



AN ANALYSIS OF SECOND YEAR ENGLISH DEPARTMENT STUDENTS' ABILITY IN USING CORRELATIVE CONJUNCTIONS

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Abstract

This research aimed to know the students' ability and their problems in using correlative conjunctions. This research is descriptive quantitative research. The population in this research is the second year, fourth semester of 2018 English Department students of Universitas Negeri Padang. The sample of this research is 31 students selected using cluster sampling. The instruments used in this research was grammar test. The test consisted of three parts which 24 questions in total. The data were scored in general and every part of the question to check the quality of the students' ability in using correlative conjunctions. The data collected and analyzed were categorized. Then, the researcher calculated the mean score of the students to determine the students' ability in using correlative conjunctions for overall and each part. To knowing the students' problems, the data were analyzed based on the lowest score of the students in answering all the questions. Based on data analysis, it was found that the students' ability in using correlative conjunctions was fair because the average score of the students was 60,00. The students have very good ability in answering question part 1. It was also found that the students have some difficulties in answering the question in part 3. Furthermore, it was hard for the students to combine sentences using correlative conjunctions.

Key words: *Correlative Conjunctions, Students' Ability, Students' Problems.*

INTRODUCTION

One of the important components of language is grammar. Richard as cited in Nunan (2005), grammar is a description of the structure of a language and the way in which units such as words and phrases are combined to produce sentences in the language. Thornbury (1999) states that grammar is partly the study of what forms (or structures) are possible in a language. Grammar helps students to have competence in four skills. Without good grammar the students will not understand about the meaning of sentences (Prawoto, 2016). When the students have mastery in grammar and structure, the students tend to be easier to increase their skill especially in writing and speaking. Mahdi (2018) states "the

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grammar helps the student to write and read correctly. Without studying the grammar, the correct results of learning the language will not be achieved.” It means that the students should follow the rules in order to achieve the goal of mastering the language and learn the language efficiently and correctly.

To know the structure and grammatical form of the sentences, students should learn about parts of speech since it shows the function of the words in a sentence. Eastwood (1994:3) states that there are eight main word classes in English: pronoun, verb, noun, adjective, adverb, preposition, conjunction and article. According to Oxford Dictionary (2007), conjunction is a part of speech, a word used to connect clause or to coordinate word in the same clauses. Siagian (2014) says that conjunction is important as other elements of structure such as noun, preposition, pronoun, adverb, adjective, etc. According to Rozakis (1976) conjunction is divided into three types: coordinating conjunction, correlative conjunction, and subordinating conjunction.

According to Warriner (1977:68), 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 a conjunction, connecting two words, phrases or sentences. However, correlative conjunction is still a problem in language teaching especially for foreign language learners. As Prawoto (2016) agreed that correlative conjunction is one of the problems to be encounter because most of the students had less understanding about the use of correlative conjunctions itself.

Since there are a lot of problems about the use of correlative conjunctions, several researchers have conducted studies related to this topic. For example, Setyawan (2013) did a research about the students’ errors in using correlative conjunctions. Furthermore, Prawoto (2016) discusses about the students’ mastery in using conjunction. The last, Pratama (2016) and Novalia (2018) did a research about students’ grammatical errors in using correlative conjunction. This study has similarities with previous studies, which are discussing about correlative conjunctions. However, the difference between this study and other researchers is the instrument used in obtaining data. Previous researchers used multiple choice tests or essays. However, in this study the researcher will look at students' abilities by using contextual tests.

In this research, the researcher wants to know the students’ ability and the students’ problems in using correlative conjunctions. Hence, the researcher intends to conduct a research entitled: An Analysis of Second-Year English Department Students’ Ability in Using Correlative Conjunctions.

RESEARCH METHOD

This research belongs to quantitative research that used descriptive method. Therefore, by using this type of research, the researcher described and analyzed the ability of Second-year English department students in using correlative conjunctions. The population of this research was the second year English Department students of Universitas Negeri Padang. They were the students in the academic year 2018. The total population in this research was 251 students. The sample used in this research was cluster sampling. Cluster sampling

technique was used because the members of population were distributed in groups or classes. Therefore, the total sample in this research was 31 students.

The instrument used in this research was grammar test. The used of grammar test in this research was to find out the students' ability and their problems in using correlative conjunctions. The correct and incorrect answers from the students were used as indicator whether the students have problems or not. In this research, the researcher used the grammar test which consists of three parts and contains 24 questions in total. The first part was identifying the correlative conjunctions, the second was combining sentences and the last part was analyzing the sentence errors.

RESULT AND DISCUSSION

1. Research Finding

1.1 The Students' Ability in Using Correlative Conjunctions

The researcher analyzed the mean score of the students to know how their ability in using correlative conjunctions. Based on table 3 above, student number 31 got the highest score. The highest score was 83 with the 20 correct answers. The score was categorized as very good. The student number 24 got the lowest score. The lowest score was 37 with the 9 correct answers and it was categorized as fail criteria. Based on the description in the table above, it can be seen that there was 1 student in the category A (Very Good), 13 students in the category B (Good), 16 students in the category C (Fair), and 1 student in the category D (Poor). Moreover, the researcher found that the mean of students' score was 60 in the category C (Fair). Therefore, it can be concluded that the students had the fair ability in using correlative conjunctions.

The test consisted of three parts which were part 1, part 2, and part 3. There were 4 items in part 1, 10 items in part 2 and part 3. The type of questions of part one was identifying the correlative conjunctions; part two was to combine the sentences; and part three was analyzing the sentence error. The students were asked to answer the question by using correlative conjunctions. There were some explanations for each part.

First, in part 1, there were 27 students who got A (Very Good) with the score was 100. There was only 1 student who got the category C (Fair) with the score was 50. It was also found that there were 3 students got category B (Good). And there was no student who got D (Poor) and E (Fail). From the description above, it can be concluded that students' ability in using correlative conjunctions in part 1 was in category A (Very Good) which the mean score 95,97. It means that the students had the very good ability in identifying the correlative conjunctions in the text.

Second, in part 2, the result of this research showed that the highest score in this part was 80 with category B (Good) and the lowest score was 30 with category D (Poor). There was only 1 student who got the highest score, and there were 7 students who got the lowest score. According to the result, it was also found that there were 5 students who got B (Good), 13 students got C (Fair), 12 students who got D (Poor), and 1 student who got E (Fail). Based on the

description above, it can be stated that students' ability in part 2 was in category C (Fair) because the students' mean score was 47,74. It means that students had fair ability in combining two sentences with correlative conjunctions.

Third, in part 3, the highest score of part 3 was 90 with category A (Very Good) and the lowest score was 30 with category D (Poor). There was only 1 student who got the highest score, and there were 2 students who got the lowest score. According to the result, it was also found that there was 1 student who got A (Very Good), 11 students who got B (Good), 12 students who got C (Fair), 7 students who got D (Poor), and no student who got E (Fail). It can be concluded that students' ability in part 3 was in category C (Fair) because the students' mean score was 58,06. It means that students had the fair ability in analyzing the sentence error with contain of correlative conjunctions.

Based on the explanation above, it can be seen that the highest mean score was in part 1. The mean score of part 1 was 95,97 with category A (Very Good). It can be said that the students had very good ability in identifying the correlative conjunctions in a text. Furthermore, the lowest mean score was in part 2. The mean score of part 2 was 47,74 with category C (Fair). It can be said that the students had the low ability because they had trouble in combining two sentences with appropriate correlative conjunctions.

According to the result, the students were quite good in part 3 in which they were good in analyzing the correlative conjunctions error in a sentence. The most difficult part was part 2 which instructed the students to combine two sentences by using appropriate correlative conjunctions.

The mean of the student score was used to know the category of the students' ability in using correlative conjunctions. Based on table 3, the mean of the all score was 60 with category C (Fair). Thus, it can be concluded that the second-year English department students' ability in using correlative conjunctions at Universitas Negeri Padang was fair.

1.2 Students' Problems in Using Correlative Conjunctions

1.2.1 Problems in combining sentences using correlative conjunctions

Most of the students had problems in combining two sentences using appropriate correlative conjunctions. It was because the students had low scores in answering the question in this part. The table below is the mean score of the students in every part of questions.

No.	Part of Questions	Mean Score	Category	Criteria
1.	Part I (identify the correlative conjunctions)	95.97	A	Very good
2.	Part II (combine two sentences)	47.74	C	Fair
3.	Part III (error analysis)	58.06	C	Fair

Table 10. Students' mean score of each part

According to the table, it can be seen that the most frequent mistakes made by the second year English department students were in part II which asked the students to combine two sentences by using the appropriate correlative conjunctions. The mean score of the students was 47,74 which was in category C

(Fair). It was assumed that the students got confused in combining two sentences by using correlative conjunctions, especially in using correlative conjunctions neither....nor.

1.2.2 Problems in Writing and Identifying Parallel Structured Sentences

The second problems faced by the students in using correlative conjunctions were problems in writing and identifying parallel structured sentences. *First*, the students had problems with the parallel structured when they were asked to write or to combine the sentences. In fact, there were 54 mistakes made by the students in writing the parallel structured sentences (see appendix 4).

From the explanation above, the researcher could analyze kinds of problems that students usually face in using correlative conjunctions. First, most of the students had problems in combining the sentences by using the appropriate correlative conjunctions. Second, they still confused in writing parallel structured sentences. Then, the students also had problems in identifying parallel structured sentences.

2. Discussion

This discussion focused on the students' ability in using correlative conjunctions at English Department of Universitas Negeri Padang. To know the students' ability in using correlative conjunctions, the researcher gave a test to the students which surrounded by part 1, part 2, and part 3. There were 24 questions provided by the researcher that had been answered by the students. Therefore, there were 744 answers collected from the students.

The first research question aimed to find out the students' ability in using correlative conjunctions. The findings that have been obtained from the analysis of students' answers in answering the grammar test by second-year students of English Department in Universitas Negeri Padang was fair because the average score of the students was 60. These findings in line with the research conducted by Syafitri (2017) who analyzed students' ability in using conjunctions. The result shows the students' ability in using conjunctions was in enough category which the mean score was 74.

Although their overall ability was fair; there was a part of the test in which students could do it well. The students have very good ability in identifying correlative conjunctions in a text because their average score was 95,97. This finding is supported by Prawoto (2016) who found that the ability of the students to use conjunction is good because the average score of the students was 65.

The second research question aimed to find out the problems faced by the students in using correlative conjunctions. From the findings, it was found that the students had problems in combining two sentences using correlative conjunctions. It is supported by Prawoto (2016) who found that students still have difficulties in using correlative conjunctions. He found that there was 14 students who made mistakes in combining the sentences using correlative conjunctions. It can be assumed that the students were unable to combine the sentences by using appropriate correlative conjunctions. In addition, the students also have problems in writing and identifying parallel structured sentences. It was assumed that the

students still confused when they were asked to identify whether the sentence was parallel or not. Besides, some of students also made mistakes in writing parallel structured sentences when they were asked to combine the sentences. On the other hand, the research from Prawoto (2016) and Panggabean (2016) found that the students still confused of how to used correlative conjunction correctly in a sentence. Furthermore, some of students still cannot understand about the context of sentence.

In conclusion, the second year students' ability in using correlative conjunctions at English Department of Universitas Negeri Padang was fair. Moreover, it was also found that some students that in poor and fail categories, since the students had some problems in using correlative conjunctions.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the research findings in chapter IV, it was found that the second year students' ability in using correlative conjunctions at English Department of Universitas Negeri Padang is fair because the average score of the students was 60. The students have very good ability in answering question part 1, which demands the students to identify the correlative conjunctions in a text. In contrast, they have fair ability in part 2 and 3 which demands the students to combine the sentences by using appropriate correlative conjunctions and to identify the parallel structured sentences.

It was also found that the students had some problems in answering combining sentences. It was hard for them to combine two sentences by using appropriate correlative conjunctions. Besides, the students also had problems in writing parallel structured sentences in combining sentences. Then, the students also had problems in identifying parallel structured sentences.

Suggestion

Based on the findings, the researcher would like to propose some suggestions which would be useful for the students and other researchers. *First*, to the second year students at English Department of Universitas Negeri Padang. The students should have more practice in grammar, especially in using correlative conjunctions, so the students can improve their ability in using correlative conjunctions and reduce the mistakes in using correlative conjunctions.

Second, to the lecturer, every lecturer should give more practices to the students about the use of correlative conjunctions so the students will be more familiar about the material. The lecturer should be creative to motivate the students and develop the teaching method or teaching process. *Third*, to the next researcher, the researcher realized that there are many weaknesses in this research, so it is expected to other researcher to find out any aspect of correlative conjunctions or the relationship of correlative conjunctions with any linguistics field. For example, focus on the ability of students in using correlative conjunctions in any kind of text.

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