

**STUDENTS ABILITY TO USE
COORDINATING AND CORRELATIVE CONJUNCTIONS:
A CASE STUDY AT SMU NEGERI 4
MAKASSAR**



8/8/2007
pak. fastpa
2 (dia) of s
Hadrah
0139

THESIS

**Submitted In Partial Fulfillment of the Requirements for
the Sarjana Degree at the Faculty of Letters
Hasanuddin University**

BY

KIISTINARUMI DWI JUULIYANTI

F21103714-1

**FACULTY OF LETTERS
HASANUDDIN UNIVERSITY
MAKASSAR**

2007

SKRIPSI

**STUDENTS ABILITY TO USE COORDINATING AND
CORRELATIVE CONJUNCTIONS : A CASE STUDY AT
SMU NEGERI 4 MAKASSAR**

Disusun dan diajukan oleh :

KIISTINARUMI DWI JUULIYANTI

No.Pokok : F21103714- 1

Telah dipertahankan di depan Panitia ujian Skripsi pada Tanggal 25 Juli 2007 dan dinyatakan telah memenuhi syarat.

Menyetujui

Komisi Pembimbing



Dra. Hj. Ety Bazergan, M.Ed, Ph.D
NIP. 131 287 221

Ketua Program Reguler Sore
Sastra Inggris



Dra. Herawaty, M. Hum, M.A
NIP. 131 792 015



Dra. Nadira Mahaseng, M.Ed
NIP. 131 571 403

Dekan Fakultas Sastra
Universitas Hasanuddin



Dr. H. Muhammad Darwis, M.S
NIP. 131 411 591

UNIVERSITAS HASANUDDIN

FAKULTAS SAstra

Sesuai dengan Surat Tugas Dekan Fakultas Sastra Universitas Hasanuddin:

Nomor : 66/J04.11.1/PP.40/2007

Tanggal : 07 Mei 2007

Dengan ini kami menyatakan menerima dan menyetujui skripsi ini.

Makassar, Juni 2007

Pembimbing I,



Dra. Hj. ETTY Bazergan, M.Ed, Ph.D

Pembimbing II



Dra. Nadira Mahaseng, M.Ed

Disetujui untuk diteruskan kepada
Panitia Ujian Skripsi
Dekan
u.b. Ketua Program Regular Sore Sastra Inggris



Dra. Herawaty, M.Hum, MA

UNIVERSITAS HASANUDDIN

FAKULTAS SASTRA

Pada hari ini, Rabu tanggal 25 Juli 2007, Panitia Ujian Skripsi menerima dengan baik skripsi yang berjudul **“STUDENTS ABILITY TO USE COORDINATING AND CORRELATIVE CONJUNCTIONS: A CASE STUDY AT SMU NEGERI 4 MAKASSAR”** yang diajukan dalam rangka memenuhi salah satu syarat ujian akhir, guna memperoleh gelar Sarjana Sastra pada Jurusan Sastra Inggris Fakultas Sastra Universitas Hasanuddin.

Makassar, 25 Juli 2007

Panitia Ujian Skripsi:

1. Dra. Hj. Ety Bazergan, M.Ed, Ph.D
2. Dra. Nadira Mahaseng, M.Ed
3. Drs. Abd. Madjid Djuraid, M.Hum
4. Drs. Simon Sitoto, M.A
5. Dra. Hj. Ety Bazergan, M.Ed, Ph.D
6. Dra. Nadira Mahaseng, M.Ed

Ketua

Sekretaris

Penguji I

Penguji II

Pembimbing I

Pembimbing II

Handwritten signatures of the thesis examination committee members, corresponding to the roles listed on the left. The signatures are written in black ink over dotted lines.

ACKNOWLEDGEMENTS

First of all the writer praises and thanks the Almighty God for the blessings, guidance, strength, and mercy He provides to allow her to accomplish her studies and finish this thesis.

For the completion of this thesis, the writer wants to express her sincere gratitude to those who have given their assistance, encouragement, and valuable advice. To the first consultant **Dr. Hj. ETTY Bazergan, M.Ed, Ph.D**, the writer wishes to give thanks for her intellectual insight, encouragement and challenging supervision. She patiently accepts the task of guiding the writer's research with special attention. Also the writer would like to thank her second consultant **Dra. Nadira Mahaseng, M.Ed**, for her help, encouragement, suggestion, valuable advice, and for sacrificing her time to read and correct the draft of this thesis.

The writer would like to express her appreciation to the Dean of the Faculty Letters, **Dr. H. Muhammad Darwis, MS**, and his staff, to **Drs. Husain Hasyim, M.A.** and **Drs. Simon Sitoto, M.A.** as the head and the secretary of the English Department, to **Dra. Herawaty, M.Hum, M.A.** and **Drs. Abidin, M.A** as the head and the secretary of Regular Sore English Department, to the teachers who have guided the writer from the beginning to the end of her studies, and to the staff (**Ka' Uga, Ka' Ilo, Ka' O'her, and Ka' Sultan**) for their cooperation given

during her studies at the Faculty of Letters in English Department of Hasanuddin University. Their wisdom will always be a part of the writer's life.

The writer also wishes to express her gratitude to the headmaster, teachers, academic staff, and students of SMU Negeri 4 Makassar who have given an acceptance and opportunities for the writer to do a research there.

The writer is very grateful to her best friends, **Whira, Chulle, Ary, Uly** and **Anhi** who provide valuable knowledge. They share their ideas, suggestions and motivations. Without their criticisms and views this thesis would not have become richer. The writer's would like to thank them, for always have her back from thick and thin, teach her new and different things, and share tons of laughter since the beginning of the year.

Additional special thanks to the rest of her friends in Regular Sore, **Rhury, Fitriani, Anna, Ka'Cely, Cia, Indira, Vira, and Wulan**. They share different opinions and concept to this study, and helped her go through the long process of writing this thesis. They begin this journey together as freshmen and end it together as graduates.

Finally, the writer would like to dedicate to her family, especially to her **beloved parents**, and her brother **Eko**, who patiently endured the long periods which she needed in her studies and in preparing this thesis. Their love, understanding, encouragement, and moral support were essential for the completion of her studies and in finishing this final task.

The writer considers that this thesis is far from being perfect. For this reason, the writer expects beneficial criticism and suggestions for the improvement of this thesis. Moreover, this thesis is hoped to be useful for those who are interested in this subject.

Makassar, 23 Juli 2007

Author

TABLE OF CONTENTS

HALAMAN JUDUL	i
HALAMAN PENGESAHAN	ii
HALAMAN PERSETUJUAN PEMBIMBING.....	iii
HALAMAN PENERIMAAN PANITIA UJIAN	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS	viii
ABSTRAK	x
CHAPTER 1 : INTRODUCTION	1
1.1 Background.....	1
1.2. Scope of the Problem	3
1.3. Statement of the Problem	3
1.4. Objectives of Writing	4
1.5. Methodology	5
CHAPTER II : LITERARY REVIEW	9
2.1. Previous Studies	9
2.2. The Definition of Sentence	12
2.3. Types of Sentences	13
2.4. Definition of Clause	17
2.5. Definition of Conjunction	20

2.6. Types of Conjunctions	23
CHAPTER III : PRESENTATION AND ANALYSIS OF DATA	33
3.1. The Presentation and the Analysis of Data	33
3.1.1. Presentation and Analysis of Multiple Choice Test	35
3.1.2. Presentation and Analysis of Fill in the Blank Test	60
3.2. The Total Score of The Students	71
CHAPTER IV : CONCLUSIONS AND SUGGESTIONS	82
4.1. Conclusions	82
4.2. Suggestions	84
BIBLIOGRAPHY	85
APPENDIX	

ABSTRAK

Penulisan skripsi ini bertujuan mengetahui kemampuan siswa kelas II IPA-1 SMU Negeri 4 Makassar dalam penggunaan kata penghubung koordinatif dan korrelatif bahasa Inggris.

Untuk mencapai tujuan yang dimaksud di atas, penulis melakukan penelitian pustaka dan penelitian lapangan. Dalam penelitian pustaka, penulis mengumpulkan data dengan membaca buku-buku yang berhubungan dengan topik tersebut. Penelitian lapangan dilakukan di SMU Negeri 4 Makassar untuk mendapatkan data yang dibutuhkan. Penulis melibatkan 35 orang siswa sebagai sampel dalam pengambilan data. Ke 35 orang siswa tersebut merupakan keseluruhan siswa yang berada di kelas II IPA-1. Data diperoleh melalui pemberian tes tertulis yaitu tes pilihan ganda dan isian. Data yang diperoleh dianalisis dengan menggunakan metode deskriptif dan kuantitatif yang mencakup pengumpulan data, analisis data dan kesimpulan.

Berdasarkan analisis data, siswa yang berada di kelas II IPA-1 masih mempunyai kesukaran dalam penggunaan kata penghubung koordinatif dan korrelatif Bahasa Inggris. Hal ini disebabkan kurangnya pengertian arti, fungsi, penggunaan, arti dari kalimat tersebut, dan untuk membedakan kata penghubung koordinatif dan korrelatif. Hasil yang diperoleh dari penulis yaitu tidak adanya siswa yang mendapat kriteria sangat baik dan baik, hanya 7 orang yang mendapat kriteria cukup, 7 orang yang mendapat kriteria buruk, dan 21 orang yang mendapat kriteria sangat buruk. Kemampuan siswa dalam penggunaan kata penghubung koordinatif dan korrelatif adalah sangat buruk berdasarkan nilai rata-rata yang dicapai yaitu 54.

CHAPTER I

INTRODUCTION

1.1 Background

Language plays an important role in people's life, and it is used to interact or communicate other people in their everyday life. The important role of a language in the society activities is mainly not only a tool of communication, but also a tool to adapt themselves to new surroundings. Language is regarded in the first place as an instrument by means which people can enter into communicative relations with one other (Halliday, 1980:46). Language is broadly used by people to interact with other social groups. It is very useful to interact with other people because it is their time to practice, learn, and adapt other knowledge. People use language everywhere to communicate their ideas and to put their meanings across. Through languages people can express ideas, feelings and aspirations to others.

English is such an important language in Indonesia, because almost in every place there are people speaking or writing in English. Therefore, people in Indonesia are learning English, starting from young kids to adults. In Indonesia, English is the language which has being taught in almost all schools (Notosusanto, 1972:282). English plays an important role to increase the growth in Indonesia, because many books, materials and even news are written or spoken in English. As a result, the Indonesian people can compete with a person from a different nation in any type of activities involving English. Above all, knowing English can make a person be heard and brought to a new environment that he or she wants to be.

English may seem to be simple but it is not easy for people to understand language, because it also has a number of item rule called grammar. According to Hornby (1960:543), "Grammar is the study of the forms of words and how they are put together in sentences; the rules about the use of words." In learning English people must know the tenses and grammar rules. Without knowing the rules of a language, people cannot get the meaning of any message and cannot understand what they are saying. Everyone who studies English has to identify the parts of speech. Parts of speech are the classes into which words are put according to their grammatical uses. There are eight types of parts of speech in English and they are noun, adjective, verb, adverb, preposition, conjunction, interjection, and pronoun. One particular part of speech in English is conjunction. It is different from other parts of speech because the function of conjunction is to connect word or word groups and its position is in the middle of the units such as parts of speech, phrases, or clauses (Maclin, 1981:323).

Conjunction is a linking word used to connect two words, phrases, or clauses together. There are three types of conjunctions and they are the coordinating conjunction, correlative conjunction, and subordinating conjunction (Selby, 1987:65). The writer used to do a research at SMU Negeri 4 in Makassar with the same topic, and the result was that a few of the student did not understand the use of the coordinating and correlative conjunctions. Therefore, in this research, the writer will discuss the coordinating conjunctions and correlative conjunctions. The writer

chooses this topic because even though these two conjunctions seem simple, the students have to understand the different meanings and usages.

1.2 Scope of the Problem

People will meet different kind of obstacles in learning English. This particular research is to discuss the two types of conjunctions, namely, coordinating conjunction and correlative conjunction. One of the difficulties in dealing with coordinating conjunction and correlative conjunction are the different meanings and usages (Maclin, 1981:118). These two conjunctions consist of one word or two words that will connect word groups or sentences. Coordinating conjunction consist of words such as '*and,*' '*or,*' '*yet,*' '*but,*' '*for,*' '*so,*' '*nor.*' Correlative conjunction consist of words such as '*either...or...,*' '*neither...nor...,*' '*both...and...,*' '*not only...but also*' (Wishon and Burks, 1980:135). The writer used to do a research at SMU Negeri 4 Makassar with the same topic, and a few of the student did not understand the meaning and the use of coordinating and correlative conjunctions.

1.3 Statement of Problem

Based on all the descriptions above, the writer will define the research question into:

1. What is the ability of the students at SMU Negeri 4 Makassar in the use of coordinating conjunction and correlative conjunction?
2. To what extent is the student ability of SMU Negeri 4 Makassar in differentiating coordinating conjunction and correlative conjunction?

3. What is the mean score of the students at SMU Negeri 4 Makassar in the use of coordinating conjunction and correlative conjunction?

1.4 Objectives of Writing

1.4.1 Objective Research

The writer aims to describe the ability of the students at SMU Negeri 4 Makassar in the use of coordinating conjunction and correlative conjunction. Another aim is to disclose the student ability at SMU Negeri 4 Makassar in differentiating the coordinating conjunction and correlative conjunction. The last purpose of this research is to present the mean score of the students at SMU Negeri 4 Makassar in the use of coordinating conjunction and correlative conjunction.

1.4.2 Significance of the Research

The advantage of this research is to upgrade the students at SMU Negeri 4 in Makassar, as well as their knowledge about the coordinating and correlative conjunctions. Another benefit for the students is that they are able to comprehend the use of these two conjunctions. Then it will also improve the students writing, composition, and grammatical knowledge in English. In addition, the students will understand more with the meaning of all the coordinating conjunction and correlative conjunction. Lastly, when the students understand some of the meanings, function, and usage it can help them overcome the difficulties in dealing with coordinating and correlative conjunctions. If the students already understand one of the parts of

speech, which is coordinating and correlative conjunctions, it will help them to comprehend the meaning of a sentence.

1.5 Methodology

In this research, the writer uses some methods such as library research, field research, data collection, population and sample, and data analysis. The methods show how the data are collected and then analyzed.

1.5.1 Library Research

This is the part in where the writer reads several books and goes online (internet) to find some facts and information that are relevant to the research. The writer learns and studies the theories that are related to the topic, particularly the important theories involving coordinating conjunction and correlative conjunction.

1.5.2 Field Research

The writer comes directly to the students at SMU Negeri 4 Makassar in order to do the research of coordinating conjunction and correlative conjunction.

1.5.3 Methods for Collecting Data

1.5.3.1 Technique

The writer has to find out the ability of the students at SMU Negeri 4 Makassar. Therefore, the writer uses a technique by administering a hand out test to the students concerning with coordinating and correlative conjunctions.

1.5.3.2 Test

The test is English written and it is given to 35 students in second year IPA 1 of SMU Negeri 4 Makassar. The test consists of two parts, which are the Multiple Choice Test and Fill in the Blank Test. Therefore, the test has 30 items: 20 items for Multiple Choice Test (10 items concerning coordinating conjunction and 10 items concerning correlative conjunction), and 10 items for Fill in the Blank Test (5 items concerning coordinating conjunction and 5 items concerning correlative conjunction). The Multiple Choice Test, the student will have to choose 4 options by crossing the right answer. The Fill in the Blank Test, the student will have to choose the options in the box which have 7 coordinating conjunctions and 4 correlative conjunctions. The students have 60 minutes to complete both parts of the test.

1.5.4 Population and Sample

The population of this research are the students in second year IPA I of SMU Negeri 4 Makassar, which consist of 35 students. The students in second year IPA I of SMU Negeri 4 Makassar are combination of selected students from the year before who are classified as excellent in their rank. Therefore, in this research the writer uses a technique called a total sampling, which all the 35 students have to participate in doing the test.

1.5.5 Methods of Analyzing Data

The writer uses quantitative and descriptive methods to analyze the data. The work-procedures are:

Step 1 - The data are classified into two parts of test I (multiple choice test) and test II (fill in the blank) and each test is tabulated. Then, the number of correct and incorrect answers is given in each table. To find the average percentage of the students performance, the writer uses a formula such as this:

$$P : \frac{\Sigma sc}{\Sigma Q} \times 100\%$$

P : percentage of the student performance

Σsc : total of correct/incorrect answer

ΣQ : total of student

(Oller, 1977:246)

Step 2 – The writer presents the number of students who give the correct answers and the incorrect answers of each item in both tests and then each item is analyzed. The reasons of correct and incorrect answers are given.

Step 3 – The student performance in both tests are tabulated as a whole and put in one table. Then, the table is described and their achievement are classified into five levels by using the following criteria:

86 – 100	Excellent
76 – 85	Good
66 – 75	Fair
56 – 65	Poor
0 – 55	Very Poor

The writer uses a formula to find out the five levels of criteria above:

- Test I: each correct answer value 4 points

- Test II: each correct answer value 2 points

Score of Test I : correct answer X 4

Total score of Test I : 20 X 4 = 80

Score of Test II : correct answer X 2

Total score of Test II : 10 X 2 = 20

Therefore, the total score of the test is 100.

Then, the writer presents the mean score of the student, the writer uses a formula such as this:

$$X : \frac{\sum x}{n}$$

X : mean score

$\sum x$: total score

n : total of student

(Sudjana 1988:139)

CHAPTER II

LITERARY REVIEW

2.1 Previous Studies

The result on the observation that the writer had done in the library, the writer finds five students that discuss conjunctions in their thesis.

The topics that they brought up are:

1. English Conjunctions as Used by Students SMA Negeri I Sanggala Tana Toraja. (Allo, 1993).

The statement of problems covered the Coordinate Conjunction (and, or, nor, but, for, so, yet, either...or..., neither...nor..., both...and..., not only...but also...), and the Subordinate Conjunction (after, although, as, as if, as long as, as soon as, as though, because, before, even if, even though, for that, such that, supposing that, that, though, unless, until whatever, when, whenever, whether, while, since). The writer concluded that the students ability in conjunctions is low.

The writer purposes of writing are:

- a) To describe the ability of SMA Negeri I Sanggala Tana Toraja students in using English conjunctions objectively
- b) To analyze and to identify each error which was produced by the students in using English conjunctions.

2. The Use of Conjunctions by Students of English Department,

Hasunuddin U

20

The statement of problems covered the subordinate conjunction (although, while, when, because, where, however, since, if). The writer concluded that the students ability in using conjunctions is good.

The writer purposes of writing are:

- a) To explain the function of subordinate conjunction used in student's proposals.
- b) To describe the ability of students in using subordinate conjunction in the proposals.

3. The use of Subordinate Conjunctions in Complex Sentences by the Students of SMA Negeri I Ujung Pandang: A Case Study. (Ernawati, 1994). The statement of problems covered the subordinate conjunction in complex that usually express relationship of time, condition, alternative, purpose, reason, and cause. The writer concluded that the students ability in using conjunctions is good.

The writer purposes of writing are:

- a) To know the ability of students in using subordinate conjunction in complete sentences.
 - b) To describe the mistakes made by the students in using subordinate conjunction.
 - c) To find out the students high and low scores.
4. Penguasaan Penggunaan Kata Sambung Bahasa Inggris oleh Siswa SMA Negeri I Mamuju: Suatu Studi Kasus. (Pongkapadang, 1990). The writer

concluded that the students ability in using conjunctions is minimal.

The writer purposes of writing are:

- a) To describe the conjunction by the students of SMA Negeri I Mamuju.
- b) To know how far is the ability of students of SMA Negeri I Mamuju in understanding English conjunction in which it is the requirement for the students English Literature to passed.

5. Students Ability in Using Subordinate Conjunctions: A Case Study at SMA Negeri IV Pare-Pare. (Hafid in 1995). The writer concluded that the students ability in using subordinate conjunction is low.

The writer purposes of writing are:

- a) To describe the ability of the 3rd year students of SMA Negeri IV Pare-Pare in using subordinate conjunction.
- b) To find out which subordinate conjunction, the students find out difficult than the others.
- c) To explain in brief the importance of using subordinate conjunction in some sentences.

From these five topics of conjunctions above, the writer will make a conclusion that each writer has a different point of view or aim about its topic. Also each writer has a different location of research, different theory, and different type of instruments. The writer feels that there are still several things that need to be discussed concerning with conjunction. Therefore, the writer comes up with the title "Students Ability to Use Coordinating and Correlative Conjunctions: A Case Study at

SMU Negeri 4 Makassar.” The statements of problems discuss the meaning, function and use of coordinating conjunction (*for, and, nor, but, yet, or, so*) and correlative conjunction (*either...or..., neither...nor..., both...and..., not only...but also...*). The purposes for the writer to write this thesis are to describe the ability of the students in using coordinating conjunction and correlative conjunction, to disclose the ability of the students in differentiating coordinating and correlative conjunctions, and to present the mean score of the students in using coordinating and correlative conjunctions.

2.2 Sentence

According to Maclin (1981:301), “A sentence is a group of words that says something in a fixed structure of grammar and punctuation. Every written declarative sentence must have a subject and a finite verb.” Another definition of sentence can be seen as given by Warriner, et. al. (1958:27) as follows, “A sentence is a group of words containing a verb and its subject and expressing a completed thought.” A sentence is a syntactic unit which consists of some words composed together. As a unit of syntax, a sentence plays an important role in a language because it is commonly used in expressing ideas and willingness. “Sentence is the unit that stretches from a beginning capital letter to a concluding full stop” (Jackson, 1982:57). Another definition of a sentence is “a group of words that has at least one subject and one verb and can stand alone” (Neuburger, 1986:6). A sentence must contain at least one independent clause.

Examples:

- The students laughed. (Maclin, 1981:302)
- Many drivers risk their lives by not wearing their safety belts.
(Bald, et. al., 1987:109)
- Can I help you? (Hardie, 1994:7)

From the examples given above, the subjects of the first, second, and third sentences are 'the students,' 'many drivers,' and 'I.' The verbs of these sentences of the first, second, and third sentences are 'laughed,' 'risk,' and 'can help.'

2.3 Types of Sentence

A clause may be classified in the same way as a sentence. It is a full predication that contains a subject and a predicate with a finite verb (Frank, 1972:222). A sentence needs at least one independent clause. But many sentences contain more than one independent clause. There are actually four types of sentences. They are simple sentence, compound sentence, complex sentence, and compound-complex sentence (Hardie, 1944:228).

2.3.1 Simple sentence

According to Neuburger (1986:6), "a simple sentence contains only one independent clause." A simple sentence has only one full predication in the form of an independent clause. Another definition of simple sentence can be seen as given by

Maclin (1981:303) as follows, "A simple sentence has one independent or main clause." Finally, a simple sentence may also be explained by Leech, et. al. (1991:77) as follows: "A simple sentence consisting of a single main clause, which is precisely a clause that can stand alone as a simple sentence." This implies that a simple sentence contains one main clause or independent clause that has one subject and one verb (predicate).

Examples:

- I'll scratch your back
independent clause (Leech, et. al, 1991:77)
- The car stopped
independent clause (Maclin, 1981:303)

In the examples above, a simple sentence contains only a main or independent clause.

2.3.2 Compound Sentence

"A compound sentence consists of two or more independent clauses and no subordinate clauses" (Selby, 1987:127). Then Neuburger (1986:6) states that, "compound sentences contain two or more independent clause." These independent clauses are joined by a conjunction like 'and,' or a comma + a conjunction like 'and,' or a semicolon (;). Any sentence element can be compounded through coordination. According to Warriner, et. al., (1958:81), "A compound sentence has two or more main clauses but no subordinate clauses." A compound sentence consist two or

more simple sentences put into one sentence. The clauses are joined by a word such as 'or,' 'and,' or 'but' called a coordinating conjunction. Each clause is of equal importance and gives information of equal value.

Examples:

- Francis ate peanuts **and** (Francis) drank coffee.
independent clause independent clause (Maclin, 1981:303)
- They can travel to France **or** they can go to Spain.
independent clause independent clause
(Bald, et. al., 1987:26).

These examples above signify that a compound sentence consists of two or more independent clauses.

2.3.3 Complex Sentence

"Complex sentences contain both dependent and independent clauses," (Neuburger, 1986:7). Also a complex sentence contains one independent clause and at least one dependent clause. According to Selby (1987:129), "A complex sentence has one main clause and one or more subordinate clauses."

A similar opinion is given by Miller (1960:254), who says that: "A complex sentence is a sentence that contains one principle clause with one or more subordinate clauses." A subordinate clause is one that contains special information about the main clause. It will usually be introduced by a linking word such as '*when,*' '*if,*' '*because,*' etc. The linking words are called subordinating conjunction.

Examples:

- We were sorry **when** we left early.
independent clause dependent clause (Maclin, 1981:304)
- The pioneers struggled **because** they dreamed.
independent clause dependent clause (Wishon and Burks, 1980:153)
- I will take my umbrella **if** it rains tomorrow.
independent clause dependent clause (Azar, 1989:330)

Based on the examples above, the writer concludes that complex sentence contain one main clause and at least one subordinate clause.

2.3.4 Compound-Complex Sentence

Maclin, (1981:304) states that, "A compound-complex has two or more independent clauses and at least one dependent clause." A compound sentence becomes a compound-complex sentence when one or more dependent clauses are added to it. A similar idea is given by Frank (1972:223) who notifies that, "A compound-complex sentence contains two or more independent clauses and one or more dependent clauses." In other words, it is simply the combination of a compound sentence and a complex sentence.

Examples:

- I met Angie **and** we decided to use my car **because** hers was unreliable.
ind. clause independent clause dependent clause
(Hardie, 1994:229)

2.4.1 Independent Clause

Based on the definition by Neuburger (1986:3) “A clause that can stand alone as a complete sentence is called an independent clause or a main clause.” An independent clause is a complete sentence pattern and could be punctuated as a simple sentence. An independent clause expresses a complete thought with a subject and a predicate. It is called a clause when it is a part of a larger structure. Then Azar states that (1989:238), “An independent clause is a complete sentence. It contains the main subject and verb of a sentence. (It is also called a main clause).”

Another definition of independent clause or main clause is given by Warriner, et. al. (1958:72) as quoted in the following, “A main (or independent) clause expresses a completed thought and can stand by itself as a sentence.” An independent clause can be punctuated as separate sentences. They may be long or short. Each independent or main clause has one subject-verb combination in it.

Examples:

- Greg ran down the street. (Maclin, 1981:76)
- Greg shouted at the bus driver to stop for him. (Maclin, 1981:76)
- Juan’s little sisters have chicken pox. (Neuburger, 1986:3)

The sentences above are independent clauses. They have a subject and a verb. Each of these sentences expresses a completed thought. The writer concludes that an independent clause is a complete sentence that can stand alone.

2.4.2 Dependent Clause

“A clause that cannot stand alone as a complete sentence is called a dependent clause,” (Neuburger, 1986:3). Then, Azar (1989:238) says that, “A dependent clause is not a complete thought. It must be connected to an independent clause.” Dependent clause (also called subordinate clauses) cannot be punctuated as a complete sentence. Dependent clause sometimes functions directly in a sentence, when it is introduced by a subordinating conjunction.

A dependent clause cannot stand alone as a sentence. In itself, a dependent clause does not express a complete thought. Therefore, it is usually attached to an independent clause. Although a dependent clause contains a subject and a predicate, it sounds incomplete when standing alone. A dependent clause always contains a word or words that connect it on to another part of a sentence.

In the examples below, the special words which have to be put at the beginning of the dependent clauses are in bold letters.

Examples:

- **although** the car broke down. (Neuburger, 1986:4)
- **that** it was time to get up. (Maclin, 1981:77)
- **if** she bakes a cake. (Warriner, et. al., 1958:73)

Based on the examples above, the writer informs that a dependent clause contains a subject and a predicate, but it cannot stand alone as a complete sentence.

The characteristic of a dependent clause is that it always has a subordinating conjunction which comes before it.

2.5 Conjunction

A conjunction is a particular type of words which function to connect one word with others or one clause (sentence) with others. The conjunction is a member of a small class that has no characteristic form. It is chiefly as non movable structure words that can extend a sentence. A conjunction cannot take any position of elements in a sentence like subject, predicate, object, and adverb. There are a number of linguists who have paid attention to this type of word. Here are some definitions of conjunction given by linguists:

1. "A conjunction is a connecting word that joins words or groups of words in a sentence" (Neuburger, 1986:188).
3. "A conjunction is a word that links one part of a sentence to another. It can join words, phrases, or entire sentences" (Cramer, 1984:88).
4. "A conjunction joins two or more words or clauses to each other. Conjunctions are sometimes called joining words" (Hardie, 1994:8).
4. "A conjunction is to connect words or phrases that have the same grammatical function in a sentence" (Azar, 1993:287).
5. "Conjunctions (kata sambung) adalah kata untuk menghubungkan kata-kata, ungkapan-ungkapan atau kalimat-kalimat dan sebagainya, dan tidak untuk tujuan atau maksud lain" (Haryono, 2002:326).

Based on the definitions above, the writer is able to conclude that the function of conjunction is to connect words, phrases, clauses and sentences.

Examples:

- Music **and** mathematics are related subjects. (Wishon and Burks, 1980:135)
- Sally goes to work **but** Shirley doesn't have a job. (Hardie, 1994:231)
- He is both a drunkard **and** a coward. (Haryono, 2002:327)
- Did you look in the dictionary **or** in the encyclopedia?

(Wishon and Burks, 1980:135)

From the examples above, all of the elements that connected by these conjunctions must be in equal rank. Such conjunctions, in sentence (1), conjunction '*and*' connects two nouns; music and mathematics. In sentence (2), conjunction '*but*' connects two main clauses; Sally goes to work and Shirley doesn't have a job. In sentence (3), conjunction '*and*' connects two phrases; a drunkard and a coward. In sentence (4), conjunction '*or*' connects two prepositional phrases.

There are three types of conjunctions, which are the coordinating conjunction which is used to connect two independent clauses, the correlative conjunction which always travel in pairs, and subordinating conjunction which is used to establish the relationship between the dependent clause and the rest of the sentence.

Explaining the existence of conjunction, one may arrive at least two important characteristics of conjunction. Firstly, any conjunction cannot take the position of subject in sentences of Subject-Predicate Pattern. However, it can functions as an extension unit in sentences of such pattern. For example, the subject "John" in the

S-P sentence "John slept" cannot be substituted by any conjunctions. As a result, the following word groups cannot be accepted as grammatical sentences:

- But slept.
- And slept.

However, conjunction can become the extension unit of subject. This function can be found in the following examples:

- John and Michael slept.
- Both John and Michael slept.

Secondly, any conjunction cannot take the position of predicate in sentences of Subject-Predicate Pattern. For example, the predicate 'cries' in the S-P sentence 'Mary Cries' cannot be substituted by any conjunctions. As a result, the following word groups cannot be accepted as good and grammatical sentences:

- Mary but.
- Mary and.

However, conjunction can become the extension unit of predicate. This particular function can be clearly seen in the following examples:

- Mary leaves and cries.
- Mary danced and sang.

2.6 Types of Conjunctions

In English, there are three types of conjunctions which are coordinating conjunction, correlative conjunction, and subordinating conjunction. Coordinating conjunction joins equal sentence parts. It is usually used to join any parallel elements of the sentence. Correlative conjunction always travels in pairs and may be used to join two basic sentence patterns or two parallel elements of any kind. Subordinating conjunction is the largest class of conjunctions that connect a subordinate clause to a main clause. Unfortunately, in this research the writer only focuses on the coordinating and correlative conjunctions.

2.6.1 Coordinating Conjunction

“A coordinating conjunction joins words or groups of words of equal value in a sentence” (Cramer, 1984:88). A similar idea is given by Neuburger (1986:188), “the kind of conjunction that allows two or more sentence parts to act as one is the coordinating conjunction.” A coordinating conjunction joins equal parts of a sentence to each other such as subject + subject, verb + verb, sentence + sentence, and so on.

According to Haryono (2002:327), “kata sambung korelatif menghubungkan kalimat-kalimat yang sederajat, yaitu kalimat yang satu tidak bergantung pada kalimat yang lain.” The coordinating conjunctions are classified as follows: additive or copulative, adversative or contrasting, disjunctive or separative, and final or illative.

When using a coordinating conjunction, there are three things to remember:

1. Join independent clauses (each clause must be a “complete thought” which could be a sentence on its own).
2. Put the conjunction in the middle (may see some sentences starting with ‘but’ or ‘and,’ but this is usually wrong, so it’s best to avoid it).
3. Use a comma (unless both clauses are very short).

There are seven coordinating conjunctions: ‘*and*,’ ‘*or*,’ ‘*nor*,’ ‘*but*,’ ‘*for*,’ ‘*so*,’ and ‘*yet*.’ The most common coordinating conjunctions are ‘*and*,’ ‘*but*,’ and ‘*or*.’ The coordinating conjunctions of ‘*or*’ and ‘*nor*’ are sometimes used with the adjectives ‘*either*’ and ‘*neither*.’ Also the coordinating conjunctions of ‘*yet*,’ ‘*so*,’ and ‘*for*’ are not always used as conjunctions.

The coordinating conjunction consists of words or group of words that join equal sentence parts or any parallel elements of the sentence. In other words, a coordinating conjunction connects between clause and clause, as long as their grammatical position in a sentence is equal. If they are unequal, the functions of coordinating conjunction in a sentence will be false. There an easy way to remember the coordinating conjunction word categories, which is by taking the first letter of each categories such as this FANBOYS.

2.6.1.1 Coordinating Conjunction ‘and’

A coordinating conjunction ‘*and*’ functions to connect two equally grammatical words and word groups. According to Wishon and Burks (1980:135),

“this conjunction is generally used to show augmentation.” For further understanding, let’s consider the following examples:

- Annie is tall and slender. (Maclin, 1981:124)
- The students partied and danced in the streets.
(Wishon and Burks, 1980:135)
- My brother moved to New York, and I moved to Seattle.
(Wishon and Burks, 1980:135)

The above examples show the function of the conjunction ‘*and*.’ In sentence (1), conjunction ‘*and*’ connects two adjectives ‘*tall*’ and ‘*slender*.’ In sentence (2), conjunction ‘*and*’ connects two predicates or verbs ‘*partied*’ and ‘*danced*.’ In sentence (3), conjunction ‘*and*’ connects two main clauses ‘*my brother moved to New York*’ and ‘*I moved to Seattle*.’

2.6.1.2 Coordinating Conjunction ‘*or*’ and ‘*nor*’

A coordinating conjunction ‘*or*’ functions to connect two words or word groups which are grammatically equal. “The coordinating conjunction ‘*or*’ shows choice between one thing and another” (Cramer, 1984:88). According to Maclin (1981:123), “the conjunction ‘*nor*’ shows choice, separation, or negative addition.” The conjunction ‘*nor*’ is not extinct, but it is not used nearly as often as the other conjunctions. Conjunction ‘*nor*’ is commonly used as the little brother in the correlative pair of ‘*neither...nor...*’

For further understanding, let's consider the following examples:

- Did he do it perfectly or badly? (Wishon and Burks, 1980:135)
- He wants to watch TV or (to) listen to some music. (Azar, 1993:287)
- Today travelers go by plane or by bus. (Maclin, 1981:118)
- Do they find it in the kitchen or in the car? (Cramer, 1984:88)
- He did not pay a fine, nor did he go to jail. (Maclin, 1981:118)
- I do not speak in French, nor I do not write it very well.

(Wishon and Burks 1980:135)

Based on the examples above, it shows the function of the conjunctions 'or,' and 'nor.' In sentence (1), conjunction 'or' connects two adverbs '*perfectly*' and '*badly*.' In sentence (2), conjunction 'or' connects two infinitives '*to watch TV*' and '*to listen to some music*.' In sentence (3), conjunction 'or' connects two phrases '*by plane*' and '*by bus*.' In sentence (4), conjunction 'or' connects two prepositional phrases '*in the kitchen*' and '*in the car*.' In sentence (5), conjunction 'nor' connects two clauses '*he did not pay a fine*' and '*did he go to jail*.' In sentence (6), conjunction 'nor' connects two clauses '*I do not speak in French*' and '*I do not write it very well*.'

2.6.1.3 Coordinating Conjunction 'but' and 'yet'

According to Maclin (1981:123), "the conjunction '*but*' and '*yet*' show contrast between one thing and another." These conjunctions '*but*,' and '*yet*' function

to connect two words and word groups in parallel elements of a sentence. Conjunction 'yet' joins two contrasting ideas together in an unexpected matter and it is rarely used in speech, but it is often used in formal writing. For further understanding, let's consider the following examples:

- He is poor but honest. (Wishon and Burks, 1980:135)
- It's a nice house, but it hasn't got a garage. (Murphy and Smalzer, 2002:222)
- They bought eggs, yet they forgot to buy milk. (Maclin, 1981:123)
- He did not study, yet he passed the exam. (Azar, 1993:294)

The above examples show the function of conjunctions 'but' and 'yet'. In sentence (1), conjunction 'but' connects two subject complements 'poor' and 'honest.' In sentence (2), conjunction 'but' connects two clauses 'it's a nice house' and 'it hasn't got a garage.' In sentence (3), conjunction 'yet' connects two clauses 'they bought eggs' and 'they forgot to buy milk.' In sentence (4), conjunction 'yet' also connects two clauses 'he did not study' and 'he passed the exam.'

2.6.1.4 Coordinating Conjunction 'for' and 'so'

Maclin (1981:123) states that, "A conjunction 'for' shows cause from a preceding clause, and a conjunction 'so' shows result from a preceding clause." The function of these two conjunctions is to join two words and word groups that are related to each other. Also these conjunctions are actually used to join any parallel

element of the sentence. For further understanding, let's consider the following examples:

- That student failed, for he was very ill this year.
(Wishon and Burks, 1980:136)
- We should win the game, for we have more talented players.
(Cramer, 1984:88)
- They had some free time, so they went for a drive.
(Murphy and Smalzer, 2002:222)
- He was tired, so he went to bed. (Azar, 1993:294)

From the examples above, it shows that the function of conjunctions '*for*' and '*so*' connect and relate to the preceding clauses. Things to remember when using conjunctions '*for*,' '*so*,' '*yet*' that a comma always preceded.

2.6.2 Correlative Conjunction

"Conjunctions that are used in pairs are called correlative conjunctions," (Cramer, 1984:88). The correlative conjunctions consist of '*either...or...*,' '*neither...nor...*,' '*both...and*,' and '*not only...but also...*' A pair of correlative conjunction is always separated by a word or groups of words. A correlative conjunction which is always travels in pairs, joins various sentence elements that should be treated as grammatically equal. They join similar elements such as subject, adjective, prepositional, verb, etc. When joining singular and plural subjects, the

subject closest to the verb determines whether the verb is singular or plural. The correlative conjunction may be used to join two basic sentence patterns or two parallel elements of any kind.

2.6.2.2 Correlative Conjunction 'either...or...'

The correlative conjunction '*either...or...*' is a correlative conjunction which is usually used in pairs. This particular conjunction functions to link two words or word groups in parallel elements of a sentence (Wishon and Burks, 1980:135). This conjunction shows alternative between two items. For further understanding, let's consider the following examples:

- Either Jakarta or Surabaya will be the host of The Indonesian Youth Conference.
(Haryono, 2002:326)
- He likes either cat or dog. (Neuburger, 1986:188)
- They went to see either a play or a musical in the city. (Cramer, 1984:88)
- He goes either to Jakarta or to Bandung. (Haryono, 2002:326)

The examples above show the function of correlative conjunction '*either...or...*' clearly. In sentence (1), this conjunction connects two subjects '*Jakarta*' and '*Surabaya*.' In sentence (2), it connects two objects '*cat*' and '*dog*.' In sentence (3), it connects two nouns '*a play*' and '*a musical*.' In sentence (4), it connects two prepositional phrases '*to Jakarta*' and '*to Bandung*.'

2.6.2.2 Correlative Conjunction ‘neither...nor...’

“The correlative conjunction ‘*neither...nor...*’ is a correlative conjunction which is usually used in pairs” (Cramer, 1984:88). This conjunction function to connect words or word groups which is grammatically equal. Unlike the conjunction ‘*either...or...*,’ this conjunction always produces negative meaning. The conjunction ‘*neither...nor...*’ shows no choice is being correct. For further understanding, let’s consider the following examples:

- Julia has decided to go neither to Miami nor to Chicago. (Maclin, 1981:230)
- Neither the drummer nor the guitarist knew ‘Stardust.’ (Cramer, 1984:88)
- He has neither money nor time. (Wishon and Burks, 1980:136)
- He is neither dependable nor trustworthy. (Wishon and Burks, 1980:136)

These examples show the function of correlative conjunction ‘*neither...nor...*’ clearly. In sentence (1), it connects two prepositional phrases ‘*to Miami*’ and ‘*to Chicago.*’ In sentence (2), it connects two subjects ‘*the drummer*’ and ‘*the guitarist.*’ In sentence (3), it connects two objects ‘*money*’ and ‘*time.*’ In sentence (4), it connects two subject complements ‘*dependable*’ and ‘*trustworthy.*’

2.6.2.3 Correlative Conjunction ‘not only...but also...’

The correlative conjunction ‘*not only...but also...*’ shows cumulative with the other items. The function of this conjunction is to join two words or word groups which are grammatically equal. When two subjects are connected by ‘*not only...but*

also...,’ the subject that is closer to the verb determines whether the verb is singular or plural (Azar, 1993:291). For further understanding of the function, let’s consider the following examples:

- Not only my sister but also my parents are here. (Azar, 1993:291)
- She is not only beautiful but also clever. (Haryono, 2002:328)

These examples show the function of correlative conjunction ‘*not only...but also...*’ clearly. In sentence (1), it connects two subjects ‘*my sister*’ and ‘*my parents.*’ In sentence (2), it connects two adjectives ‘*beautiful*’ and ‘*clever.*’

2.6.3.4 Correlative Conjunction ‘*both...and...*’

The correlative conjunction of ‘*both...and...*,’ is also used in pairs. This conjunction is usually used to show augmentation (Wishon and Burks, 1980:136). The conjunction ‘*both...and...*’ functions to connect two words or word groups which has a relationship between the two sentences. For further understanding, let’s consider the following examples:

- It was both cold and wet. (Wishon and Burks, 1980:136)
- She both built and endowed the hospital. (Maclin, 1981:230)
- Both the inventor and her assistant were surprised. (Cramer, 1984:88)

The above examples show the function of conjunction ‘*both...and...*’ clearly. In sentence (1), it connects two subject complements ‘*cold*’ and ‘*wet.*’ In sentence

(2), it connects two predicates or verbs '*built*' and '*endowed.*' In sentence (3), it connects two subjects '*the inventor*' and '*her assistant.*'

Coordinating and correlative conjunctions consist of a number of words. Coordinating conjunction contains words such as '*for,*' '*and,*' '*nor,*' '*but,*' '*or,*' '*yet,*' '*so.*' Correlative conjunction consists of words such as '*either...or...,*' '*neither...nor...,*' '*both...and...,*' '*not only...but also...*' These conjunctions can connect between word and word, phrase and phrase, clause and clause, as long as their grammatical position in sentence is equal. If they are unequal, these conjunctions cannot connect within the sentence. In other words, if the students use the wrong conjunction in word groups or clauses, then the meaning will be incorrect. There are some students in second year in IPA 1 at SMU Negeri 4 Makassar that are having difficulties of understanding the meaning, function and use of coordinating and correlative conjunctions.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

In this chapter, the data are presented and then analyzed. All data are obtained from the 35 students who become the samples of the research. They are the second year students in IPA 1 of SMU Negeri 4 Makassar.

This analysis is divided into two parts based on the types of the test items: multiple choice test and filling in the blank test. The analysis is focused in the use of the coordinating and correlative conjunctions. The coordinating conjunctions consist of *'for,' 'and,' 'nor,' 'but,' 'or,' 'yet,'* and *'so.'* On the other hand, the correlative conjunctions consist of *'either...or...,' 'neither...nor...,' 'but...and...,'* and *'not only...but also...'* The students' ability in the use of the coordinating and correlative conjunctions is discussed after the analysis.

3.1 The Presentation and the Analysis of Data

The test has been given to the second year students in IPA 1 of SMU Negeri 4 Makassar by the writer. The test consists of 30 items and it is divided into two parts. Part I is Multiple Choice Test consisting of 20 items (10 items for coordinating conjunction and 10 items for correlative conjunction). Part II is Fill in the Blank Test consisting of 10 items (5 items for coordinating conjunction and 5 items for correlative conjunction).

Preceding the presentation and analysis of data, the writer first tabulates the student performance in this test. The writer presents and analyzes the data of the

multiple choice test. This presentation and analysis of data are based on the correct and incorrect answers of each number. The students' answers to the question are presented on the left side, whereas the number of students who choose the correct answer among the alternatives given in the right side. The asterisk (*) stands for the correct answers.

Then in fill in the blank test, the alternative answers are only provided with the 7 coordinating conjunctions and 4 correlative conjunctions. They are the conjunctions of 'for,' 'and,' 'nor,' 'but,' 'or,' 'yet,' 'so,' 'either...or...,' 'neither...nor...,' 'both...and...,' and 'not only...but also...'. In this analysis, the number of students' answers is presented beside the answers. Asterisk (*) indicates the number of students who choose the correct answer. To find the percentage of the student performance, the writer uses an IF (Item Formula) formula of Oller (1977:246), such as this:

Average percentage of the student performance:

1. $\frac{\text{total of correct answers}}{\text{total of students}} \times 100\%$
2. $\frac{\text{total of incorrect answers}}{\text{total of students}} \times 100\%$

The writer will tabulate the total result of correct and incorrect answers by the students in the multiple choice test and fill in the blank test, therefore the writer will analyze each item in the multiple choice test and fill in the blank test.

3.1.1 The Analysis of Multiple Choice Test

Item 1 (Coordinating Conjunction)

I wanted to call you,.....I didn't have your number.

- a. or 0
- b. but 31*
- c. because 3
- d. for 1

Item	Total of Students	The Student's Answer			
		Correct	%	Incorrect	%
1	35	31	88.6%	4	11.4%

In item (1), there are 31 (88.6%) out of 35 students who choose the correct answer, and there are 4 (11.4%) students who choose the incorrect answers. Almost all of the students answer it correctly, because they understand the use of coordinating conjunction 'but.' Its function is to connect two words or word groups in parallel elements of a sentence and it is to indicate a contrast between one thing and another. In this sentence, the coordinating conjunction of 'but' connects two clauses which are 'I wanted to call you' and 'I didn't have your number.' The students who choose the incorrect option might understand the meaning of each conjunction, but once it is already in the context, they do not understand the meaning of the whole sentence. For example, the coordinating conjunction 'or' offers an alternative between things. Then in option (b) the conjunction 'because' is a

subordinating conjunction, and it is to indicate a reason. In option (d) the coordinating conjunction 'for' indicates a cause from a preceding clause.

Item 2 (Correlative Conjunction)

.....my sister.....my parents are here.

- a. either...nor... 5
- b. neither...or... 3
- c. but...also... 0
- d. not only...but also... 27*

Item	Total of Students	The Student's Answer			
		Correct	%	Incorrect	%
2	35	27	77.1%	8	22.9%

Item (2) shows that out of 35 students as the respondents, 27 (77.1%) students who choose the correct answer, which is the correlative conjunction 'not only...but also...' This implies that the students are capable of understanding the use of correlative conjunction 'not only...but also...' Its function is to connect two words or word groups that have a relationship between the two sentences. In this sentence the correlative conjunction 'not only...but also...' connects two subjects which are 'my sister' and 'my parents.' When joining singular and plural subjects, the subject closest to the verb determines whether the verb is singular or plural. However, there are 8 (22.9%) students who are incapable with the use of correlative conjunction

'not only...but also...' In this item, 8 students do not choose 'not only...but also...', but they choose either 'neither...or...', 'either...nor...', or 'but...also...' Their failure in this item mostly results from their disability of identifying the conjunction in the options. For instance, in option (a) a conjunction of 'either...nor...' and in option (b) a conjunction of 'neither...or...' are not in the correlative conjunctions list, and in option (c) there is no correlative conjunction such as 'but...also...'

Item 3 (Correlative Conjunction)

.....Rudy.....Anton hate mathematics.

- a. both...and 20*
- b. either...or... 6
- c. neither...nor... 4
- d. both...also... 5

Item	Total of Students	The Student's Answer			
		Correct	%	Incorrect	%
3	35	20	57.1%	15	42.9%

The table above shows that there are 20 (57.1%) out of 35 students who choose the correct answer, which is the correlative conjunction 'both...and...' Half of the students apparently are still having difficulties of differentiating each of the conjunction, and some of the students do not know the meaning of each conjunction, especially with the correlative conjunction of 'neither...nor...' and 'either...or...'

The function of the correlative conjunction '*both...and...*' is to connect two words or word groups that have a relationship between the two sentences. It is usually to indicate an augmentation. In this sentence, the correlative conjunction of '*both...and...*' connects two subjects which are '*Rudy*' and '*Anton*.'

However, there are 15 (42.9%) out of 35 students who choose the incorrect answers. These students choose another option, such as '*either...or...*,' '*neither...nor...*,' and '*both...also...*' instead. Their difficulties mostly result in their disability of understanding the sentence, although they know the meaning of each conjunction in this item. Their lack of vocabulary in English can partially cause their failure in this item, because it's unable to lead them to a good understanding of the sentence meaning.

Item 4 (Coordinating Conjunction)

The child hid behind his mother's skirt,.....he was afraid of the dog.

- | | |
|--------|-----|
| a. or | 3 |
| b. but | 13 |
| c. for | 14* |
| d. yet | 4 |

Item	Total of Students	The Student's Answer			
		Correct	%	Incorrect	%
4	35	14	40%	21	60%

Based on the table above, there are 14 (40%) out of 35 students who choose the correct answer. The correct answer is in option (c) which is the coordinating conjunction '*for*.' The function of the coordinating conjunction '*for*' is to connect two words and word groups that are related to each other and its meaning is to indicate a cause from a preceding clause. In this item, more than half of the students are having difficulties with the use of coordinating conjunction '*for*.' In this sentence, the coordinating conjunction '*for*' connect two clauses which are '*the child hid behind his mother's skirt*' and '*he was afraid of the dog*.' Some of the students are not familiar with the meaning of conjunction '*for*,' because it is rarely used in a sentence as a conjunction.

However, there are 21 (60%) out of 35 students who choose the incorrect answers. They choose other options such as the coordinating conjunctions of '*or*,' '*but*,' and '*yet*,' which are not suitable for this item. The coordinating conjunction '*or*' indicates an alternative between other elements, the coordinating conjunction '*but*' indicates a contrast between one thing to another, and the coordinating conjunction '*yet*' indicates two contrasting ideas that are connecting together in an unexpected matter. The failure in this item mostly results from their disability of knowing the meaning of the coordinating conjunction '*for*,' and the meaning of the sentence.

Item 5 (Coordinating Conjunction)

Do you want me to come without you,.....should I wait here?

- a. or 19*
- b. for 1
- c. yet 4
- d. nor 11

Item	Total of Students	The Student's Answer			
		Correct	%	Incorrect	%
5	35	19	54.2%	16	45.8%

In this item, there are 19 (54.2%) out of 35 students who answer correctly, and there are 16 (45.8%) students who answer incorrectly. This implies that there are a few students who do not understand the use of coordinating conjunction 'or.' Its function is to connect two words or word groups which are grammatically equal. The coordinating conjunction 'or' indicates an alternative between two parallel elements. This coordinating conjunction 'or' connects two main clauses which are 'do you want me to come without you' and 'should I wait here.' This sentence is an interrogative sentence because it asks a question and ends with a question mark. The auxiliary verb 'do' in this sentence is the replacement of the 'wh-' question and the function is to determine an answer of yes/no. The incorrect options are the coordinating conjunctions 'for,' 'yet,' and 'nor.' The coordinating conjunction 'for' indicates a cause from a preceding clause, and the coordinating conjunction 'yet' indicates a

contrast that are connecting together. These two conjunctions are not suitable for this item, because when the conjunction 'for' and 'yet' are used in any sentence, that sentence are not in the interrogative form of sentence. Some of the students are having difficulties of differentiating the coordinating conjunctions of 'or' and 'nor.' The difference is that the coordinating conjunction 'nor' indicates an alternative, separation, or negative addition.

Item 6 (Correlative Conjunction)

.....the singer.....her dancers are performing on the stage now.

- a. both...also... 6
- b. either...or... 8
- c. both...and... 17*
- d. neither...nor... 4

Item	Total of Students	The Student's Answer			
		Correct	%	Incorrect	%
6	35	17	48.6%	18	51.4%

There are 17 (48.6%) out of 35 students who answer correctly, however there are 18 (51.4%) students who answer incorrectly. This implies that some of the students are not capable with the use of correlative conjunction 'both...and...' The students are confused of determining which correlative conjunction they are going to use. The function of the correlative conjunction 'both...and...' is to indicate an

augmentation between two parallel elements. In this sentence the correlative conjunction 'both...and...' connects two subjects which are 'the singer' and 'her dancers.' The other options in this item are 'both...also...,' 'either...or...,' and 'neither...nor...,' which are not suitable for the sentence. This sentence do not require for an alternative, instead it is a statement. Therefore, the correlative conjunctions of 'either...or...,' and 'neither...nor...,' are incorrect, because these conjunctions indicate an alternative. Then, the other option is 'both...also...,' but this is an incorrect answer because there is no conjunction such as this. Their failure in this item mostly results from their disability of understanding the sentence. The students understand the meaning of each correlative conjunction, but once it is already in the context, they have difficulties in understanding the sentence.

Item 7 (Coordinating Conjunction)

He did not study,.....he passed the exam.

- a. or 2
- b. yet 14*
- c. for 4
- d. so 15

Item	Total of Students	The Student's Answer			
		Correct	%	Incorrect	%
7	35	14	40%	21	60%

There are 14 (40%) out of 35 students who choose the correct answer, which is the coordinating conjunction 'yet.' However, there are 21 (60%) students who choose the incorrect answer, such as 'or,' 'for,' and 'so.' This implies that more than half of the students do not know the use of coordinating conjunction 'yet' in this sentence. Their failure is partially caused by the unfamiliar conjunction of 'yet,' because it is rarely used in a sentence. The coordinating conjunction 'yet' connects two contrasting ideas in an unexpected matter. The coordinating conjunction 'yet' connects two main clauses which are 'he did not study' and 'he passed the exam.' The auxiliary verb in this sentence is a negative form of 'did not' and it is in a simple past tense.

The students who do not choose the coordinating conjunction 'yet,' they choose either 'or,' 'for,' or 'so.' For instance, the coordinating conjunction 'or' indicates a choice between two elements. However, in this sentence it inquires a contrast from the preceding clause. Then, the coordinating conjunctions 'for' and 'so' has the same meaning, which is to indicate a result or a cause from the main clause. Their failure in this item mostly results from their disability of knowing the meaning of the sentence, at the time the students put each of the conjunction in the context, although they know the meaning of each conjunction.

Item 8 (Correlative Conjunction)

He bought.....a coat.....a new pair of shoes too.

- a. not only...but also... 29*
- b. both...or... 1
- c. either...or... 2
- d. neither...nor... 3

Item	Total of Students	The Student's Answer			
		Correct	%	Incorrect	%
8	35	29	82.9%	6	17.1%

Based on the table above, there are 29 (82.9%) out of 35 students who choose the correct answer. Therefore, these students are capable of understanding the correlative conjunction 'not only...but also...'. Then, there are 6 (17.1%) out of 35 students who choose the incorrect answers. These students are unable to understand the sentence, although they understand the meaning of each correlative conjunction, but once it is already in the context, the sentence will have a wrong meaning. The function of the correlative conjunction 'not only...but also...' is to connect two words or word groups that have a relationship between the two sentences. In this sentence, the correlative conjunction 'not only...but also...' connects two objects which are 'a coat' and 'a new pair of shoes.'

The other options that the students used are 'both...or...', 'either...or...', and 'neither...nor...'. Each of these conjunctions has different meanings, for example the

correlative conjunction '*either...or...*' indicates an alternative of one thing to another, and the correlative conjunction '*neither...nor...*' indicates a negative alternative. The last option is '*both...or...*' which is incorrect because there is no conjunction such as this. Their lack of vocabulary in English can cause their failure in this item. As a result they choose the alternatives randomly.

Item 9 (Correlative Conjunction)

That movie is.....enjoyable.....boring.

- a. not only...but... 19
- b. both...and... 8
- c. either...or... 7*
- d. whether...nor... 1

Item	Total of Students	The Student's Answer			
		Correct	%	Incorrect	%
9	35	7	20%	28	80%

There are 7 (20%) out 35 students who answer correctly, and 28 (80%) students who answer incorrectly. This proves that the students' performances in this item are poor. The students do not understand the use of each correlative conjunction. The correct answer is the correlative conjunction '*either...or...*' because it offers an alternative and it connects two adjectives of '*enjoyable*' and '*boring*.' The other options in this item are the correlative conjunctions of '*not*

only...but..., *both...and...*, and *whether...nor...*, which are not suitable for the sentence. The correlative conjunctions of *not only...but...* is incorrect because there is no correlative conjunction such as that and *both...and...* is incorrect answer because it indicates an augmentation with the parallel elements, but in this sentence it appears to inquire an alternative between the two adjectives. Then, another option is *whether...nor...*, which is not in any conjunction category. Their failure in this item mostly results from their disability of differentiating the meaning of each correlative conjunction.

Item 10 (Coordinating Conjunction)

She does not play a violin.....she does not play a piano.

- a. but 16
- b. yet 7
- c. nor 9*
- d. while 3

Item	Total of Students	The Student's Answer			
		Correct	%	Incorrect	%
10	35	9	25.8%	26	74.2%

In this item, there are 9 (25.8%) out of 35 students who choose the correct answer. The correct answer in this item is the coordinating conjunction *'nor.'* However, there are 26 (74.2%) students who choose the incorrect answers. This

implies that their performances in the use of coordinating conjunction 'nor' is still poor. Their failure in this item is mainly caused by their inadequate knowledge of determining the meaning of the sentence where the conjunction is used. Since they do not know the meaning of the sentence, it is difficult for them to choose the correct conjunction, although they know the meaning of each conjunction. The function of the coordinating conjunction 'nor' is to connect two words or word groups which are grammatically equal and it is to indicate a choice, separation, or negative addition. In this sentence, the coordinating conjunction of 'nor' connects two clauses which are 'she does not play a violin' and 'she does not play a piano.'

The other options are the coordinating conjunctions 'but' and 'yet' which are incorrect answers. These two conjunctions indicate a contrast of one thing and another. The conjunction 'while' is a subordinating conjunction and its function is to show time relationship. Their failure in this item mostly results from their disability of detecting the meaning of each conjunction and the use of the sentence.

Item 11 (Correlative Conjunction)

She.....likes.....hates you.

- | | |
|---------------------------|----|
| a. neither...or... | 2 |
| b. neither...nor... | 2* |
| c. not only...but also... | 19 |
| d. both...and... | 12 |

Item	Total of Students	The Student's Answer			
		Correct	%	Incorrect	%
11	35	2	5.7%	33	94.3%

In this item, there are 2 (5.7%) out of 35 students who choose the correct answer. Then, there are 33 (94.3%) students who choose the incorrect answers. This implies that the student performances in the use of correlative conjunction '*neither...nor...*' are considered to be very poor. The function of the correlative conjunction '*neither...nor...*' is to indicate that no alternative is correct. In this sentence, the correlative conjunction '*neither...nor...*' connects two predicates which are '*likes*' and '*hates*.' Their failure in this item mostly results from their disability of differentiating each conjunction. For example, most of the students choose the correlative conjunctions '*not only...but also...*' and '*both...and...*' which indicate an augmentation, and in this sentence it inquires an alternative. The other option is '*neither...or...*' which is an incorrect answer because there is no conjunction such as this.

The students have difficulties of determining the conjunction between the correlative conjunctions '*neither...nor...*,' '*both...and...*,' and '*not only...but also...*,' but most of the students choose '*not only...but also...*' This proves that the students are not capable of understanding the meaning and the use of each correlative conjunction in this item.

Item 12 (Coordinating Conjunction)

We stayed at home.....we watched television.

- a. for 3
- b. or 2
- c. nor 1
- d. and 29*

Item	Total of Students	The Student's Answer			
		Correct	%	Incorrect	%
12	35	29	82.9%	6	17.1%

Based on the table above, there are 29 (82.9%) out of 35 students who answer correctly, however there are 6 (17.1%) students who answer incorrectly. This implies that almost all of the students are capable of understanding the coordinating conjunction 'and.' In this sentence, the coordinating conjunction 'and' is to connect two similar ideas together and is to show an augmentation. Therefore, in this sentence the coordinating conjunction 'and' connects two main clauses which are 'we stayed at home' and 'we watched television.'

The other options in this item are 'for,' 'or,' and 'nor.' The coordinating conjunction 'for' is to indicate a cause, the coordinating conjunctions 'or' and 'nor' are to indicate an alternative, while the sentence shows augmentation. These incorrect options are not suitable for the sentence. Their failure in this item is mostly

result from their disability of detecting the meaning of the conjunctions in the sentence.

Item 13 (Correlative Conjunction)

She doesn't enjoy.....hunting.....fishing.

- a. either...or... 17
- b. neither...nor... 10*
- c. not only...nor... 7
- d. either...nor... 1

Item	Total of Students	The Student's Answer			
		Correct	%	Incorrect	%
13	35	10	28.6%	25	71.4%

In this item, there are 10 (28.6%) out of 35 students who answer correctly, and there are 25 (71.4%) students who answer incorrectly. This proves that more than half of the students are not capable in the use of correlative conjunction 'neither...nor...'. Their failure in this item mostly results from their disability of differentiating another conjunction which is 'either...or...' with the correlative conjunction 'neither...nor...'. The functions between these two are the same, which is to indicate an alternative. However, the correlative conjunction 'neither...nor...' is usually in the form of a negative. For example in this sentence, the verb is already in the negative form, and it connects the two objects which are 'hunting' and 'fishing.'

The other options are 'not only...nor...' and 'either...nor...' are not in the correlative conjunction categories.

In addition, the students have difficulties of determining the conjunctions, especially between 'either...or...' and 'neither...nor...' Also, in this item the students do not pay attention to each of the conjunction, because some of the conjunctions are typed incorrectly. These particular disabilities lead them to choose the incorrect answer.

Item 14 (Correlative Conjunction)

They could go.....by bus.....by train to California. Which one do they prefer?

- a. not only...but also... 8
- b. either...or... 17*
- c. neither...nor... 5
- d. both...and... 5

Item	Total of Students	The Student's Answer			
		Correct	%	Incorrect	%
14	35	17	48.6%	18	51.4%

In this item, there are 17 (48.6%) out of 35 students who answer correctly, and there are 18 (51.4%) students who answer incorrectly. This implies that more than half of the students are having difficulties of understanding the sentence, once

the conjunction already in the sentence. The correct answer is the correlative conjunction 'either...or...', which indicates an alternative. In this case, the alternatives connect two adverbs of manner which are 'by bus' and 'by train.' The correlative conjunctions of 'not only...but also...' and 'both...and...' are incorrect, because they indicate an augmentation of one thing to another. Then in option (c) which is the correlative conjunction of 'neither...nor...', it is to indicate a negative alternative, while in this sentence the modal is in the positive form of 'could.' In this item, there are number of students who have difficulties of differentiating the use between 'not only...but also...', and 'either...or...' Although the students understand the meaning of each conjunction, once it is placed in the context, the sentence will have an incorrect meaning.

Item 15 (Coordinating Conjunction)

My sister is married.....she lives in London.

- a. because 2
- b. nor 1
- c. and 31*
- d. or 1

Item	Total of Students	The Student's Answer			
		Correct	%	Incorrect	%
15	35	31	88.6%	4	11.4%

In this item, there are 31 (88.6%) out of 35 students who choose the correct answer. This proves that they are capable with the use of coordinating conjunction 'and,' they understand the meaning and function of it. In this sentence, the coordinating conjunction 'and' indicates an augmentation between two main clauses, which are 'my sister is married' and 'she lives in London.' Then, there are 4 (11.4%) students who choose the incorrect answers. They choose either the coordinating conjunction 'or,' 'because,' or 'nor.' The coordinating conjunctions 'or' and 'nor' are incorrect answers because they indicate alternatives between two parallel elements. Another option is 'because' and it is a subordinating conjunction which indicates a reason from the main clause. The students already understand the meaning of each conjunction, but once it is placed in the context, the sentence become ungrammatically equal because it has an incorrect meaning.

Item 16 (Correlative Conjunction)

You lost.....your wallet.....your keys too.

- | | |
|---------------------------|-----|
| a. not only...but also... | 24* |
| b. whether...or... | 6 |
| c. either...or... | 4 |
| d. neither...nor... | 1 |

Item	Total of Students	The Student's Answer			
		Correct	%	Incorrect	%
16	35	24	68.6%	11	31.4%

In this item, there are 24 (68.6%) out of 35 students who choose the correct answer. This implies that more than half of the students are capable of understanding the use of correlative conjunction '*not only...but also...*' Its function is to indicate a cumulative with similar elements. In this sentence, the correlative conjunction of '*not only...but also...*' connects two objects which are '*your wallet*' and '*your keys.*'

However, there are 11 (31.4%) out of 35 students who choose the incorrect answers. They choose correlative conjunctions of '*whether...or...*,' '*either...or...*,' and '*neither...nor...*' The function of these three conjunctions are to link two words or word groups in parallel elements of the sentence, and to indicate an alternative between two parallel elements. The incorrect answers made by the students are caused by the disabilities of differentiating the use of each correlative conjunction, once it is already in the sentence.

Item 17 (Coordinating Conjunction)

It was very hot,.....we opened the window.

- a. so 32*
- b. nor 1
- c. yet 1
- d. but 1

Item	Total of Students	The Student's Answer			
		Correct	%	Incorrect	%
17	35	32	91.4%	3	8.6%

In this item, there are 32 (91.4%) out of 35 students who answer correctly. This implies that the students are capable of understanding the use of coordinating conjunction 'so.' Its function is to join two words and word groups that are related to each other. The coordinating conjunction of 'so' indicates a result from a preceding clause. In this sentence, the coordinating conjunction 'so' connects two clauses which are 'it was very hot' and 'we opened the window.' However, there are 3 (8.6%) out of 35 students who answer incorrectly. They choose other conjunctions, such as 'nor,' 'yet,' and 'but.' The coordinating conjunction 'nor' indicates a negative alternative. The coordinating conjunctions 'yet' and 'but' indicate a contrast between one thing to another. So, in this sentence it inquires a result from the preceding clause and it does not inquire an alternative or a contrast. These students

understand the meaning of each conjunction, but once it is in the context, they have a difficult time in understanding the sentence.

Item 18 (Coordinating Conjunction)

Do you want to go out.....are you too tired?

- | | |
|--------|-----|
| a. and | 5 |
| b. yet | 7 |
| c. or | 14* |
| d. so | 9 |

Item	Total of Students	The Student's Answer			
		Correct	%	Incorrect	%
18	35	14	40%	21	60%

In this item, there are 14 (40%) out of 35 students who answer correctly. This implies that more than half of the students are having difficulties with the coordinating conjunction of 'or.' Its function is to indicate an alternative between one thing and another, and to connect two words or word groups which are grammatically equal. In this sentence, the coordinating conjunction 'or' connects two clauses which are 'do you want to go out' and 'are you too tired.' Also in this item, the sentence is an interrogative sentence which asks a question and ends with a question mark. However, there are 21 (60%) out of 35 students who answer incorrectly. They choose other options, such as 'and,' 'yet,' and 'so.' If the students

choose coordinating conjunction 'and,' then the sentence is incorrect because it indicates an augmentation. However, in this sentence it inquires an alternative between one thing and another. Then, the coordinating conjunction 'yet' connects two contrasting ideas together in an unexpected matter, and the coordinating conjunction 'so' indicates a result from the preceding clause.

The students difficulties mostly results in their disability in knowing the meaning of the whole sentence completely. Since the students incapable of comprehending the meaning of the sentence, they cannot answer the item correctly, although they know the meaning of each conjunction.

Item 19 (Correlative Conjunction)

.....the parents.....the children will attend, but not both.

- a. neither...nor... 2
- b. both...and... 9
- c. either...or... 6*
- d. not only...but also... 18

Item	Total of Students	The Student's Answer			
		Correct	%	Incorrect	%
19	35	6	17.1%	29	82.9%

In this item, there are 6 (17.1%) out of 35 students who answer correctly, however there are 29 (82.9%) students who answer incorrectly. This proves that

more than half of the students are having difficulties with the correlative conjunction 'either...or...'. The function of correlative conjunction 'either...or...' is to connect two words or word groups in parallel elements of the sentence. In this sentence, the correlative conjunction 'either...or...' connects two subjects which are 'the parents' and 'the children.' The correlative conjunction 'either...or...' indicates an alternative between one thing and another.

The incorrect options are 'both...and...', 'neither...nor...', and 'not only...but also...'. The correlative conjunctions of 'both...and...' and 'not only...but also...' indicate an augmentation with the other elements. Their function is to connect two words or word groups that have a relationship between the two sentences. The correlative conjunction 'neither...nor...' indicates that no alternative is correct and produces a negative meaning. There is a reason which can be used to explain the poor performance made by the students. Most of the students understand the meaning of each correlative conjunction in this item, but once it is in the context, they have difficulties of understanding the meaning of the sentence. This failure is mostly result from their lack of vocabulary in English.

Item 20 (Coordinating Conjunction)

He was tired,.....he went to bed.

- | | |
|--------|-----|
| a. so | 26* |
| b. or | 4 |
| c. but | 4 |

d. nor

1

Item	Total of Students	The Student's Answer			
		Correct	%	Incorrect	%
20	35	26	74.3%	9	25.7%

In this item, there are 26 (74.3%) out of 35 students who choose the correct answer. This implies that more than half of the students understand the use of coordinating conjunction 'so.' Its function is to connect two words and word groups that are related to each other. The coordinating conjunction 'so' indicates a result from a preceding clause. In this sentence, the coordinating conjunction 'so' connects two main clause which are 'he was tired' and 'he went to bed.' However, there are 9 (25.7%) out of 35 students who choose the incorrect answers. They choose the other coordinating conjunctions such as 'or,' 'but,' and 'nor.' The coordinating conjunctions 'or' and 'nor' indicate a choice between two elements, and in this sentence it does not inquire an alternative. The coordinating conjunction 'but' indicates a contrast between one thing and another. Their failure in this item is mainly caused by their inadequate knowledge of determining the meaning of the sentence where the conjunction is used.

3.1.2 The Analysis of Fill in the Blank Test

Item 1 (Coordinating Conjunction)

Steve.....Mary are coming to dinner.

And = 33*

Or = 1

For = 1

Item	Total of Students	The Student's Answer			
		Correct	%	Incorrect	%
1	35	33	94.3%	2	5.7%

In this item, there are 33 (94.3%) out of 35 students who answer correctly, and there are 2 (5.7%) who answer incorrectly. This implies that they are capable of understanding the use of coordinating conjunction 'and.' Its function is to connect two equally grammatical words or word groups, and it is to indicate an augmentation. In this sentence, the coordinating conjunction 'and' connects two subjects which are 'Steve' and 'Mary.' The incorrect answers that the students use for this sentence are 'or' and 'for.' If the students use the coordinating conjunction 'or' the verb has to be singular. However, in this sentence the verb is plural. The coordinating conjunction 'or' indicates an alternative between two things. The coordinating conjunction 'for' indicates a cause from a preceding clause and connects two words and word groups that are related to each other.

Item 2 (Correlative Conjunction)

.....my sister.....my brother play the piano.

Both...and... = 12*

Not only...but also... = 14

Either...or... = 5

Neither...nor... = 4

Item	Total of Students	The Student's Answer			
		Correct	%	Incorrect	%
2	35	12	34.3%	23	65.7%

In this item, there are 12 (34.3%) out of 35 students who answer correctly, and there are 23 (65.7%) students who answer incorrectly. This implies that more than half of the students are having difficulties of understanding the use of correlative conjunction '*both...and...*' As its function, '*both...and...*' is used to indicate an augmentation with the other elements. In this sentence the correlative conjunction connects two pronouns which are '*my sister*' and '*my brother.*' The student who answer incorrectly, choose the correlative conjunction of '*not only...but also...*,' '*neither...nor...*,' and '*either...or...*' Most of the students choose correlative conjunction '*not only...but also...*' as their answer. If they choose the correlative conjunction '*not only...but also...*' as their answer, the verb in the sentence should be singular, but in this case the verb in the sentence is plural. The reason is that when two subjects are connected by '*not only...but also...*,' the subject that is closer to the verb determines whether the verb is singular or plural. It goes the same with the

correlative conjunctions 'neither...nor...' and 'either...or...' When these two conjunctions are being used in this sentence, then the verb should be singular.

The failure of the students is caused by the disabilities of differentiating each of the conjunction. Although the students know the meaning of each conjunction, once it is being placed in the context, they have difficulties of understanding the meaning of the sentence. Their lack of vocabulary in English can caused their failure in this item.

Item 3 (Correlative Conjunction)

I'm going to choose.....a book.....a pen for my friend's birthday.

Either...or... = 12*

But...and... = 2

Both...and... = 19

Not only...but also... = 2

Item	Total of Students	The Student's Answer			
		Correct	%	Incorrect	%
3	35	12	34.2%	24	68.6%

In this item, there are 12 (34.2%) out of 35 students who answer incorrectly, however there are 24 (68.6%) students who answer incorrectly. This implies that more than half of the students do not know the function of the correlative conjunction 'either...or...' Its function is to connect two words or word groups which are grammatically equal. The correlative conjunction of 'either...or...' indicates an alternative between two elements. In this sentence the correlative conjunction

connects two objects which are 'a book' and 'a pen.' Also, this sentence is a simple future in a form of 'to be going to'. Their failure in this item is mainly caused by their inadequate knowledge of understanding the meaning of the sentence where the conjunction is used. Since they do not know the meaning of the sentence, it is difficult for them to choose the correct correlative conjunction.

Some of the students choose other correlative conjunctions such as 'but...and...', 'both...and...', 'not only...but also...'. The correlative conjunctions 'both...and...' and 'not only...but also...' indicate an augmentation between two parallel elements, and 'but...and...' is not in any of the conjunction category. Their difficulties mostly result from their disability in knowing the meaning of the whole sentence completely, although they know each of the correlative conjunction. This happens because once the students put the conjunction in the context, and the sentence will have a wrong meaning.

Item 4 (Correlative Conjunction)

You have to choose one,.....you're going to vote for Mr. Smith.....you're going to vote for Mr. Jones.

Neither...nor... = 11

Either...or... = 22*

Not only...but also... = 2

Item	Total of Students	The Student's Answer			
		Correct	%	Incorrect	%
4	35	22	62.9%	13	37.1%

In this item, there are 22 (62.9%) out of 35 students who answer correctly, however there are 13 (37.1%) students who answer incorrectly. This proves that more than half of the students understand the use of correlative conjunction 'either...or...'. Its function is to connect word or word groups, and it is to indicate an alternative between two parallel elements. In this sentence the correlative conjunction 'either...or...' connects two clauses which are 'you're going to vote for Mr. Smith' and 'you're going to vote for Mr. Jones.' The incorrect answers for this sentence are the correlative conjunction that the students used are 'neither...nor...' and 'not only...but also.' The correlative conjunction of 'not only...but also...' indicates an augmentation between one thing and another. If the students use the correlative conjunction 'neither...nor...' in this sentence, the sentence will be in a negative form. The students have difficulties of differentiating the correlative conjunction between 'neither...nor...' and 'either...or...'

Item 5 (Coordinating Conjunction)

It was raining,.....I took out my umbrella.

So = 29*

For = 1

And = 3

Yet = 1

But = 1

Item	Total of Students	The Student's Answer			
		Correct	%	Incorrect	%
5	35	29	82.9%	6	17.1%

In this item, there are 29 (82.9%) out of 35 students who choose the correct answer, however there are 6 (17.1%) students who choose the incorrect answers. This proves that more than half of the students are capable of understanding the use of coordinating conjunction 'so.' Its function is to connect any parallel elements of the sentence. This sentence inquires a result from the preceding clause. In this sentence, the coordinating conjunction of 'so' connects two clauses which are 'it was raining' and 'I took out my umbrella.' The coordinating conjunction of 'so' indicates that the second idea is the result of the first. The incorrect answers that the students choose are 'for,' 'and,' 'yet,' and 'but,' which are not suitable for the sentence. For instance, the coordinating conjunction of 'for' indicates a cause from a preceding clause. Then, the coordinating conjunctions of 'yet' and 'but' indicate two contrasting ideas that are connecting together. The coordinating conjunction 'and' indicates an augmentation. The disability that some of the students confronted in this item, are that they do not understand the meaning of the sentence, even though they might understand the meaning of the coordinating conjunction 'so.'

Item 6 (Correlative Conjunction)

The book is.....yours.....it is mine. It is Jessica's.

Either...or... = 9

Neither...nor... = 17*

Not only...but also... = 6

For...and... = 1

Both...and... = 2

Item 7 (Coordinating Conjunction)

James wants to buy a new car,.....he doesn't have enough money.

But = 33*

Nor = 1

So = 1

Item	Total of Students	The Student's Answer			
		Correct	%	Incorrect	%
7	35	33	94.3%	2	5.7%

In this item, there are 33 (94.3%) out of 35 students who answer correctly, and there are 2 (5.7%) students who answer incorrectly. This implies that almost all of the students are capable of understanding the meaning and function of the coordinating conjunction of 'but.' Its function is to connect two contrasting ideas together in parallel elements of the sentence. The coordinating conjunction 'but' in this sentence, connects two main clauses which are 'James wants to buy a new car' and 'he doesn't have enough money.' There are other incorrect answers that the students used, for instance the coordinating conjunction of 'nor' and 'so.' The coordinating conjunction 'nor' indicates an alternative, separation, or negative addition. The coordinating conjunction 'so' indicates that the second idea is the result of the first. In this sentence, it does not ask for an alternative or a result from the main clause. The students who choose the correlative conjunction 'nor' and 'so' have difficulties of knowing the meaning of the whole sentence completely.

Item 8 (Correlative Conjunction)

.....my aunt.....my uncle is here looking for me.

Not only...but also... = 15*

Neither...nor... = 5

Both...and... = 10

Either...or... = 5

Item	Total of Students	The Student's Answer			
		Correct	%	Incorrect	%
8	35	15	42.9%	20	57.1%

In this item, there are 15 (42.9%) out of 35 students who answer correctly, and there are 20 (57.1%) students who answer incorrectly. This implies that there are a few students who are having difficulties of dealing with the use of correlative conjunction 'not only...but also...'. Its function is to indicate a cumulative with the other elements. In this sentence, the correlative conjunction 'not only...but also' connects two subjects which are 'my aunt' and 'my uncle.' There are some students who are still having a hard time in determining the correlative conjunctions between 'both...and...' and 'not only...but also.' When using the correlative conjunction 'not only...but also...', the two subjects that are connected by it, the subject that is closer to the verb determines whether the verb is singular or plural. It is different than the correlative conjunction of 'both...and...' because it indicates an augmentation, and the verb has to be plural. There are other incorrect answers that the students used in this item, such as 'neither...nor...' which is to indicate that no choice is being correct, and 'either...or...' which is to indicate an alternative between two parallel elements.

Their difficulties mostly results from their disability of understanding the meaning of the sentence, although they understand the meaning of each conjunction.

Item 9 (Coordinating Conjunction)

James quits his job,.....he is happy.

For = 3 And = 5 Yet = 5* So = 8
 But = 11 Nor = 2 Or = 1

Item	Total of Students	The Student's Answer			
		Correct	%	Incorrect	%
9	35	5	14.3%	30	85.7%

In this item, there are 5 (14.3%) out of 35 students who answer correctly, however there are 30 (85.7%) students who answer incorrectly. This proves that there is small number of students who comprehend the use of coordinating conjunction 'yet.' This is mostly result from the unfamiliar conjunction of 'yet,' and in differentiating the conjunctions of 'yet' and 'but.' The other incorrect answers that the students used are 'for,' 'and,' and 'so.' The coordinating conjunction 'for' and 'so' indicate reason and result from preceding clause. Then, the coordinating conjunction 'and' indicates an augmentation between two elements. Although, the coordinating conjunction 'but' has the same function and meaning as the coordinating conjunction 'yet,' the coordinating conjunction 'yet' connects two contrasting ideas

together in an unexpected matter. In this sentence the coordinating conjunction 'yet' connects two main clauses which are 'James quits his job' and 'he is happy.'

The student difficulties are mostly result from their disabilities of comprehending the meaning of the whole sentence completely, even though they comprehend the meaning of each conjunction. Their lack of vocabulary in English can cause their failure in this item, because it unable them to understand the meaning of the sentence.

Item 10 (Coordinating Conjunction)

I could cook some dinner.....I could order a pizza for you tonight, it's your choice.

Or = 4*

So = 6

And = 10

Nor = 8

But = 4

Yet = 3

Item	Total of Students	The Student's Answer			
		Correct	%	Incorrect	%
10	35	4	11.4%	31	88.6%

In this item, there are 4 (11.4%) out of 35 students who answer correctly, and there are 31 (88.6%) students who answer incorrectly. This implies that there are many students who are incapable of understanding the use of coordinating conjunction 'or.' Its function is to connect two alternatives or choices in a sentence. For example, in this sentence, the coordinating conjunction 'or' connects two main

clauses which are 'I could cook some dinner' and 'I could order a pizza.' The other incorrect answers that the students used are 'and,' 'yet,' 'but,' 'nor,' and 'so.' These conjunctions are not suitable for this sentence. This sentence means of offering an alternative, so if the conjunctions 'and,' 'yet,' 'but,' and 'so' are being used, then the sentence will have different and incorrect meaning. The coordinating conjunction 'nor' indicates a choice in negative forms. However in this sentence it indicates a choice in a positive form. Some of the students understand the meaning of all the coordinating conjunction, but once they put it in a context, they do not understand the meaning of the sentence. Therefore, they tend to choose the wrong conjunction.

3.2 The Total Score of the Students

To find out the total score of the students, the writer uses a formula such as this:

In test I, each correct answer value 4 points

In test II, each correct answer value 2 points

Score of Test I : right answer X 4

Total score of Test I : $20 \times 4 = 80$

Score of Test II : right answer X 2

Total score of Test II : $10 \times 2 = 20$

Therefore, the total score of the test is 100.

Apart from that, the writer uses 5 levels of criteria to determine the students score of SMU Negeri 4 Makassar:

86 – 100	classify as	Excellent
76 – 85	classify as	Good
66 – 75	classify as	Fair
56 – 65	classify as	Poor
0 – 55	classify as	Very Poor

Then, the writer also presents the mean score of the students with a formula such as this:

$$X : \frac{\sum x}{n}$$

X : mean score

$\sum x$: total score

n : total of students

Table III: The Total Score of the Students in Test I and Test II

Total of Student	Test I		Test II		Frequency	Total Score
	Correct Answers	Scores	Correct Answers	Scores		
1	15	60	7	14	1	74
2	15	60	6	12	4	72
3	15	60	6	12		72
4	15	60	6	12		72
5	15	60	6	12		72
6	15	60	5	10	1	70
7	15	60	3	6	1	66
8	14	56	4	8	2	64
9	14	56	4	8		64
10	12	48	6	12	1	60
11	12	48	5	10	1	58
12	12	48	4	8	1	56
13	11	44	6	12	1	56
14	10	40	8	16	1	56
15	10	40	7	14	1	54
16	11	44	5	10	2	54
17	11	44	5	10		54
18	12	48	3	6	1	54
19	9	36	8	16	1	52
20	12	48	2	4	1	52
21	9	36	6	12	2	48
22	9	36	6	12		48
23	9	36	7	14	2	46
24	8	32	7	14		46
25	8	32	3	6	2	46
26	10	4	3	6		46
27	10	4	5	10	1	46
28	9	36	4	8	2	44
29	9	36	4	8		44
30	9	36	7	14	1	42
31	7	28	6	12	1	40
32	7	28	4	8	1	40
33	8	32	3	6	1	38
34	8	32	4	8	1	36
35	7	28	6	12	1	32
	5	2				1874

The table above indicates that the highest score made by a student is 74 and the lowest score made by a student is 32.

Table IV: Criteria Level of the Students

Total of Students	Criteria Level				
	Excellent	Good	Fair	Poor	Very Poor
1			X		
2			X		
3			X		
4			X		
5			X		
6			X		
7			X		
8				X	
9				X	
10				X	
11				X	
12				X	
13				X	
14				X	
15					X
16					X
17					X
18					X
19					X
20					X
21					X
22					X
23					X
24					X
25					X
26					X
27					X
28					X
29					X
30					X
31					X
32					X
33					X
34					X
35			7	7	21
FX					

Based on the table above, the writer clarifies the meaning of each criterion that the students achieved from their test. The students that achieved the criteria as "Excellent" means that they are able to understand the meaning, the function, the usage, the sentence, and the distinction of each coordinating and correlative conjunction. The student that achieved the criteria as "Good" means that they are able to understand the meaning, the function, the usage, and the sentence of each coordinating and correlative conjunction. Then, the student that achieved the criteria as "Fair" means that they understand the meaning, the function, the usage of each conjunction. The other criteria for the student are "Poor" which means that they might understand only the meaning and the function of each coordinating and correlative conjunction. The last criteria for the student are "Very Poor" which means that they understand simply the meaning of each coordinating and correlative conjunction. Therefore, the data are obtained as follows:

From 35 students that participate in test I and test II with 30 items, there is no student that achieved the criteria as "Excellent" and "Good."

There is 1 student who gets 15 correct answers in test I and 7 correct answers in test II. Therefore, the total of correct answers given by the student is 22 out of 30 items. It is equal to the score of 74 and is classified as "Fair."

There are 4 students who get 15 correct answers in multiple choice test and 6 correct answers in fill in the blank test, so the total of correct answers are 21 out of 30 items. It is the same to the score of 72 and is classified as "Fair."

There is 1 student who gets 15 correct answers in multiple choice test and 5 correct answers in fill in the blank test. The total of correct answers is 20 out of 30 items. This is the same to the score of 70 and is classified as "Fair."

There is 1 student who gets 15 correct answers in test I and 3 correct answers in test II, so the total of correct answers are 18 out of 30 items. The score which is given to this student is 66 and is classified as "Fair."

There are 2 students who get 14 correct answers in test I and 8 correct answers in test II. Therefore, the total of correct answers is 22 out of 30 items. This is the same as the score of 64 and is classified as "Poor."

There is 1 student who gets 12 correct answers in test I and 6 correct answers in test II, so the total of correct answers given by the student are 18 out of 30 items. The score is 60 and similar to the criteria of "Poor."

There is 1 student who gets 12 correct answers in test I and 5 correct answers in test II. Therefore, the total of correct answers given by the student is 17 out of 30 items. It is equal to the score 58, which is the same as "Poor" based on the criteria used.

There is 1 student who get 12 correct answers in multiple choice test and 4 correct answers in fill in the blank test, so the total of correct answers are 16 out of 30 items. This is similar to the score of 56 and the same as the criteria of "Poor."

There is 1 student who gets 11 correct answers in test I and 6 correct answers in test II. Therefore, the total of correct answers given by the student is 17 out of 30

items. It is equal to the score of 56 which is the same as "Poor" based on the criteria used.

There is 1 student who gets 10 correct answers in multiple choice test and 8 correct answers in fill in the blank test. The total of correct answers is 18 out of 30 items. This is the same to the score of 56 and is classified as "Poor."

There is 1 student who gets 10 correct answers in test I and 7 correct answers in test II. Therefore, the total of correct answers given by the student is 17 out of 30 items. The score is 54 and similar to the criteria of "Very Poor."

There are 2 students who get 11 correct answers in test I and 5 correct answers in test II. The total of correct answers given by these students is 16 out of 30 items. This is related to the score of 54 which is the same as the criteria of "Very Poor."

There is 1 student who gets 12 correct answers in test I and only 3 correct answers in test II. The total of correct answers given by the 2 students is 15 out of 30 items. It is similar to the score of 54 and is equal to the criteria of "Very Poor."

There is 1 student who gets 9 correct answers in test I and 8 correct answers in test II. Therefore, the total of correct answers given by the student is 17 out of 30 items. It is equal to the score of 52 which is the same as "Very Poor" based on the criteria used.

There is 1 student who gets 12 correct answers in multiple choice test and only 2 correct answers in fill in the blank test. The total of correct answers is 14 out of 30 items. This is the same to the score of 52 and is classified as "Very Poor."

There are 2 students who get 9 correct answers in test I and 6 correct answers in test II, so the total of correct answers are 15 out of 30 items. This is similar to the score of 48 and the same as the criteria of "Very Poor."

There are 2 students who get 8 correct answers in test I as multiple choice test and 7 correct answers in test II as fill in the blank. The total of correct answers given by these students is 15 out of 30 items and their score are 46. It is the same as the criteria of "Very Poor."

There is 1 student who gets 9 correct answers out of test I and 5 correct answers out of test II, so the total of correct answers are 14 out of 30 items. The score which is given to the students is 46 and is classified as "Very Poor."

There are 2 students who get 10 correct answers out of test I and 3 correct answers out of test II. Therefore, the total of correct answers is 13 out of 30 items. The student scores are 46 and similar to the criteria of "Very Poor."

There are 2 students who get 9 correct answers out of multiple choice test and 4 correct answers out of fill in the blank test, so the total of correct answers are 13 out of 30 items. This is similar to the score of 44 and the same as the criteria of "Very Poor."

There is 1 student who gets 7 correct answers out of multiple choice test and 7 correct answers out of fill in the blank test. The total of correct answers is 14 out of 30 items. This is the same to the score of 42 and is classified as "Very Poor."

There is 1 student who gets 7 correct answers out of test I and 6 correct answers out of test II, so the total of correct answers are 13 out of 30 items. The score which is given to the student is 40 and is classified as "Very Poor."

There is 1 student who gets 8 correct answers out of test I and 4 correct answers out of test II. The total of correct answers is 12 out of 30 items. This is the same as the score of 40 and similar to the criteria of "Very Poor."

There is 1 student who gets 8 correct answers out of test I and 3 correct answers out of test II. Therefore, the total of correct answers given by the student is 11 out of 30 items. It is related to the score of 38 and similar to the criteria of "Very Poor."

There is 1 student who gets 7 correct answers out of test I and 4 correct answers out of test II, so the total of correct answers given by this student are 11 out of 30 items. It is the same with the score of 36 and is classified as "Very Poor."

There is 1 student who gets 5 correct answers out of multiple choice test and 6 correct answers out of fill in the blank. Therefore, the total of correct answers is 11 out of 30 items. The student's score is 32 and is classified as "Very Poor."

To find out the mean score of the students in the usage of the coordinating and correlative conjunctions, the writer uses a formula such as this:

$$X : \frac{\sum x}{n}$$

From Table (III), the mean score of the students can be seen as follows:

$$\Sigma x : 1874$$

$$n : 35$$

Therefore, the mean score of the students is:

$$X : \frac{1874}{35}$$

$$X : 53.54$$

The mean score of the student ability to use coordinating conjunction and correlative conjunction is "Very Poor." The students mean score is 54. The score is classified as a "Very Poor" score.

All of the data have already been presented and analyzed in this chapter. In the following chapter, the writer will draw conclusion and suggestion which describe the content of this thesis.

CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two parts namely conclusion and suggestion. They can be seen as follows:

4.1 Conclusions

After presenting and analyzing the data obtained through the test given to the second year in IPA 1 at SMU Negeri 4 Makassar, the writer draws conclusion as follows:

1. The students' ability to use coordinating and correlative conjunctions can be proved by their achievement that can be classified based on their scores. There is no student who is classified as "Excellent" and "Good." Then, there are 7 (20%) students who are classified as "Fair" for the scores of 66-75. There are 7 (20%) students who get the scores of 56-65 which are classified as "Poor." After that, there are 21 (60%) students who get the score of 0-55 which is classified as "Very Poor."
2. The student average achievement of the coordinating conjunction in the multiple choice test is 62%, while the correlative conjunction in the multiple choice test is 45%. Then, the student average achievement of the coordinating conjunction in fill in the blank test is 59%, while the correlative conjunction in fill in the blank is 44%. The students understand the coordinating conjunction much easier than the correlative conjunction. In other words, the conjunctions like 'or,' 'and,' 'but,' and 'so' are not difficult for the students,

because they can make a direct transfer from their own language which is Indonesian. Also, these conjunctions are often being used and heard by people. The meanings of these four conjunctions are easy to remember, because it is the basic of the conjunctions. Although, there are some students who are having difficulties with the coordinating conjunctions such as 'yet,' 'nor,' and 'for,' because it is rarely used in a sentence as a conjunction. However, most students find pair conjunctions or correlative conjunctions like 'either...or...,' 'neither...nor,' 'not only...but also...' and 'both...and...' are difficult. The students are incapable of differentiating the use of the correlative conjunctions like 'either...or...,' and 'neither...or...' These correlative conjunctions are difficult to differentiate the meanings, because the meanings are similar to each other. Their failure in these particular conjunctions is mostly result from their disability of understanding the usage of such conjunctions.

3. The mean score of the student is 54 which equal to "Very Poor" based on the criteria used in this study. This implies that the student ability to use coordinating and correlative conjunctions is low. Their low achievement caused by several reasons. For example, there might be a small amount of books concerning with English Learning, or the students have a hard time in understanding the teacher. Another reason of having low achievements is caused by the student low motivation in learning English.

4.2 Suggestions

Based on the conclusion above, the writer would like to offer some suggestions which are probably useful to overcome the problems found in this study:

1. The students are hoped to pay more attention to the lessons concerning with English, and especially the coordinating and correlative conjunctions.
2. The students are hoped to spare their time to take an English course after school.
3. The students are hoped to read more books concerning with English learning. There should be more instruments being used as an example of English learning, such as a tape recorder, having a guest that speaks English, watching a video, and having group discussion once a week. This would help them to practice their English and to understand it a lot more.
4. The teachers should not only come to the class and teach their lesson plan, but they also have to give explanation about the importance of English and give them more examples. By doing this, students motivation can be upgraded.

BIBLIOGRAPHY

- Allo, Natsir L. 1993. *English Conjunctions as used by Students of SMA Negeri I Sangalla Tana Toraja*. Makassar: Hasanuddin University.
- Azar, Betty. 1993. *Understanding and Using English Grammar (second edition)*. New Jersey: Prentice-Hall, Inc.
- Bald, et. al. 1987. *Active Grammar*. Singapore: Longman Singapore Publishers.
- Cramer, et. al. *Language Structure and Use*. 1984. Illinois: Scott, Foresman and Company.
- Ernawati. 1994. *The Use of Subordinate Conjunctions in Complex Sentences by the Students of SMA Negeri I Ujung Pandang: A Case Study*. Makassar: Hasanuddin University.
- Frank, Marcella. 1972. *Modern English: A Practical Reference Guide*. New Jersey: Prentice-Hall.
- Hafid, Firdaus. 1995. *Students Ability in Using Subordinate Conjunctions (A Case Study at SMA Negeri IV Pare-Pare)*. Makassar: Hasanuddin University.
- Halliday, M.A.K. 1985. *An Introduction to Functional Grammar*. London: Edward Arnold.
- Harahap, Effendi A. 1983. *Practical English*. Semarang: Effendi Harahap Publishing Coy.
- Hardie, Ronald G. 1994. *English Grammar*. London: Harper Collins Publishers.
- Haryono, Rudy. 2002. *Tata Bahasa Inggris Lengkap*. Jakarta: Gita Media Press.
- Hornby, et. al. 1960. *The Advanced Learner's Dictionary of Current English*. London: Oxford University Press.
- Huddleston, Rodney. 1984. *Introduction to the Grammar of English*. London: Cambridge University press.
- Jackson, Howard. 1982. *Analyzing English*. Oxford: A. Wheaton & Co. Ltd.

- Leech, et. al. 1991. *English Grammar for Today: A New Introduction*. Hong Kong: Macmillan Education Ltd.
- Maclin, Alice. 1981. *Reference Guide to English: A Handbook of English as a Second Language*. Toronto: CBS College Publishing.
- McCrimmon, James. 1963. *Writing with a Purpose*. Boston: Houghton Mifflin Company.
- Miller, Cyril. 1960. *A Grammar of Modern English for Foreign Students*. London: Longman.
- Murphy, and Smalzer. 2002. *Basic Grammar in Use*. Cambridge: Cambridge University Press.
- Neuburger, Thomas R. 1986. *Foundation Building Sentence Skills Second Edition*. Boston: Houghton Mifflin Company.
- Oller, and Perkins. 1977. *Research in Language Testing*. Rowley: Newbury House Publishers.
- Pongkapadang. 1990. *Penguasaan Penggunaan Kata Sambung Bahasa Inggris oleh Siswa SMA Negeri I Mamuju: Suatu Studi Kasus*. Makassar: Hasanuddin University.
- Purwati, and Yunani. 2005. *English for a Better Life*. Bandung: Pakar Raya.
- Selby, Norwood. 1987. *Essential College English*. Toronto: Little, Brown and Co.
- Sudjana, Nana. 1988. *Tuntunan Penyusunan Karya Ilmiah*. Bandung: Penerbit Sinar Baru Bandung.
- Warriner, et. al. 1958. *English Grammar and Composition*. New Jersey: Harcourt, Brace & World, Inc.
- Widonarti. 2004. *The Use of Conjunctions in the Students Proposals of English Department, Hasanuddin University*. Makassar: Hasanuddin University.
- Wishon, and Burks. 1980. *Let's Write English*. New York: Litton Educational Publishing.

APPENDIX

SOAL-SOAL TES

Bagian A

Pilihlah salah satu jawaban yang paling tepat dengan cara memberi tanda silang (X) pada kata sambung (conjunction) di bawah ini.

1. I wanted to call you,.....I didn't have your number.
 - a. or
 - b. but
 - c. because
 - d. for

2.my sister.....my parents are here.
 - a. either...nor...
 - b. neither...or...
 - c. but...also...
 - d. not only...but also...

3.Rudy.....Anton hate mathematics.
 - a. both...and...
 - b. either...or...
 - c. neither...nor...
 - d. both...also...

4. The child hid behind his mother's skirt,.....he was afraid of the dog.
 - a. or
 - b. but
 - c. for
 - d. yet

5. Do you want me to come without you,.....should I wait here?
- a. or
 - b. for
 - c. yet
 - d. nor
6.the singer.....her dancers are performing on the stage now
- a. both...also...
 - b. either...or...
 - c. both...and...
 - d. neither...nor...
7. He did not study,.....he passed the exam.
- a. or
 - b. yet
 - c. for
 - d. so
8. He bought.....a coat.....a new pair of shoes too.
- a. not only...but also...
 - b. both...or...
 - c. either...or...
 - d. neither...nor...
9. That movie is.....enjoyable.....boring.
- a. not only...but...
 - b. both...and...
 - c. either...or...
 - d. whether...nor

10. She does not play a violin.....she does not play a piano.
- but
 - yet
 - nor
 - while
11. She.....likes.....hates you.
- neither...or...
 - neither...nor...
 - not only...but also...
 - both...and...
12. We stayed at home.....we watched television.
- for
 - or
 - nor
 - and
13. She doesn't enjoy.....hunting.....fishing.
- either...or...
 - neither...nor...
 - not only...nor...
 - either...nor...
14. They could go.....by bus.....by train to California. Which one do they prefer?
- not only...but also...
 - either...or...
 - neither...nor...
 - both...and...

15. My sister is married.....she lives in London.
- because
 - nor
 - and
 - or
16. You lost.....your wallet.....your keys too.
- not only...but also...
 - whether...or...
 - either...or...
 - neither...nor...
17. It was very hot,.....we opened the window.
- so
 - nor
 - yet
 - but
18. Do you want to go out,.....are you too tired?
- and
 - yet
 - or
 - so
19.the parents.....the children will attend, but not both.
- neither...nor...
 - both...and...
 - either...or...
 - not only...but also...

20. He was tired,.....he went to bed.

a. so

b. or

c. but

d. nor

Bagian B

Isilah titik-titik dalam kalimat di bawah ini dengan kata sambung coordinating dan correlative yang tersedia dalam kotak:

For	But	So	Both...and...
And	Or	Either...or...	Not only...but also...
Nor	Yet	Neither...nor...	

1. Steve.....Mary are coming to dinner.
2.my sister.....my brother play the piano.
3. I'm going to choose.....a book.....a pen for my friend's birthday.
4. You have to choose one,.....you're going to vote for Mr. Smith.....you're going to vote for Mr. Jones.
5. It was raining,.....I took out my umbrella.
6. The book is.....yours.....it is mine. It is Jessica's.
7. James wants to buy a new car,.....he doesn't have enough money.
8.my aunt.....my uncle is here looking for me.
9. James quits his job,.....he is happy.
10. I could cook some dinner.....I could order a pizza for you tonight, it's your choice.

Table I of the Students Performance in the Multiple Choice Test

Number of Items	Total of Students	Students Answer			
		Correct	%	Incorrect	%
1	35	31	88.5%	4	11.4%
*2	35	27	77.1%	8	22.8%
*3	35	20	57.1%	15	42.8%
4	35	14	40%	21	60%
5	35	19	54.2%	16	45.7%
*6	35	17	48.5%	18	51.4%
7	35	14	40%	21	60%
*8	35	29	82.8%	6	17.1%
*9	35	7	20%	28	80%
10	35	9	25.7%	26	74.2%
*11	35	2	5.7%	33	94.2%
12	35	29	82.8%	6	17.1%
*13	35	10	28.5%	25	71.4%
*14	35	17	48.5%	18	51.4%
15	35	31	88.5%	4	11.4%
*16	35	24	68.5%	11	31.4%
17	35	32	91.4%	3	8.5%
18	35	14	40%	21	60%
*19	35	6	17.1%	29	82.8%
20	35	26	74.2%	9	25.7%

The numbers that have an asterisk (*) on it means that the items contain a correlative conjunction.

Table II of the Students Performance in Fill in the Blank Test

Number of Items	Total of Students	The Student's Answer			
		Correct	%	Incorrect	%
1	35	33	94.2%	2	5.7%
*2	35	12	34.2%	23	65.7%
*3	35	11	31.4%	24	68.5%
*4	35	22	62.8%	13	37.1%
5	35	29	82.8%	6	17.1%
*6	35	17	48.5%	18	51.4%
7	35	33	94.2%	2	5.7%
*8	35	15	42.8%	20	57.1%
9	35	5	14.2%	30	85.7%
10	35	4	11.4%	31	88.5%

The numbers that have an asterisk (*) on it means that the items contain a correlative conjunction.

UNIVERSITAS HASANUDDIN
FAKULTAS SAstra
KAMPUS TAMALANREA MAKASSAR

Nomor : 41 /J04.11.1/PP.40/2007

Lamp. : 1 (satu) expl.

Hal. : Seminar Proposal Penulisan Skripsi

02 Mei 2007

Yth. Panitia Seminar Proposal Penulisan Skripsi
Program Reguler Sore Sastra Inggris
Makassar

Dengan hormat,

Bersama ini kami mengundang Saudara untuk menghadiri Seminar Proposal Penulisan Skripsi mahasiswa :

Nama : Kiistinarumi Dwi Juuliyanti
Nomor Pokok : F21103714-1
Jurusan : Sastra Inggris (Reguler Sore)
Program Studi : Bahasa Inggris

Yang akan dilaksanakan pada :

hari/tanggal : Sabtu ,05 Mei 2007
Pukul : 14.00 WITA
Tempat : Kantor Reguler Sore Sastra Inggris

Dengan susunan panitia sebagai berikut.

1. Ketua : Dra. Hj. Ety Bazergan, M.Ed, Ph.D
2. Sekretaris : Dra. Nadira Mahaseng, M.Ed
3. Penguji 1 : Drs. Abd. Madjid Djuraid, M.Hum
4. Penguji 2 : Drs. Simon Sitoto, M.A

Atas perhatian dan kehadiran Saudara kami sampaikan terima kasih.

a.n. Dekan
Pembantu Dekan I.
Drs. M. Amir P., M.Hum
NIP. 131 792 026
NIP. 131 792 026

**UNIVERSITAS HASANUDDIN
FAKULTAS SASTRA
KAMPUS TAMALANREA MAKASSAR**

**SURAT TUGAS
NO.66 /J04.11.1/PP.40/2007**

Sesuai dengan Peraturan Akademik Unhas Nomor 1067/J04/P/2003, tanggal 28 Juli 2003, mahasiswa **Kiistinarumi Dwi Juuliyanti**, Nomor Pokok **F21103714-1** Program Studi Bahasa Inggris, Program Reguler Sore Sastra Inggris Fakultas Sastra Universitas Hasanuddin telah memenuhi syarat untuk menulis skripsi sebagai tugas akhir penyelesaian studinya. Sehubungan dengan hal tersebut, Dekan Fakultas Sastra Universitas Hasanuddin menyetujui penulisan skripsi mahasiswa tersebut yang berjudul :

**STUDENTS ABILITY TO USE COORDINATING AND
CORRELATIVE CONJUNCTIONS; A CASE STUDY
AT SMA NEGERI 4 MAKASSAR**

dengan menugaskan dosen berikut sebagai Konsultan.

Konsultan I : Dr.Hj.Etty Bazergan ,M.Ed,Ph.D Pangkat Pembina / Gol.IV/a
Konsultan II : Dra. Nadira Mahaseng, M.Ed Pangkat Penata Tk.I / Gol.III/d

Tugas konsultasi ini berlangsung paling lama satu tahun (dua semester) terhitung mulai pada tanggal dikeluarkannya surat tugas ini.

Harap penugasan ini dilaksanakan sebaik-baiknya.

Makassar, 07 Mei 2007

Dekan
Pembantu Dekan I,

Des. A. Amir P., M.Hum.
NIP 131 792 026

Tembusan :

1. Dekan Fakultas Sastra (sebagai laporan)
2. Ketua Program Non Reguler Sastra Inggris
3. Masing-masing yang bersangkutan



PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI 4
Jl. Cakalang No. 3 Tlp. (0411) 323441 Kota Makassar
MAKASSAR

SURAT KETERANGAN PENELITIAN

Nomor : 423.4 / 304 / SMA.04 / V / 2007

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 4 Makassar diujung Tanah Kota Makassar Propinsi Sulawesi selatan menerangkan bahwa
Nama :

1. A.WIRA HANDAYANI
2. KIISTINARUMI DWI JUULIYANTI
3. MARYATI MATJA

Telah melakukan Penelitian pada Siswa SMA Negeri 4 Makassar pada tanggal, 28 Mei 2007.

Berdasarkan surat Fakultas Sastra UNHAS tanggal, 09 Mei 2007 Nomor : 73 / H.4 / 1.1.3 / RESO/ 40/ PP/ 2007. Hal. : Permintaan Izin melakukan Penelitian.

Demikian surat keterangan Penelitian ini, diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Makassar, 28 Mei 2007

Kepala Sekolah,
Ub.Kepala Tata Usaha,



Drs. H. MANSYUR
Pangkat : Penata Tk.I
NIP. : 131271165