

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

There are many languages in the world. Language is most important instrument of human communication because people need to communicate each other to deliver and to get information. Human is unable to communicate with each other without language.

One of them is using English to communicate. English, at this globalization era is not more than a subject at the school, but English is an absolutely necessity for students. English also is an international language that use by many people in the world. Therefore, using English is the easiest way to communication with people from others countries about many aspects of human life such as technology, culture, education, business, and others aspect. In learning English language consist of four skills, they are : reading, listening, speaking, and writing .

Writing skill is a part of four skills besides listening, speaking, reading . Writing is a process putting thought, ideas, opinions, experiences, events, and histories like as writing letter and notes. The aim of teaching writing is to develop the students writing skill so that the students can write in English language effectively and efficiently. Writing is one of the most difficult aspects of language skills. In writing skill, students also have to understand some types of genre with various purposes of communication and would match with students' level of education. Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is narrative mode, the set of methods used to communicate the narrative through a process narration.

Among four skill describe above, there is a grammar as one elements which has strong influence in mastering language . Grammar may not include in four basics skill of acquiring the

language, but grammar unites the four basic skills. There are many aspects that we usually learn in grammar, one of them is conjunction.

Dykes in Syafitri et.al (2017:59) stated that conjunction comes from Latin *con* meaning 'together' and *jungere* meaning 'to join'. So, conjunction join two or more parts of speech of a similar kind or two or more parts of a sentence.

Based on the writer experiences through training teaching practise (PPL) writer found that some students were not able to use conjunction in writing a simple paragraph of text. It prove that most of the students can not understand how to use conjunction. It causes the writer interested to make the research again to measure the students' ability in using conjunction in writing narrative text. That is way the writer make the preliminary text of students writing in using conjunction.

Table The Preliminary text of students' writing

No	Initial Name	Types of conjunction		
		Coordinating Conjunction	Subordinating Conjunction	Total Score
1	K P	5	1	6
2	J L	1	4	5
3	N L	7	3	10
4	A A S S	5	1	6
5	D T	1	1	2
6	T G	1	1	2
7	R I	1	3	4
8	F T	2	1	3
9	T S	2	3	5
10	C S	2	1	3
11	R S	1	2	3
12	L B	1	2	3
13	R P	1	1	2
14	G S	2	1	3
15	R H	4	2	6
16	M T B	5	1	6
17	F K	5	1	6
18	A S	7	2	9

19	D S	5	3	8
20	D T S	4	1	5
21	J S	2	2	4
22	N K A	4	1	5
23	R B	2	2	4
24	F S	2	1	3
25	B S	4	1	5
	Total	73	42	115

Based on explanation above, the writer interested in identifying the students' ability in using conjunction in Sma negeri 1 laeparira . The writer hopes that the research can give a sense for readers, especially for the teachers and students in solving the students problem. So the writer entitled the study as **Students's ability of using conjunction in writing narrative text of the second grade at SMA Negeri 1 Laeparira.**

1.2 The Problem of The Study

Based on the background of study above , the problem of the study formulate as the following :

“ Are the students of the second grade at SMA Negeri 1 Laeparira able to use conjunction in writing narrative text?”

1.3 The Objective of The Study

Based on the research statement , the objectives of the study is to know the students ability of using conjunction in writing narrative of the second grade at SMA Negeri 1 Laearira.

1.4 The Scope of The Study

Focus of the writer is the ability of students of the second grade at Sma Negeri 1 Laeparira . There are many components in writing such as descriptive text, recount text, procedure text, news items, anecdote, explanation, discussion, exposition, narrative text, report, review, and spoof. The writer focuses on writing narrative text. The scope of the study is focused on using

conjunction, there are three types of conjunction. Such as coordinating conjunction, subordinating conjunction and correlative conjunction, the writer focuses only two of conjunction in writing narrative text.

1.5 The Significances of The Study

The findings of this study expect to be useful as a guidance for:

1. Teachers, it can be one of reference or guidance for teachers in teaching students use conjunction in writing .
2. Students, it helps to enrich their knowledge of using conjunction and able to use in writing.

1.6 Hypothesis

The hypothesis formulate as the following:

Ha: “The students are able to using conjunction in writing narrative text.”

Ho: “The students are not able to using conjunction in writing narrative text.”

CHAPTER II REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting this research , more explanations about the theories which use in this research are important in order to avoid misunderstanding between the writer and the readers. The following terms are important to discuss so that the writer and the readers may have the same perception of the theories.

2.2 Ability

Ability is to do the fact that something is able to do something: the system has the ability to run more than one program at the same time. Everyone has the right to good medical care regardless of their ability to pay. A gentle form of exercise will increase your ability to relax (Oxford Dictionary in Lumbangaol 2011:4)

Ability is the quality or state of being able; power to perform, whether physical, moral, intellectual, conventional, or legal; capacity; skill or competence in doing; sufficiency of strength, skill, resources, etc.; in the plural, faculty, talent (<http://www.brainyquote.com/words/ab/ability126113.html>).

2.3 Writing

According to Harmer (2014: 30).’ Wriying is one of language skill which has given an important constribution of human work.’ There are so many records of recent activities that we can read today,which can also be read in the future .Some inportant feature of writing activities that are usually done by people such as:teacher write some important thigs on black board,or students may write some note that are dictated by the teacher.

Writing also is a combination of process and product.The process refers to the act of gatering ideas and working with them until they are presented in a manner that is polish and comprehensible to the reader. It is a tool for commutation and learning that allows to us document,collect,and widely circulate detailed information.Writing also provides a means of

expressing one self and persuading others to make a good writing,a writer should have clear purpose.

Writing is one of ways to given an idea or message which is form in writing on a paper or the other area.It is an act of making marks on certain surface.Specially, writing is one kind of expression in language which is created by particular set of symbols ,having convensionalvalues for representing the wordings of particular language which is drawn up visually.

Writing is a process of transferring thinking, knowledge into words on paper by using appropriate language structure it self. Writing is a language skill which informs the readers about the writer's think in written form.

Writing is a process to get product is influenced by some elements such as Vocabularies, grammar, organization, spelling and punctuation.

In writing some ideas are formed in sentences which are arranged in a good way and related to each others so that teh information can be received.

Maharani in Lumbangaol (2011:5) writing is the mental work of inventing ideas thinking about how to express and organize them into paragraph that will be clear to the reader. The ideas and thoughts are informed into paragraphs and have meaning, so the readers can understand the meaning of the content.

Reinking and Hart (1986: 3) states that Writing offers very real advantages to both writers and readers namely :

1. It provides a permanent record of thoughts , actions , and decisions.
2. It makes communication more precise and effective.
3. It saves the reader's time; we absorb information more swiftly when we read it than when we hear it.

Hammer (2004:33) “writing is frequently useful as preparation for some other activities, in particular when students write sentences as a preamble to discussion activities”. It gives students time to think their ideas rather than having to come up with instant opinions.

Based on the explanation above, the writer concludes that writing is a way of conveying ideas, opinion, thinking and expressing them as a series of words which are used by students in the learning process. It means that writing is a process to put some thinking into words in a meaningful form that is used to express the ideas.

2.3.1 Purposes of Writing

To create a good paragraph of writing, someone not only needs a good idea or thoughts to complete his or her writing but also more than just an idea, and the purposes of writing consider the value of writing. A good writer must be able to know the purposes of writing because each writing has a specific purpose.

Having a specific purpose in writing helps to make decisions at every stage of the writing process. It helps to select the right details, to organize the material effectively, and to avoid going off in directions that won't interest the reader.

Reinking and Hart in Lumbangaol (2011:6) states the purposes of writing, namely :

1. To Inform.

Presenting information is one of the most common writing purposes and involves timely topics, becoming short-term experts, and passing along their findings in an easily understood form.

2. To Persuade.

Write the messages to argue the reader understands and is interested with an attempt to establish sway among the readers.

3. To express Yourself

Creative writing includes personal essays, fiction, plays, and poetry, as well as journals and diaries. But self-expression has a place in other kinds of writing and provide the oppurtunity to display the personality and mastery of words .

4.To Entertain

Some writing is meant just to entertain; other writing couples entertainment with more serious purpose. A light- hearted approach to dull or difficult material can help the reader to absorb it. An intention to entertain can add savor to many kinds of written messages.

2.3.2 Process of Writing

A good writing must be able to express their ideas directionally because writing is not only about what we want to write but it is how we write. The writer must be able to consider the content, the words and the organization and also able to draft his or her writing and its find from the ideas , and how to translate the idea into the word.

Sarwono et. al (2013: 61- 62) stated that there are five the stages of the writing process, they are:

1.Prewriting : This step includes: a) finding an idea, b) building the idea, and 3)

Planning the structure.

2.Writing : The process of real writing where we write down what we done in the first step.

3.Revising: Adding, rearranging, removing and replacing.

4.Editing and Proofreading :

In editing we need to go through line by line and make sure that each sentence, phrase, and word is as strong as possible to express our ideas. According to Farbman (1985 : 350) in

proofreading When you are usually concentrating organizing your thoughts, working i new ones, throwing out those that don't fit, giving examples, and generally clarifying your ideas.

5.Publishing: The last step is optional. If we write for the class assignment, we need not to publish our writing. Nevertheless, we can publish our writing if we want it o be read by the public .

David (2003:96) also states there are some process of writing, namely :

1.Inventing

Inventing is instructor between providing students a topic for writing and allowing students to formulate their own topics. Which ever the writer decide upon, students will have to come up with ideas to use in their assignment. These ideas will not come fully formed, so it is helpful to provide activities that allow them to think on paper.

2.Drafting, feedback, and revising

After the students have developed their topics and ideas, it is time for them to write their first draft. And students need to focus on the development of ideas and the organization of those ideas more than devvelopment of perfect grammar, punctuation, or spelling. After the draft instructor can also utilize peer feedback. Students exchange papers and provide each other with comments on the paper's content. Then students have received feedback they begin the process of revising their papers.

3.Proofreading and Editing

Students read mistaken to evaluate in mistake spelling, grammar, punctuation and so forth. They can help each other to proofread and edit, although the instructor should keep his or her involvement to a minimu. In developing independent writers, it is important that students learn to proofread and edit on their own as much as possible.

2.3.3 Writing Skill

Writing skill is an important part of communication. Good writing skills allow the students to communicate their message with clarity and ease to a far larger audience than through face to face or telephone conversations.

According to Hyland (2002:19) Good writing is that discovered combination of words which allows a person the integrity to dominate his subject with a pattern both fresh and original. When students learn how to write, they can put their thoughts down in journal, write a letter to a friend, and create a story that comes from their imagination.

2.3.4 Assessment of Writing

According to Weigle (2002:115) There are five components in writing assessment which are :

1.Content

It covers clear main idea, detailed and substantive: all materials are relevant to main idea. The writer must exclude everything irrelevant to main idea to reach excellent level of writing content.

2.Organization

A writer expected to demonstrate an understanding of how texts are structured as a whole of writing. Understanding of cohesion involves showing relationship between clauses and sentences by mean of linking phrases and other performs.

3.Vocabulary

It is a must for the writer to choose and use words appropriately in order to the writing will not ambiguous. The choice of the suitable word, phrases and idioms will be effective.

4.Language use

The writer has to concern with the rules of grammatical structure such as tenses, part of speech, subject verb agreement, sentences construction, etc.

5. Mechanics

The writer concerns with technical rules of writing include the right punctuation, spelling, and paragraphing.

2.4 Teaching Writing

Harmer (2004:11) states that many traditional approaches failed to apply writing process in teaching writing. For many years the teaching of writing focused on the written product rather than on the writing process.

Many traditional approaches failed to apply writing process in teaching writing. For many years the teaching of writing focused on the written product rather than on the writing process.

As a teacher, he should encourage and guide the students to explore and develop their creativity in writing. A teacher also gives freedom to students to express their ideas, involves and provides them with enough language and information to allow them to complete writing tasks or paragraph successfully.

2.5 Genres of Writing

Genre is kind of text which describes the general of the text. There are some kinds of genre such as : narrative, recount, procedure, report, descriptive, spoof, anecdote, etc. The effectiveness of writing genre can be formed in three ways, they are : knowing the purpose of the writing, the good arrangement of text element, and the good grammatical structure.

Pardiyono (2007:31) describes that there are some importance of learning genre in writing they are :

1. Genre serves as the frame of reference in which particular task to be oriented

2.It is closely tied with the discussion of communicative purpose (intention) and conventional format of a text and linguistic realization.

3.It provides a reference for a particular communicative purpose to achieve stages of the rhetorical structure to cover and linguistic features to stick , by which the reader's expectation can be met effectively

2.6 Types of Genre

Genre can be recognized from three rhetorical structures, they are social function, generic structure, and lexicogrammatical features. According to Pardiyono (2007: 33-323), there are twelve types of genre, they are :

1.Description

Description is a type writing which describes something in detail in order to enable the readers to see, hear, feel, and touch it directly or involve themselves in the event.

2.Recount

Recount is text which tells somebody about something especially that he/she has experience of a series of related events. Recount also is a kind of text which retells the action happened in the past. Recount almost has the same form with narrative because both recount and narrative have a function to tell the activity or event in the past. The different is recount tells the activity or event not only to give information but also to give a moral lesson by presenting a problematic experience and then will ended by a problem solving.

3.Procedure

Procedure is a text which explained about how is the process should be done in a sequent step , social function of procedure is to describe how something is accomplished through a sequence of action or steps.

According to Gerot and Wignell (1994:206) social function of procedure is to describe how something is accomplished through a sequence of action or steps.

4. Narrative

Narrative is a type of writing which tells an event or process chronologically in a certain time. And also narrative as a spoken or written accounts of event or experience. is story writing. When you write a narrative paragraph, you write about events in the order that they happened.

Hornby (1995:772) defines narrative as a spoken or written accounts of event or experience in time.

According to explain above writer defines, narrative is story writing. When you write a narrative paragraph, you write about events in the order that they happened.

5. News item

News item is neither a paragraph nor an essay. News item is for informing newsworthy events of the day and other natural phenomena. News item is neither a paragraph nor an essay. Instead this conforms to any written English text containing one or more than one paragraph in which the writer to inform people about events of the day which are considered newsworthy or important. News item is a text containing three components i.e news worthy event(s), background events and sources. The news worthy is commonly a sentence. Its function is to recount an event in a summary form.

6. Anecdote

Hornby (1995:772) defines narrative as a spoken or written accounts of event or experience in time.

Anecdote is for sharing with others an account of unusual or amusing event. Or otherside states that an anecdote is a type of spoken or written text that deals with past incidents. The function is to retell an account or story of unusual or amushing incident. The incident and entertaining others. The social finction is to share with others and account of unusual, uncommon or amushing incident.

7.Explanation

Explanation is to describe the process involved in the information or working of an object or phenomena (explaining a process of information).

Pardiyono explained that explanation writing is to explain why an object exists as it is or to describe how an object works and how a phenomena happens.

8.Discussion

Discussionn is for offering viewpoints related to some socio-economic problems. Pardiyono says that the concept of writing as a skill needs to be differianted from writing as a text. As a skill, writing defined as a productive written language skill.

9.Exposition

Exposition is to carry on an arguments or opinins about something things (fir exposing arguments or opinions). The term exposition comes from the word expose, which means “to uncover, to known and to reveal”.

10.Report

Report is for provideng information about natural or non natural phenomena. report text is a text which functions to describes the way things are, with reference to a range of natural, man

made and social phenomena in our environment. Report means a text which describes things in general.

A report presents information about a subject. It is a result of an observation and analysis. Within writing report, students have to write something decent to report by researching and analyzing something.

11. Review

Review is for evaluating the quality of books and other works of art and a kind of genre used to critique an art work or event for a public audience.

12. Spoof

A spoof is known as a narrative text. It narrates a series of events. It introduces a number of characters.

2.6.1 Narrative Text

Narrative text is a story with complication or problematic events and it tries to find the resolution to solve the problems. According to [http://www. Dykrullah. Com/ 2014/ 01/ narrative text definition purposes. Html](http://www.Dykrullah.Com/2014/01/narrative-text-definition-purposes.Html).

A narrative text or is the form of writing used to relate the events, stories are accidents. It is pattern of tough consist of following a sequence of action in time. The events may be real as in histories, biographies, travel accounts, and news paper stories or imaginary, as in short stories, novels, and plays. A narrative text also like any other kind of writing , makes a point or has a purpose and can be summed up in one or two sentences or left unstated but it always shapes the writing of an effective narrative.

One of Narrative purpose is simply to tell what happened or to establish an interesting or useful fact also narrative text have the moral value. A narrative paragraph may be complete but

itself, or it may be part of longer piece of writing. A narrative text requires many action words. Action words are called verbs. In narrative paragraph also have connecting words, such as “then”, and “finally”, help show the order time.

According to Baker (1988:16), there are two kinds of narrative, they are ; fiction and nonfiction. A fiction narrative is prose writing that is imagined. A nonfiction narrative is prose writing that is imagined include biographical and autobiographical writings. The social function of narrative are to amuse, entertain and to deal with actual or vicarious experience in different ways.

2.6.2. The generic structure of Narrative

Siahaan in Tambunan (2010:9) stated that there are five the generic structure of narrative text.

- 1.Orientation : sets the scene and introduces the participants;
- 2.Evaluation : a stepping back to evaluate the plight;
- 3.Complication : a crisis arises;
- 4.Resolution : the crisis is resolved, for better or for worse;
- 5.Re-orientation : optional.

2.6.3 The Language Features of Narrative Text

According to [https : // adeulfayani . wordpress. Com/ narrative- text- 2/](https://adeulfayani.wordpress.com/narrative-text-2/) there are five language feratures of narrative text they are:

1. Past tense (killed, drunk,etc)
- 2.Time conjunction (when, then, suddenly, etc)

3. Specific character. The character of the story is specific, not general. Example

Cindrella, Snow White.

4. Action verbs. A verb that shows an action. (killed, dug, walked, etc)

5. Direct speech. It is to make the story lively. (Snow White said, "My name is

Snow White). The direct speech uses present tense.

2.6.4 Social Function of Narrative Text

Pardiyono (2006: 163) states that Social function of narrative text are to amuse, entertain and to deal with actual or vicarious experience in different way.. There are so many functions of narrative and easy to learn it, caused its came from our personal by experienced. Based on eplanation above, writer concluded that narrative is the genre which has the clue came from our selves based on experiences.

Pardiyono also stated that narrative text is an account of series of event or incident, whteher true of ficton story. He also says that narrative text is a text which is created to entertain and hold readers' interest. He adds that narrative is not only to entertain people but also teach value from problem solving. The purpose of narrative is usually to inform something ot to expose something. It may also use to illustrate a principle or an idea or to support an argument.

Example of narrative text:

The Legend of Toba Lake

Once upon time, there was a handsome man. His name was Batara Guru Sahala. He liked fishing. One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free.

Batara Guru could not bear it. He made the fish free. As soon as it was free, the fish changed into a very beautiful woman. She attracted Batara Guru so much. He felt in love with that fish-woman. The woman wanted to marry with him and said that Batara Guru had to keep

the secret which she had been a fish. Batara Guru agreed and promised that he would never tell anybody about it.

They were married happily. They had two daughters. One day Batara Guru got very angry with his daughter. He could not control his mad. He shouted angrily and got the word of fish to his daughters. The daughters were crying. They found their mother and talked her about it.

The mother was very annoyed. Batara Guru broke his promise. The mother was shouting angrily. Then the earth began to shake. Volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Then this lake is known as Toba Lake.

The text structure analysis:

Orientation:

Once upon time, there was a handsome man. His name was Batara Guru Sahala.

Evaluation:

He liked fishing. One day, he caught a fish. He was surprised to find out that the fish could talk.

The fish begged him to set it free.

Complication:

Batara Guru could not bear it. He made the fish free. As soon as it was free, the fish changed into a very beautiful woman. She attracted Batara Guru so much. He felt in love with that fish-woman. The woman wanted to marry with him and said that Batara Guru had to keep the secret which she had been a fish. Batara Guru agreed and promised that he would never tell anybody about it.

They were married happily. They had two daughters. One day Batara Guru got very angry with his daughter. He could not control his mad. He shouted angrily and got the word of fish to his daughters. The daughters were crying. They found their mother and talked her about it.

Resolution:

The mother was very annoyed. Batara Guru broke his promise. The mother was shouting angrily. Then the earth began to shake. Volcanoes started to erupt. The earth formed a very big hole

Reorientation:

People believed that the big hole became a lake. Then this lake is known as Toba Lake.

2.7 Conjunction

Bernard in Syafitri et.al (2007:59) states that conjunctios are words which join other words or groups of words. According to Riyanto (2013: 101), a conjunction is a word that connect other words or group of words. It also may use to indicate the relationship between the ideas express in a clause and the ideas express in the rest of a sentence.

The conjunction is the part of speech used as a “joiner” for words, phrases, or clauses in a particular sentence. It links these words or groups of words together, in such a way that certain relationships among these different parts of the sentence will be established, and the thoughts that all of these convey will be connected

According to [www.parts of speech.org/conjunction](http://www.parts_of_speech.org/conjunction).

Conjunctions are the words that decide the importance of the various other words in the sentence.

And we must remember that conjunction always connect of a kind. example: connect noun to noun,adverb to adverb,adjective to adjective etc.

Example: 1.I met a men and woman there - (noun & noun)

2.He speaks slowly and clearly - (adverb & adverb)

3.She is beautiful and kind- (adj& adj)

4.The cats runs fastly and clearly- (noun& noun)

5.He is clever but bad tempered(adj&adj)

6.The cat and the dog are clever- (noun-noun)

2.7.1 Types of Conjunction

Harris in Melyani et.al (2014:2) states that conjunction separated into three types, depending on the use which is , coordinating conjunction, Subordinating conjunction, and Correlative conjunction.

2.7.2.Coordinating Conjunction

According Brown et. al (1984:29) stated that coordinating conjunction is connect individuals word that perform the same function in a sentence.

Coordinating conjunctions are conjunction that join , or coordinate, two or more items (such as words, main clauses, or sentences) of equal syntactic importance. Forexample is acronym of FANBOYS which is: for ,and,nor,but,or,yet,and so.

Coordinating conjunctions connect two words or groups of words with similar values. They may connect two words, two phrases, two independent clauses or two dependent clauses. For example, in each of the following sentences the coordinating conjunction "and" connects equal words or groups of words:

Connects two words: John and Reggie stayed up all night practicing their guitars.

Sargeant in Purba (2016:28) state that use *and* to link words that similar.*But* is to link word that are different and do not normally go together. Use *or* to talk about choices.*Nor* used to present an alternative idea and already stated negative idea.

For example:

- 1.My father *and* my mother work in a office.
- 2.The old man has much money ,*so* he is happy
- 3.You can have a soda *or* lemonade
- 4.I like reading,*but* I don't like writing
- 5.I *and* my mother bought the cake yesterday

6. That day became dark, *for* the clouds gathered in the sky

7. She is beautiful *but* she is dirty

8. My mom is beautiful *and* kind to another people

9. They like swimming or reading book.

10. I and my mom go to the market

Wren and Martin (1990:151) state that coordinating conjunction subdividing in to four and exemplified as follows:

1. Cumulative or Copulative

Cumulative is derive form its verb from accumulates. Meaning to pile or up a number of categories of equal rank (noun with noun ,verb with verb,etc) or which merely add one statement to another:

- a. Money is lifeless **and** possessions are vain
- b. He can **both** sing **and** dance
- c. Alice wrote the letters **and** Peter posted them.
- d. The cow got up **and** walked away slowly.
- e. I **and** my mom go to the market
- f. She can **both** swim and dance

2. Adversative

Adversative is bringing together the contrast of categories. Wren and Martin state that adversative conjunction express opposition or contrast between two statement:

- a. He is slow ,**but** he is sure
- b. I was annoyed,**still** i kept quiet
- c. They are poor ,**but** proud

- d. She is beautiful , **but** arrogant
- e. He is handsome , **but** dirty
- f. My mother is short , **but** kind heart.
- g. The rope was thin **but** it was strong.
- h. She is poor **but** she is happy.
- i. He is hardworking **whereas** his brother is quite the reverse.

3. Disjunctive or Alternative

Disjunctive is giving choice to take one or none. According to SusyLOWATI (2015: 20) state that disjunctive conjunctions express a choice between two alternatives and also use for to join two noun :

- a. She must sweep, **or** she will die
- b. Neither a borrower, **nor** a lender be
- c. She must weep, **or** she will die.
- d. **Either** he is mad, **or** he feigns madness.
- e. They toil not, **neither** do they spin.
- f. **Neither** a borrower, **nor** a lender be.

4. Illative

Illative conjunction express an inference or denoting motion.

- a. Something certainly fell in ; **for** i heard a splash
- b. No man wil take counsel, but every body will take money, **therefore**, money is better than counsel.
- c. He has stomachache **consequently** he will not enter the school
- d. I don't know **wherefore** my boy friend left me)

e. if The taxi has come, *so then* I will go. I didn't go meeting *for* the raining
f. Oktavianus hasn't had breakfast *as a result* he has stomachache)

g. He has stomachache *accordingly* he will not enter the school

Coordinating conjunctions usually form looser connections than other conjunctions do.

2.7.3 Subordinating Conjunction

Subordinate conjunction are to join a clause on which it depends for its full meaning .
According Brown et. al (1984:30) Subordinating conjunction connect the subordinate clause to an independent clause, which can stand by itself as a complete sentence.

SusyLOWATI (2015:22) states that subordinating function to join dependent clause with independent clause which usually in first dependent.

Subordinating conjunctions connect two groups of words by making one into a subordinating clause. The subordinating clause acts as one huge adverb, answering the questions "when" or "why" about the main clause, or imposing conditions or opposition on it.

Here are some examples of subordinating conjunctions changing a clause into adverbial subordinating clauses in different ways:

- I can go shopping after I finish studying for my exam. (when)
- Because the night was young, Gertrude decided to take a walk. (why)

Based explain above the writer states that subordinating conjunction function to join one independent clause with one or more dependent clause in complex sentence.

According to Pardiyono (2002:165) that subordinating conjunction usually show adverb, place, aim, reason, and consequence. The common subordinate conjunction are *after, although, as, as if, as long as, as much as, as son*

as, because, before, even if, even though, how, if, in order that, since, so that, then, that, till, unless, until, when, where, while, wherever.

For example:

1. I go to school after I have breakfast
2. She does not like the weather, as long as it rains
3. I do love my friend as much as she loved me
4. They came to my house before my mother went
5. I took course since 2010
6. We read the text then write the example
7. I come to the office after I go to the school
8. She comes before he goes to the party
9. I seek a job so that I get much money
10. We study hard so that we are clever

In all of the examples we look at so far, the dependent clause comes after the main sentence. But sometimes the dependent clause comes before the main sentence.

For example:

1. If I know the truth, I will throw the doll away.
2. Once Jack gets a job, she will buy a house.
3. When I bring my first paycheck home, I want to frame it
4. If I believe in him, I will die
5. Once she gets married, she will be a poor woman
6. Since 2014, my father got the company
7. When I buy the TOEFL book, I get a high score

8. When the cat eats the bones it can run fast
9. Since I am fat I can't run fast
10. Since 2014, I study in nonsense
11. If I am rich I will be happy
12. If my mom comes to my house I will be happy
13. Since 1996 I was born in the world
14. If they go to the party, her mother will come

2.7.4. Correlative Conjunction

According to Sarwono (2013:29) Correlative conjunction is a paired conjunction that links words, phrases, and clauses, of equal syntactic forms. . Correlative conjunction is conjunction that use in pairs to join sentences or phrases that carry the same general meaning and tone.

Correlative conjunctions are always used in pairs. They are similar to coordinating conjunctions because they join sentence elements that are similar in importance.

Correlative conjunction are *both...and, either...or, neither....nor, not only...but also, whether...or*.

These conjunctions connect equal structural elements of a sentence.

For example:

1. *Both* Jhon *and* Mary go to school by bus
2. *Either* my mother *or* my sister buy a new bag
3. *Not only* dina *but also* tina go to the movie
4. His choice after collage was *either* athletics *or* law
5. She is *not only* intiligent *but also* beautiful
6. They *not only* rich family *but also* have good tempered

7. *Either* she *or* he read the book
8. *Both* my brother *and* my sister sell my ring.
9. *Both* his friend and his parents loved him
10. She *not only* ugly *but also* cruel

There are three main conjunction : Coordinating conjunction , Correlative conjunction and subordinating conjunction. Sometimes a kind of adverb, the conjunction adverb , is also consider a conjunction

Conjunction adverb use as conjunction to connect complete ideas. Indicate a connection between two independent clauses in one sentences.

The examples of conjunction Adverbs are:

Accordingly, again, also, besides, finally, however, indeed , instead ,moreover , otherwise , then, therefore, thus, and Futhermore.

2.8 Previous Research

The writer takes the review of literature from other graduating paper as the principles and the comparison with this research. The previous research take from journal. The first ***The Students' Ability in using Conjunction (A Descriptive Quantitative Study of The Sixth Semester Students Of English Study Program Bengkulu University)*** (Journal of English Education and Teaching, vol. 1. No.1. 2017.58-86). This is descriptive quantitave research. The advantage of this research is to get some information such as how to measure the students ability in using conjunction by using the formula so the research is very useful to the researcher. In this case the researcher found that students can able to use the conjunction in writing narrative text. The second is **Error Analysis of Conjunction Usage In Students' Written Recount text** (Retain journal volume 01 Nomor 01 Tahun 2014, 1-8). This is descriptive qualitative research. In this

case the researcher found that most students, error to use conjunction in writing recount text. The research gave contribution to the researcher from the research namely from the first research the research got knowledge about ability, the research also got some information about conjunction and some types of conjunction used in that research and how to use the conjunction that is why the research was very usefull to the researcher . From the second research the research got some knowledge about conjunction also, the research could added references about conjunction to the researcher and types of error of conjunction and how to analysis that. From this all show that this research was very useful to the researcher .

2.9 Conceptual Framework

The ability of the students to master the materials is not the sole even though they are teaching by the same teacher, because their power to grape the material is different. It depends on how student able in doing something which show their capacity in every skill especially in writing.

Writing is combination of process and product. It also provides a means of expressing one self and presuading others. In order to make a good writing should clear purposes. Writing also helps students to develop their ideas and information.

Structurally , a narrative text is a text contains five components they are Orientation, Evaluation , Complication, Resolution, Re-orientation.

Conjunction is a word use to connect other words of groups of words. It means that the main function of conjunction is to combine the elements of think. In writing , we can not create a good writing text without the use of cconjunction.. There are three Types of conjunction coordinating conjunction, subordinating conjunction and correlative conjunction.

**Students' Ability of Using Conjunction in Writing Narrative Text of The
Second Grade at Sma Negeri 1 Laeparira.**

Writing

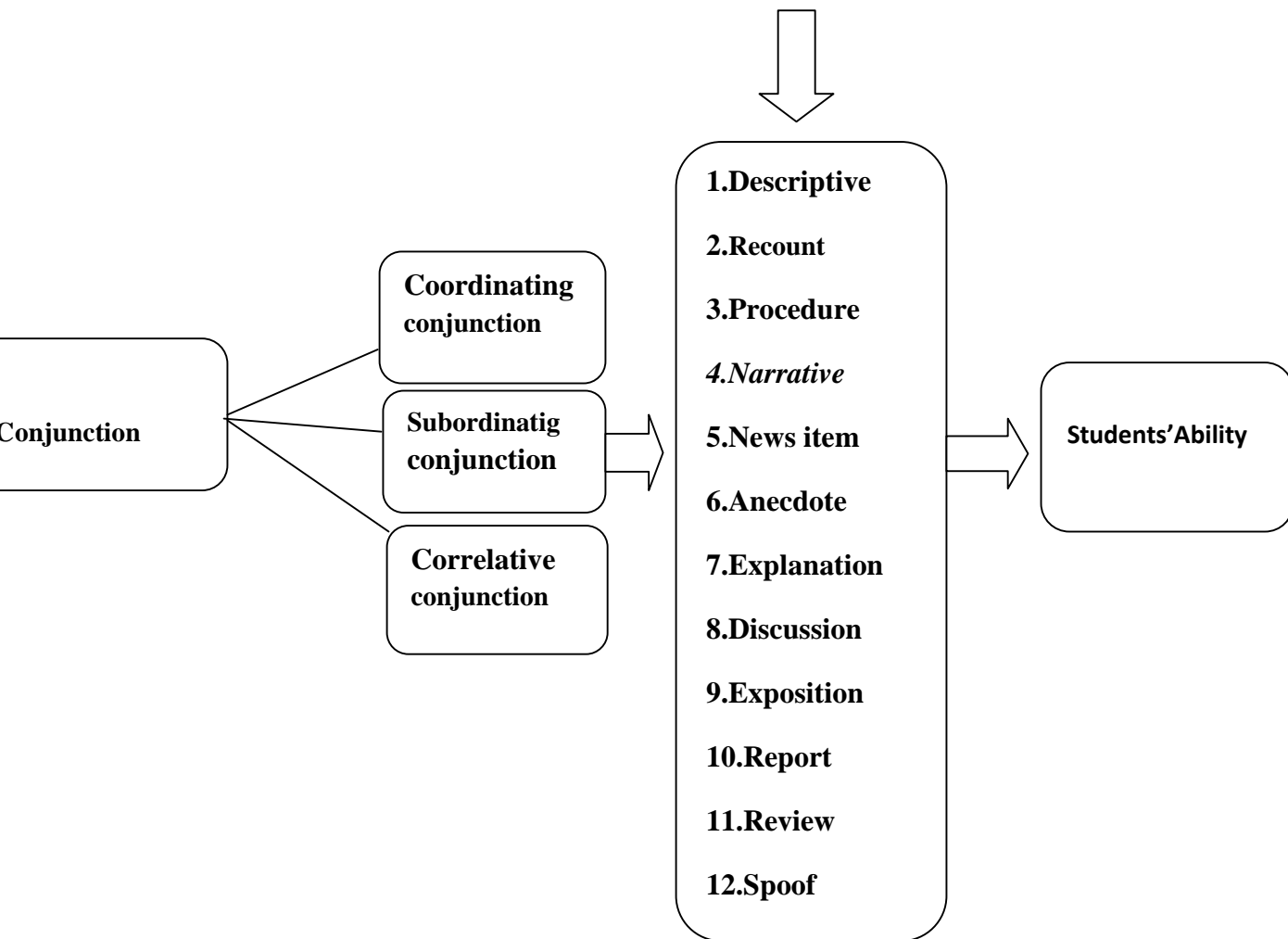


Figure 2.9

Conceptual Frame work

CHAPTER III

RESEARCH METHODOLOGY

3.1 The Research Design

The researcher used descriptive quantitative in this research . Based on the research questions, the research described how far the students able to using conjunction. Quantitative method used emphasize the anlysis on numeral data (numbers) process with statistical methods.

Quantitative research was a means for testing objective theories by examining the relationship among variabels.

Therefore, the writer focused on analyzing the data to finding out the students ability of using conjunction in Writing Narrarive.

3.2 The Population and Sample

The subject of the research were the students of the second grade at Sma Negeri 1 laeparira.

3.2.1 Population

According to [www statisticsolution.com what-is-differences-between-population/](http://www.statisticsolution.com/what-is-differences-between-population/) Population is the broader group of people to whom you intend to generalize there sults of your study.The population of this research was the second grade at Sma Negeri 1 laearira . There four paralel classes and each class consist of 25 students. The total numbers of population are 100 students.

3.2.2 Sample

Sample is the group of individuals who actually participate in your study. These are the individuals who you end up interviewing (e.g., in a qualitative study) or who actually complete your survey (e.g., in a quantitative study)

The writer selected one class from two parallel classes as sample . It could said that from the two parallel classes, one class was randomly selected. Class XI - 1 is the subject of this study.

It was because the limitation of time and each of classes consist of same students' qualification. There were 25 students chose as sample XI -1 .

3.3 The Instrument of Collecting Data

In this research , the writer used writing test as instrument. Test was a series of questions or exercises or other tools used to measure the skill, knowledge, intilgence, ability or aptitude of the individual or group.

In this research the writer used a test so that the writer seen the ability of the students. the writer asked the student write narrative text using conjunction .

3.4 Technique of Collecting Data

- 1.Asking the students to write narrative text.
- 2.Collecting the students writing.
- 3.Checking students'paper.
- 4.Identifying the student's ability by using conjunction.
- 5.Scoring the average of student's writing based on their achievement in using Conjunction.
- 6.Calculating the total of ability by drawing it in table.

3.5 The Technique of Analyzing Data

To got quantitatve result, the data will be calculated and draw up in the table of precentage which the formula as follows:

$$P = \frac{F}{N} \times 100\%$$

Where: P = Precentage of average score

F = Frequency of student's score

N =Number of cases (total frequent/ total individual)

The data of this study were analyzed by using descriptive quantitative technique. The steps are as follows:

1. Calculating the students' average by using the following percentage formula:

$$\text{Average Scores} = \frac{\text{Total Students Score}}{\text{Total Students}} + 100\%$$

2. Calculating each students' percentage scores by using the foolowing formula:

$$\text{Percentage Scores} = \frac{\text{Total Score}}{\text{Total item test}}$$

TABLE 3.1

EVALUATION SCALE

Qualitative form	Quantitative form
100-50	Able
49-0	Unable