

CHAPTER 1

INTRODUCTION

1.1 The Background of the Study

Language is used to communicate our thoughts and ideas. The function of language is to transfer information, or messages and express ideas and emotions. People use language to express their ideas and wishes to other's people such as when they need others help so that close relation among members of the group can be carried. There are many kinds of language such as Spanish, Italian, German, English, etc.

English is the easiest way communication with people from other countries about many aspects in human life such as education, science, business, social, technology, and culture. People tend to use English to communicate and make relationship with others from different part of place and language in the other countries. English not only as foreign language in indonesia, English is one of subject which must be teaching in the school.

Teaching English is started from primary school, junior high school, senior high school and university level. The English curriculum in primary school up to senior high school using Educational Unit Oriented Curriculum (*Kurikulum Tingkat Satuan Pendidikan*). KTSP expects that students are able to understand English well by four skills. They are listening, speaking, reading, and writing.

Writing is an activity to express idea, feeling and their opinion. Writing should be organized effectively and include aspect such as idea, word choice, grammar, content, and coherent. Writing is also a process of transforming thoughts and ideas into written form.

Moreover, teaching writing for students is mostly aimed to help the students to develop their writing.

Teaching writing is focused on the writing process rather than on the grammar, vocabulary, punctuation. The purpose of teaching writing is to help the students writing skill to express their idea. The teacher uses genres to the students of Senior High School to get the purpose of teaching writing. Because genre has many kinds. There are twelve genres in writing. They are Descriptive, Expository, Explanation, Anecdote, Report, Recount, Spoof, News item, Procedure, Discussion, Analytical Exposition and Narrative.

Narrative is to tell a true story or fiction. The purpose of narrative is to amuse or to entertain the reader with a story. The generic structure of narrative text are orientation, complication, resolution and reorientation. Part of speech is used in forming sentences on writing narrative text. Part of speech are noun, verb, adjective, adverb, pronoun, preposition, article, interjection, and conjunction.

Conjunction is a part of speech that is used to connect word, phrases, clauses and sentences. Conjunctions are considered to be invariable grammar particle and they may or may not stand between items they conjoin. There are three main kinds of conjunction namely coordinating conjunction, correlative conjunction and subordinating conjunction.

Based on the writer's experience in *Program Pengalaman Lapangan*, the writer found that some students make mistake in using writing conjunction, especially in writing narrative text. The writer hopes can help the students and teachers how to analyze on conjunction in narrative text writing and give more explanation about conjunction. The writer also want to give the process in analyzing conjunction and many of the students didn't know how to put them in a sentence. The students only focused on what they think, they did not pay attention in

Grammar. The common connector that the students used likes : *But, For and , and So*. It can be monotonous to them. Consequently it is making them felt bored and lazy to study writing. As the result, most of the students get low score in writing test.

According to Philip Gucker (1966: 72), "A conjunction is a word whose primary function is to join words or groups of words. Unlike prepositions, conjunctions are used in a great variety of situations; in fact, an understanding of the proper uses of conjunctions can be of great help in the writing of clear, well-constructed sentences. Conjunctions are of two main types: coordinating conjunctions (which include correlative conjunctions) and subordinating conjunctions".

Based on the explanations above, the writer will conduct a study entitled "An analysis of using conjunction in Narrative text writing of the Tenth grade Students at SMA Parulian 1 Medan".

1.2 The Problem of the study

Based on the background, the problem of the study is formulated as the following: "What types of conjunction are found on narrative text writing of the tenth grade student at SMA Parulian 1 Medan?"

1.3 The Objective of the Study

The objective of this study is to find out what types of conjunction are found on narrative text writing of the tenth grade Students at SMA Parulian 1 Medan.

1.4 The Scope of the Study

In this study, the writer will focus on using Conjunction in narrative text writing. There are three types of conjunction. They are : Coordinating conjunction, Subordinating conjunction and Correlation conjunction. The writer will analyze this Conjunction in narrative text writing on the tenth grade at SMA Parulian 1 Medan.

1.5 The Significances of the Study

The results of the research are expected to be useful :

1. Theoretically

This research will enrich the study of conjunction analysis by tenth grade in writing Narrative text.

2. Practically

a. The writer, who are interested with the same topic can used as a reference.

b. The students of English Department, to enrich their knowledge about conjunction in narrative text writing.

c. English teachers, this research can be used by the English teachers as a reference to teach their students about Conjunction in narrative text writing.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting a research, theories are needed to explain some concern and terms which are used in this study. The term have to be clarified in order to have the same perspective

of implementation in the field . In other word, it is important to discuss to avoid misunderstanding between writers and readers.

2.2 Writing

Writing is an important skill in language learning. For a learner, writing is also an opportunity to convey something, to communicate ideas to people beyond their immediate vicinity, to learn something that they do not know yet, and to reach other purposes. Leki (1998; 5), "asserts that having adequate writing skills helps our readers comprehend our ideas very easily. From these vantage points, it can be perceived that writing skills are very useful to help students communicate their ideas clearly. Thereby, their readers can properly understand the information they intend to convey". Meanwhile, Donn Bryrne(2002:1) states "writing is clearly much more than the production of graphic symbol, just as speech is more than the production of sounds. The symbols have to be arranged, according to certain conventio, to form words, and words have to be arranged to form sentences".

Writing is also a process constituting planning, drafting, revising and editing. Thus to write well, people need to go through several stages to produce a well-developed piece of writing. In terms of this, Robinson and Modrey (1986; 11) say, "writing is a process. Writing is not an activity accomplished in one setting". From this vantage point, it can be concluded that writing is not an easy task as it involves several processes every writer should take to write the many and various forms of writing. Writing covers a number of elements, such as content, grammar, vocabulary, unity and coherence. Allof this items essential in writing. In line with this, Wilkinson (1985 ; 85) defines " Writing is a frame means of developing of our thinking and our emotion and therefore of defining and redefining, ourselves". Writing can help their more to

consider our thought, to analyzes our feelings because it gives their time and opportunity for reflection.

Based on explanations above, the writer makes a conclusion that writing is written communication in letters or symbols by using a pen or pencil contains a message to a reader made by writer with purposes to express feelings, to provide information and persuade the reader, and to create a literary work.

2.2.1 Process of Writing

Writing is one skill that is often considered as a difficult skill. There many Waysdone by many people to make their writing will be successful. John Aquilina,MP (1999 : 22-23) mentions that there are six the stages of the writing process, they are:

1. Conferencing , involves discussing drafts with others to engage in critical reflection and clarification of meaning. Revising and editing might occur during, or be the result of, such discussions.
2. Drafting, involves making notes of idea, planning the text and writing the next down initially.
3. Revising, involves reworking a text to improve ideas or amend the content. revising might involve editing, because it often requires reorganising the text or changing sentence structures.
4. Editing, involves changing the drafts of developing texts in order to improve the text. Editing leads to changes which will be incorporated into the next draft of the text.
5. Proofreading, involves preparing the final text for presentation, including reading the text to locate and fix any inaccuracies in grammar, spelling, punctuation or layout.

6. Publishing, involves presenting the next to its intended audience.

2.2.2 Purposes of Writing

A writing is written for many purposes. Ruby(2001: 18) state that there are some common purposes for writing , they are:

1. Writing to inform, include facts and examples that teach your reader. Write: objectively; avoid including your opinion.
2. Writing to Persuade; include reason and arguments to convince readers to adopt your position.
3. Writing to entertain, include humorous situation, anecdotes, or exaggerations that your audience will enjoy.

2.3 Teaching Writing

Teaching writing is a big challenge for teachers. The teachers must be creative in choosing good approaches. Considering the writing process, it seems difficult to teach writing. Many traditional approaches failed to apply writing process in teaching writing. (Harmer, 2004:11) says“for many years the teaching of writing focused on the written product rather than on the writing process. In other words, the student’s attention was directed to the “what” rather than “how” of text construction”.

According to Urquhart and McIver (2005:3) “Teaching writing is unique in this way. It benefits both teacher and students, serving as communication vehicle, assessment tool, and intellectual exercise”. Moreover, as a teacher, he should encourage and guide a student to explore and develop their ideas, involves and provides them with enough language and

information to allow them to complete writing task or paragraph successfully. In addition, in giving material for teaching, teachers should recognize the instruction given. Writing instruction can and should include real-life, interactive tasks.

2.3.1 Assessing Writing

Assessment is the gathering of information for the purpose of guiding instructions. Assessment as the act of collecting information and making judgements on a language learners knowledge of a language and ability to use it. Overmeyer (2007:7) state “assessment, when used correctly in a formative way, can empower students and teachers not only to improve but, better yet, to believe in themselves as writers and teachers of writing”.According to Weigle (2002:114), there are five components in writing assessment which are:

- a. Content
- b. Organization
- c. Vocabulary
- d. Language use
- e. Mechanics

2.3.2 Text

The concept of writing as a skill to be differentiated from writing a text. As a skill writing is defined as a productive written language skill. It is a result of writing activity. According to Carter aand Mc Carthy (2006),” text is a stretch of language, either in speech or in

writing, that is semantically and pragmatically coherent in its real world context". A text can range from just one word to a sequence of utterances or sentences in a speech, a letter, a novel, etc. It means that text is meaningful linguistic unit which can be a word, or a sentence, or a paragraph, or even the one which is bigger than a paragraph.

2.4 Genre in Writing

Every genre has a number of features which make it different to other genres: each has a specific purpose, an overall structure, specific linguistic features, and is shared by members of the culture. For many people it is an intuitively attractive concept which helps to organize the common-sense labels we use to categorize texts and the situations in which they occur. Pardiyono (2007:2) says, genre is text type which function as the frame references so a text can be made effectively; effective from the purpose, chosen and arranged text elements, and using of the grammar.

According to Pardiyono (2007:2), there are 13 kinds of genre. These genres arose in social interaction to fulfill humans' social purposes. They are :

1. Descriptive

Descriptive is the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or a camping. Description is the text containing two components, namely, identification and description.

2. Analytical Exposition

Analytical Exposition is an expository text. It is about the truth of a fact of a certain object. It is written to expose the truth of the fact of the object to the reader. The aim is just to

expose the truth of the fact, in this case it is just to persuade the readers to believe it, and to show the reader about the truth in the human's life reality by proved it with some facts.

3. Explanation

Explanation is a written English text in which the writer explained the processes involved the information or workings of natural or sociocultural phenomena. Explanation is a text containing two components, namely, the general statements, and sequenced explanation.

4. Anecdote

Anecdote is the tools of the writer to share with the others account of an unusual or amusing accident. Anecdote is a text containing five components, they are abstract, orientation, crisis, reaction, and coda.

5. Report

Report is a kind of text which can be written out with a descriptive technique. It describes an object to the readers. The length of the text depend on the specific details of the object being described.

6. Recount

Recount is written out to make a report about an experience of a series of related event. Theoretically, the technique to write a recount is similar an event or to entertain people. Structurally, a recount is a text which contain three components, they are orientation, events, and reorientation.

7. Spoof

Spoof is the way of twisting some of the events in the process that used to create a humor and create a text. The punch line in the events is an unpredictable action done by a character(s) for a response to another character(s).

8. News

News Items 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 informs people about events of the day which are considered news worthy or important. News Item is a text containing three components namely: newsworthy event(s), background events and sources. The grammatical patterns of news item are: use declarative sentences, use past tense, past perfect tense, past continuous tense, use conjunction, and use reported speech in the element of source. From the various kind of genre in writing, this study only focuses on narrative text.

9. Procedure

Procedure is any written English text in which the writer describes how something is accomplished through a sequence of action or step. Procedure is a four components, namely, goal, material, method, and reorientation by which a writer describes how something is accomplished through a sequence.

10. Discussion

Discussion is a written English text in which the writer presents some points of view about an issue. It contains three components, they are issue, arguments and conclusion or recommendation.

11. Hortatory Exposition

Hortatory Exposition is a written English text in which the writer persuades people that something should or should not be the case. It is also a text containing three components, namely, the thesis, argument of issue of concern, and recommendation.

12. Review

Review is a written English text that the Social function is to critique or evaluate an art work or event for a public audience. The elements of review are orientation, evaluation, interpretative recount, and evaluation.

13. Narrative

Narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in the different ways. It is tell the stories, experiences, and actions which happen in the past. It uses simple past tense. The elements of narrative are orientation, events, resolution and coda. But coda is optional.

2.5 Narrative text

The narrative paragraph can be fun to write because you tell a story or relate an event. Narratives have a beginning, middle, and an end. Any time you go to a movie or read a fiction book, you are looking at a narrative. Narrative text often describe events from the writer's life. According to narrative text describe a sequence of events or tell a story, in another words, narrative text is describe an experience. The logical arrangement of ideas and sentence in narrative text chronological-according to time order. According Bushel (2011: 1) "a narrative paragraph describes an event, feeling or experience in story form or in the order the details of the event happened". Writing a narrative is really just putting what happened to you on a paper. There are several ways to organize sentence in paragraphs. The arrangement of sentence and

details depends on the writer's purpose. There are principally two types of writing that require chronological development: narration and process description.

Refers to Bal (2009: 9) "a text that not consist solely of narration, in the specific sense. In every narrative text, one point can to passage that concern something other than event such as an opinion about something, for example a disclosure on the part of the narrator which is directly connected with the event, a description of face, or of a location". In addition, Schmidt and Richard (2002: 349) narrative text are:

1. The written or oral account of a real or fictional story
2. The genre structure underlying stories

By looking the opinion above, the writer makes a conclusion that narrative text is about oral account and fictional story. Fictional means that the students can write their own imagination of story and it can make them easy in writing a story.

2.5.1 Generic of Structure

1. Orientation : sets the scene and introduces the participants
2. Evaluation : A stepping back to evaluate the plight, usually to make the story more interesting.
3. Complication : a crisis arises
4. Resolution : the crisis is resolved
5. Re-Orientation : A brief summary which is aimed to give or submit a moral lesson to the reader

2.5.2 The Purpose of Narrative text

The purpose of a narrative text may be to reflect, entertain, inform, explain or persuade.

There five ways the narrative can get some purpose namely:

1. Tell the exciting story. This purpose is to interest or entertain the audience such as danger and suspense.
2. Illustrate appoint about human nature. Fairy tales and fables are fascinating, speak about eternal truths that make a comment on human nature interest readers.
3. Make people laugh. Real humor is probably the rarest talent.
4. Show an experience dramatically changed someone's life. Experience can fascinate others.
5. Get to the heart of a common, everyday occurrence. Put the reader in your place, describing your own feeling exactly.

2.5.3 The Components of Narrative text

In writing narrative text students can express they personal experience include thought and feelings, students can present detail in an easy to follow sequence, use complete sentences and almost free of errors. "Writing Narrative is kind of text to tell the activities or events in the past, which give priority to the problematic experience and resolution with the purpose to amuse and often be intended to give moral lesson for the reader"(Pardiyono, 2007). Narrative deal with problematic events which lead to a crisis or turning points of some kind,which in turn find a resolution. Narratives tend to feature the use of past tense verbs (mostly simple past but past perfect, past progressive, and sometimes *would/could* for past time meanings) adverbs with past time reference chronological order (signaled by those adverbials)

proper nouns (for the names of people and places) personal pronouns (to refer to those people and places) .

Narrative deal with problematic events which lead to a crisis or turning points of some kind, which in turn find a resolution. Characteristics of narrative text (Maharani, 2007:68) are:

1. Using past tense.
2. The purpose of text communicative is to amuse the reader with real experience or imagination.
3. The structure of narrative text there are:
 - a. Orientation, Complication, Resolution
 - b. Orientation consists of figure, time and place.
 - c. Complication consists of the events or the problem turned to conflict.
 - d. Resolution consists of solution the problem toward conflict that happened.
4. Using conjunction to put the event. Example: then, before, that, etc.

2.5.4 Kinds of Narrative

There are many kinds of narrative. According to Keraf (2007:135), there are several types of narrative , They are:

1. Legend

A legend is a narrative of human actions that are perceived both by teller and listeners to take place within human story . Typically a legend is a short, traditional and historicized narrative performed in a conversational mode.

2. Fable

A fable is a short allegorical narrative making a moral point, traditional by means of animal characters who speak and act like human being. It is a legendary story of supernatural happenings.

3. Fairy Tale

A short narrative corresponding to the French phrase “ Conte de Fee “. A fairy Tale exclusively features such folkloric characters as fairies, goblins, elves, trolls and dwarves and usually magic or enchantments.

4. Science Fiction

Science Fiction is Fiction based upon some imagined development of science or upon the extrapolation of a tendency in society.

2.5.5 Grammatical feature of Narrative text

There are the grammatical features of narrative :

1. When sequencing people and events in time and space, narrating typically uses action verbs and temporal connectives
2. Narratives and stories are typically written in the past tense unless quoting direct speech.
3. In action sequence, mainly action verbs (bold) are used, while in reflections/evaluations, mental verbs (italicised) predominate.
4. Narratives often use action verbs metaphorically to create effective images
5. Narratives often use rhythm and repetition to create particular effects
6. Play with sentence structure is another common feature of narratives. Often sentences comprising one word or a short phrase are used to create poignant effects.

2.5.6 Lexicogramatical features of Narrative text

There are five Lexicogramatical features of narrative text. According to Siahaan (2008:74), There are some typical lexicogramatical features of narrative text, They are :

1. Focus on specific and usually individualized participants.
2. Use of material processes (and in this text, behavioral and verbal process).
3. Use of relational process and mental process.
4. Use of temporal conjunctions, and temporal circumstances.
5. Use of past tense.

Based on explanations above, the writer summarize that narrative or narration simply tell a story or relay a sequence of events. Generally, these events are told in chronological order, which is the order in which they happened. Functions to entertain and amuse.

2.5.7 Example of Narrative text

In order to get more effective in writing, which text elements have to be exist in writing narrative text. The writer provides the 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 Sahala 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.

2.6 Analysis

Analysis is to study something by examining its parts and their relationship (Oxford Dictionary, 1989: 37). And according to Ritchey (1991:8) , “ analysis is defined as the procedure by which they break down an intellectual or substantial whole into part or components, and every analysis requires a subsequent synthesis in order to verify and corret its result”. Based on explanation above the writer found analysis is a form of literary cristicim in which the structure of a piece of writing is analyzed

2.6.1 Analysis of Composition (or of structure)

Analysis of composition is one breaks down a system into its structural parts or components. It is this process which when used indiscriminately is rightly targeted as “reductionist”. But this form of analysis is trivial. It is for this reason that synthetic procedure when applied in the way that Helmholtz applied it is historically associated with a reductionist approach to scientific inquiry.

2.6.2 Analysis of Function

The analysis of function is one breaks down a system on the basis of identified functional processes or activities, which the system must carry out in order to perform what it does. The actual anatomical form associated with these functions, however may be quite different types of animals. For example, a (living) animal must have the capacity to take up and circulate energy, it must some methods of reproduction.

2.7 The part of Speech

Part of speech is a term in traditional grammar for one of the eight main categories into which words are classified according to their function in sentences. Richard Palmer (1993:1-223), mention there are eight parts of the speech namely : noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection. The parts of the speech will be explained as follow:

1. Noun

A word used to name something. There are four types of noun : common or concrete, proper, collective, abstract. So nouns were refered to as 'naming words'.

2. Pronoun

A word used to stand for a noun. Pronoun stand in place of nouns; The jobof noun is done neatly and quickly by pronoun. There are different kinds ofpronouns such as , personal pronoun, reflexive pronoun, possessive pronoun,demonstrative pronoun, interrogative pronoun, and indefinite pronoun.

3. Verb

A word (or group of words) used to denote actions, states or happenings.

4. Adjective

A word that qualifies (describes) a noun . There are six types: descriptive, possessive, demonstrative, relative, interrogative, and Adjective of number or quantity.

5. Adverb

A word used to modify (tell us more about) a verb , an adjective or another adverb. There are seven types of one-word adverb: manner, place, time, degree, quantity or extent, number, relative, interrogative.

6. Preposition

A word placed before another word to locate the latter in time or space. Preposition words placed before a noun or pronoun to show relationship between persons or things or action.

7. Conjunction, are the part of the speech

Junction means 'joining'; con is Latin for 'with',. Conjunction are words which join a word, phrase or clause with another word, phrase or clause. And then, a word used to connect one part of a sentence to another.

8. Interjection

A word used to express mood or reaction. Interjections are 'verbal tics'. Interjection has no grammatical connection with the rest of the sentence.

2.7.1 Conjunction

Conjunctions contribute to a better understanding of the use of discourse and they affect the way how texts are perceived. Studies have shown that the use of conjunctions can be problematic for EFL learners (Chan, 2004:65; HKCEE Annual Reports, 1996). Therefore, their use of conjunctions is worth studying more extensively in order to distinguish the difficulties and thus to provide solutions for learners to help master the use of English conjunctions. Since the focus of this paper is on the usage of conjunctions, the approach for analysis will be a functional one depicting the discourse structures. A conjunction is a word that connects elements of a sentence, such as words, phrases, or clauses. The conjunction is one of the eight parts of speech in English. Conjunction are very important in English, and that is the main reason why we have taken time to discuss them widely in this paper, with a special focus on their meaning, types and uses or functions in the language. The three types of conjunctions are: subordinating conjunctions, coordinating conjunctions, and correlative conjunctions. Furthermore, conjunctions play an important role in discourse as they are used as coordination to conjoin “different grammatical units: clauses, clause elements, words (Leech & Svartvik, 1994:264)”

2.7.2 Type of Conjunction

There are many type of conjunction. According to Philip Gucker (1966:72), there are three types of conjunctions. They are; Coordinating conjunction, Subordinating conjunction, and Correlative Conjunction.

1. Coordinating Conjunction

Coordinating Conjunctions are normally used to connect sentence elements of the same grammatical class: nouns with nouns, adverbs with adverbs, clauses with clauses. The words used as coordinating conjunctions are *and, but, or, nor, for, yet, and so*.

Example:

- a) Their only weapons were scythes **and** pitchforks, (nouns)
- b) Some of them hesitated **and** started to retreat, (verbs)
- c) Dorothy is often moody **or** irritable, (adjectives)
- d) Slowly **but** steadily the speed increased, (adverbs)
- e) The sleigh was driven over the river **and** through the woods. (prepositional phrases)
- f) They seldom win, **yet** they keep on trying, (clauses)
- g) I liked the salesman, **so** I gave him a good order, (clauses)

2. Subordinating Conjunction

Subordinating conjunctions are used to connect adverb or noun (subordinate) clauses to some sentence element in a main clause. They do not connect adjective clauses, which are introduced and joined by relative pronouns. These are some of the words commonly used as subordinating conjunctions: *when, because, if, though, after, unless, until, whether, that*. Adverb clauses are used like adverbs, usually to modify verbs. The following sentences contain adverb clauses, introduced by subordinating conjunctions.

Example:

- a) The flight was postponed **because** the pilot had a toothache.
- b) Try it once more **before** you give up.
- c) We'll miss the last bus **if** we don't hurry.

- d) Vincent will fail his tests **unless** she does some serious study.
- e) It looks *as if* it might rain.

Note that the adverb clause may precede the main clause:

- a) **When** the bell rings, you'll see a mad rush.
- b) **After** he left, I found his briefcase on the sideboard.

Noun clauses are used like nouns, most commonly as objects or predicate nominatives.

The following sentences contain noun clauses, introduced by subordinating conjunctions:

Example:

- a) He thinks **that** no one else can do the job.
- b) Nobody knows **where** the coffee pot is.
- c) You must decide **whether** the reward is worth the effort.
- d) The question is **how** we can control him.

3. Correlative Conjunction

Correlatives are always used in pairs. Notice that these, like the other coordinating conjunctions, join elements of the same class: nouns with nouns, verbs with verbs, subjects with subjects, objects with objects etc. (*Either...Or, Both...and, Neither...Nor, Not only...But also, whether...Or*).

Example:

- a) **Both** Democrats **and** Republicans will back such a proposal. (nouns)

- b) Your method is *not only* wasteful *but (also)* slow. (adjectives)
- c) Starkey *neither* drinks *nor* smokes, (verbs)
- d) That clock runs *either* too fast *or* too slow, (adverbs)
- e) **Either** the coffee is weak *or* you've added too much cream. (clauses)

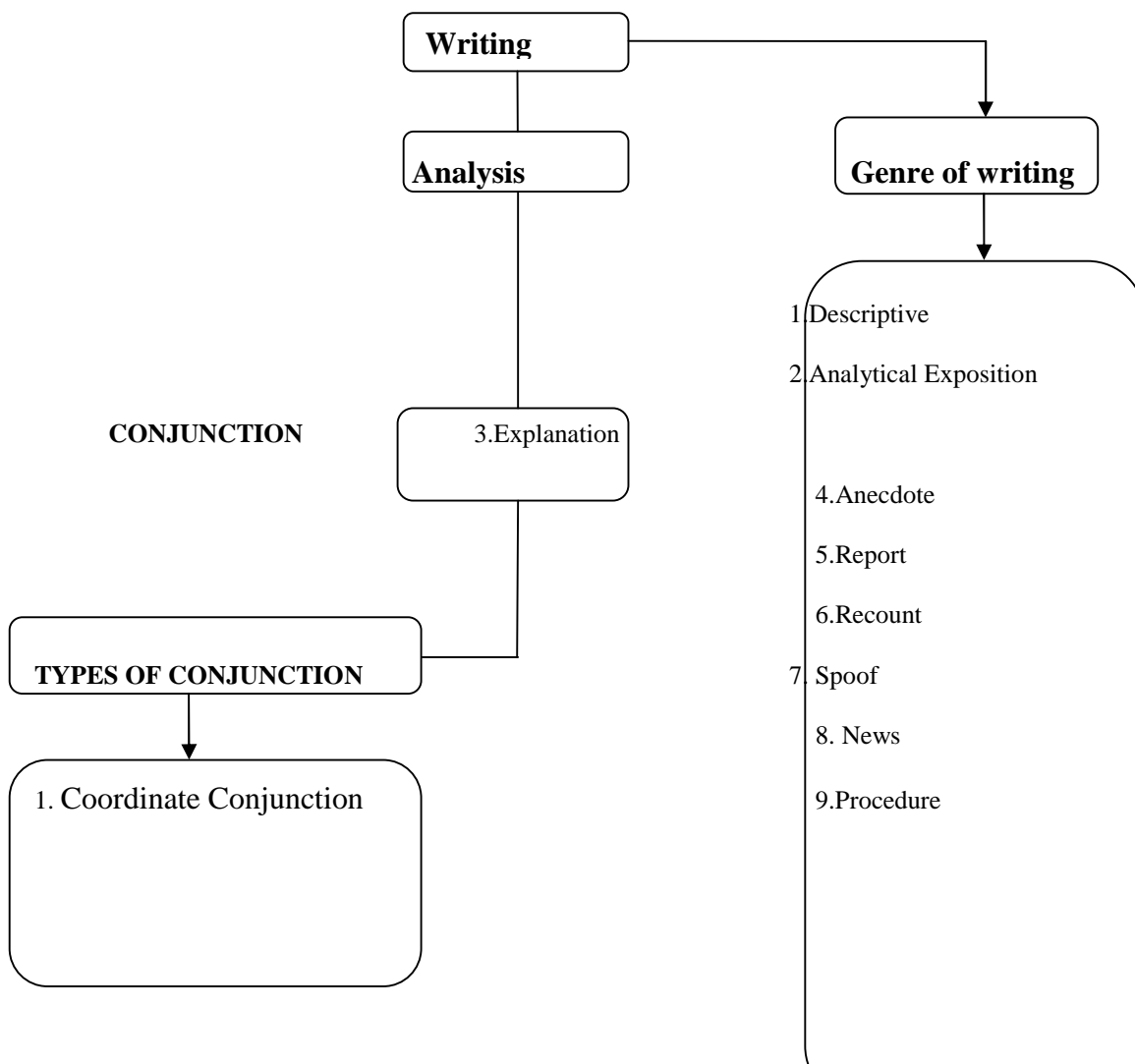
2.8 Previous Research

The writer takes the review of literature from other graduating paper as the principles and the comparison with this research. The first one is taken from journal by Paramita Kusumawardhani (2017) with the title the analysis of conjunctions in writing an English narrative composition: a syntax perspective. Syntax is the study of the rules that govern the ways in which words combine to form phrases, clauses and sentences. Syntax is one of the major components of grammar. Conjunctions are also part of syntax discussed in this paper. There are also parts of speech. A conjunction connects words, phrases or clauses. Writing is related to composition and there are 4 kinds of composition, they are: argumentation, description, exposition,

and narration. Data was taken from 20 learners' English narrative compositions. They were taken by asking the learners to make an English narrative composition. After taking the data then classifying, analyzing and correcting were done. There were some kinds of syntax were found in the learners' English narrative compositions, they are: 5 items of subordinate conjunctions, 3 items of coordinate conjunctions and 2 item of conjunctive adverbs.

Based on the previous writer above, it is known that the most difficult material to be understood by the students' is grammar . This reserach is different from the previous studies in that it concerns with the use of conjunction in the narrative text writing skill. The writer intends to analyze of the students in using of Conjunction and the types of Conjunction.

2.9 Conceptual Framework



2. Subordinate Conjunction

10. Discussion

3. Correlative Conjunction

11. Hortatory Exposition

12. Review

13. Narrative

Narrative Text

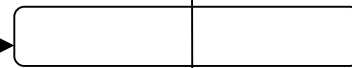


Figure 2.9 An Analysis of Using Conjunctions in Narrative Text Writing of Tenth Grade

Students at SMA Parulian 1 Medan. (Rini Mariana Sitinjak : 2018)

CHAPTER III

RESEARCH METHODOLOGY

This chapter discussed the research method used in this study. It covered the presentation of the research design, the subject of the study, instrument of collecting data, technique of collecting data, and technique of analyzing data.

3.1 Research Design

The research design of this study was conducted by using descriptive qualitative design. According to Creswell (2009:172) “qualitative inquiry employs different philosophical assumptions; strategies of inquiry; methods of data collection, analysis, and interpretation”. Qualitative research is characterized by verbal description as its data. The descriptive qualitative design means collecting, analyzing and interpreting the data. The writer found the dominant type that the students made in using conjunction on narrative text writing. Explanation on chapter two narrative text has five components such as orientation, evaluation, complication, resolution, and re-orientation. Here, the writer choose them on the research. The variable of this is using conjunction analysis.

3.2 The Subject of the Study

The subject of the study is the students of grade Eleventh at SMA Parulian 1 Medan . The writer wastaken one class of two classes of that school with consist of 30 students in a class. There are XI IPA 1 and XI IPA 2. The subject is 60 students. So the writer focused on Eleventh grade of XI IPA one class. The writer will take sample by using random sampling technique.

3.3 Instrument of collecting Data

In collecting the data. The writer applied one instrument to elicit of using Conjunction analysis. The instrument was writing narrativetest. The sudents assigned to write a narrative text. Writing test used to find out the types of Conjunction analysis in narrative text. The writer gave 50 minute to analyze the narrative text with using conjunction.

3.4 Technique of Collecting Data

To collect the data, he writer took these following ways:

1. Asking the Students to write a narrative text with free topics.
2. Collecting the students' test.
3. Underlining every types of Conjunction from the student's writing test.

3.5 Technique of Analyzing Data

The techniques of analyzing the data are:

1. Classifying the types of conjunction analysis by underline the words.
2. Analyzing all the Conjunction.
3. Making the conclusion.