### **Students' Problems in Learning Conjunction**

### By

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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 From various (FITK). 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 :

- 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 equivalent. Usually or 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.
- c. Adversative Conjunction, is conjunction groups that connotes opposition between one part of the sentence with the other part of the sentence. Included in these word group are : but, yet, still, however, while, only, although, in contrast, conversely, on the other hand, nevertheless, etc.
  - I want to go to the movies with you,

Example :

**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 Conjunctions Subordinating is the conjunction used to connecting two sentences are not equal. The two sentences dependent serves as 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 :

- <u>This bird will fly</u>

since

<u>it has</u>

## wings.

Independent clause conjunction

dependent clause

- I can not go

because I am

<u>ill.</u>

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 He will write dependent clause unless he He will like to go hears the fact. Independent clause conjunction however he hasn't any money. dependent clause Independent clause conjunction e. Manner dependent clause Included in these word group are: as, how, Note : the conjunction that showed the according, as far as, etc. concessive can be placed at the beginning Example : of the sentence, such as : even though, I will reap as although, though, etc. I sow. Independent clause conjunction Example : dependent clause **Even though/though** \_ The taxi hasn't arrived you are tired, you keep yet as far as he on walking. knows. d. Condition Independent clause Included in these word geoup are : *if*, conjunction dependent clause provided that, provided, since, unless, f. Purpose whether, as if, etc. Included in these word group are : that, in Example : order that, so that, lest, etc. I will fly Example : provided Ī They will eat \_ <u>so</u> have wings. that they Independent clause conjunction may live.

dependent clause

h. Result

Example :

Included in these word group is: that.

Independent clause conjunction He writes fastly that he finish dependent clause I worked hard firstly. lest Independent clause I should be conjunction poor. Independent clause conjunction dependent clause dependent clause I read slowly that I understand. Independent clause g. Time conjunction dependent clause Included in these word group are : *as*, *as* soon as, while, as long as, before, until, i. Apposition Included in these word group is: that. since, still/till, whenever, ere, after, etc. Example : Example : He will help me as <u>I promise</u> \_ that I will come. long as he is here. Independent clause conjunction Independent clause conjunction dependent dependent clause clause I will wait you until 1.4. Method of Research you arrive. Independent clause conjunction 1.4.1. Research Design dependent clause 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 constraction of hypotheses. The result of qualitative research are descriptive rather than predictive.

1.4.2. Population and SamplesWe are from PBI-4 in fourth semester willdo research to students from PBI semester4. 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.

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## **CHAPTER III**

## CONCLUSSIONS AND SUGGESTIONS

## **3.1 CONCLUSIONS**

## 1. Problems

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

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

## 2. Causes.

The causes of PBI 5 students

problems are:

- Don't understand the material about conjunction.
- Less of doing exercise about conjunction.
- 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

NO	CLASSIFICATION	TOTAL OF
		STUDENT
1	Excellent	-
2	Very Good	-
3	Good	3 students
4	Fair	16 students
5	Poor	7 students

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:

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

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