

**STUDENTS' ABILITY IN USING COORDINATE CONJUNCTIONS
IN WRITING PARAGRAPHS: A Case Study in SLTPN 1 Lappariaja, Bone**



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STUDENTS' ABILITY IN USING COORDINATE CONJUNCTIONS
IN WRITING PARAGRAPHS: A Case Study in SLTPN 1 Lappariaja, Bone

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IN WRITING PARAGRAPHS: A Case Study in SLTPN 1 Lappariaja, Bone

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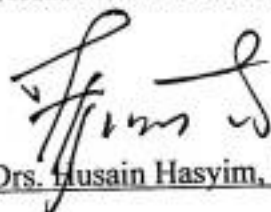
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ABSTRACT

Sukmawati. "Students' Ability in Using Coordinate Conjunction in Writing Paragraph: (A Case Study in SLTPN 1 Lappariaja, Bone)", (dibimbing oleh Hj. Kamsinah Darwis dan Fransisca E Kapoyos.

Penelitian ini membahas kemampuan siswa kelas tiga SMP dalam menggunakan konjungsi atau kata penghubung koordinat yang digunakan dalam penulisan sebuah paragraph. Selain itu, penelitian ini juga bertujuan untuk mengetahui jenis-jenis kata penghubung koordinat yang tidak mampu digunakan oleh siswa dengan baik dan benar.

Penelitian ini dilakukan dengan menggunakan instrument yaitu written multiple choice test yang terdiri dari 25 nomor. Populasi dari penelitian ini adalah seluruh siswa kelas tiga SMPN 1 Lappariaja Bone yang terdiri dari enam kelas. Dari enam kelas tersebut terdapat 242 siswa yang kemudian 25 dari mereka dipilih secara acak sebagai sample dari penelitian ini.

Hasil dari penelitian ini menunjukkan bahwa ternyata sebagian besar siswa tersebut belum mampu menggunakan kata penghubung koordinat dengan benar. Pernyataan ini terbukti dari 25 sample tersebut hanya 2 orang yang mampu memperoleh nilai cukup dengan nilai 5.6 dan 5.8, sedangkan 11 siswa lainnya memperoleh nilai yang buruk dan sangat buruk yakni nilainya berada dibawah 5.5. Berdasarkan hasil perhitungan secara keseluruhan diperoleh nilai rata-rata kemampuan siswa menggunakan kata penghubung koordiant dalam menulis paragraph yaitu 3.6 yang diklasifikasikan dalam kelas 'buruk'.

MOTTO

*Take time to THINK. It is the source of power
Take time to READ. It is the foundation of wisdom
Take time to QUIET. It is the opportunity to seek God
Take time to DREAM. It is the future made of
Take time to PRAY. It is the greatest power on earth*

"kemudian ia memberinya bentuk (dengan perbandingan ukuran yang baik), dan meniupkan kedalamnya ruh (ciptaan)-Nya. Ia jadikan bagi kamu pendengaran, penglihatan, dan (perasaan) hati... "

QS. AS-Sajdah (Sujud) 32:9

*This thesis is dedicated to
my beloved parents, Umar and Hj. Suhati*

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah rabbil 'alamin, the writer praises her highest gratitude to the almighty Allah SWT who has given her a blessing and mercy, so that the writer could finish writing this research. Salam and Salawat is due to the highly chosen prophet, Muhammad Saw, his families, and followers till the end of this world.

The writer realizes that in writing this research many people had given their help, valuable, suggestion, support, guidance, advice, and sacrifices to her, so that writer says many thanks from the deepest of his heart to them, as follows:

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The writer

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CHAPTER I INTRODUCTION

A. Background

English is an international language that must be known by people especially by students because it plays an important role for communication in many parts of the world. English is regarded as a foreign language in Indonesia, so it is advisable to study this language seriously. It is taught from elementary school up to university for both academic purpose and as a means of international communication. This proves that the teaching of English in Indonesia is essential. However, the result is still far from satisfaction.

In learning and teaching English, there are four parts that students have to know. They are reading, speaking, listening, and writing. It is undeniable that they are not easy to master, so to make English as an effective means of communication, grammar is the right component that must be learned because it is one of the keys to master English. The mastery of grammar can positively facilitate students to use English either in speaking or writing certainly. In this research, the writer focuses on the writing part.

In writing, we have assumed that studying grammar makes most sense if one starts with the question 'How can I use grammar to

communicate?'. Thus, the main part of the book is devoted to the uses of grammar, rather than to grammatical structure (David Butt et al, 2001:24). Sofia (2000:3) stated that with a sound knowledge of grammar, a writer can easily express his or her ideas systematically, logically, and integrally. The ability to arrange words in the correct order depends on the writers' knowledge of the relation between one word and another, the choice of words, phrases and clauses and other elements related to grammar. In this case, structure point of view is the important role in developing a sentence and one of the structural points that should be focused is the conjunction because it is a word used to connect words or clauses in a sentence.

Conjunction is divided into coordinate conjunctions and subordinate conjunctions. Coordinate conjunctions are used to connect between two equal clauses, for example: *and, but, yet, or, nor, for, and so*. While subordinate conjunctions are used to connect between two unequal clauses, for examples: *furthermore, hence, however, therefore, whereas, nevertheless, etc*. It cannot be denied that the form of conjunctions are frequently use in writing English. In other words, it is impossible that someone know how to write in English well without understanding of function and usage of conjunction in writing.

Schawgier in Irwan (2006) stated that writing is one of the hardest things to do because it requires thinking. It is supposed by David Butt, et



al (2001:24) stated that many people even today have an uneasy feeling that the way they normally use English cannot be quite right and that they need to remember and apply artificial rules to their written English. It seems that learners either in native or foreign language find writing difficult from the four language skills else in English, writing is widely admitted as the most difficult and complicated skill.

Based on the background of the research that has mentioned above, the writer motives to write "Students' ability in Using Coordinate Conjunctions in Writing Paragraphs" in order to know how far the mastery of students in using coordinate conjunctions in writing paragraph because many students usually have problems in using English due to the problem of using coordinate conjunction that should be used in sentences.

B. Identification of Problems

The identification of problem of this research is as follows:

1. There still many students who cannot use conjunction rightly in writing paragraph.
2. The misused of conjunction makes the content of writing vague.

C. Scope of Problem

The scope of the research is under applied linguistics. The content is limited only to Coordinate Conjunctions (AND, BUT, OR, and SO) in

writing paragraph. The students will be taught about it, and it is used by the third year students of SLTPN 1 Lappariaja, Bone to use coordinate conjunctions in writing paragraph.

D. Statement of Problems

According to the title and the background of research that have been mentioned above, the problem are state as follows:

1. What is the students' ability to use coordinate conjunctions in writing paragraph?
2. In which types do the students make most errors in using coordinate conjunctions in writing paragraph?

E. Objective of the research

The objectives of this research are:

1. To measure the students' ability in using coordinate conjunction in writing paragraph.
2. To describe the most common errors in using coordinate conjunction by the students.

F. Significance of Research

Since a research is required to have its significance, the writer put forward two points as the significance of this research:

1. Personally, though this research, the writer expects to have a broader insight and better understanding for the students who

want to improve their ability to build sentence by using the English coordinate conjunctions in writing paragraphs.

2. Hopefully, the result of this research can be possibly become such reference for the next researches, particularly those who are interested in using coordinate conjunctions in writing paragraph.



CHAPTER II

THEORITICAL BACKGROUND

A. Previous Study

In this research, the writer tries to select some theories that are divided from several views and opinions closely related to the subject studies as follows:

1. Ernawati (1994), conducted on the research "The use of subordinate conjunctions in complex sentence by the students of SMAN 1 Ujung Pandang". She describes that conjunction is a word that is used to connect word or word groups on the structure of sentence.
2. Sufryady (1994), conducted on the research "The use of conjunction in English at SMAN Palattae". He describes that conjunction is used to connect between two independent clauses.
3. Nadirah Rahman (1990), conducted on the research "Difficulties in using the English conjunction at SMA Karya 2 Perumnas Ujung Pandang", describes that conjunction is a word used to join words, phrases, or sentences together. Coordinate conjunctions join structural

units that is equal (kalimat yang berdiri sendiri, tidak tergantung pada kalimat lainnya) grammatically.

4. Firdaus Hapid (1995), conducted on the research "Students ability in using Subordinate Conjunctions at SMAN 4 Parepare". He describes that conjunction as the term implies, connect elements of equal rank like words, phrases, and clauses.
5. Irwan (2006), conducted on the research "The Ability of The Third Year Sudents of SMPN 3 Lappariaja, Bone to Use Conjunction in Writing Paragraph", describes that conjunction is a word that is used to join or connect words, phrases, and clauses.

Most of all definitions of conjunction presented above are same. Based on these statements, the writer concludes that the function of conjunction is to join or connect words and phrases or clauses in a sentence. In this research, the writer tries to give more specific classification of conjunction by focusing on the coordinate conjunction as an object of research.

B. Paragraph

In this case, the writer firstly explains what a paragraph is. According to the process of academic writing book, paragraph is a basic

unit of organization in writing in which a group of related sentences develops one main idea and it may stand by itself. Sofia (2005:64) stated that a paragraph has one main objective (sasaran utama)-that is, to convey (convey; express – menyampaikan) a central idea (central idea – pokok pikiran) clearly and effectively. While Yulianah (2002:7) stated that paragraph is a group of interrelated sentences, forming a small unit in writing that develops a central idea.

Based on the statements above, it is now clearly understood that a paragraph consists of one main idea that is developed by joining some related sentences. In a paragraph, it may run ten or even fifteen sentences long.

C. Types of paragraph

When we think of the paragraph in the term of the kinds they are, we found there are four basic types of paragraph.

1. Narrative paragraph

Narrative paragraph is writing to tell story or what happened in Chronological order.

2. Descriptive paragraph

Descriptive paragraph is writing to create in the mind of the reader a clear picture of a person, a place, or a thing.



3. Paragraphs That Persuade

In persuasive paragraphs, we have to devise our own reader. Persuasion aims at getting others to do something or to think in a certain way-to buy this stereo or to support that candidate.

4. Expository paragraph

Expository paragraph is non-fiction writing. It relies heavily on facts and examples. Its purpose is to inform or explain.

D. Writing

Writing is communicative activity and so is carried out in accordance with certain general principle which the use of language in communication (Freedman in Rosmiati, 1995:13). Writing can be a process of self-discovery about who we are and what we think.

To produce a good result in English writing, one of some important component that must be learned is grammar. The mastery of English is impossible without dealing with it. David Butt, et al (2001:22) strengthen the idea that it is true that 'grammar' can mean something like a grammar book or a set of grammatical rules, particularly rules that people will keep breaking unless they are firmly taught them.

In addition, grammar plays important role in writing. Having no mastery of grammar, student cannot create a good piece of writing. The lack of good grammar will make the content of the writing vague and can make misunderstanding, for example the use of English conjunction.

E. Conjunctions

There are eight classification classes of part of speech in English words, namely: nouns, verbs, pronouns, adverbs, adjective, conjunction, preposition and interjection (Solahuddin, 2009:5). One of eight classes of words is conjunction which is often called "function words" as Stryker in Irwan (2006:5) states that conjunction is one part of function words which have little or lexical meaning but serve chiefly to indicate grammatical relationship.

A linguist Swan in Ernawati (1994) stated that conjunction is a word that joints other words, clauses, etc. For examples: *and, but, or, if, since, before, after, and like*. While Azar (1992:287), describes that conjunction is to connect words or phrases that have the same grammatical function in a sentence. Besides, Bryson (1997) states that conjunction is a word that links words, phrases, or clauses.

Based on the definitions above, the writer takes inference conjunction is a particular type of words that function to connect one word with others or one clause (sentence) with the others. This recognition

implies that there are a number of linguists who have paid attention to this type of word. The following sentences are the examples of conjunction usage:

- (1) Our family plan to take traveling in upcoming holiday.
- (2) My sister *and* I are very happy.
- (3) *But* we have different plan, I myself want to go to village, *but* my sister wants to go to beach.
- (4) *So*, our parents have to choose between my plan *or* my sister's one.

F. Classification of Conjunction

English conjunction can be classified based on their form and their function.

1. Classification of Conjunction Based on Their Form

Based on their form, Jauhari in Irwan (2006) classified English conjunction into three different categories namely:

a. Single-Word Conjunction

A single word conjunction is a conjunction that consists of one word only. They are as follows: *after, accordingly, although, as, and, because, before, but, besides, consequently, despite, for, furthermore, hence, however, if, likewise, moreover, nevertheless, or, since, otherwise, so, still, that, than, though, therefore, thus, until, whenever, while, yet.*



b. Compound conjunction

A compound conjunction is a conjunction that consists of two or more words and often ending with *as* or *that*. In English, there are many compound conjunctions, namely: *as if, as though, as well as, as far as, as long as, as soon as, because of the fact that, assuming that, beyond that, conceded that, despite the fact that, due to the fact that, except that, for fear that, for the purpose that, in order that, in the event that, in hope that, if only, in case, in spite of the fact that, in view of the fact that, in as much as, in so far as, now that, only that, on condition that, on the ground that, on account of the fact that, or else, only if, provided that, regardless of the fact that, so that, so far as, as long as.*

c. Correlative conjunction

The other classification of conjunctions based on the form is correlative conjunction. It is type of conjunctions always comes in pairs and surrounds an adverb or adjective. They are as follows: *both...and, not only...but also, either...or, neither...nor.*

2. Classification of Conjunction Based on Their Function

Based on their function, most of grammarians divide English conjunction into two classifications. Hariyanto (2003:207) and Hariyono (2003:207) classified them into types as follows: coordinating conjunction

and subordinating conjunction. Coordinating conjunctions may join single words, or they may join groups of words, but they must always join similar elements: e.g. subject+subject, verb phrase+verb phrase, sentence+sentence. Coordinating conjunctions such as: *and, but, yet, or, nor, for, either...or, both...and, neither...nor, not only...but also, and not only...but...as well....* While subordinating conjunctions connect subordinate clauses to a main clause. They can be classified according to their use in regard to time, cause and effect, opposition, or condition such as: *even if, for, furthermore, hence, in as, an case, in order that, however, after, because, if, since, until, when, while, etc.*

In connecting with the classification of conjunction presented by Hariyanto (2003:207) and Hariyono (2003:207), Dwi (2005:190) and Frank (1972:216) classified English conjunction into categories as follows:

a. Coordinating conjunctions

There are seventh types of coordinate conjunctions, they are: *for, and, nor, but, or, yet, so, (FANBOYS)*. In this research, the writer limits for four types only because they are often used in a paragraph or an essay for

1) Cumulative conjunctions or class of "*and*"

This is a word used to connect words, clauses, and sentences that express an addition.

Included: *and, both...and, also, as well as, no less than, not only...but, not only...but also.*

- a) It rains very hard *and* she doesn't come here.
- b) He is *both* clever *and* diligent.
- c) He can speak English fluently, I *also*.
- d) The book *as well as* my book is very important.
- e) The building *no less than* your house is very high.
- f) The tsunami has been happened *not only* in Indonesia, *but also* in South East Asian.
- g) He is not only angry, *but also* beat me.

2) Alternative conjunctions or class of "or"

Alternative conjunction presents opinions, alternates, or substitutes for ideas of equal importance.

Included: *either...or, neither...nor, or, else, otherwise.*

- a) *Either* the girl accused *or* the man.
- b) She *neither* knows the news *nor* hears the news.
- c) Keep your money in the drawer *or* you will lose your money.
- d) Go there *else* you'll regret.

e) You must be diligent to save your money, *otherwise* you will be a poor man.

3) Adversative conjunctions or class of "*but*"

Adversative conjunction shows incompatibility.

Included: *but, still, nevertheless, however, while, only*.

- a) She is a villager *but* she is very beautiful.
- b) He is very old, *still* he is smart.
- c) He is a good player, *nevertheless* he seldom has a playing.
- d) I want to met her, *however* there is no opportunity.
- e) *While* I like you don't love you.
- f) I want to come to your house, *only* I do not understand where your house is.

4) Illative of conjunctions or class of "*so*"

Illative conjunction indicates causality.

Included: *for, so, so then, therefore*.

- a) The lesson will be over *for* the bell ring.
- b) It is time to go home, *so* check all your things.
- c) It is time to begin our research, *so then* prepare your apparatus

- d) He didn't study hard last night, *therefore* he can't do the examination

b. Subordinating Conjunctions

The other classification of conjunctions based on their function is subordinating conjunctions. They are usually used to express the relationship of time, manner/extent, condition, comparison, result/purpose, contrast/concession, and cause/reason.

- | | |
|---------------------------|--|
| 1) Time relaters | : after, as, once, since, till, until, when (ever), while, ere, now (that), as long as. |
| 2) Manner/extent relaters | : as, as if, as though, as far as. |
| 3) Conditional relaters | : if, once, unless, when (ever), beyond that, but that, that, only (that), if only, in case, only if, as long as, in the event that, on condition (that), but for the fact that, except for the fact that. |
| 4) Comparison relaters | : as, than. |

5) Result/purpose relaters

: lest, that, so (that), for fear that, for the purpose that, in order that, in the hope that, to the end that.

6) Contrast/concession relaters

: although, though, whereas, while, albeit, granted (that), conceded that, assuming that, despite the fact that, in spite of the fact that, notwithstanding (the fact) that, regardless of the fact that.



7) Cause relaters

: as, since, whereas, inasmuch as, in that, now (that), as long as, on the ground(s) that, due to the fact that, in view of the fact that, on account of the fact that, owing to the fact that.

Both coordinating conjunctions and subordinating conjunctions in English have two function based on what they related. The functions of

English conjunctions are connecting structural units (parts of speech, phrases, clauses, sentences) and connecting functional units (subject, predicates, modifiers, object).

a) Connecting structural units

(1) Parts of speech (single words)

Examples:

- (a) The old women slipped and fell on the pavement. (Verb slipped and fell on are connected). Frank (1972:207)
- (b) The thief moved quickly and quietly (Two adverbs: quickly and quietly are connected). Frank (1972:207)
- (c) I'll inform you if and when he comes. (Two conjunctions: if and when are connected). Frank (1972:207)

(2) Phrase and phrase

Examples:

- (a) He walked into the house and up to the stairs (Two phrases: into the house and up the stairs are connected). Frank (1972:207)
- (b) I can see you before two o'clock or after five. (Two phrases: before two o'clock and after five are connected). Frank (1972:207)

(3) Clause and clause

Example:

(a) I do not know when he left town or why he wanted to do so.

(Two noun clauses when he left and why he wanted to do so are connected). Frank (1972:208)

(4) Sentence and sentence

Example:

(a) An essay has a thesis and paragraph has a topic. (Two sentences: an essay has a thesis and paragraph has a topic).

Frank (1972:208)

b) Connecting functional units

The other function of conjunction is connecting functional units. Depending on the function of part of speech in sentence, a conjunction may have function to connect:

(1) Subject of sentence

Example:

(a) Dogs and cats often do not get along (Two subjects that consist of noun: dogs and cats are connected by and). Frank (1972:208)

(2) Predicate of sentence

Example:



- (a) They went out for dinner but returned in time for their favorite TV program (Two predicates that consist of verb modifiers are connected). Frank (1972:208)

(3) Object of sentence

Example:

- (a) He looked everywhere for his case and wallet (Two object that consist of noun are connected). Frank (1972:208)

(4) Modifiers in sentence

Example:

- (a) He was tired but happy (Two modifiers that consist of adjectives are connected). Frank (1972:209)
- (b) The violinist played brilliantly but dispassionately (two modifiers that consist of adverbs are connected). Frank (1972:209)

Based on the classification of conjunction's function above, in this research the researcher focuses only on coordinate conjunction such as *and*, *but*, *or*, and *so*. Because of the syllabus of the third year students at Junior High School and many students cannot use conjunction in writing paragraph well.

CHAPTER III METHODOLOGY

In developing this thesis the writer has at all time tried to comply with the requirements of scientific work through the process of collecting data, the process of finding and making conclusion by using the following procedures:

A. Library Research

The writer obtained data partly from reading the book and other written which was related with the research, and also took some thesis material for completion of this research.

B. Field Research

To collecting the data, the writer gave written test to the students. This was an important technique to collect data because from this technique, the writer could know and find out some descriptions or mistakes faced by students in using coordinate conjunctions in writing paragraph.

1. Method of Collecting Data

In collecting the data that had been analyzed, the writer used instrument that was written multiple choice tests where the students have to choose one of them (a, b, c, or d) which one was correct form of

coordinate conjunctions to put in a sentence of paragraph. This part consists of thirty numbers.

2. Method of Analyzing Data

In this research, the writer applied descriptive analysis to present the data, describe and show the general description dealing with the problem discuss in this research base on the data that had been collected. In this part, the writer applied the formula as follows:

- a. Scoring the students answer

$$\text{Score} = \frac{\text{Total Correct Answer}}{\text{Total Often Number}} \times 10$$

(Depdikbud, 1990)

Classifying students score into seven levels as follows:

9,6 – 10	is classified as excellent
8,6 – 9,5	is classified as very good
7,6 – 8,5	is classified as good
6,6 – 7,5	is classified as fairly good
5,6 – 6,5	is classified as fair
3,6 – 5,5	is classified as poor
0,6 – 3,5	is classified as very poor

(Depdikbud, 1985)

- b. Computing the frequency and the rare percentage of the student score:

$$\bar{X} = \frac{\sum X}{N}$$

Where: \bar{X} = Mean score

$\sum X$ = The of raw score

N = Number of students

(Gay, 1981)

- c. Calculating the standard deviation of the students

$$SD = \sqrt{\frac{\sum X_1^2 - \frac{(\sum X_1)^2}{n}}{n - 1}}$$

Where: SD = Standard Deviation of the Students

$\sum X^2$ = Total Raw Score of the Students

$\sum X$ = Total Raw Score of the Students

n = The Total Number of the Students

1 = Constant Number

C. Population and Sample

The population of this research was the third year students of SLTPN 1 Lappariaja, Bone that consist of six classes: the 3d grade A, the 3d grade B, the 3d grade C, the 3d grade D, the 3d grade E, and the 3d grade F. Twenty five students from them were taken as sample. They were taken randomly from each class. The writer chose the third year students because they had been studying English about three years, so they had had knowledge about coordinate conjunction enough certainly.



CHAPTER IV PRESENTATION AND DATA ANALYSIS

A. Presentation of Data

After collecting and identifying the data, the writer presents and analyzes the data which had been obtained from SLTPN 1 Lappariaja, Bone. Those data are obtained through a test about coordinate conjunction given to 25 students from 240 students that are taken randomly. Finally, the writer comes to the result of the tests given to the students to determine the percentage and its classification according to their score of the test as follows:

Table 1

RATE PERSENTAGE THE STUDENTS TOTAL SCORE AND
THE CLASSIFICATION OF THEIR SCORE

No	Classification	Score	Frequency	Percentage
1	Excellent	(9,6) – (10)	0	0 %
2	Very good	(8,6) – (9,5)	0	0 %
3	Good	(7,6) – (8,5)	0	0 %
4	Fairly good	(6,6) – (7,5)	0	0 %
5	Fairly	(5,6) – (6,5)	2	8 %
6	Poor	(3,6) – (5,5)	11	44 %
7	Very poor	(0) – (3,5)	12	48 %
			25	100 %

On the table above, the writer shows that 2 (8 %) out of 25 students got “fair” score, 11 (44 %) students got “poor” score, 12 (48 %) students got “very poor”, and none of them got “excellent, very good, good and fairly good” score.

B. Data Analysis

In this section, the writer calculates the students' means score and their classification according the score they got. To find out the students mean score, the writer applied the following formula:

$$\bar{X} = \frac{\Sigma X}{N}$$

Where:

\bar{X} = Mean Score

ΣX = Total of Raw Score

N = Number of Sample

According the data research that have been collected (see appendix on the table 5), the writer calculates as follow:

$$\bar{X} = \frac{\Sigma X}{N},$$

$$\Sigma X = 90.8, \quad N = 25$$

$$\bar{X} = \frac{90.8}{25}$$

$$\bar{X} = 3.6$$

The calculating above shows that mean score of the students in using coordinate conjunction in writing paragraph is 3.6. Based on the previous classification, it means that the third year students of SLTPN 1 Lappariaja, Bone had poor ability in using coordinate conjunctions in writing paragraph.

After finding the mean score, the writer calculates Standard Deviation of the students:

$$SD = \sqrt{\frac{\sum X_1^2 - \frac{(\sum X_1)^2}{n}}{n-1}}$$

Where : $\sum X^2 = 359.26$, $\sum X = 90.8$, $n = 25$

$$SD = \sqrt{\frac{359.26 - \frac{(90.8)^2}{25}}{25-1}}$$

$$SD = \sqrt{\frac{359.26 - \frac{8244.64}{25}}{24}}$$

$$SD = \sqrt{\frac{359.26 - 329.78}{24}}$$

$$SD = \sqrt{\frac{29.48}{24}}$$

$$SD = \sqrt{1.22}$$

$$SD = 1.1$$

The calculating above shows that standard deviation of the students in using coordinate conjunctions in writing paragraph is 1.1.

Finally, the writer finds the mean score and the standard deviation of the students with 3.6 and 1.1, and the writer will show the answers in which had been given to the students correct and incorrect separately. In this case, it is written how many students get the correct answer and how many students get the incorrect answer. Then it is discussed the correct answers and the mistakes the students made between the four types of coordinate conjunction.

1. Questions for 'and' answer

a. Mass Media

- 1) *Reading skill as one aspect of language skill plays an important role because it is a medium of communication ... (1) ... basic tool of language learning*

There are 20 of 25 students who get the correct answer while five of them are incorrect answers. Three students answer 'but' and two students answer 'or'. 'But' is incorrect answer because it connects only two clauses that is incompatibility, whereas conjunction 'or' is incorrect because it connects only words or clauses that present opinions or alternates.

2) *ideas from the printed materials ...(4)... try to catch the meaning intended by the writer*

There are 6 of 25 students who get the correct answer while 19 of them are incorrect answer. There are eight students answer 'or', seven students answer 'but', and four students answer 'so'. 'Or' is incorrect because the question is not show opinion but addition. 'But' is incorrect because it is not show incompatibility. And conjunction 'so' is incorrect because it is not indicate causality.

3) *We can get knowledge by reading ...(6)... know what happen in the world after reading*

There are 5 of 25 students who get the correct answer while 20 of them are incorrect answer. There are eleven students answer 'but', four students answer 'or', and five students answer 'so'. In this question, conjunction *but*, 'or' and 'so' are incorrect because

two verbs are connected express an addition, where verb *know* adds the verb *read* to complete the sentence.

4) *Their rooms usually are full of books, magazines ...(8)... newspaper.*

There are 20 of 25 students who get correct answer while 5 of them are incorrect. There are four students answer 'or' and only one student answer 'so'. Coordinate conjunction 'or' and 'so' are incorrect because the question expresses an addition of noun and noun that is *magazines* and *newspaper*, so the best answer is coordinate conjunction *and*.

5) *Newspaper is one reading material that we often read. It is published weekly ...(9)... daily.*

There are 9 of 25 students get correct answer, while 16 of them are incorrect. There are seven students answer 'but' and nine students answer 'or'. Coordinate conjunction 'but' and 'or' are incorrect because the question expresses an addition of adverb of time that is *weekly* and *daily*.

6) *There are two kinds of daily newspaper, morning newspaper ...(10)... evening newspaper.*

There are 9 of 25 students get correct answer, while 16 of them are incorrect. The sixteenth students answer coordinate conjunction



'or'. It is incorrect because coordinate conjunction 'or' express opinion or alternative, while the question expresses an addition of noun that is morning newspaper and evening newspaper.

7) *Newspaper contains complete news and article on politic, economy, law, health, art ...(11)... culture, agriculture, crime*

There are 11 of 25 students get correct answer, while 14 of them are incorrect. There are eleven students answer 'or' and three students answer 'but'. Coordinate conjunction 'or' and 'but' are incorrect because the question express addition of two noun which is connected by using coordinate conjunction 'and'. That is way, the best answer for this number is coordinate conjunction *and*.

8) *culture, agriculture, crime, ...(12)... the world news.*

There are 20 of 25 students who get correct answer, while 5 of them are incorrect. There are four students answer 'but' and there is one student only answer coordinate conjunction 'or'. This question expresses an addition of noun, so the coordinate conjunction 'but' and 'or' are incorrect.

9) *We can also find announcement, advertisement ...(13)... gossip in it.*

There are 4 of 25 students who get correct answer, while 21 of them are incorrect. There are sixteen students answer coordinate

conjunction 'or', it is incorrect because the question is not express opinion but addition of noun. Whereas, coordinate conjunction 'but' there are five students answer it. This coordinate conjunction also incorrect because it does not express incompatibility of noun in a sentence.

10) Most of the magazines specify the contents-sport, crime, politics, agriculture, health, woman ...(16)... man, children, etc.

There are 11 of 25 students who get correct answer, while 14 of them are incorrect. There are twelve students answer 'or', one student answer 'but', and one student answer 'so'. The question does not express an opinion, incompatibility, and causality. It expresses an addition of two nouns that is *woman* and *man*.

11) It sells various newspapers ...(20)... magazines.

There are 20 of 25 students who get correct answer, while 5 of them are incorrect. There are four students answer 'or' and only one students who answer 'but'. Both conjunctions are incorrect because two phrases that are connected above do not express contras and alternative, but it shows addition.

b. Radio

- 1) *We also get knowledge... (4)... important news by listening to the radio.*

There are 5 of 25 students who get correct answer, while 20 of them are incorrect. There are seventeen students answer 'or', two students answer 'so', and one student only answer 'but'. The three conjunctions are incorrect because the question above shows an additional of phrase, while they show an alternative, a result, and a contrast.

- 2) *They organize their program by themselves although they must broadcast RRI's program like news, ...(7)... some national program.*

There are 11 of 25 students who get correct answer, while 14 of them are incorrect. There are eight students answer 'but', five students answer 'so', and one student only answer 'or'. The three conjunctions are incorrect because 'some national program' phrase adds the information of 'RRI's program like news' phrase. Therefore, the best answer for this question is coordinate conjunction 'and'.

- 3) *Nowadays we can listen to the radio every time-morning, afternoon ...(8)... night, we just tune the short wave (SW)*



There are 11 of 25 students who get correct answer, while 14 of them are incorrect. There are nine students answer 'or' and five students answer 'but' conjunction. Adverb of time 'night' of the question above adds the information adverb of time 'afternoon'. That is way, the best conjunction to connect two adverbs of time above is 'and'. Whereas coordinate conjunction 'or and but' express choice and contrast.

4) *We will get news-national, regional ...(10)... local news, we also get any other programs such as knowledge, family, health, religion, announcement, advertisement, ate.*

There are 12 of 25 students who get correct answer, while 13 of them are incorrect. There are ten students answer 'or' and three students answer 'so'. Coordinate conjunction 'or' is incorrect because two phrases that are connected (*regional and local news*) do not show an alternative but addition, whereas coordinate conjunction 'so' shows causality. Therefore, both conjunctions are incorrect and the best answer is coordinate conjunction 'and'.

2. Questions for 'or' answer

a. Mass Media

1) *absolutely they can improve their knowledge, obtain the information ...(3)... ideas from the printed materials*

In this question, only 2 of 25 students who get correct answer, while 23 of them are incorrect. There are eight students answer 'but'. It is incorrect because 'ideas' phrase on the question above shows choice or alternative of 'information' phrase. Besides, there are fourteen students answer 'and'. It is also incorrect because coordinate conjunction 'and' only express an addition. While the rest of them is only one student answers 'so'. Coordinate conjunction 'so' is incorrect because two phrases that are connected do not show causality.

**2) Try to catch the meaning intended by the writer ...(5)...
author of the text.**

There are 11 of 25 students who get correct answer, while 14 of them are incorrect answer. There are twelve students answer 'so' and two students only answer 'but'. Coordinate conjunction 'but' and 'so' are incorrect because 'writer' and 'author' in the question above are equal or they have a same meaning, so it is an alternative or choice for the readers. That is way, the best answer is coordinate conjunction 'or'.

**3) We can also get pleasure if we read funny story ...(7)... relax
column.**



There are 2 of 25 students who get correct answer, while 23 of them are incorrect. There are eighteen students answer 'and', two students answer 'but', and three students answer 'so'. The three conjunctions are incorrect because the question above expresses an alternative between 'funny story' and 'relax column' phrases, while they express an addition, contrast, and causality. Therefore, the best answer is coordinate conjunction 'or'.

4) *Besides newspaper, people usually read magazine. It's published weekly, biweekly ...(14)... monthly.*

There are 6 of 25 students who get correct answer, while 19 of them are incorrect and all of them answer coordinate conjunction 'and'. Coordinate conjunction 'and' is incorrect because adverb of time 'biweekly' and 'monthly' that are connected do not show an addition but choice. Therefore the best answer is coordinate conjunction 'or'.

5) *It is not difficult to get newspaper ...(17)... magazine.*

There are 7 of 25 students who get correct answer, while 18 of them are incorrect and all of them answer coordinate conjunction 'and'. Coordinate conjunction 'and' is incorrect because two nouns that are connected (*newspaper* and *magazine*) show an alternative where *magazine* become the second choice for the

readers which one they want to get. That is way, the best answer is coordinate conjunction 'or'.

6) *We can subscribe to them. The newsboy will deliver them daily, weekly, two weekly ... (18)... monthly*

There are 3 of 25 students who get correct answer, while 22 of them are incorrect. There are nineteen students answer 'and' and three students answer 'but'. The two coordinate conjunctions is incorrect because adverb of time 'two weekly' and 'monthly' do not show an addition and contrast, but it expresses choice.

7) *If we do not like subscription, we can buy them in public places such as in the bus stop, bus station, railway station, hospital ... (19)... we can go to news agent.*

There are 2 of 25 students who get correct answer, while 23 of them are incorrect. There are twelve students answer 'so', two students answer 'and', and nine students answer 'but'. The three coordinate conjunctions are incorrect because the question above does not show causality, addition, and contrast, but it shows an alternative to connect between two adverb of place (*hospital and newsagent*).

b. Radio

- 1) *There are some means of communication. One of them is radio. It is used for one-way communication. We can only hear ... (1) ... receive the broadcast*

There are 10 of 25 students who get correct answer, while 15 of them are incorrect. There are eight students answer 'so', three students answer 'but', and four students answer 'and'. In the question above, 'hear' and 'receive' phrases express an alternative. That is way the three conjunctions above are incorrect and the best answer is coordinate conjunction 'or'.

- 2) *We cannot send news ... (3) ... information to the broadcasters.*

There are 9 of 25 students who get correct answer, while 16 of them are incorrect. There are fifteen students answer 'and', it is incorrect because the question shows two alternative phrases (*news* and *information*) that are connected where 'information' phrase became the second choice of 'news' phrase for the readers. While the rest of them is one student only answers 'but'. It is incorrect also because the question does not show a contrast but choice. Therefore, the correct answer is 'or'.



3) *We just tune the short wave (SW) ...(9)... the medium wave (WM).*

There are 6 of 25 students who get correct answer, while 19 of them are incorrect. There are sixteen students answer 'and', and three students answer 'but'. The two coordinate conjunctions above are incorrect because two phrases that are connected do not show an addition or contrast, but it shows an alternative where 'the medium wave (WM)' becomes the second alternative for the readers.

3. Questions for 'but' answer

a. Mass Media

1) *It has more pages than newspaper ...(15)... the pages are smaller.*

There are 8 of 25 students who get correct answer, while 17 of them are incorrect. There are nine students answer 'and', four students answer 'so', and four students answer 'or'. The question above shows an incompatibility between 'it (magazines) has more pages than newspaper' and 'the pages are smaller' phrases, and it does not show an addition, causality, and contrast. Therefore, the three conjunctions above are incorrect and the best answer is 'but'.

b. Radio

- 1) *We can only hear or receive the broadcast, ... (2)... we cannot send news*

There are 8 of 25 students who get correct answer, while 17 of them are incorrect. There are four students answer 'but', three students answer 'so', and nine students answer 'and'. The two phrases above show an incompatibility (*We can only hear or receive the broadcast and we cannot send news*), where 'we cannot send news' phrase oppose 'We can only hear or receive the broadcast' phrase. That is way, the three conjunctions above are incorrect and the best answer is 'but'.

- 2) *There is in RRI station in every city...(6)... the central is in Jakarta.*

There are 4 of 25 students who get correct answer, while 21 of them are incorrect. There are seven students answer 'so', nine students answer 'or', and the rest are five students answer 'and'. The three conjunctions above are incorrect because they do not express an incompatibility, while both phrases that are connected above show opposing ideas.

4. Questions for 'so' answer

a. Mass Media

1) *It is a medium of communication and basic tool of language learning, ... (2) ... the students who can conceive the reading skills, absolutely they can improve their knowledge, obtain the information*

There are 10 of 25 students who get correct answer, while 15 of them are incorrect. There are six students answer 'and', three students answer 'or', and six students answer 'but'. The three conjunctions above is incorrect because they express an addition, choice, and incompatibility, while the two phrases (*It is a medium of communication and basic tool of language learning and the students who can conceive the reading skills, absolutely they can improve their knowledge, obtain the information*) that are connected express an effect to a reason.

b. Radio

1) *Radio is one of mass media. Its broadcasting can be received by many people, because almost every family owns it. Its price is cheap. It is portable ... (5) ... we can bring it everywhere to listen.*

There are 14 of 25 students who get correct answer, while 11 of them are incorrect. There are six students answer 'but', three students answer 'and', and two students answer 'or'. The three

conjunctions above are incorrect because they express contrast, addition, and choice. Whereas, 'we can bring it everywhere to listen' phrase above as the result of 'It is portable' phrase. That is way the best answer is 'so'.

After identifying the mean score and the classification total of the students, the writer shows also the achievement and means score of the fourth types of the test which had been given to the students in the following table:

Table 2
THE LEVEL OF ACHIEVEMENT AND MEAN SCORE OF
THE FOURTH TYPES OF THE TEST

No	Types Multiple Choice	No. of Items	Total Respondents	Total Correct Answer	%	Mean Score
1	AND	15	25	173	46.1	4.61
2	OR	10	25	59	23.6	2.36
3	BUT	3	25	20	26.7	2.67
4	SO	2	25	24	48	4.8

Based on the table above, there are 46.1 % out of 25 students who can use coordinate conjunction "AND". It means that the students' ability in using *and* is poor, and the use of coordinate conjunction "OR" there are

23.6 % of 25 students only who can get correct answer. It means that the students' ability in using *or* is very poor. While coordinate conjunction "BUT", there are only 26.7 % of 25 students who can use correctly. It means that the students' ability in using *but* is very poor also, and the last is the use of coordinate conjunction "SO". There are 48 % of 25 students who can use "SO" correctly. It means that the students' ability in using coordinate conjunction *so* is poor.

After calculating the achievement and mean score of fourth types multiple choice test, the writer got the average value of the students, and the whole the writer conclude that fourth types multiple choice of coordinate conjunction (AND, OR, BUT, SO) the students got is poor.

CHAPTER V CONCLUSION AND SUGGESTION

This chapter consists of conclusions and suggestions based on the presentation and data analysis.

A. Conclusion

Considering the result of the presentation and data analysis in the previous chapter, the writer concludes that the third year students of SLTPN 1 Lappariaja, Bone have poor ability in using coordinate conjunctions in writing paragraph. This is proved by the mean score of the students obtained through the test in the multiple choice that 3.6 which falls into "poor" classification.

B. Suggestion

After looking the test result of the students, the writer comes to some suggestions as follows:

1. The English teachers should give more attention for students to study hard and learn English structure well, especially the English conjunction.
2. The students should always do many exercises about conjunction, so they can increase their coordinate conjunctions mastery especially in writing paragraph.

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