

Conjunctions in students' argumentative essay of english language teaching departments of Universitas Islam Negeri Maulana Malik Ibrahim Malang

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ABSTRACT

The conjunction is part of the grammar used for a phrase or word clause in a sentence. The conjunctions represent the type of general connection readers know between sentences and conjunctions as a means of making text. The conjunctions have types, functions and errors that are used to write text. Therefore, this study aims to analyze the conjunction, specifically the types of conjunctions, functions of conjunction, and the errors of conjunction found in argumentative essays by students UIN Maulana Malik Ibrahim Malang in English

Language Education. The researcher can conclude the types of conjunctions they mostly used in writing essays. Furthermore, the researcher used a qualitative descriptive approach because the data collected was in the form of essays written by students of UIN Maulana Malik Ibrahim Malang. In collecting data, researchers identify the conjunctions by giving underscores, making a list of the conjunctions that appear in the essay, and classifying each conjunction consisting of types, functions, and errors in using conjunctions. After analyzing the data, the authors find four types of the conjunctions proposed by Halliday (2014), namely; additive, adversative, causal, and temporal conjunctions. This research shows that all types of the conjunctions are found in essays. The types of causal conjunctions, especially in conjunction *because* most often appear in the essay, followed by temporal conjunctions, adversative conjunctions, and additive conjunctions. The function of conjunctions is also found based on each type of conjunctions. In addition, researchers found two errors in writing conjunctions. The mistake written by students is to use conjunctions *and*. The finding of this research can be used a reference to understand more comprehensively about the variety of the use of conjunction in several other contexts.

Introduction

Writing in English is an important thing that must be improved for students, especially in terms of English as foreign language. There are four skills to improve including reading, speaking, listening and writing skills (Andani, 2019). In English grammar, there are nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and exclamations. Grammar is one of the important roles in language learning. One element in grammar is conjunctions that are words to connect words or groups of other words (Panggabean, 2016). Learning about language is not easy for students, especially in writing skills using correct conjunction.

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In English, both in written and spoken, conjunction enhances the overall paper by providing writing coherence (Najamudin, 2017). Based on the theory by Halliday (2007, p.71), writing systems tend to eliminate certain features of language that usually express this involvement with the context of the situation. Besides, to make sentences well structured, it should be with grammatical rules. The written text shows that language is manipulated to achieve the writer's intended purpose, especially in understanding conjunctions (Mahendra, 2013). In different parts of writing using conjunctions correctly in foreign languages. The conjunction is the main topic in this research.

The conjunction is part of the grammar used for word phrases or clauses in sentences. Conjunction represents a type of general connection that the reader knows between sentences and conjunctions as a means of making text. Conjunctions are words that are connected to clauses in one sentence (Melyane, 2016). The conjunction is not variable, meaning that there are no plural changes as nouns and pronouns. The conjunction is one type of English cohesion that has aroused the interest of researchers.

Conjunctions are need for the context of the English language written conjunction (Kurniati, 2019). Correlative conjunction is into divides adjectives and adverbs. Several connective words that refer to correlative conjunction are good or not only, but, also, both, and, just, like, so, then, not (Syafitri, 2017). In writing, conjunction is also very important because it is one of the elements that creates a coherent topic composition in writing and one of the important structures to improve students' ability to write essays.

Method

This section presents the research method consisting of research design, research subject, research instrument, data source, and data collection and analysis.

Findings and Discussion

This chapter presents the data findings and discussion of the study based on the research questions. The findings and discussion are based on all the explanation in the previous chapters. In the findings, the researcher presents the analysis of the data based on (Halliday, 2014). While in the discussion, the researcher presented several explanations to answer the research question in this study.

Research Findings

To get the data, the researcher analyzed several essays from the students, which showed the conjunctions used in selecting essays. Analyzing the data, not only focuses on conjunctions, but the researcher also analyzes the functions and errors in using conjunctions. The researcher found fifteen essays written by students as the data to be analyzed. Several types of conjunctions found in essay based on Halliday's (2014), namely; additive, causal, and temporal conjunctions. The data that has the same pattern is categorized as datum. In the analysis, the datum is analyzed based on the sentence, and types of conjunctions.

Datum 1.1

*We took pictures by photographers **and** the villagers, **and** we were so hot.*

*Moreover, they can get a social treatment **and** wherever they go such as most of people greet **and** shake their hands.*

In the sentence above, the student used the conjunction *and* that connects two phrases into sentences. The conjunction *and* often uses at the end of the sentence to complete understanding from the sentence before. However, conjunctions *and* used to make a sentence.

The sentence explains about the unforgettable journey. The sentence also provides remarkable how to take pictures by photographers. Therefore, the conjunction *and* is used in the sentence to make a relation one to another. The important thing that the advantages are told by adding more information to make interesting how to take pictures by photographers with their friends.

The words *and* is **additive** conjunction. It means that sentences show that the idea. A similar analysis also occurs in essays that are *or*, *moreover*, and *furthermore*.

Datum 1.2

***Therefore**, it may spread the virus on the device or gadget if the user entering a non-safe site.*

In the sentence above, the student used the conjunction *therefore* as the pure form of general relations that can be used as a transition in sentences. The conjunction *therefore*, indicates the cause and effect between several clauses (independent clause). In this case, the conjunction *therefore* cannot be used to start paragraphs. The conjunction *therefore* to imply some of reasoning or argument.

Based on the sentences above, social media has a negative and positive impact on gedged, especially among children and adults. In this sentence, the conjunction used *therefore* explaining the cause and effect of using social media contained in the sentence *the device or gadget if the user enters a non-safe site*. The word *therefore* is **causal** conjunction. The conjunction *therefore* has a meaning as implying the reasoning or argument.

Datum 2.1

*In America they (some of them) choose to living alone **because** so many consideration.*

The sentence above uses the conjunction *because* as subordinating conjunction. The word *because* connects two sentences and categorizes it as the reason for the sentence. It is followed by the example that the reader can imagine. The sentences *In America (some of them) choose to live alone because so many considerations* are contrary to the reason for choosing life alone.

Based on the sentences above, *many considerations in America choose to live alone*. Therefore, the use of the conjunction *because* it provides a reason for those who choose

to live alone. The conjunction *because* is **causal** conjunction, it has a meaning as the presupposing a reason. A similar analysis also occurs in the essay there is the conjunction *for*.

Datum 2.2

But in the other hand there are many disadvantages.

The sentence above uses the conjunction *but*. The word *but* is used to show contrast or unexpected differences or demonstrate the affirmative sense of what the first part of the sentence implied negatively. The conjunction *but* uses to clarify some differences of statements in one sentences as a purpose of contrast

The word *but* in the example above explains that online learning has many advantages and disadvantages for students and the other people that are used online learning. The conjunction *but* is **adversative** conjunction. It means that the clarification of some differences from statements in one sentence of contrast.

Datum 3

On the other hand, online learning also gives bad impact.

The sentence above uses the conjunction *on the other hand*. The conjunction *on the other hand*, as a conjunction to connect one statement to join with another statement with a different meaning. *On the other hand* clarifies that there are some statements to join with the conjunction *on the other hand*. So, the sentences above have the meaning as similarity statement but in the same context.

Based on the sentences, the conjunction *on the other hand* is used to compare the situation to show there is an essential difference. *On the other hand, online learning also gives a bad impact*. The example of the sentence that online learning has a bad impact on students. The conjunction *on the other hand* explains conjunctive adverb in the sentence that compares two situations. The conjunction *on the other hand* is **adversative** conjunction, and similar analysis also occurs in the essay. There is a *but* conjunction. The other sentences in this data are also similar to conjunctions *and*, *or* and *moreover*.

Datum 4.1

In conclusion, even though living alone have many challenges.

The sentence above uses the conjunction *in conclusion*. The use of conjunction *in conclusion* in an essay as connectors of conclusion. Living alone has many connections for us. The explanation the conjunction *in conclusion* shows the conjunction used at the end of an essay that is the closing or summary.

The conjunction *in conclusion* shows the sentence explains the summary of an essay. To show the conjunction *in conclusion* seen at the end of the sentence *in conclusion, living alone has many challenges*. The conjunction *in conclusion* is **temporal** conjunction, which is expressed to signal sequence.

Datum 4.2

*There is a time **for** us to decide for living alone when we need to work or study outside of the city.*

The sentence above uses the conjunction *for*. The conjunction *for* was the simple form in the sentences. There is conjunction with this meaning namely, *for*. It means conjunction *for* as the simple conjunction has meaning is reversed.

Based on the sentences, the conjunction *for* in the datum uses in an internal definition meaning. The internal definition in the meaning of conjunction *for* is *for us to decide for living alone* because the sentences use the conjunction to connect some reason to get the result of a purpose. The conjunction *for* is **causal** conjunction. A similar analysis also occurs in the essay, and there is a conjunction *because and therefore*.

Datum 5.1

*It is **neither** formal **nor** non-formal education*

The sentence above uses the conjunction *neither ... nor*. The conjunction *neither ... nor* as negative form as an expression with more or less the same meaning. It shows the conjunction *neither ... nor* as a negative expression to clarify the question. From the explanation, two words connect to the conjunction *neither ... nor* there is formal and non-formal education. So, the sentences above have a negative meaning as negative sentences.

Based on the sentences, the conjunction *neither ... nor* has the meaning to show negatively as a suggestion. From the explanation of the sentence, explain that there are words *neither ... nor*, formal and non-formal education. However, an explanation shows the word *nor* is the word non-formal education. The conjunction *neither ... nor* is **additive** conjunction, and similar analysis also occurs in the essay, there is the conjunction *and, in addition, furthermore and or*.

Datum 5.2

***So**, they feel free to express what they want.*

The sentence above uses the conjunction *so*. The sentence shows the conjunction *so* as a result of this statement before. The conjunction *so* stated take conclusion is the result of solving the problem happened in a sentence. The sentence above shows the results of the sentence: *they feel free to express what they want*.

Based on the sentences, used conjunction *so*. It can be seen that the clause introduced by the conjunction *so* is the purpose of what has been mentioned before. The presence of conjunction *so* in sentences makes clear to readers that following of what has been formally mentioned. The conjunction *so* is **causal** conjunction and similar analysis also occurs in the essay, there is conjunction *because*.

Datum 5.3

***Finally**, they themselves build to be a good person and ready to be different.*

The sentence above uses the conjunction *finally*. The conjunction *finally* refers to something that happened after a long time. The expression of *finally* is used to indicate the conclusive sense, which means lastly. The conjunction *finally* indicates the meaning of the end of some process of series. The word *finally* is usually used to explain as an adverb about the time an event. This conjunction can be inserted at the beginning of the sentences, the middle, and the end of sentences.

Based on the sentence, the conjunction *finally* has meaning to show the conclusive sense. The conjunction *finally* introduces a final point. To show the conjunction *finally* in a sentence is *finally, they build to be a good person and ready to be different*. The conjunction *finally* is **temporal** conjunction. Temporal conjunction indicates the events in the sentences are related in terms of the time of the occurrence.

Datum 6

Then, we waited until the weekend.

The sentence above uses the conjunction *then*. The conjunction *then* connects the sentences which are related in time. The simple form of expression of the conditional relation, meaning under these circumstances, was the word *then*. The simple form of general conjunction also *then* has a meaning as so in certain conditions. It can be seen clearly in the example of sentences.

Based on the sentence, the conjunction *then* shows the purpose of the result of the data. The conjunction *then* has meaning as so because to show the result. The result of the data is the purpose of giving a brief explanation about the statement before conjunction *then*. The sentence above that shows the results of the sentence is *then, we waited until the weekend*. The conjunction *then* to connect some statement become a purpose of sentences. The conjunction *then* is **temporal** conjunction, and similar analysis also occurs in the essay, there is the conjunction *first* and *next*. The conjunction *then* to connect some statement become a purpose of sentences.

Datum 7

However, credit card also have disadvantages.

The sentence above uses the conjunction *however*. The conjunction *however* is used to say a contrast or put another side the argument which has an expression *a result, in consequence, because of that*. The conjunction *however* is applied to the example above. It does not indicate the strong sense of contrast as *against* but shows another alternative.

Based on the sentence, the conjunction *however*. The conjunction *however* used to contrast or put another side to the argument. The argument that if some people cannot use a credit card carefully. The conjunction *however* can be used in different ways, and each requires particular punctuation.

From the example sentences used adversative conjunction *however* explain about using a credit card. The conjunction *however* is **adversative** conjunction, and similar analysis also occurs in the essay. There is conjunction *but*.

Conclusion and Suggestion

The conclusion of this research is determined based on the research question. The first research question is the type of conjunction in argumentative essay writing. The researcher found four types of conjunction in argumentative essay writing based on Halliday (2014). The types of conjunctions are additive, adversative, causal, and temporal conjunction. The first type of conjunction is additive. The second is adversative. This type is occurs happened in the essay. The third is causal. It is the most used by the students. The last is temporal. It is rarely used in students' argumentative essay. The students mostly expressed by simple additive conjunction using conjunction *and*.

The next is what the function of conjunction effectively in the argumentative essay was found before the following sentences. The first additive conjunction is used to indicate addition, emphatic, comparison, and exposition. The second adversative conjunction is used to indicate contradiction and opposition. The third, causal conjunction, is used to imply reasoning, cause-effect, and conditional relationship. The fourth temporal conjunction is used to obtain between sentence is concerned with time, and conclusion. The function of the conjunction is found in argumentative essay writing by the students.

The error of conjunction also found in argumentative essay writing, but in the essay, the researcher found two error conjunction which used the conjunction *and*.

In this study, the author found some conjunction, functions, and the errors of conjunction use in argumentative essay writing. These conjunctions are often used by students to combine words into appropriate sentences. Some conjunctions have four types that students use to apply to write an essay. The four types of conjunctions used, additive, adversative, causal, and temporal conjunction. In analyzing the functions of conjunctions in the essay, students have understood the structure to be used. Therefore, the authors suggest that analyzing types and functions of conjunctions can give more attention, such as coordinating conjunctions, subordinating conjunctions, and correlative conjunction. This study can help the readers to understand more about the types and functions of conjunction.

The researcher also applies the suggestion offered for the next researcher who has the same interest in using the conjunction, especially in essay writing. The author suggests to the next researcher to choose the previous study carefully. It occurs in the study about conjunction is not only read in the essay but also examined in detail the use of a conjunction. Accordingly, the discussion should focus on the scope of grammar.

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