Students’ Problems in Learning Conjunction

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ABSTRACT
This paper is discussed about students’ problems in learning conjunction. Conjunction is one of the topic in part of speech that should be learnt by the students. The students faced problems in identifying the types of conjunction and how to use it in sentence.

CHAPTER I
INTRODUCTION

1.1. Background of Study
To produce a generation of young intellectuals, North Sumatra province has several university country, one of which is the State Islamic University (UIN). The State Islamic University (UIN) of North Sumatra is the State Islamic Universities located in Medan of North Sumatra province. There are some faculty that has long been established to complement the State Islamic University, one of which is the Faculty of Tarbiyah and Teacher Training (FITK). From various departments that exist in FITK, there are English Department that we know better as PBI who are long established and produce students who are able go to abroad for free.

One of the majors subject in the English Department is Structure Drill. The structure drill, or pattern practice was largely inspired by the audio-lingual method and its concept of language learning as habit formation.

There are many discussion of Structure Drill. In here every discussion was discussed in every meeting one by one. One of which of the discussion is Parts of Speech. Parts of Speech is the fundamental parts of a sentence english. An overview for the eight major Parts of Speech in English Grammar, they are noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection.
Especially Conjunction, is a word that connects other words or groups of words. There are three kinds of conjunction, they are coordinative conjunction (for, and, nor, but, or, yet, so), correlative conjunction (both…and, not only…but also, either…or, neither…nor), and subordinate conjunction (although, because, after, before).

1.2. Research Problems

1. Do the students able in learning conjunction?

2. What are the students problem in learning conjunction?

1.3. Theoretical Review

1.3.1. Definition

Conjunctions is the word used to connect words with a word, phrase by phrase, or sentence by sentence, etc. The conjunction is not variable, its meaning no change either plural or having gender as nouns and pronouns.

Example :

a. Andre and Tommy came to my house last night.

b. She takes the book and write her name on the first pager.

1.3.2 The Kinds of Conjunction.

In English Grammar, conjunctions can be divided into two parts, they are:

1. Coordinating conjunction

Coordinating conjunctions is the conjunction device used to connect two sentences or words that have the same level or equivalent. Usually the conjunction is referred to as correlative conjunction, because these words always hold onto each other. Based on the definition, then coordinating conjunctions can be grouped into 4 parts, they are:

a. Cumulative conjunction, is conjunction groups used to add or collect. Included in the word group are: and, also, both…and, and also, as well as, likewise, etc.
Example:

- I was concerned when he cried and laughed at the same time.
- You as well as he is guilty for committing a crime.
- Your beauty is no less than your mother’s.
- Not only my father, but all the other lawyers went on strike yesterday.
- Not only she is beautiful but also clever.

b. Alternative Conjunction, is the conjunction groups used to show understanding of alternative or choice between two or more. Included in these word group are: or, else, otherwise, neither...nor, neither..., either...or, whether...or..., less...than..., not.

Example:

- You can choose Denny or Vio to clean the classroom.
- Either you get out of my house or I will call the police.
- He neither eats nor drinks.

- I want to go to the movies with you,
However I don’t have money.

- You can take a nap while I clean the backyard.

- She is a wise person, nevertheless she sometimes makes mistakes.

d. Illative Conjunction, is the conjunction groups used to show cause and effect of an event or other acts or indicate a conclusion. Included in these word group are: therefore, so accordingly, consequently, thus, hence, wherefore, because of, as a result, etc.

Example:

- The headmaster is busy, accordingly he can not see you.

- The taxi has come, so I will go.

- My shirt I wet, thus I will change it

Note: there are few words from the coordinating conjunction, they are: because of, in spite of, regardless of, to be followed by a noun or noun phrase.

Example:

- We couldn’t go out because of the rain.

- Willy doesn’t wear an umbrella in spite of the rain.

- I bring an umbrella regardless of the weather.

2. Subordinating Conjunctions

Subordinating Conjunctions is the conjunction used to connecting two sentences are not equal. The two sentences serves as dependent clause and main/independent clause. This dependent clause always begins with subordinating conjunction that can not stand alone, it means depend on the independent clause. While main/independent clause can stand
alone, it means do not depend on clause (a set of words containing a subject and predicate) another.

In general this type of conjunctive derived from preposition especially in the form of conjunction of time.

Based on the definition, then subordinating conjunction in the sentence can serve as follows:

a. Cause or Reason

Included in these word groups are: *as, because, for, since, whereas, wherefore,* etc.

Example:

- This bird will fly *since* it has wings.

Independent clause  conjunction  dependent clause

- I can not go *because* I am ill

Independent clause  conjunction  dependent clause

b. Comparison, that showed the nature of the same level and nature is not the same level. Included in these word group are: *as well as, rather...than..., than, as...as, etc.*

Example:

The same level

- I am *as tall as* you

(are).

- She is *as beautiful as* you (are).

Not the same level

- He is *more clever than* I (am).

- She is *rather wise than* he (is).

c. Consession

Included in these word group are:

*although, even though, though, however, provided, nevertheless, etc.*

Example:

- You work hard *even though* you are tired.
Independent clause conjunction dependent clause
- He will like to go however he has’t any money.

Independent clause conjunction dependent clause
- He will write unless he hears the fact.

Note: the conjunction that showed the concessive can be placed at the beginning of the sentence, such as: even though, although, though, etc.

Example:
- Even though/though you are tired, you keep on walking.

d. Condition
Included in these words group are: if, provided that, provided, since, unless, whether, as if, etc.

Example:
- I will fly provided I have wings.

Independent clause conjunction dependent clause
- The taxi hasn’t arrived yet as far as he knows.

Examples of condition

- I will fly provided I have wings.
- The taxi hasn’t arrived yet as far as he knows.

Independent clause conjunction dependent clause
- They will eat so that they may live.

f. Purpose
Included in these words group are: that, in order that, so that, lest, etc.

Example:
- They will eat so that they may live.
Independent clause  conjunction
   dependent clause
   - I worked hard  lest
      I should be
   poor.

Independent clause  conjunction
   dependent clause

  g. Time
Included in these word group are: as, as soon as, while, as long as, before, until,
since, still/till, whenever, ere, after, etc.

Example :
   - He will help me  as
      long as  he is here.

Independent clause  conjunction
   dependent clause
   - I will wait you  until
      you arrive.

Independent clause  conjunction
   dependent clause

  h. Result
Included in these word group is: that.

Example :
   - He writes fastly  that
      he finish
   firstly.

   - Independent clause
      conjunction
      dependent clause
   - I read slowly  that
      I understand.

   - Independent clause
      conjunction
      dependent clause

  i. Apposition
Included in these word group is: that.

Example :
   - I promise  that
      I will come.

Independent clause  conjunction  dependent clause

1.4. Method of Research

1.4.1. Research Design

1. Descriptive Research

Descriptive research is used to describe characteristic of a population being studied. It does not answer the
question about how, when, why, the characteristics occurred. The description is used for frequencies, averages and other statistical calculations. Often the best approach, prior to writing descriptive research, is to conduct a survey investigation.

2. Qualitative Research

Qualitative research is designed to reveal to target audience’s range of behaviour and the perceptions that drive it with reference to specific topics or issues. It uses in-depth studies of small group of people to guide and support the construction of hypotheses. The result of qualitative research are descriptive rather than predictive.

1.4.2. Population and Samples

We are from PBI-4 in fourth semester will do research to students from PBI semester 4. The sample is PBI-5.

1.4.3. Research Procedure

1. Interview
   a. What do you think about conjunction?
   b. Is it easy or difficult?
2. Test : to prove their opinions
3. Intent : to find out their problems

CHAPTER II

DISCUSSION

2.1. Students Opinions

We are asking to them about conjunction, most of the students answer that conjunction were easy. We are asking to students of PBI 5 fourth semester about conjunction get that approximately 90 percent they felt it was easy but 10 percent they felt it was difficult.
<table>
<thead>
<tr>
<th>a</th>
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<tbody>
<tr>
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<td>P N H</td>
<td>1 2</td>
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<td>I M</td>
<td>1 8</td>
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<td>5</td>
<td>Z P</td>
<td>1 1</td>
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<tr>
<td>6</td>
<td>A M L</td>
<td>1 1</td>
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<td>7</td>
<td>D Q</td>
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<tr>
<td>8</td>
<td>D T</td>
<td>1 3</td>
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<td>F S</td>
<td>1 2</td>
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<tr>
<td>1 4</td>
<td>H H</td>
<td>8</td>
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<tr>
<td>1 5</td>
<td>T D S</td>
<td>1 2</td>
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<tr>
<td>1 6</td>
<td>N A Z</td>
<td>1 0</td>
</tr>
<tr>
<td>1 7</td>
<td>N A N</td>
<td>1 2</td>
</tr>
<tr>
<td>1 8</td>
<td>U S S</td>
<td>1 0</td>
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<tr>
<td>1 9</td>
<td>N A S</td>
<td>1 2</td>
</tr>
<tr>
<td>2</td>
<td>M</td>
<td>1</td>
</tr>
</tbody>
</table>
According to this data we can make classification of ability of students in PBI-5.

The type of classification:

<table>
<thead>
<tr>
<th>Result</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-10</td>
<td>Poor</td>
</tr>
<tr>
<td>11-15</td>
<td>Fair</td>
</tr>
<tr>
<td>16-20</td>
<td>Good</td>
</tr>
<tr>
<td>21-25</td>
<td>Very good</td>
</tr>
<tr>
<td>26-30</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

So, from the data above:

1. there are 16 people who belongs to fair
2. There are 7 people who belongs to poor
3. There are 3 people who belongs to good

### 2.3. Student Problems

<table>
<thead>
<tr>
<th>NO</th>
<th>QUESTION</th>
<th>THE ME</th>
<th>RESULT</th>
<th>COR</th>
<th>INCO RREC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>…..Dewi Lestari and Andrea Hirata is famous novel writer in Indonesia.</td>
<td></td>
<td>Correlative Conjunction</td>
<td>26</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Either my mother… my father loves Chinese foods.</td>
<td></td>
<td>Correlative conjunction</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>Neither my sister… my parents want to go fishing.</td>
<td></td>
<td>Correlative conjunction</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>4</td>
<td>I have to stay up for three night… work’s deadline.</td>
<td></td>
<td>Subordinate Conjunctions</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>5</td>
<td>I’ll call you….. I arrive at Lombok</td>
<td></td>
<td>Subordinate conjunction</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>island.</td>
<td></td>
<td></td>
<td>very difficult.</td>
<td></td>
</tr>
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<td>----------------</td>
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</tr>
<tr>
<td>6</td>
<td>I will pass the national final examination … you pray for me.</td>
<td>Subordinate conjunction</td>
<td>5</td>
<td>21</td>
<td>I read newspaper everyday…. I can get a lot of information.</td>
</tr>
<tr>
<td>7</td>
<td>Would you like to tell me…. To finish these mathematics assignments ?</td>
<td>Subordinate conjunction</td>
<td>18</td>
<td>8</td>
<td>I like chicken…. Not fish.</td>
</tr>
<tr>
<td>8</td>
<td>You can’t go to the music concert…. You’ve finished your homework.</td>
<td>Subordinate conjunction</td>
<td>4</td>
<td>22</td>
<td>…..it rains on Sunday, I will not be able to drive.</td>
</tr>
<tr>
<td>9</td>
<td>I can’t watch films…. My broken television being fixed.</td>
<td>Subordinate conjunction</td>
<td>2</td>
<td>24</td>
<td>I like both dogs…cats</td>
</tr>
<tr>
<td>10</td>
<td>Rina is not only beautiful… diligent.</td>
<td>Correlative conjunction</td>
<td>5</td>
<td>21</td>
<td>The items are on sale in the local store….not online.</td>
</tr>
<tr>
<td>11</td>
<td>You can ask me to accompany you to the bookstore…. you want.</td>
<td>Subordinate conjunction</td>
<td>16</td>
<td>10</td>
<td>Neither my mother….my father will be able to attend the party on Sunday.</td>
</tr>
<tr>
<td>12</td>
<td>I can’t go to school today…. I have a fever.</td>
<td>Subordinate conjunction</td>
<td>25</td>
<td>1</td>
<td>Definition of conjunction is…..</td>
</tr>
<tr>
<td>13</td>
<td>I get very big fish with low price…. My lucky.</td>
<td>Coordinative conjunction</td>
<td>2</td>
<td>24</td>
<td>How many kinds of conjunction ?</td>
</tr>
<tr>
<td>14</td>
<td>…. This physics formula is</td>
<td>Subordinate conjunction</td>
<td>3</td>
<td>23</td>
<td>Dad painted the walls white in order to make the room look brighter. Which is conjunction</td>
</tr>
<tr>
<td>in the sentences?</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24 When water freezes in the cracks of rocks,….expands, causing the rocks to break apart.</td>
<td>Subordinate conjunction</td>
<td>6 20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25 The rescue workers taught….food….blanket.</td>
<td>Correlative conjunction</td>
<td>7 19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26 I’m tired of that song….I hear it all the time.</td>
<td>Subordinate conjunction</td>
<td>15 11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27 We’ve moved to a new house since I last wrote to you. Kinds of conjunction in this sentence is….</td>
<td>Kinds of conjunction</td>
<td>9 17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28 The dog follows Andrew….he goes.</td>
<td>Subordinate conjunction</td>
<td>6 20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29 I sat down….I was feeling tired.</td>
<td>Subordinate conjunction</td>
<td>14 12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 The children are wearing hats….they won’t get sunburned.</td>
<td>Coordinate conjunction</td>
<td>3 23</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### CHAPTER III

#### CONCLUSIONS AND SUGGESTIONS

### 3.1 CONCLUSIONS

1. Problems

According to this data we decide that the problem of the students in PBI 5 are:

1. They can’t differentiate the type of conjunction.
2. They don’t understand how to use the conjunction in a sentence.
3. They still confuse to use the conjunction correctly.

2. Causes.

The causes of PBI 5 students problems are:

1. Don’t understand the material about conjunction.
2. Less of doing exercise about conjunction.
3. Less of practice in using conjunction in both of speaking and writing.
4. The lectures explanation about conjunction is not clear enough.

3. Result of Students’ Abilities

<table>
<thead>
<tr>
<th>NO</th>
<th>CLASSIFICATION</th>
<th>TOTAL OF STUDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Excellent</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Very Good</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Good</td>
<td>3 students</td>
</tr>
<tr>
<td>4</td>
<td>Fair</td>
<td>16 students</td>
</tr>
<tr>
<td>5</td>
<td>Poor</td>
<td>7 students</td>
</tr>
</tbody>
</table>

So, we can decide that the ability of PBI 5 students in “conjunction” is FAIR*.

*Its because most of them get fair classification.

3.2 SUGGESTIONS

After we learn this data, we get the information that the ability of students in PBI 5 in “conjunction” is fair. So we want to give some suggestions. They are:

1. The student should learn the material outside the class not only in the class.

2. The student should do the discussing to less the misunderstanding about the material between them.

3. The student should read more references about the material.

4. The lecturer should explain the material clearly.

5. The lecturer should guide the students in their learning.

REFERENCES


