
Exploring Students' Ability in Applying Conjunction in Writing Research Proposal at Eight Semester Students of Unimuda Sorong

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Abstract: Although having three courses of writing, college students' especially at Unimuda Sorong often forget to apply conjunction to their writing when composing text. Students also tended to make very long sentence in a text that sometimes make the main ideas were difficult to be understood. Thus, this research aimed at exploring students' ability in applying conjunction in writing research proposal. This qualitative research design used eight semester of English department students as the subject. The data was collected by document analysis. The obtained data was analyzed using the theory by Spradley. The results of this research showed that English department students' used three kinds of conjunction, these were coordinating conjunction, correlative conjunction and subordinating conjunction, to join clauses or ideas. The mostly used conjunctions were coordinating conjunction and subordinating conjunction. In the chapter introduction, the conjunctions used to emphasize, give detail information and give strong reason for taking certain topic for research. It also used to influence the reader to agree with the information presented by the researchers. In the chapter research methodology, the students tended to use subordinating conjunction to ease students in presenting phases or steps in planning, organizing and conducting their research.

Keywords: conjunction, research proposal, English department students

INTRODUCTION

Zhang F. Xin said, writing is a complex skill, it embraces structure, vocabulary, rhetoric concept and other elements. Writing text is not only making sentences, which have no inter-connection between each other of without paying attention to the meaningful aspects. Because in writing text we must have vocabulary, grammar or structure in a sentence, and the most important is conjunction. Conjunction has important role in text since it helps to make connection and cohesion in text [1].

Students often forget to apply conjunction to their writing when composing text [2]. They like make long sentences in text and often confuse about the main idea of the sentences they wrote. Even though some of them used conjunction in their text, they still made some mistakes in using appropriate conjunction [3][1]. Therefore,

based on those reasons, the writer preferred to conduct an analysis about the students' ability in applying conjunction in their research proposal.

METHOD

Descriptive qualitative was used to conduct this analysis. The result of this research was presented qualitatively. To get better understanding, the research was explained descriptively, that was intended to explain or describe the students' ability in using conjunctions, there was no treatment applied in this study. The data of this research was 10 students' proposal writing. the proposals were the research proposal of eight semester students of the academic year 2021 who were in the process of writing research proposal. This research applied document analysis to collect the data. The data was any conjunction found in the students' writing proposal. The obtained data was analyzed using Spradley theory.

RESULTS AND DISCUSSION

This research focused on the English Department students' research proposal. The students' research proposal consisted of three chapters, these were: introduction, review of literature and research methodology. This research would limit the analysis only on the chapters of introduction and research methodology since the content of review of literature chapter mostly referred to the theories[4], [5].

Coordinating Conjunction

Coordinating conjunctions found in the research were: *for*, *and*, *but*, *or*, and *so*. The other conjunctions such as *nor* and *yet* were not used by the students in connecting their ideas. Conjunction *for* functions to explain for reason or purpose. In this research, conjunction *for* is used to give purpose of something. The example is data 003/Bg1/Conj.Ext

In this definition, Amato and Patricia put forward several strategies such as brainstorming topics, gathering information for.

Conjunction *and* functions to explain and to add one thing to others. Conjunction *and* is conjunction that dominantly used by the students to connect clauses. Here are the data where clauses connected by conjunction *and* which functioned to add information.

001/Bg1/Conj.Ext

Writing is a part of learning in English language education institutions which needs to continue to grow and develop apart from grammar and writing, and writing is one of the English language skills that students must learn

Here are the data where clauses connected by conjunction *and* which functioned to give explanation.

Conjunction *but* functions to join two contrasting ideas.

011/Met1/Conj.Ext

*In addition, descriptive research does not provide treatment, manipulation or change of the variables under study, **but** rather describes a condition as it is.*

Conjunction *or* functions to give alternative or a choice.

161/Bg8/Conj.Ext

*In addition, there are still many students who do not have facilities such as Smartphones, Laptops and Computers so that many students are still stuttering in terms of technology because they feel unfamiliar with technological things, especially digital applications as their learning media such as WhatsApp, Goggle Classroom, Zoom Meeting and other supporting applications, many students do not even understand **or** know what is meant by E-Mail or G-Mail which supports online assignment collection, this is a major crisis experienced by existing students in Aimas, City Sorong.*

Conjunction *so* functions to indicate effect, result or consequence. It sometimes shows cause and effect. *so* in coordinating conjunction links two independent clauses or two main clauses. Thus, this conjunction would connect two ideas in the form of two sentences.

034/Bg2/Conj.Ext

*The teacher strategy is an approach taken by a teacher in teaching in order to generate student interest in learning. **So** the teacher must have its own way of approaching students, for example by the teacher understanding the character of the students so that understanding the character of the students can help the teacher to have a good impact to be able to attract students' interest in learning.*

There was also double conjunction which the actual function was still to indicate cause and effect.

221/Bg10/Conj.Ext

*If students do not have information about reading skills, they are not expected to be successful readers, **and so** they cannot achieve the level of understanding required to pass the exam in their own major.*

Correlative Conjunction

There are several kinds of correlative conjunction. Those are *either...or...*, *not only...but also...*, *neither...nor...*, *both...and...*, and *whether....or.....* However, it only found *not only...but also....* In students writing.

130/Bg6/Conj.Ext

*The researcher concluded that the scramble method is very helpful for students in learning English because **it not only** helps students in improving students 'reading comprehension **but** increases students' motivation, cooperation and enthusiasm in learning English.*

Subordinating Conjunction

Just like the others kind of conjunction, there were some of subcoordinating conjunction that were not found in the research, these were: *although, as, as far as, as if, as long as, as soon as, as though, though, unless, whenever, where, since, and wherever.*

Conjunction *after* has a function to give reason or show time. In this research, this conjunction used to show time.

121/Met5/Conj.Ext

***After** the interview process is carried out, the researcher will draw conclusions about whether the corona virus pandemic can affect student learning motivation either intrinsically or extrinsically or not based on the respondent's answer that has been recorded by the researcher.*

However, it was also found that *after* meant showing sequence of events.

190/Bg9/Conj.Ext

***After that**, the teacher asked the students about vocabulary and the meaning one by one*

Conjunction *because* was used to indicate cause and effect relationship.

005/Bg1/Conj.Ext

*This problem shouldn't be allowed to drag on. **Because** writing skills for junior high school students are the basis for continuing writing skills at the senior high school level.*

Conjunction *before* was used to indicate time sequence.

020/Met1/Conj.Ext

*The process continues during the implementation of the research even Researchers start **before** data collection is complete and finish until the study ended.*

Based on the theory, conjunction *if* functions to show a cause/effect relationship between ideas. However, in this research, conjunction *if* tends to indicate conditional events.

029/Bg2/Conj.Ext

*Speaking is the most important part of learning English because **if** we want to communicate with tourists we must be able to speak English and English is also the second language used as a means of communication between countries.*

Conjunction *in order to* usually used to link clauses which indicate purpose. *In order to* was sometimes was placed between clauses and in front of a clause.

182/Bg9/Conj.Ext

*As a teacher, **in order to** create effective learning vocabulary it is easy, the teacher must be able to be as creative as possible in teaching and learning activities and the teacher must be able to present teaching materials that are in accordance with the appropriate techniques or methods.*

So that

Conjunction *so that* has function to show a cause and effect relationship between ideas

132/Bg6/Conj.Ext

*Based on the background of the problem, problems can be identified such as students rarely enter English classes, reading comprehension skills of class VII B students are still low and in the learning process so far it is still possible to use effective lecture methods **so that** students lack concentration during learning.*

Conjunction *until* functioned to present a time.

017/Met1/Conj.Ext

*Using a questionnaire in the form of questions that will be filled out by students and the answers we will find out the amount of student interest in the researcher and vice versa will **then** be used as a sample in this study.*

The conjunction *then* used to connect clauses in sentence on the above data. Besides, it also used to connect ideas between sentences as follow:

147/Bg8/Conj.Ext

*The disease is rapidly spreading domestically to other parts of China. **Then** this disease spread throughout the world, including in Indonesia, which is also a country exposed to the COVID-19 virus.*

Conjunction *when* has two functions. First, it functions to contrast ideas and next was to indicate time. However, in this research, the students used *when* only to indicate time.

023/Met1/Conj.Ext

*The deduction starts **when** the researcher decides conceptually research area framework, research problem, and data collection approach to be used.*

Conjunction *whereas* was used to contrast ideas. This conjunction was rarely used by the students.

227/Bg10/Conj.Ext

*Most of these studies are centered on techniques utilized in learning reading comprehension **whereas** this study would be specializing in the utilization of skimming techniques in reading comprehension specifically for TOEFL.*

Conjunction *while* was used to show contrast between ideas.

063/Met2/Conj.Ext

*The students in his group was called in **turn**, **while** they were practicing their dialogue, the observer recorded it and analyzed their speaking based on Harris' rating scale after the process.*

In this research, it was also found several conjunction that were not including in those three kinds of conjunction stated above. However, it includes in subordinating conjunction since the function and the way it was presented similar to those of subordinating conjunction.

Conjunction *by* was found connect clauses that indicated enhancement. It show the means of an event fulfil another event.

025/Met1/Conj.Ext

By viewing the data presentation, files the researcher will see what is happening and allow to teach analysis or other actions based on that research.

141/Bg7/Conj.Ext

Conjunction *to* was used to show purpose.

007/Bg1/Conj.Ext

Based on the description above, the writer observes students 'interest in writing skills to determine students' interest in learning.

Discussion

In this research, the conjunction refers to part of speech that connect ideas in the form of clauses or sentences. Coordinating conjunction was conjunction that connected clauses or ideas which have same grammatical function in sentence [6]. It was used to present equal emphasize to two main clauses. Therefore, coordinating conjunction always connect main clauses or independent clauses. Coordinating conjunction that mostly used in students writing was *and*. Conjunction *and* used to give explanation and to add information [7]. This kind of conjunction would be dominantly used in the background of study. Since the function of background of study itself was to explain and present information as the foundation of the topic being studied in their research as much as possible. In other hand, on the part of research methodology also used conjunction *and* to give detail or explanation about statement or things that were planned in students' research. Besides *and*, others coordinating conjunction such as *but* and *or* also used to present information and students' opinion. However, conjunction such as *for* and *so* were rarely used in students' research writing.

In contrast, from the so many correlative conjunctions, it only found conjunction of *not only but also* in students' writing. Whereas, these kinds of conjunctions had similar function as coordinating conjunction. There were a lot of information on the students' writing that actually could be connected by correlative conjunction instead of repeating conjunction between clauses in sentences. For instance, students tended to repeat conjunction *and* for connecting equal emphasize ideas in a sentence.

Furthermore, there were a great deal of subordinating conjunction used in the students' research writing. Subordinating conjunction is conjunction that join independent clause and dependent clause. Students

presented the use of subordinating conjunction in various ways. Some presented subordinating conjunction between clauses or ideas while others presented it in the beginning of a sentence. The dominantly used of subordinating conjunction were conjunctions that function to indicate cause and effect relationship, purpose, time, and contrast ideas. The subordinating conjunction with cause-effect and purpose function usually used in introduction or background part of the students' research writing. This kind of conjunctions were used to give strong reason of the students' in taking such a topic in their research. It also used to influence the readers to agree with the information presented by the students. In addition, subordinating conjunction which has function to show time or sequence of events were mostly used by students to present their research methodology. Since research methodology discuss about the students' planning and organization of conducting their research, the use of those kind of conjunction were really helpful.

However, students still made mistake in joining clauses or ideas. They used certain conjunction that the actual meaning was not it. For instance, students wanted to join clauses which the function was to give explanation but they tended to use conjunction which functioned to show cause-effect relationship or they wanted to show cause-effect relationship clauses but they used conjunction that functioned as contrasting ideas or conjunction with function to present time. The other example was students wanted to add information but they used conjunction with contrast meaning or they wanted to add information but they used conjunction with alternative meaning or conjunction which show time. The other mistakes often happen to the students were the use of double conjunction and the use of conjunction that actually was not needed. Since there were no relation between clauses or ideas, it would be better if they end the sentence by full stop mark (.). as a result, the sentence that they produced would be too long and difficult to be understood.

There are four kinds of errors caused by the students in writing their research proposal, namely translation, first language or mother tongue, modality, and over generalization. The four kinds of the cause of error will be described and discussed below: (1) Translation, the students made English sentences from their first language sentence or idiomatic expression into the target language word by word. The errors occur because of the application of rules to the context that the students do not use correctly. They have not already written in the right pattern; (2) First Language, first Language or mother tongue language commonly refer to as the language ego. It is the process of learning the English language that connects two aspects: first language and

second language so it would be countered. This also probably the most common courses of error. When someone try to learn of new habits, so the old ones will interference the new habits. This cause of error is called first language factor reflected. The conclusion is that factor reflected the students make error is first language interferences or mother tongue because they mean that in perform their ability into English is some meaning, some structure, some rule, and some way with their mother tongue or their first language; (3) Over generalization, this theory explains where the students who are studying linguistic elements. They do level or provide general conclusions and overall, simultaneously. Whereas, for example in grammar rule there are many things that will change according to the position and function. The writer concluded that the cause of this type occurs due to the influence of students' understanding of specific language patterns are generalized.

CONCLUSION

English department students used three kinds of conjunction, these were coordinating conjunction, correlative conjunction and subordinating conjunction, to join clauses or ideas. The mostly used conjunctions were coordinating conjunction and subordinating conjunction. In the chapter introduction, the students tended to use coordinating conjunction to give explanation, detail information and to add information of the same subject or topic. While, subordinating conjunction that used in this chapter were conjunction which function to show cause and effect relationship and purpose. Those kinds of conjunctions used to emphasize, give detail information and give strong reason for taking certain topic for research. It also used to influence the reader to agree with the information presented by the researchers. In the chapter research methodology, the students tended to use subordinating conjunction. The mostly used conjunction were conjunctions which functioned to present time or sequence of action. It was used to ease to students in presenting phases or steps in planning, organizing and conducting their research. It also ease the readers in following the researchers' plan.

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