

## STUDENTS' ABILITY IN USING PAIRED CONJUNCTION IN SIMPLE SENTENCE

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### ABSTRACT

The goal of this research is to know the students' ability in using paired conjunction in a simple sentence. Based on the limitation of the problem, the researchers limit the problem in using paired conjunction just focuses on the use of *not only ..... but also, both ..... and, either ..... or, and neither ..... nor*. Before doing the research, the researchers observed to know the number of classes in the eighth grade of SMP PGRI Tembilahan. The number of eighth-grade students just consists of one class, namely Class A. The population of this research was all of the eighth-grade students because the sample of population less than 100 the researcher used total sampling technique. The researchers used a quantitative method to get the data needed. The research instrument is tested and collected by students' test scores where they were asked to identify the paired conjunction in a simple sentence with the total correct paired conjunction (30). So that, each correct paired conjunction was scored by 3.3. Based on the result of the test, the mean score of their ability in using paired conjunction is 70.62. It is categorized good level, which includes in the interval 61-80. Where there are no students who got in a very good score, five students obtained a good score and there is no gained in enough, poor, and very poor score. So, based on that explanation, it can be concluded that their ability in using paired conjunction in the simple sentence at eighth grade of SMP PGRI Tembilahan include in the average was enough and understanding to use paired conjunction.

*Keywords: Ability, Paired Conjunction, Simple Sentence*

### INTRODUCTION

A language is an important tool used by humans to communicate with other people. The language that can use to connect, both domestically and abroad. One of the languages that can connect between humans in the world is English. Therefore English is decided as an international language. As an international language, English is taught since elementary school up to university.

In English, we learn grammar, vocabulary, pronunciation, and spelling. Among some aspects, grammar is considered one of the most difficult aspects for students because in learning grammar the students must pay attention to many things. Grammar is the body of rules that describe the structure of expressions in the English language. According to Nelson (2001: 1), grammar is the study that tells about how words combine to form sentences. There are many topics of grammar that cannot be ignored. They are articles, parts of speech, modal

auxiliaries, tenses, etc. However, there is part of the grammar that is considered to be the most difficult to learn for the Indonesian students, namely, parts of speech.

Conjunction is one kind of part of speech. The conjunction is used to connect words or phrases that have the same grammatical function in sentences (Betty, 1999: 348). Also, the conjunction still has some kinds, one of them is paired conjunction. This conjunction has a function to relate two sentences or words that have the same level. Not only for speaking, the conjunction but also influence to increase the students writing skills in order every statement from them is easier to understand. Considering important in English structure and grammar especially the conjunctions, the researcher researched by the title "A Students' Ability in Using Paired Conjunction in Simple Sentence at VIII Grade of SMP PGRI Tembilahan". The researcher formulated the problem. Firstly, the students have studied conjunctions, but their skill is not measured yet. Secondly, some of them have known how the functions of paired conjunction, but some students have not known how the functions of paired conjunction yet. Thirdly, their ability in using paired conjunction in a simple sentence is not analyzed yet.

Dealing with the problems found, in this current study the researchers intended to determine the students' ability in using paired conjunction in a simple sentence. The researcher limited conjunctions that have been researched. The conjunction that has been described by the researcher is paired conjunction, there are: *not only ... but also*, *both ... and*, *either ... or* and *neither ... nor* because these paired conjunctions are the common conjunction that connected two subjects that usually used by students.

## LITERATURE REVIEW

### Conjunction

Some related theories of the term *conjunction* have been explored by experts. Geva and Heino in Hamed (2014: 109) said that the significance of conjunction is to signal logical relations in a written text and increase the readability of it. It means that conjunction is words that used to connect each written text and it has a purpose to increase the readability.

According to Alicia Philip et.al (2012: 2) conjunction is an essential part of the English grammar system as it links phrases, clauses, and sentences. It may also be used to indicate the relationship between ideas expressed in clauses and ideas expressed in the sentences. While according to Bloor (1995) in Alicia Philip (2012: 2) the conjunction as a cohesive device that ties clauses or sections of a text to demonstrate meaningful patterns. In line with this point, Lingga (2006: 185) said that conjunctions are the word that connects and

combine words, phrases, and clauses. It means that besides it is used to connect the sentences, it is also used to combine the sentences. Moreover, Coghill and Magedanz (2003: 135) said that conjunctions are words that connect (or "conjoint") other words, phrases, or clauses. The meaning is the same with Lingga's statement that conjunction is still used to connect sentences, words, or phrases. Seaton and Mew (2007:135) said that a conjunction is a linking word such as and, or, but. Conjunctions are used to connect words or sentences. To sum up, conjunctions are the words that function to connect or combine sentences.

According to Warriner (1982) in Fitriyah (2013: 33), there are three kinds of conjunction. There are coordinating conjunctions, correlative/paired conjunctions, and subordinating conjunctions. Good (2002) in Philip et.al (2012: 2) said that the most commonly used correlative conjunctions or paired conjunction are *either... or, neither... nor, nor... but, not only... but also*, and *both... and*.

According to E Warriner (1982) in Fitriyah (2013: 39) correlative conjunctions are always found in pairs and have other words dividing them: *either ... or, neither ... nor, both ... and, not only ... but also*. They always set in pairs from each other that serve as conjunction, connecting two words, phrases, or sentences. It is joining various sentence elements that should be treated as grammatically equal. A correlative conjunction is also known as inclusive.

The function of *either ... or* is to show a choice, it used to present an alternative negative to an already stated positive idea. *or* also a part of coordinating conjunction, but when it appears in *either ... or* it is called correlative conjunction. The function of *neither ... nor* to show a choice, it used to present an alternative negative to an already stated negative idea. *Nor* also a part of coordinating conjunction, but when it appears in *neither ... nor* it is called correlative conjunction. *And* also a part of coordinating conjunction, but when it appears in *both... and* it is called a correlative conjunction. The function is to add emphasis to two coordinated elements in a sentence. *Both* are focusing adverb and is a coordinator for addition. *Not only and also* are paired with *but* to add emphasis to two coordinated elements in a sentence.

Other opinions said by Azar (1999: 353) paired conjunctions are also called "correlative conjunctions". Two subjects connected by *both . . . and* take plural verbs, as in (a). When two subjects are connected by *not only . . . but also, either . . . or, or neither . . . nor*, the subject that is closer to the verb determines whether the verb is singular or plural.

Based on all the theories above, the researcher concluded that conjunction is a word to connect words, phrases, sentences, and so on. The conjunction has three kinds, there are coordinating conjunction, subordinating conjunction, and correlative conjunction. Coordinating conjunction; *for, and, nor, but, or, yet, so*. Subordinating conjunction; *after, although, as, as if, as though, because, before, even if, even though, except, if now that, since, then, though, unless, until, when, where, and while*. While paired conjunction also called correlative conjunction is a conjunction that always found in pairs, connecting two words, phrases, or sentences. Correlative conjunction; *Not only ... but also, both ... and, either...or, neither...nor*.

### **Simple Sentence**

According to Atterbery (2013: 1), a simple sentence consists of an independent clause, so it contains a subject and a predicate. It does not contain either a dependent clause or another simple sentence. An Independent clause is a group of words that has a subject and a verb. It is used as a part of the sentence but is grammatically independent and could, therefore, stand-alone. This key idea is made up of two parts, a simple subject, and a simple predicate. Usually, a noun identifies the person or object the sentence is about. The simple predicate is a verb that tells what person or object is doing or has done. Some example of the simple sentence is as follows:

- a. Agnes is *both* beautiful *and* smart.
- b. Agnes is *not only* a beautiful woman *but also* talented.
- c. *Neither* Anggun *nor* Agnes speak Indonesia.

### **RESEARCH METHOD**

In this research, the researchers used Descriptive Research. It is supported by Narbuko and Achmadi (2009: 44) that it aims at creating a description, analyzing, and interpreting the data. So it can be said that this research focuses on giving a descriptive overview of the actual state of the research object. According to Gay and Airasian (2000: 275), it is concerned with the assessment of attitude, opinions, preferences, demographics, practices, and procedures. The researchers selected it because they wanted to know to what extent the students' ability in using paired conjunction in a simple sentence.

Furthermore, the researchers selected the population to collect the data. Yount (2006: 1) said that a population consists of all the subjects the researcher wants to study. Then,

Sugiyono (2010: 117) also said that population is a generalization region that consist of object/subject that have certain qualities and characteristics are determined by the researchers to be studied and then make a conclusion. In this contemporary study, the population was the students in the eighth grade of SMP PGRI Tembilahan in the academic years 2018-2019. There is one class of eighth grade in this school.

Then to get specific information needed, the researchers must use the research instrument. According to Gay and Airasian (2000: 280), there are five methods in collecting the data. There are questionnaires, interviews, observation, tests, and documentation methods. In this research, they used written tests as a research instrument especially in filling in the blank form. According to Steven (1993: 78) filling in the blank form is a type of question or phrase with one or more words replaced with a blank line, giving the reader the chance to add the missing word. They used a simple sentence without paired conjunction as the instrument, because the students learned conjunction through the sentence.

Moreover, the data in this research is collected by individual test scores of students where they are asked to identify the paired conjunction in simple sentences. The maximal score of students is 100 and 0 as the minimal score. The score is calculated by dividing maximal score (100) with the total correct paired conjunction (30), so that, each correct paired conjunction will be scored by 3.3. In this investigation, the data analysis techniques are descriptive quantitative analysis techniques. The data is derived from the results of field studies then collected, processed, and analyzed by both describing and explaining to show the facts that occur in the field. In distributing the test, two aspects have to be considered they are:

#### 1. Validity of Instrument

Test validity refers to the degree to which a test measures what is supposed to measure. An instrument is called valid if it can measure what it is hoped to measure (Arikunto, 1997: 160). Various methods can be used to assess the validity of a test; one of them is content validity. Content validity is most frequently used in the evaluation of achievement tests with this type of examination. A valid language test measures the language element or skill what it purposes to measure. To know the validity of the instrument, the researcher uses the formula below:

$$FV = \frac{R}{N}$$

Explanation:

Fv = Validity

R= Student’s correct answer

N= Amount of the students

2. Reliability of Instrument

Besides validity instruments, reliability is one of the instruments used in language testing. Sugiyono (2010: 172) states that reliability means the result of the test has sameness at different times. For example, if the object gets score " high" so, later or tomorrow also gets a score "high'. The formula is calculated below:

$$r_{ii} = \frac{N}{N-1} \left( 1 - \frac{m(N-m)}{Nx^2} \right)$$

N = the number of items in the test

m = the mean score on the test for all the testes

r<sub>ii</sub> = reliability

Then the researchers analyzed the data by using the formula of the individual score, mean score, and percentage. Additionally, the classification of the students’ ability in using paired conjunctions is based on the following grades (Arikunto, 2004:18):

**Table 1 Classification of the students’ ability**

No.	Classification	Interval Score
1	Very Poor	00 – 20
2	Less	21 – 41
3	Enough	41 – 60
4	Good	61 – 80
5	Very Good	81 – 100

**FINDINGS AND DISCUSSION**

In collecting the data, the researcher used written tests as a research instrument especially in fill in the blank form. Before going to the real test, the researcher did a test at the try out class. It was aimed at testing the validity and reliability of the instrument test. The number of questions was 30. After getting the result of the tryout test, the researchers got the valid questions. Then, they were used as the real test and the number of the test was 30 questions.

The validity test results show that from 30 questions that the researchers distributed to the try-out class, there was no invalid question. All the items were ranging between 0.30 – 0.70 which means they are acceptable items. Besides, the reliability test results revealed that the analyzed score of reliability test was 0.96, which implies that

the items have high reliability. In short, the research instrument was applicable to be used.

As a limitation, the question was divided into several kinds. 8 questions in kind of not only-but also, 8 questions in kind of both-and, 7 questions in kind of either-or and 7 questions in kind of neither-nor. After answering the tests, the researcher analyzed the data as clear as possible. It was conducted to find out at which level of the students' ability in using paired conjunction in the simple sentence at eighth-grade students of SMP PGRI Tembilahan.

**Table 2 The students' Score**

<b>No</b>	<b>Number of Items</b>	<b>Correct Answer</b>	<b>Score</b>	<b>Classification</b>
(1)	(2)	(3)	(4)	<b><i>Good</i></b>
1	30	21	69.3	
2	30	22	72.6	
3	30	21	69.3	
4	30	22	72.6	
5	30	21	69.3	
<b><i>Total</i></b>			<b><i>353.1</i></b>	
<b><i>Average Score</i></b>			<b><i>70.62</i></b>	

Based on the results of the test, it is well-known that acquired by the students was 72.6 with the correct answer 22 of 30 items. Meanwhile, the lowest score was 69.3 with the correct answer 21 of 30 items. Those results were categorized at a good level. No student was placed in the very good, enough, less, and very poor levels.

Moreover, the table above shows that the mean score of the students at the eighth grade of SMP PGRI Tembilahan in using paired conjunction in simple sentences was 70.62. It can be concluded that their ability in using paired conjunction in simple sentences was at a good level. It can be indicated that the students have satisfied enough understanding in using paired conjunction. However, better results need to be achieved.

## **CONCLUSION**

English is an important element in language learning so the Students must study hard about grammar, to understand the meaning of the sentence. Grammar is a central role and pattern in making good sentences. When the students have mastery in grammar and structure, the students tend to be easier to increase their skills. The conjunction is

one of grammar, which one type of it is paired conjunction. And in this research, the researcher used several kinds of paired conjunction; not only...but also, both...and, either...or, and neither...nor as main subject to measure students' ability in using paired conjunction. Based on the result of the data analysis, the researcher concluded that in general, the students' ability in using paired conjunction at eighth-grade students at SMP PGRI Tembilahan was **good**. It was proved through the fact that the mean score was **70.62** from 5 students as a sample test. Students consist of five students with good ability in using paired conjunction; it means that all students understand in using paired conjunction. Therefore, based on the fact, the students need to improve their ability in using paired conjunction.

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