

**AN ANALYSIS OF SECOND-YEAR ENGLISH DEPARTMENT STUDENTS'  
ABILITY IN USING CORRELATIVE CONJUNCTIONS**

**THESIS**

*Submitted as a Partial Fulfillment of the Requirements to Obtain Bachelor of  
Education (B.Ed) in English Language Education Program*



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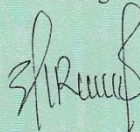
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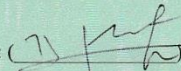
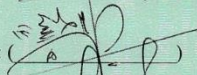
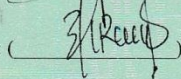
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## ABSTRAK

**Rahayu, Pipin. 2020. “An Analysis of Second-Year English Department Students’ Ability in Using Correlative Conjunctions”.*Thesis*. Padang: English Department. Faculty of Languages and Arts.Universitas Negeri Padang.**

Penelitian ini bertujuan untuk mengetahui kemampuan siswa dan masalah yang dihadapi siswa dalam menggunakan *correlative conjunctions*. Penelitian ini adalah penelitian kuantitatif deskriptif. Populasi dalam penelitian ini adalah mahasiswa tahun kedua, semester empat Jurusan Bahasa Inggris Universitas Negeri Padang. Sampel penelitian ini adalah 31 siswa yang dipilih menggunakan *cluster sampling*. Instrumen yang digunakan dalam penelitian ini adalah *grammar test*. Tes terdiri dari tiga bagian dengan jumlah pertanyaan sebanyak 24 butir. Data diberi skor secara umum dan setiap bagian dari pertanyaan untuk mengetahui kualitas kemampuan siswa dalam menggunakan *correlative conjunctions*. Data yang dikumpulkan dan dianalisis lalu dikategorikan. Kemudian, peneliti menghitung skor rata-rata siswa untuk menentukan kemampuan siswa dalam menggunakan *correlative conjunctions* secara keseluruhan dan per bagian. Untuk mengetahui masalah siswa, data dianalisis berdasarkan nilai terendah siswa dalam menjawab semua pertanyaan. Berdasarkan data yang dianalisis, ditemukan bahwa kemampuan siswa dalam menggunakan *correlative conjunctions* adalah *fair* karena skor rata-rata siswa adalah 60,00. Siswa memiliki kemampuan yang sangat baik (*very good*) dalam menjawab pertanyaan *part 1*. Ditemukan juga bahwa siswa memiliki beberapa kesulitan dalam menjawab pertanyaan di *part 3*. Selain itu, siswa kesulitan untuk menggabungkan kalimat menggunakan konjungsi korelatif.

**Kata Kunci:** *Konjungsi Korelasi, Kemampuan Siswa, Masalah Siswa.*

## ABSTRACT

**Rahayu, Pipin. 2020. "An Analysis of Second-Year English Department Students' Ability in Using Correlative Conjunctions". Thesis. Padang: English Department. Faculty of Languages and Arts. Universitas Negeri Padang.**

This research aimed to know the students' ability and their problems in using correlative conjunctions. This research is descriptive quantitative research. The population in this research is the second year, fourth semester of 2018 English Department students of Universitas Negeri Padang. The sample of this research is 31 students selected using cluster sampling. The instruments used in this research was grammar test. The test consisted of three parts which 24 questions in total. The data were scored in general and every part of the question to check the quality of the students' ability in using correlative conjunctions. The data collected and analyzed were categorized. Then, the researcher calculated the mean score of the students to determine the students' ability in using correlative conjunctions for overall and each part. To knowing the students' problems, the data were analyzed based on the lowest score of the students in answering all the questions. Based on data analysis, it was found that the students' ability in using correlative conjunctions was fair because the average score of the students was 60,00. The students have very good ability in answering question part 1. It was also found that the students have some difficulties in answering the question in part 3. Furthermore, it was hard for the students to combine sentences using correlative conjunctions.

**Keywords:** *Correlative Conjunctions, Students' Ability, Students' Problems.*

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Padang, January 7<sup>th</sup>, 2020

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

One of the important components of language is grammar. Grammar helps students to have competence in four skills. Without good grammar the students will not understand about the meaning of sentences (Prawoto, 2016). When the students have mastery in grammar and structure, the students tend to be easier to increase their skill especially in writing and speaking. Mahdi (2018) states “grammar helps the student to write and read correctly. Without studying grammar, the correct results of learning language will not be achieved.” It means that the students should follow the rules in order to achieve the goal of mastering the language and learn the language efficiently and correctly.

According to Richard as cited in Nunan (2005), grammar is a description of the structure of a language and the way in which units such as words and phrases are combined to produce sentences in the language. Thornbury (1999) states that grammar is partly the study of what forms (or structures) are possible in a language. He also adds that grammar concerned almost exclusively with analysis at the level of the sentence. Thus, a grammar is a description of the rules that govern how language’s sentences are formed.

To know the structure and grammatical form of the sentences, students should learn about parts of speech since it shows the function of the words in a sentence.

Eastwood (1994:3) states that there are eight main word classes in English: pronoun, verb, noun, adjective, adverb, preposition, conjunction and article. According to Oxford Dictionary (2007), conjunction is a part of speech, a word used to connect clause or to coordinate word in the same clauses. Conjunction is one of elements in structure. Many students still make errors in applying these structures due to the complexity of patterns and rules of English grammar itself. Therefore, grammar is considered as a difficult subject since the students are confused to understand and to use them correctly.

Siagian (2014) says that conjunction is as important as other elements of structure such as noun, preposition, pronoun, adverb, adjective, etc. He also adds that conjunction is important to increase the students' ability in sentence writing. Nace as cited in Fauziah (2016) states "Conjunction works like cements between bricks". From that, we can imagine that cements are conjunction and bricks are grammatical structure. Syafitri (2017) states that conjunction is very important because it is one of the elements to make the composition of the topic become coherent not only in written but also in spoken form. It means that conjunctions have the important functions in grammatical structure to make well-formed sentence. According to Rozakis (1976) conjunction is divided into three types: coordinating conjunction, correlative conjunction, and subordinating conjunction.

Several studies have been conducted related to the use of correlative conjunctions. The first study that is conducted by Prawoto (2016) discusses the

students' mastery in using conjunction. It was found that the students have less understanding about the function of conjunction itself. He found that correlative conjunction is the lowest score faced by the students. Another researcher had conducted the research about errors in using correlative conjunction. Setyawan (2013) focuses on the use of correlative conjunctions. The results of his study shows that the highest percentage levels of errors used by the students were error in omission. Furthermore, Pratama (2016) and Novalia (2018) share their research's result about students' grammatical errors in using correlative conjunction. They come up with the result that misformation were the highest percentage of error faced by the students.

According to the researchers above, we know that there are many problems found in using correlative conjunctions. It means that the conjunctions have the importance roles for learners. As we know that conjunction is a word which joins together two words, phrases and sentences. Without this, every sentence will be short and unrelated to its neighbors and will take a long time to say everything. That sentences which are related to each other in meaning maybe combined using connection that indicated the relationship between the two sentences (Pangaribuan, 2018). Since the using of conjunction is very important, it is necessary for researcher to analyze the ability of students in using conjunctions. By analyzing the ability of the students, then we can see the problems that might appear in the use of correlative conjunctions.

This study has similarities with previous studies, which are discussing about correlative conjunctions. However, the difference between this study and other

researchers is the instrument used in obtaining data. Previous researchers used multiple choice tests. Although this type of test is easy to scores, this type of test can provide opportunities for students to guess the answer and to cheat their friends' answers. Thus, it is possible for students who are not studying can get better grades. Therefore, the researcher used contextual tests with the purpose is to see students' pure abilities in using correlative conjunctions. Hinrich (1988) states that "contextual grammar test is an exercise which was used to measure the subjects' grammar proficiency". In this research, the researcher wants to know the students' ability and the students' problems in using correlative conjunctions. Hence, the researcher intends to conduct a research entitled: An Analysis of Second-Year English Department Students' Ability in Using Correlative Conjunctions.

## **B. Identification of the Problem**

Based on the background of problem stated above, it can be seen that there are several problems identified in using the correlative conjunctions by the second year English Department students of Universitas Negeri Padang such as students' ability in using correlative conjunctions, students' errors in using correlative conjunctions, students' problems in using correlative conjunctions, and the causes of errors in using correlative conjunctions.

### **C. Limitation of the Problem**

Based on the identification of the problem above, this research is limited to the analysis of the second year English Department students' ability and their problems in using correlative conjunctions.

### **D. Formulation of the Problem**

This research problem can be formulated as follows: How is the second year English Department of Universitas Negeri Padang students' ability in using correlative conjunctions?

### **E. Research Questions**

Based on the formulation of the problem above, the research questions can be formulated as follows:

1. How is the second year English Department of Universitas Negeri Padang students' ability in using correlative conjunctions?
2. What are the second year English Department students' problems in using correlative conjunctions?

### **F. Purpose of the Study**

The purposes of the study are directly related to the problems of the study. They are stated as follows:

1. To find out the second year English Department students' ability in using correlative conjunctions.

2. To find out the second year English Department students' problems in using correlative conjunctions.

### **G. Significance of the Study**

This research is expected to be useful information for teachers to help students to avoid the errors that might happen, to correct the mistakes and also to improve the way of teaching and learning process. For the students, it is hoped that this research can help the students to recognize their errors that are often made in using correlative conjunctions. This research is also expected to give knowledge to the readers about the usage of correlative conjunctions. Therefore, they can identify the functions of the correlative conjunctions. Last, for the next researchers, this research will be a reference for doing a research about the students' ability in using correlative conjunctions.

### **H. Definition of the Key Terms**

In order to understand the key terms used in this research, the key terms are defined as follows:

1. Grammar: the rules used to combined words of the language become a sentence.
2. Correlative conjunction: a type of conjunction that functions in a pair that is used to connect two ideas together in a sentence.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research findings in chapter IV, it was found that the second year students' ability in using correlative conjunctions at English Department of Universitas Negeri Padang was fair because the average score of the students was 60. The students have very good ability in answering question part 1, which demands the students to identify the correlative conjunctions in a text. In contrast, they have fair ability in part 2 and 3 which demands the students to combine the sentences by using appropriate correlative conjunctions and to identify the parallel structured sentences.

It was also found that the students had some problems in answering combining sentences using correlative conjunctions *neither...nor*. Based on the students' answer, it was assumed that the students were unfamiliar with correlative conjunctions *neither....nor*. Besides, the students also had problems in writing and identifying parallel structured sentences.

#### B. Suggestion

Based on the findings, the researcher would like to propose some suggestions which would be useful for the students and other researchers. *First*, to the second year students at English Department of Universitas Negeri Padang. The students should have more practices in grammar, especially in using correlative conjunctions

neither....nor, so the students can improve their ability in using correlative conjunctions neither....nor and reduce the mistakes in using it.

*Second*, to the lecturer, every lecturer should give more additional theories and practices to the students about the use of correlative conjunctions especially neither....nor so the students will be more familiar about the material. *Third*, to the next researcher, the researcher realized that there are many weaknesses in this research, so it is expected to other researcher to find out any aspect of correlative conjunctions or the relationship of correlative conjunctions with any linguistics field. For example, focus on the ability of students in using correlative conjunctions in any kind of text.

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