


THE PERFORMANCE ON USING CONJUNCTION BY THE FIFTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT AT MUHAMMADIYAH UNIVERSITY OF MAKASSAR

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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b> Received: November 11,2020 Revised: November 12,2020 Accepted: December 15,2020 Published: January 19,2021</p> <p><b>Keywords:</b> Performance Conjunction Coordinating conjunction Subordinating conjunction</p>	<p>This study aimed at finding out: 1. How are the students' performance on the use of coordinating conjunction, 2. how are the students performance on the use subordinating conjunction. The method in this research was descriptive quantitative, the reseacher chooses subject class C by the fifth-semenster studnets of English Department from Muhammadiyah University of Makassar, consisting of twenty students. To got the data of this research were collected through tests and interviews by google form.The test results from students, that students know better the use of coordinating conjunction, many students answer correctly with an average highest score of 670, but the students difficult to distinguish the use of conjunction which has the same meaning, like <i>but</i> and <i>yet</i>, also <i>for</i> and <i>because</i>. for subordinating conjunction. shows, the students low understand the use of that conjunctions, many students answer incorrectly, expecially conjunction <i>althogh</i>, <i>after</i> and <i>where</i>. an average highest score of 605, the students still confused the function of that conjunction itself.</p> <p><i>This is an open access article under the <a href="#">CC BY-SA</a> license.</i></p> 
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## INTRODUCTION

Learning about English it means that not only learn the four basic skills, like reading, writing, sepaking, and listening, but also learn the English components to get the write english right. Thornbury, (1999) said, grammar is about partly the study of structure which possible in language. So, the description of the rules that govern how a language's senrences formed we can call grammar.

Discuss grammar it means inseparable of the conjunction, Malmkjar and R, Kirksten, (1991) stated that conjunction a part of speech that links the other parts of speech, in

company with which it has significance, by classifying their meaning. According to Wren and H.Martin, (2000) a conjunction is a word that joins together sentences and words, the conjunction is very important without conjunction every sentence will be brief and unrelated with the right meaning also need more time to say everything. Mahendra, (2013) stated that conjunction is a way of linking different parts of the text to create cohesiveness, that cohesiveness was demanding to learn and use conjunctions correctly in a foreign language.

Rudyanto, (2011) said conjunctions have three kinds that are, coordinate conjunction, subordinate conjunction and correlative conjunction. According to Hartanto, (1996) stated that coordinate conjunction join with a clause in equal rank, not depend on another clause. Leung, (2005) said that conjunction have been studies under various labels and have drawn much attention from various scholars in the field of english or linguistics over time. But some students considered conjunctions to be a difficult subject to makes them difficult to avoid making mistakes in using a conjunction. So that there are still students who makes mistakes in using conjunction and confused using conjunction accordance to the function of conjunction it self, also the students's capability are different to know or master that materials.

From these problems, several researchers have conducted research on conjunctions, like Setiawan, (2019) the research about students subordinate conjunction Errors. Futhermore, Prawoto, (2016) the research the students' mastery in using a conjunction. This reserach is different from prevous studies, the researcher focus on students performance in using coordinating conjunction and students performance in using subordinating. Hence, the reseracher conducted this reserach under the title, The Performance on Using Conjunctions by the Fifth Semester of English Department at Muhammadiyah University of Makassar.

## RESEARCH METHOD

A method in this research was descriptive quantitative, according to Bryman (2012) stated that quantitative research as, "A research strategy that emphasises quantification in the collection and analysis of data" It means quantitative research denotes amounting something. Used descriptive quatitative because the type is the right approach to described the result of this research. The students performance can be known by P.Harris theory in four levels of performance. This research to find out the performance of students on using conjunction by the fifth semester students from Muhammadiyah University of Makassar, applied purposive sampling, the researcher took class C as a sample there were twenty students.

In this research test and interview as instruments by google form. Arikunto (2006) stated a test can describe a series of questions or other instruments. It means the test can measure the knowledge of interval or group's skills. The test is wrting essay form, used conjunction there were five types of coordinating conjunction and five types of subordinating conjunction, the students combined the sentence pairs using the conjunction, from 20 questions, consist of ten coordinating conjunction and ten subordinating conjunction. While the interview to got information about students difficulties to avoid making mistake of suing conjunction. According to Denzim and Yvonna, (1994) said that, an interview is communication between interviewer and interview with certain purposive.

To present the data used the used formula from Arikunto, 2007:

$$p = \frac{m}{n} \times 100\%$$

P= the percentage score of students mastery

M= the score

n= the maximum of score

(Arikunto, 2007)

After that used four theory from P. Harris, 1969 to get the percentage of students' performance on the use of conjunction.

Good to excellent	Avarage to good	Poor to average	Poor
80% - 100%	60% - 79%	50% - 59%	0% - 49%

## RESULT AND DISCUSSION

The result indicates, the students' knowledge is different to understand the conjunction. The students understand better using coordinating conjunction more than subordinating conjunction.

a. The performance of students in using a coordinate conjunction.

1. Used *Yet*

From question number 1, 0% the percentage the using of conjunction *yet*, all of the students using conjunction *but* with a percentage of 80%. From question number 11, 50% of the percentage uses the conjunction *but*, the content of the sentences shows very strong kontras, used conjunction *but* not wrong, but it would be more appropriate to use *yet*. In conclusion, the students unfamiliar with conjunction *yet* also that conjunction difficult because have the same meaning.

2. Used *For*

From question number 3 the percentage of 0% using conjunction *for*, most of the students answered using conjunction *because*, cause *for* and *because* have the same meaning. 85% using conjunctions *because*. From question number 12, 0% using the conjunction *for*, most of students using conjunction *because*, with percentage 75%. In conclusion, the students think unfamiliar using conjunction *for* and difficult because that conjunction has the same meaning.

3. Used *But*

From question number 7, there was 95% a total of percentage used *but*. Question number 17, 90%a percentage uses of conjunction *but*, the conclusion the students understand the use of *but*.

4. Used *Or*

From question number 8, the students percentage 35% uses the conjunction *or*. From question number 19, 65% of the percentage uses the conjunction *or*.

5. Used *So*

From question number 9, there was 65% used conjunction *so*. Question number 14, 60% used conjunction *so*. In conclusion, the students understand the use of conjunction *so*.

Students' test results used coordinating conjunction, indicate. Most students answer correct, the students' total score of using coordinating conjunction is 670 and the average value was 35 with the highest score 45, but the problem students still not good enough to distinguish the use of *but* and *yet*, whereas conjunction *but* show contrast and conjunction *yet* show very strong contrast, also *for* and *because*, whereas the conjunction *for* show reason or purpose, *because* show cause or reason. It means that students' confused the use of conjunction which has the same meaning and the students still unfamiliar the use of conjunction *yet* and *for*.

b. The performance of students' in using a subordinate conjunction.

1. Used ***If***

From question number 2, the percentage of 45% using conjunction *if*. From question number 20, the percentage used conjunction *if* is 40%, can conclusion the students less understand the function of conjunction *if* also the sentence content.

2. Used ***Although***

From question number 4, only 20% the total of percentage used the conjunction *although*. From question number 13, only 5% used conjunction *although*. In conclusion, the students did not understand the function and structure of *although* and the sentence content.

3. Used ***Where***

From question number 5, only 10% used that conjunctions *where*. From question number 18, there was 25% percentage uses *where*. The students less understand using conjunction *where* because they did not understand the function of that conjunction.

4. Used ***Because***

From question number 6, 45% the percentage of using the conjunction *because*. From question number 15, uses conjunction *because* is 40%, the students know the use of *because*.

5. Used ***After***

From question number 10, there was 75% of use *after*. The percentage 5% uses conjunction *after* on question number 16. In conclusion, students less understand the function of conjunction *where* also the sentence content.

Students' test results of the use of subordinate conjunction, indicate. Students do not understand the uses of subordinating conjunction. most students answer incorrectly uses conjunction *although*, *after* and *where*, the total score uses coordinating conjunction is 605 and the average value was 30 with the highest score 40. It means that the students less understand the function of conjunction *although*, *after* and *where* also less understand the content of the sentences.

And the researcher conducted an interview for students who had scores under 55 to got information about what makes the students difficult in using conjunction in their sentences, there are four students: namely Student 2 said that conjunction difficult for her because she doesn't understand the function of conjunction. Student 3 said that conjunction difficult because she is confused about differentiating conjunction, and realized that her

answer was wrong in the subordinate conjunction. Student 7 said that conjunction difficult to know the correct placement in sentences, student 17 said conjunction difficult because many types in conjunction also some conjunction have the same meaning which makes her confused.

Students have different performance, of twenty respondents, 2 students classified good to excellent capabilities, 13 students classified average to good capabilities, 3 students classified poor to average capabilities, 2 students classified poor classified of using conjunction. So, from the result of students', the performance of students is good to average of using conjunction because the students' average score is 64%

Analytical study indicates, the students' difficulty using conjunction in accordance with the function of conjunction itself, it is supported by Nasir (2019) stated that students difficulties understand the terms meaning and function of conjunction.

Also show the students understand well of the use coordinate conjunction rather than subordinate conjunction, it is supported by Erick, (2019) he stated students have problems in understanding of use subordinate conjunction. The factor such as the students wrong in written conjunction' structure, the case. Although should be written at the beginning of the subject but the students written in the middle.

## CONCLUSION

The students' test result, indicate the students understand well the use of coordinating conjunction, 45 is the highest score, but the students difficult distinguish using of conjunction which have the same meaning like, *but* and *yet*, also *for* and *because*, the researcher found the students' confused used the conjunction which has the same meaning and still unfamiliar with conjunction *yet* and *for*.

The students' test result shows that students' less understand the use of subordinating conjunction, the highest score is 40, most of the students answered incorrectly on the sentences that should answer used conjunction *although*, *after* and *where*, it means that students' less understand the function of conjunction and the content of the sentences.

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