CHAPTER 1

INTRODUCTION

A. Background

Language is the main point of communication. Language is a systematic means of communicating ideas or feeling by the use of conventionalized signs, sounds, gestured, or marks having understood meaning.[1] The point of language is a systematic means of communicating. While based on Meriam Webster, communication is a process by which information is exchange between individuals through a common system of symbol, signs, or behaviour.[2] In our daily life system of symbol, signs, or behaviour have similar meaning with language. From those definition, we could conduct that language is a tool of communication whether it is written or not, and as tool of communication language could describes a situation, object, or mental state, as an entertainment when they use in song, poetry, and other kind of arts.

The other definition comes from The American linguistics Bernard Bloch and George L. Trager: "A language is a system of arbitrary vocal symbols by means of which a social group cooperates".[3] It means that language is not just use as a tool in a community but it has been known as nation's symbol. For example, China is popular by the way use "chi, chao, ch, yi", Indonesia with their clear pronunciation, and English with their role of pronunciation.

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[1]Merriam-Webster. *Dictionary*. Access in: February 9th 2019. http://www.merriam-webster.com/dictionary/languge.

[2]Merriam-Webster. *Dictionary*. Access in: February 9th 2019. http://www.merriam-webster.com/dictionary/languge.

[3] Cristal David and Robins Henry Robert. Language. (Britannica Encyclopaedia, 2019), p.2.

English is special then the other language because it is applied and can be use in the most of the nation in the world. By these usage people know that it is so important to studying English, especially to open our knowledge in science, technology, culture, and furthermore a relationship with other country around the world.

Based on these importance to minimalized the mistake when people use language especially in English, people make a science that focus to study and research the language. It is called linguistic.

Linguistic is not just applied in education but it also applies in anthropology, psychology, and in other science. While science there are so many branches from linguistic. Such as phonetic as a study of human sounds in general without saying what function which sounds may have in particular language.[4] Generally studied in medical or biology. Next, in the meaning and logic, linguistic has semantic to reduce the ambiguity. The last is the role in linguistic. It is called grammar.

The function of grammar is start from morphology. Morphology is the form of words, studied as a branch of linguistics.[5] It is use to analyse the origin of the word and word formation.

Talking about word, there are so many classes of word (or part of speech) according to the part they play in a sentence. The main word classes written by Oxford Living Dictionaries are noun, verb, adjective, adverb, pronoun, preposition, conjunction, determiner, and exclamation.[6]

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[4] Johnson, Keith, *Acoustic and auditory phonetics*.2nd edition. (Oxford: Blackwell 2002), p.7.
[5] Oxford Learner's Pocket Dictionary, 4th edition, New York: Oxford University Press 2008), p.317.
[6] Lexico powered by Oxford. Access in June 2009.https://www.lexico.com

Based on the classes the researcher is interesting to analyse conjunction because the main point in writing is word but it is so huge to analyse and the second main point is how to arrange the word, make a word has a relationship with another word or it known as conjunction words.

Conjunction is an important thing in writing after the word. Because if we use a correct conjunction and apply the variety of conjunction as much as we can, our paper would be interesting to read. Conjunctions usually introduce with the concepts of a main and a subordinate clause, that are used to define complex and compound sentences. Due to the fact that coordinative conjunctions join (and signal) clauses at the same syntactic level and are not a part of their syntactic structure, their distribution in a text is free. Their function is to express semantic relation and the same syntactic level of the conjoined elements and thus join them into a higher syntactic and semantic unit.[7]

According to the importance the researcher hope that the student could remain the kind of conjunction and the application based on their function and meaning. Due to the syllabus in the Senior High School, the eleventh grade especially, asks the students to master the correlative conjunction both writing and speaking. It means that the students in high school after learning the material should be able to use the conjunction correctly in their daily activities, therefore the researcher wants to seek a prove did the student pass the syllabus or not. If the student did not pass or achieve the purpose on syllabus, the researcher has to do the research about what is the factor that

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[7] Petra Poukarova, Correlative Conjunction in Spoken Text. Journal of Linguistics, 2017, Vol. 68, No.2, p.306

made them failed so this research hopefully prepare and introduce the student about what will they faced for the next semester and could help the teacher to achieve the purpose on the syllabus. That's why the tittle of this research is "*The Analyse of the Error in Applying Conjunction at the Second Grade at MA Al-Junaidiyah Biru*"

B. Problems Statement

Based on the background of the study above, the researcher formulates problem statements as follow:

1. How do the students know about the conjunction part and their application?

2. What are the kinds of students' error that occurs in students' conjunction usage?

C. Definition of Terms

The title of this research is An Analysing of the Error in Applying Conjunction at The Second Grade in MA Al-Junaidiyah Biru. Comprehending the title above, the definition of each word is explained as follows:

1. Analyse: The process of breaking up the concept, proposition, linguistic complex, or fact into its simple or ultimate constituents.[8]

2. Conjunction: Dorgeloh explained, "Conjunctions are also part of Syntax discussed in this research. They are also part of speech. The eight parts of speech are verbs, pronouns, adjectives, adverbs, prepositions, conjunctions and interjections"[9]

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[8] Audy, Robert. *The Cambridge Dictionary Philosophy, 2ⁿᵈ ed.,* Cambridge: Cambridge University Press, 1995, p.35

[9] Dorgeloh, Heidrum. Conjunction in Sentence, *Journal of Pragmatics, An Interdiplinary Journal of Language Studies*, 1770, p. 112.

3. Error analysis: was established as an alternative to contrastive analysis. Both methods explain sources of error, but in different ways. CA sees errors as results of L1 interference only. EA, on the other hand, "accepts many sources of errors such as intralingual interference, overgeneralization, misteaching and the role of the variables of age, attitude, aptitude, motivation etc."[10]

D. *Objective and Significant of Research*

Based on the problem statement that has been formulated before, objectives of this research are to find out the students' error in conjunction usage and the kinds of the students' error. The significant of this research can be concluded as follow:

1. Theoretically

The result of this study expected to be beneficial to the world of literature and could contribute to the development of value education. Especially for the first grade at Senior High School could be the base of their writing ability so the researcher hopes that it would improve students writing ability and creativity in their dictions.

2. Practically

a. The students

This study aimed to give a challenge for the students about conjunction so we could know their error and found the point that we have to repair it.

b. The teacher

Finding of the study expected to provide information for the improvement of teaching conjunction. In addition, the findings and description would be some use for the teachers in teaching conjunction. The

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[10] Tomkova, Gabriel. *Error Correction in Spoken Practice*, Masaryk University, 2013, p.16

outcomes would be useful in minimizing the difficulties in teaching conjunctions.

E. Previous Related Research Finding

Review of literature provides the theoretical background, which can support the main chapter or analysis. This part presents various terms and theories and related research studies that are relative and helpful to this research.

Conjunctions bring unity to the task of writing; it is a good idea to investigate such cohesive markers in the two mediums of writing. As the result shows there was a significant difference in the use of conjunctions in both groups; it was shown that the mean score for the use of conjunctions in paper-based letters were higher than the number of such cohesive ties in electronic mails. This may indicate a need to motivate learners to use more connectors to get better cohesion in the electronic texts. In other words, teachers are responsible to aware their learners of the use of conjunctions in electronic mails."[11]

The research has been conducted previously by Paramita Kusumawardhani from English department, ABA BSI Jakarta, with the title of the thesis *"The Analysis of Conjunctions in Writing an English Narrative Composition: A Syntax Perspective"*. With the result that has been conducted, grammar, where this research focused in syntax, such as conjunctions, is not the only component in writing. Beside grammar, there are other components of writing that must be noticed by the learners, such as mechanics, organization, word choice, purpose, audience, process and content.

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[11] Nader Assadi Aidinlou.A Comparative Study of the Use of Conjunctions and References in Electronic Mails vs. Paper-based Letter. *Journal of Language Teaching and Research*, Vol.5, No.3, (Finland, May 2014), p.612.

Awareness of the other components of writing that is very important for the learners. Grammar should not only be focused by the learners, other components in writing are also need to be concerned in order to be able to create a good writing especially a narrative composition. It could be useless if grammar can be mastered well by the learners but other components in writing are not noticed.[12]

Tagor Pangaribuan, Elisa Haddina, and Sondang Manik from Nommensen HKBP University, Medan, Indonesia has been done the research that has relation with this research. The title is The Students' Error in Using Conjunction (Because, Since, as, in Case) in the sentences. The result are:

1. Type of errors that the students made was "substitution" (It is a sentence which of it is aspects (Word) is substituted by another). Students made errors were caused more by carelessness rather that by interlingual.

2. There were two subordinate conjunctions of four (since, as, because, in case) in errors caused by interlingual cause, they are "as" and "since". Most of students transferred both these conjunctions into Indonesia translation so that they got errors to use, in addition to both they have more that one meaning. There were all subordinate conjunctions (since, in case, because) caused by carelessness or students got errors in using them contextually.[13]
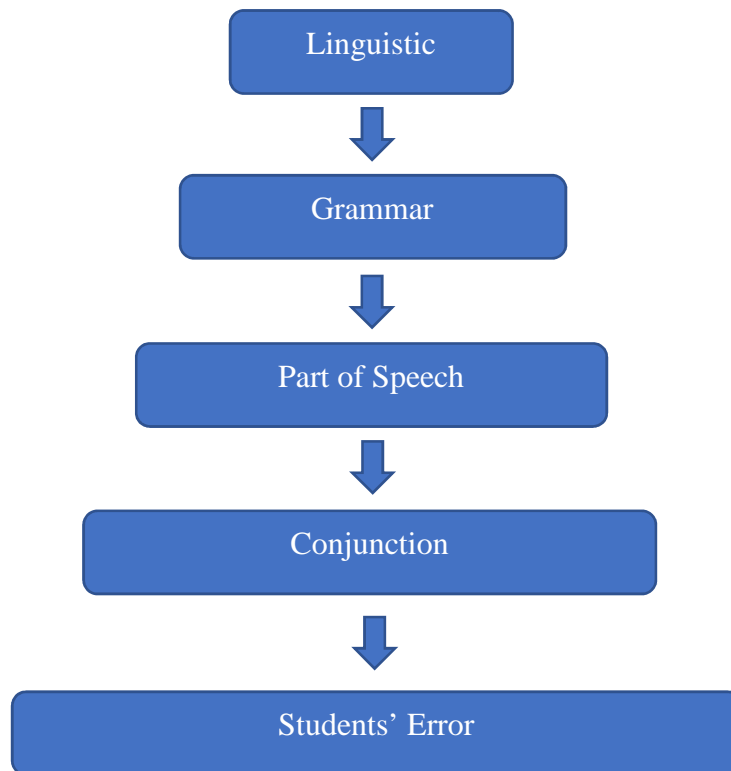
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[12] Paramita Kusuma Wardhani. *The Analysis of Conjunctions in Writing an English Narrative Composition: A Syntax Perspective* (Jakarta Pusat: Research Gate Publication, 2017), p.6

[13] Tagor Pangaribuan, Elisa Haddina, Sondang Manik. "The Students' Error in Using Conjuction (Because, Since, as, in case) in the sentences". *English Language Teaching*, Vol.11, No.4; 2018. p.99.

F.   Conceptual Framework

In relation to the conceptual framework elaborated before, the researcher would like to present conceptual frameworks as follow:

List of Figure 1.1

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┌─────────────────────┐
│     Linguistic      │
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          │
          ▼
┌─────────────────────┐
│      Grammar        │
└─────────────────────┘
          │
          ▼
┌─────────────────────┐
│   Part of Speech    │
└─────────────────────┘
          │
          ▼
┌─────────────────────┐
│     Conjunction     │
└─────────────────────┘
          │
          ▼
┌─────────────────────┐
│   Students' Error   │
└─────────────────────┘
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G.   Research Method
1. Type and Approach of Research

This research is descriptive qualitative. Qualitative research is the collection and analysis. The central focus of qualitative research is to provide an understanding of a social setting or activity as viewed from the perspective of the research participants. The purposive sampling approach also used in this research

since the researcher relies on the experience of the and insight to select the sample. This research refers to descriptive qualitative research

2. Location of Research

This research will be conducted at MA Al-Junaid Biru. In 2019/2020 academic year.

3. Data and Source of Data

The source of the data in the study is the subject of where the data can be obtained in this study the authors use two sources of data are:

a. Primary data

The primary data is taken from the from student's test in meaning of word and observation

b. Secondary Source

It is a data source, which is used to support and complete the primary data. The data is taken from any kinds of books and relevant materials such as books of literature theories, value and education.

H. Instrument of the Research

In this research, the researcher is the main instrument as she directly collected the data in the field. The instrument used for data collection in this research is Observation and Aptitude test. The researcher does the observation and asked about the system or material that studied there, give the student the list of some sentence and ask student to fill that sentence with conjunction that they think is suitable and the researcher checks their paper and analyse the fault.

I. *Data Collection Techniques*

1. Observation

Observation is a systematic data collection approach. Researchers use all of their sense to examine people in natural settings or naturally occuring situation Such as asked the student before do the research, watch the activity in the class while the student study or from the test.

2. Aptitude test

Seek to assess the level of achievement that an individual can attain in some particular academic or vocational field. In other words, aptitude tests attempt to predict an individual capacity to require improved performance with additional training. In this case it means conjunction test as an aptitude test.

3. Documentation

The documentation will be collected in this research so it can be seen the process of observation and test.

J. *Data Analysis Techniques*

The qualitative data analysis of this research explained some main components, they are:

1. Data reduction

Data reduction occurs continually through out the analysis. It is not something separate from the analysis, it is part of the analysis. In the early stages, it happens through editing, segmenting and summarizing the data. In both quantitative and qualitative analysis, the objective of data reduction is to reduce the data without significant loss of information. In qualitative analysis, an

additional important component of not losing information is not to strip the data from their context.

2. Data display

Data display organizes compress and assemble information. Because qualitative data are typically voluminous, bulky and dispersed, displays help at all stages in the analysis. There are many different ways of displaying data-graphs, charts, networks diagrams of different types and any way that moves the analysis forward is appropriate. Displays are used at all stages, since they enable data to be organized and summarize, they show what stage the analysis has reached and they are the basis for further analysis.

3. Drawing and verifying conclusions

The reasons for reducing and displaying data are to assist in drawing conclusions. While drawing conclusions logically follows reduction and display of data, in fact it takes place more or less concurrently with them.

Thus, possible conclusions may be noted early in the analysis, but they may be vague and ill-formed at this stage. They are held tentative pending further work, and sharpened during it. They are not finalized until all the data are in, and have been analysed. Conclusions will be in the form of propositions, and once they have been drawn, they need to be verified.

4. Describing the data

In this session, the researcher will analyse the data carefully. It can be the fact or the information which will be collected from the test. The researcher describes the students' answer from their paper.