85
18.	20	16	80
19.	20	15	75
20.	20	14	70
21.	20	15	75
22.	20	15	75
23.	20	12	60
24.	20	10	50
25.	20	12	60
26.	20	11	55
27.	20	12	60
28.	20	15	65
29.	20	11	55
30.	20	12	60
31.	20	10	50
32.	20	11	55
33.	20	15	75
34.	20	15	75
35.	20	11	55
36.	20	12	60
37.	20	12	60
38.	20	10	50
39.	20	10	50
40.	20	6	30
	<b>Total</b>		<b>2475</b>

**APPENDIX 4. The average of the students' scores obtained through the Completion test and Multiple choice test**

Respondents	Scores		Average
	Multiple choice test	Completion test	
01.	75	75	75
02.	70	65	67,5
03.	75	75	75
04.	65	60	62,5
05.	70	65	67,5
06.	70	60	65
07.	70	60	65
08.	70	65	67,5
09.	55	60	57,5
10.	65	60	62,5
11.	30	50	40
12.	65	35	50
13.	60	60	60
14.	60	55	57,5
15.	65	60	62,5
16.	80	85	82,5
17.	80	85	82,5
18.	80	80	80
19.	80	75	77,5
20.	70	70	70
21.	75	75	75
22.	70	75	72,5
23.	65	60	62,5
24.	35	50	42,5
25.	55	60	57,5
26.	60	55	57,5
27.	45	60	52,5
28.	75	65	70
29.	60	55	57,5
30.	65	60	62,5
31.	45	50	47,5
32.	60	55	57,5
33.	70	75	72,5
34.	70	75	72,5
35.	60	55	57,5
36.	65	60	62,5
37.	65	60	62,5
38.	50	50	50
39.	55	50	52,5
40.	35	30	32,5
<b>Total</b>	<b>2535</b>	<b>2475</b>	<b>2505</b>

## CURRICULUM VITAE



The writer, Samuel kallo was born in Nosu at October 27, 1980 in POLMAS Regency. His Father name is Kallo and his Mother name is Sapan. He is third in his family with old Brother ( Morron Kallo, ST ) and Three Sisters ( Dorkas Daun Rara Kallo, Maryam Kallo, Ribka Kallo, S.Km ).

He and his Family lived in Nosu until he was 2 years old. When he was child his family moved to Lambarese, Luwu regency.

He started his Elementary School at SD Negeri 405 Majaleje and Graduated in 1994. In the same year, he continued his study to SMP Negeri 1 Bone-Pute and Graduated in 1998. After that he continue his study at SMA Negeri 12 Makassar and Graduated in 2001. In the same year, he was accepted as a Student of English Department of DIPLOMA Tiga Language and Tourism, Hasanuddin University and Finished 2005. In 2006-2007 he was Honorer at SD Negeri 109 Majaleje as a English Teacher. Then in 2009, he continued his study at Faculty of Teachership and Education Science, English Education Department, University "45" Makassar.



**The writer was take a picture in front of SMP Negeri 23 Makassar**



**The researcher explained about Instrument**



**The students were answering Instrument**



**The students were answering Instrument**





PEMERINTAH KOTA MAKASSAR  
DINAS PENDIDIKAN  
**SEKOLAH MENENGAH PERTAMA NEGERI 23 MAKASSAR**  
Jl. Paccinang Raya II No.35 B Tello Baru Telp (0411) 445388 Makassar

**SURAT KETERANGAN PENELITIAN**

Nomor : 423.4/114/SMP.23/V//2011

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 23 Makassar menerangkan bahwa  
siswa tersebut di bawah ini :

NAMA : SEMUEL KALLO  
NO. STAMBUK : 45 09 101 094  
JURUSAN : FKIP Bahasa Inggris Universitas "45"  
PROGRAM STUDI : Strata Satu

Benar telah melaksanakan Penelitian pada SMP Negeri 23 Makassar pada tanggal  
Mei 2011 dengan judul penelitian :

**"STUDENTS' ABILITY OF USING CONJUNCTION IN ENGLISH  
SENTENCES AT THE SECOND YEAR STUDENTS OF  
SMP NEGERI 23 MAKASSAR"**

Demikian surat keterangan ini kami buat dan diberikan kepada yang bersangkutan untuk  
gunakan sebagaimana mestinya.

Makassar, 02 Mei 2011

Kepala Sekolah, 2



**Drs. USMAN UDI, M.M.Pd**

Pangkat : Pembina Tk.1

NIP : 19560712 197903 1 013