



AN ANALYSIS OF CONJUNCTION IN “ENGLISH BOOK”
PUBLISHED OF MINISTRY OF EDUCATION AND
CULTURE OF INDONESIA 2017 YEAR

A THESIS

*Submitted to State Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the requirements for the Degree of Education
Graduate (S.Pd) in English*

Written By:

NISA THOYYIBAH LUBIS

Reg. Number. 14 203 00089

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES**

PADANGSIDIMPUAN

2021



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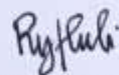
Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary on thesis belongs to NISA THOYYIBAH LUBIS, entitled "AN ANALYSIS OF CONJUNCTION IN ENGLISH BOOK PUBLISHED OF MINISTRY OF EDUCATION AND CULTURE OF INDONESIA 2017 YEAR" we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduation of Education (S.Pd) in English.

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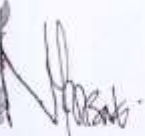
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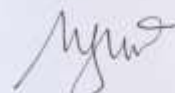
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ABSTRACT

This research focused on analyze a conjunction contained in the “English book for class XI SMA” published of ministry education and culture of Indonesia 2017 year. The aims of the researcher was to analyze coordinate conjunction, coordinate conjunction, and subordinating conjunction in English book in chapters 4, 5, and 8.

This research used library research content analysis as research method. The data were collected from the “English book for class XI SMA” written by the textbook writers are Mahrukh Bashir. In this research, the materials that can be book packages of English for class XI SMA is classified based on analyzing conjunctions contained in the book.

The researcher analyzed the conjunction in the “English book for class XI SMA”. It is one of implementation of library research an analysis as the research design. The method used for data collection is to analyze the conjunction by putting a bold sign on one of the sentences contained in the conjunction, making a list conjunctions that appear in the short story, provide the code in each conjunction which consists of the kinds and functions of the conjunction then analyze each conjunction of kinds and function of conjunctions found and used in short stories. After it finishes analyzing the data, the researcher found three kinds of conjunction are coordinating conjunction, subordinating conjunction, and correlative conjunction.

The result of analysis the conjunction that the research knew in the English book were eight chapters, but the researchers analyzed only three chapters. After analyzing the conjunctions one by one in each chapter in the book, there are calculations that are more dominant with the most conjunctions, where there are 18 conjunctions. After all the conjunctions are combined there is 50% of the result obtained in the percentage of conjunctions.

Key words: *Conjunction, Kinds of Conjunction, English book.*

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ABSTRAK

Penelitian ini difokuskan untuk menganalisis konjungsi yang terdapat dalam “Buku Bahasa Inggris Kelas XI SMA” terbitan Kementerian Pendidikan dan Kebudayaan Indonesia tahun 2017. Tujuan dari penelitian ini adalah untuk menganalisis konjungsi koordinat, konjungsi koordinat, dan konjungsi subordinasi dalam buku bahasa Inggris bab 4, 5, dan 8.

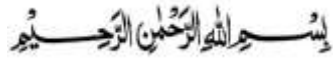
Metode penelitian yang digunakan dalam penelitian ini adalah analisis isi penelitian pustaka. Data dikumpulkan dari buku bahasa Inggris kelas XI SMA karya penulis buku teks Mahrukh Bashir. Dalam penelitian ini, materi yang dapat menjadi paket buku bahasa Inggris untuk siswa kelas XI SMA diklasifikasikan berdasarkan analisis konjungsi yang terdapat dalam buku tersebut.

Peneliti menganalisis konjungsi dalam “buku bahasa Inggris untuk kelas XI SMA”. Ini merupakan salah satu implementasi dari penelitian pustaka dan analisis sebagai desain penelitian. Metode yang digunakan untuk pengumpulan data adalah menganalisis konjungsi dengan membubuhkan tanda tebal pada salah satu kalimat yang terdapat pada konjungsi, membuat daftar konjungsi yang muncul pada cerpen, memberikan kode pada setiap konjungsi yang terdiri dari jenis dan fungsinya. Dari konjungsi tersebut kemudian menganalisis setiap konjungsi jenis dan fungsi konjungsi yang ditemukan dan digunakan dalam cerpen. Setelah selesai menganalisis data, peneliti menemukan tiga jenis konjungsi yaitu konjungsi koordinatif, konjungsi subordinasi, dan konjungsi korelatif.

Hasil analisis konjungsi yang diketahui penelitian dalam buku bahasa Inggris berjumlah delapan bab, namun peneliti hanya menganalisis tiga bab. Setelah menganalisis kata penghubung satu per satu di setiap bab di buku, ada perhitungan yang lebih dominan dengan kata penghubung terbanyak, dimana terdapat 18 kata penghubung. Setelah semua konjungsi digabungkan ada 50% hasil yang diperoleh dalam persentase konjungsi.

Kata kunci: *Konjungsi, Macam Konjungsi, Buku Bahasa Inggris.*

ACKNOWLEDGEMENT



Praise is to Allah lord of the world who has best owed upon me in completing this thesis. Peace and blessing upon to the prophet Muhammad SAW, his families, his companies, and his followers.

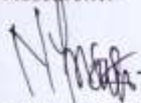
This thesis is presented to the English Education Study Program of the State Institute for Islamic Studies Padangsidimpuan (IAIN Padangsidimpuan) as partial fulfillment of the requirement for degree of strata I (S1). For this great opportunity I would like to convey my deepest gratitude to the following special people:

1. Mrs. Rayendriani Fahmei Lubis, M.Ag and then to Mr. Zainuddin, S.S., M.Hum as my first and second advisor who have given their valuable guidance and suggestions sincerely and patiently during the progress of writing and who have been the great advisor for me.
2. Prof. Dr.H. Ibrahim Siregar, MCL., as the Rector of IAIN Padangsidimpuan.
3. Dr. Lelya Hilda, M.Si., as the Dean of Tarbiyah and Teacher Training Faculty.
4. Mrs. Fitri Rayani Siregar, M.Hum., as the Chief of English Education Department.
5. All lecturers and all the cavities academic of IAIN Padangsidimpuan who had given so much knowledge and helped during I studied in this institute.
6. My beloved parents, Julisran Lubis, and Loderina Sihombing and who have given me a lot of love, attentions, and big spirit how to be patient, praying, survive in any condition by my own self, motivation to achieve my dream, and finance in my study, and who have been my inspiration.
7. My beloved sister, Sakinah Warohma. Who have given me supporting, praying, happiness, and inspiration in writing this thesis.

8. My beloved friends Fitri Maloni Marima, Tiffany Sahanaya Tanjung, Tri Daya Kartika, who have given me happiness, sadness, motivation, in whole time I really care both of you buddies and all of my friends TBI 2, 3, and 4. I will always miss you all, who always supported and helped me to finish my thesis.
9. Finally, the researcher realized that there was nothing perfect, so that she invited some constructive criticism and suggestion to make perfect and will be useful for readers.

Padangsidempuan, 2021

Researcher



NISA THOYYIBAH LUBIS
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CHAPTER I

INTRODUCTION

A. The Background of the problem

Language is a means of social communication produced by voice, namely human speech that is easily understood in accordance with grammar, humans as social beings who need interaction with someone, both oral and written. Language is one of part in culture. Language has many benefits with various aspects of human life. Humans cannot live without language because language always helps to express feelings, thoughts, and intentions both in writing and in writing through voice. Language is very important for human life. Language plays so important role in human life. They are for information, expression, adaptation, and social control.¹ Language is foremost a means of communication, and communication almost always takes place within some sort of social context. This is why effective communication requires an understanding and recognition of the connections between a language and the people who use it.²

English has an essential role for developing countries such as Indonesia. In Indonesia, the awareness to compete with global society has grown. English is an international language, almost people from all over world use English for their communication that is why English is very important language. The

¹Gorys Keraft, *Tata Bahasa Rujukan Bahasa Indonesia*, Jakarta: Grafindo, 1991, p. 2

²Julie S. Amberg, Debra J. Vause *History, Structure, and usage*, America English Cambridge University Press, 2010, p. 2

students use the language to express their emotions, feelings, and ideas. No one will be able to communicate internationally without using English since almost of scientific books are written in English. For that reason in Indonesia, English is the foreign language taught at the formal school. Furthermore, the teaching of the language starts from the kindergarten.

English is one of the languages that is widely used by most people all over the world. It is considered as a medium of international communication that used in my fields, such as economy, politic, culture, trade, and education. English as a foreign language has an important position in all levels of school in Indonesia as stated in 2013 curriculum. It is considered as one of compulsory subject that should be studied up to university. English is also one of subjects that must be based on educational curriculum.³ Based on 2013 curriculum, English has central position in developing technology and information. Indonesian student have been expected to master English in order to apply it for communication to native speaker. Learning a second language is defined as acquiring the ability to use its structure whitin a general vocabulary under essentially the conditions of normal communication among native speakers at conversational speed.⁴ Second language learning is one of the main lessons for students in the formal school curriculum. Even though English is a foreign language, the government has made English a compulsory subject in the school

³Sri Rahmadhani Siregar, Nursahara Dongoran, “*Students’ Ability in Writing Descriptive Text*”, English Journal for Teaching and Learning, Volume. 08 No. 01, June 2020, p. 82

⁴Robert Lado, *Language teaching* (United Stated of America: McGraw Hill, 1964), p. 38

system in Indonesia. Therefore, English has an essential function for Indonesian students.

In Indonesia the necessary of English is as a foreign language comparative. It has function as an instrument to transfer modern language, culture and to develop international relation. Realizing how important this language, our government has determined English as foreign language to be taught in Indonesia. It has been as compulsory subject for elementary school until university. English learning activities can be made more relaxed to make students more comfortable. By studying English, it is hoped that Indonesian people can keep communication with other people in the world. Today, the study of English continues to take up an important place in our educational curriculum.

Curriculum is defined as all the planned learning opportunities offered to learners by the educational institution and the experiences learners encounter when the curriculum is implemented.⁵ Curriculum defined as content is another interesting emphasis and brings into question another term, namely the 'syllabus' and a 'course outline' as referred to especially in institutions of higher learning. A 'syllabus' is usually a summary statement of the content to be taught in a subject, course or unit. It is typically a list of content areas or topics of the subject matter.

⁵International Journal of *Research in Engineering and Social Sciences* ISSN 2249-9482, Impact Factor: 6.301, Volume 6 Issue 04, April 2016, p. 9

Ministry of Education and Culture of Indonesia has decided that education in Indonesia must apply the 2013 curriculum. Developing the previous curriculum, the 2013 curriculum is a further step of competency based curriculum development that was initiated in 2004 and the school level-based curriculum in 2006, which includes competency of attitude, knowledge, and skills integrated. The aim of 2013 curriculum is to create 2045 generations became intellectual generations who possess noble characters, independent, democratic, responsible.⁶

This English book began to be used from the curriculum to date with the 2017 edition of the published by Ministry of Education and Culture of the Republic of Indonesia. Learning English about conjunctions is first studied starting in grade VII SMP to grade XI SMA, where researchers will analyze English books in grade XI SMA whose publisher is the 2017 edition of the Ministry of Education and Culture of the Republic of Indonesia.

Conjunctions are very important words to use in the English language. A conjunction is a word to replace a word, phrase, clause, or sentence. Conjunctions are used to create sentences that have cohesion and coherence in writing. For example: but, or, because, since, time, where, etc.

A conjunction is the part of speech used to join or link words, phrases, or clauses to each other. Conjunction help to provide coherence to your writing by

⁶ Indah Surya Wardhani, "*Jarak Idealisme Kurikulum dan Realitas*", *Kompas*, (Semarang: 4 Mei 2013), p. 12

connecting elements between or within sentences and from one paragraph to the next in order to most effectively communicate your ideas to your reader.

In general, learning English is still relatively difficult for Indonesian students, especially in learning forms such as the relationships that exist in English books in class XI high school. So that interesting learning from students or motivation is still low. Therefore, researchers want to know how to make English lesson more enjoyable. By knowing the conjunctions in English class XI high school books that other researchers and English teachers can inform their students and students easily remember the character of each conjunction, choosing this title to be a method for researchers later when teaching English lessons especially in building sentences, so that the researcher's title is "an analysis of conjunction in English book published by ministry of education and culture of the republic of Indonesia 2017 year".

B. The Limitation of the Problem

Based on the background of the problem, this research is focused on analysis of conjunction in English book for class XI SMA the chapter 4, 5, and 8, because these chapters analyze a conjunctions namely the coordinating conjunction, subordinating conjunction, and correlative conjunction.

C. The Formulation of the Research

Here the researcher formulates the problem of the research like:

1. What are conjunctions in "English book" published of ministry of education and culture of Indonesia 2017 year?

2. What are kinds of conjunction in “English book” published of ministry of education and culture of Indonesia 2017 year?
3. What are dominant of conjunction in “English book” published of ministry of education and culture of Indonesia 2017 year?

D. The Objectives of the Research

The objectives of research are:

1. To know what are conjunction in “English book” published of ministry of education and culture of Indonesia 2017 year.
2. To know what kinds of conjunction in “English book” published of ministry of education and culture of Indonesia 2017 year.
3. To know what are dominant conjunctions in “English book” published of ministry of education and culture of Indonesia 2017 year.

E. The Significances of the Research

This research is useful for:

1) Students

This research helps student more understand of conjunction. Student know the conjunction in English book. And also to overcome the learners problem of conjunction in English book published of ministry of education and culture of Indonesia 2017 year.

2) English Teachers

This research expects to English teachers to contribute the learning method in grammatical teaching in language learning process based on

analysis of conjunction text in English book at grade high school. By this research, English teachers can be to monitor the extent of the material to analyze conjunction in English book published of ministry of education and culture of Indonesia.

3) Researcher

The result of this research is expected to allow the creative learning method in grammar understanding for language teaching. Enrich the researcher to give an easy metod for students and teachers to explain about conjunctions in “English book” in high school classrooms.

4) Other Researchers

This study expects to give the new knowledge of further research to do better research of teaching and learning cases. The result of this study are useful for future researchers interested in analyzing conjunctions in English book cases to get more detail about these three kinds of conjunction.

F. The Defenition of the Key Terms

To clarify the key terms used in this study, several resolutions are requested by experts:

1. An analysis

An Analysis is the detailed study or examination of something in order to understand more about it, the result of the study. Analysis is the study of something by examining its parts and their relationship. So, an

analysis here is to analyze the mistakes students in using news item as a subject, as an object, as a possessive adjective.

Analysis is an activity that includes a number of activities such as break down, distinguish, select something to be classified and grouped according to certain criteria, then searched terms and interpreted its meaning. According to Oxford. Dictionary that Analysis is examining or study, result of such study (person who make, e.g Chemical).

From the definitions above, An Analysis is the detailed study or examination of something in order to understand more about it, the result of the study. Analysis is the study of something by examining its parts and their relationship. So, an analysis here is to analyze the mistakes students in using news item as a subject, as an object, as an possessive adjective.

2. Conjunction

Conjunctions are very important words to use in the English language. A conjunction is a word to replace a word, phrase, clause, or sentence. Conjunctions are used to create sentences that have cohesion and coherence in writing. For example: but, or, because, since, time, where, etc.

A conjunction is a word that links words, phrases, or clauses. Conjunction are words that join parts of the sentence. They may join two similar parts of speech, such as to adjectives, two verb, or two nouns. Conjunction may also connect two clauses. Conjunction is joining words, phrases and also clauses. Conjunction have an important function because

they join other words, phrases, and clauses together. A conjunction is the part of speech used to join or link words, phrases, or clauses to each other. Conjunction help to provide coherence to your writing by connecting elements between or within sentences and from one paragraph to the next in order to most effectively communicate your ideas to your reader. Conjunction has the three kinds of sentences, namely, coordinating conjunction, subordinating conjunction, and correlative conjunction.

G. Review of Related Finding

Beside the theory study above the writer found some researchers related to this research. The first thesis of Ade Yulia Pratiwi in USU Medan. Her thesis is about “An Analysis Of Conjunction Found In Barack Obama’s Farewell Speech”⁷

The second thesis of Joko Budiarjo in University of Mataram.⁸ He talk about kinds of conjunctions and the errors made by the students about the conjunctions.

The third thesis of Erick Setiawan in Intan State Islamic University Lampung.⁹ He talk about subordinating conjunction always introduce dependent clauses, bind to independent clauses.

⁷Ade Yulia, “*An Analysis of Conjunction Found In Barack obama’s farewell speech,*” *Thesis* (Medan: USU Medan, 2018).

⁸Joko Budiarjo, “Students Oerrors In Using Conjunctions in Writing English Procedure Text: A Case Study at second grade of MA Madinatul Ulum NW Mumbang in Academic Year 2017/2018,” *Thesis* (Mataram: Universitas of Mataram, 2017/ 2018), p. 9

From the explanation above, the researcher concludes that analyze a conjunction contained in an English book for class XI SMA published of ministry of education and culture of Indonesia, namely in chapter 4 is global warming, chapter 5 is letter writing, and chapter 8 is contains earthquakes.

H. The Research Of Methodology

In this section the researcher discusses the conjunction methods applied during the book research. The research method itself is one of the important things in the preparation of research. Related to this research, the researcher used qualitative descriptive as the research design.

1. Kinds of Research

The researcher used analysis in “English book” published of ministry of education and culture of Indonesia 2017 year, to know the conjunction in English book SMA. This research used English book to analyse. The researcher is also aimed to know the conjunction in English book. This research used library researcher to analyze books. So in this research to find the conjunction because this research is to find the conjunction in English book. The data conducted by library research. The kinds of research in English book at grade XI SMA chapter 4, 5, and 8.

⁹Erick Setiawan, “an analysis of students’ subordinate conjunction errors in recount text writing at the second semester of the eleventh grade of SMA Gajah Mada Bandar Lampung in the academic year of 2018/2019”

2. Research Design

The researcher used conjunction and analysis method that is the way to investigate something in detail which exists, to know the conjunction in English book at grade class high school. This research used library researcher to analyse documents and books.

The researcher is also aimed to know the conjunction in English book. This research used library researcher to analyze documents and books.¹⁰ So in this research to find the conjunction because this research is to find the conjunction in English book. The data conducted by library research.

3. The Data Source

In this study, the research data sources were collected from the same book, namely through the publisher of "English books" published of Ministry of Education and Culture of Indonesia in 2017 whose conjunctions were analyzed. The data taken for the research is the book "SMA / MA / MAK English Class XI" by Mahrukh Bashir.

4. The Technique Of Collecting Data

The technique of collecting the data in this researcher is documentary. Documentary study is a technique of collecting the data from letter, report, photos, books and daily notes.¹¹ From the definition above, the

¹⁰L. G. Gay & Peter Airasian, *Educational Research: Components Application*, USA: Prentice Hall, Incorporated, 2000, p. 60

¹¹Juliansyah Noor, *Metode Penelitian:skripsi, Thesis, Disertasi, & Karya Ilmiah* (Jakarta: Kencana Predna Media Group,2011), p. 141

researcher concludes that the documentary is one techniques to find and describe the data from book, pictures and other sources for library research. From that data the researchers will analyze conjunction in English book at grade XI SMA.

5. The Technique of Data Analysis

Associated with this study researchers used content analysis as a data analysis technique. Content analysis is a research technique for making conclusions that can be replicated and valid from the data or context. Data has been obtained from literature references. Then categorized and analyzed based on research needs. To find out conjunctions, researchers analyze conjunctions that have the function of connecting words or clauses that are the same or equivalent. In this study, the researchers taught about the notion of conjunction, the part of conjunction contained in an English book. To find a conjunction is a part of a speech or book that is used to join or connect words, phrases or clauses to one another. Conjunction helps to provide coherence in your writing by connecting elements between sentences and from one paragraph to the next to communicate your ideas to your readers most effectively.

Conjunctions function to connect words, phrases with phrases, clauses with clauses, sentences with sentences and paragraphs with paragraphs. The step of the data analysis that would be done in this research is the researcher found out the sources that is needed by researcher.the

researcher should read the sources like grammar book, journal, and other sources that is needed for this research.

From the above statement, the researcher concludes that the function of conjunction analysis in language teaching is to create a conjunction in a sentence, the position of the conjunction can be placed at the beginning of a sentence, in the middle of a sentence, or at the beginning of a paragraph. however, conjunctions can also be used after a period, question mark, or exclamation mark.

I. The Outline of the Thesis

This thesis explains in five chapters, which every chapter contains of several subtopics. These are the outlines of the thesis, as follows:

The first is introduction. It contains of the background of the problem, the limitation of the problem, the formulation of the problem, the objectives of the research, the significances of the research, the definition of key terms, the review of related findings, and outline of the research.

The second chapter is theoretical description, definition of an analysis, definition of conjunction, kinds of conjunctions consist coordinating conjunction, subordinating conjunction, and correlative conjunction.

The third chapter is the conjunction in English book. This chapter explain about book, the definition of English book, English book of ministry of education and culture of Indonesia.

The fourth chapter is the analysis of conjunction in English book, the kinds of conjunctions, the analysis of coordinating, subordinating, and correlative conjunction, analyze the dominant conjunctions of “English book”.

The fifth chapter is summary of the thesis. It contains the conclusion of the research result and the suggestions by the researcher itself.

CHAPTER II

THEORETICAL DESCRIPTION

A. An Analysis

Analysis is the process of breaking a topic into small pieces for a better understanding and bring work specific to study language. An Analysis is the detailed study or examination of something in order to understand more about it, the result of the study. Analysis is the study of something by examining its parts and their relationship. So, an analysis here is to analyze the mistakes students in using news item as a subject, as an object, as a possessive adjective.

Analysis is the investigation of an event to find out the real situation.¹ Analysis is an activity that includes a number of a activities such as break down, distinguish, select something to be classified and grouped according to certain criteria, then searched terms and interpreted its meaning. According to Oxford Dictionary that Analysis is examining or study, result of such study (person who make, e.g Chemical).²

From the definitions above, An Analysis is the detailed study or examination of something in order to understand more about it, the result of the study. Analysis is the study of something by examining its parts and their relationship. So, an analysis here is to analyze the mistakes students in using news item as a subject, as an object, as an possessive adjective.

¹Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia*, Jakarta: Balai Pustaka, 2001), p. 1344

²Victoria Bull, *Oxford Dictionary*, p. 14

B. The Definition of Conjunction

Conjunctions are very important words to use in the English language. A conjunction is a word to replace a word, phrase, clause, or sentence. Conjunctions are used to create sentences that have cohesion and coherence in writing. For example: but, or, because, since, time, where, etc.

A conjunction is a word that links words, phrases, or clauses. Conjunctions are words that join parts of the sentence. They may join two similar parts of speech, such as two adjectives, two verbs, or two nouns. Conjunction may also connect two clauses. Conjunctions have an important function because they join other words, phrases, and clauses together.

A conjunction is the part of speech used to join or link words, phrases, or clauses to each other. Conjunction help to provide coherence to your writing by connecting elements between or within sentences and from one paragraph to the next in order to most effectively communicate your ideas to your reader. Conjunction is the words used for connect word and word, statement and statement, sentence and sentence and others.³

Conjunction is known as a word that function is to links words, phrases, and clauses inside a sentence.⁴ A conjunction is a word that is used to connect (connect) two sentences or two words, expressions, into one.⁵ Conjunction is

³Fu'ad Mas'ud, *Essential of English Grammar*, 1987, BPFE-Yogyakarta, p. 112

⁴Uruf Disegio Melyane, "Error Analysis of Conjunction usage in Students' Written Recount Text," *Thesis* (Surabaya: University of Surabaya, Volume 01 Nomor 01 Tahun 2014), p. 2

⁵Suseno W. Pramono, *Complete English Grammar*, (Surabaya: Nidya Pustaka), p. 136

considered as one of the parts inside the grammar. Conjunction is known as a word that functions is to link words, phrases, and clauses inside a sentence.⁶

A conjunction is a word which merely joins together sentences, and sometimes words. A conjunction connects words, phrases or clause. Incoherent or mispronounce sentences often result from misused conjunctions. A conjunction is a joiner, a word that connect parts of sentence. The conjunction is the part of speech used as a “joiner” for words, phrases, or clauses in a particular sentence. It link these words or groups of words together, in such a way that certain relationships among these different parts of the sentence will be established, and the thoughts that all of these convey will be connected. According Bernard said states that conjunctions are words, which join other words or group of words.⁷

Conjunction is very important for the learners to develop a skill in grammar. And grammar is the most important part of language for anyone. Should be first understood before being able to construct sentences, rules based on the grammar of language are used to express a certain idea represented in a sentence. By understanding the grammatical rules, the sentences can be arranged to produce the desired meaning.⁸

⁶Fajar Kurniawan, “An Error Analysis of Subordinate Conjunction In Recount Text Written By Students At The Second Grade Rpl-I Of Smk Wikrama 1 Kab. Semarang” *Thesis* (IAIN Salatiga 2019), p. 7

⁷ Rahma Syafitri, “The Students’ Ability In Using Conjunctions A Descriptive Quantitative Study Of The Sixth Semester Students Of English Study Program Bengkulu University”, *Journal of English Education and Teaching (JEET)* Vol.1. No.1.2017, p. 59

⁸Tagor Pangaribuan1, Elisa Haddina, dkk, “*The Students’ Error in Using Conjunction Because, Since, as, in Case in the Sentences*”, *English Language Teaching*; Vol. 11, No. 4; 2018, p. 91

Conjunctions are divided into two categories based on the joined unit. Those are coordinating and subordinating conjunctions. However, in this research report the discussion only focuses on coordinating conjunction for it is the most frequently used conjunction in daily interaction. Coordinating conjunction joins structural unit that are grammatically equal. Each of the structural units is independent. Conjunction is always used between the clauses. However, if the clauses are more than two, the conjunction comes before the last unit.⁹

C. Kinds of Conjunction

1. Coordinating Conjunction

A coordinating conjunction is a conjunction that puts ideas together, and joins two words, phrases, or clauses that are formed to complete a sentence. Coordinating conjunction is connecting sentences that equivalent, namely sentences which does not depend on other sentences. Equal sentences can be combined in different ways. Coordinating conjunctions that is to combine words, phrases, or clauses independent of a sentence. They often connect the same grammatical part of a sentence together. There are used to link words, phrases and clauses. They are conjunctions which are used to join together clauses of equal rank. In other words, they generally connect sentence elements of the same grammatical class such as nouns with nouns, adverbs with adverbs, phrases, phrases and clauses with clauses. They also

⁹Deby Irawan, "The Students' Coordinating Conjunction Acquisition Order", Journal on English as a Foreign Language, Volume 8 No 1, March 2018, p. 2

link two sentences that do not depend on each other for meaning. They are simply referred to as coordinators, and the art of joining two words, phrases, clauses or sentences using coordinators is known as coordinators.¹⁰

Coordinating conjunctions is single words that connect similar parts of a sentence, such as adjectives, nouns, and clauses. Coordinate conjunction are less formal than the equivalent conjunctive adverbs, but all such conjunctions are acceptable in formal discourse except so. Informal conversation is full of the loose coordination expressed by and, but careful writing requires more exact connectives or a reduction in the form of some of the predications. A coordinating conjunction joins together clauses of equal rank.

Coordinate conjunctions (**and, but, nor, for**) join words, phrases and clauses of equal importance. They often link similar grammatical parts of a sentence together (parts of speech + parts of speech / phrase + phrase / clause + clause). In a sentence, coordinate conjunctions come in between the individual words, phrases, and independent clauses they are joining. Coordinating conjunctions is the conjunction device used to connect two sentences or words that have the same level or equivalent.¹¹ The coordinate conjunction joins structural units that are equal grammatically independent of this unit.¹² According to Barret said Coordinating conjunctions join two words, phrases, or independent clauses that are parallel in structure. The

¹⁰Abraham Sunday Unubi, "Conjunctions in English: Meaning, Types, and Uses ", International Journal of Social Science and Humanities Research, Volume 4 No 3, July 2020, p. 2

¹¹Syamsul Bahri Panggabean, "Students' Problems in Learning Conjunction", International Journal, Volume 9 No 9, Juni 2016, p. 2

¹² Marcella Frank, *Modren English* (New York University), p. 206

seven coordinating conjunctions are by far the most common conjunctions: and, but, for, nor, or, so, yet. When a coordinate conjunction joins two sentences, the conjunction is normally preceded by a comma. Sentences joined by coordinate conjunctions may or may not be of the same basic sentence pattern, as it can be seen by examining the preceding sentences.

- a. For: explain reasons, goals.

Example: He didn't come home last night, **for** he was working late.

Example: I hate seeing him, **for** he was so jealous of people more than himself.

- b. And: to add one sentence.

Example: Rika goes to campus, **and** her mother goes to the market.

Example: he doesn't draw, **and** I don't feel quiet.

- c. Nor: used to express a statement of no, or never.

Example: Our neighbour did not go to Medan because of the corona virus, **nor** do we.

Example: He does not read English books, **nor** does he read comic books.

- d. But: shows a state of conflict.

Example: He continued to study hard **but** he still couldn't get first place in the room.

Example: I can speak English **but** I have never been broad.

- e. Or: indicates options.

Example: Where are you going, to the mountains **or** the beach?

Example: You can draw mountains **or** flowers for school work

- f. Yet: shows a contradictory state.

Example: The book is thin, **yet** the writing is large.

Example: My sister wants to go on vacation, yet she doesn't know where to go on vacation.

- g. So: shows the impact or effect.

Example: He has lived in Indonesia for about 3 years, **so** he speaks Indonesian fluently well.

Example: I am not going anywhere today, **so** tomorrow I'll be going.

2. Subordinating Conjunction

Subordinating conjunction is connecting the main sentence and the clause, the subject sentence (parent sentence) can stand alone not depending on the clause, while the clause cannot stand alone must depend on the main sentence. Subordinating conjunction always introduce dependent clauses, bind to independent clauses. A dependent clause is a group of words that cannot stand alone as complete sentences. In contrast, independent clauses can stand alone as complete sentences. Unlike coordination of conjunctions, subordinate conjunctions can often take precedence in sentences. This is because of the nature of the relationship between dependent and independent clauses.

Subordinating Conjunctions is the conjunctions used to connecting two sentences are not equal. The two sentences serves as dependent clause and main/independent clause. This dependent clause always begins with subordinating conjunction that cannot stand alone, it means depend on the independent clause. While main/independent clause can stand alone, it means do not depend on clause (a set of words containing a subject and predicate) another.

Subordinating conjunctions is a form of adverbial clause of time.¹³ Subordinating conjunctions break sentences into word clusters called dependent (or subordinate) clauses. Dependent clauses cannot stand alone and must be connected to an independent clause to make a complex sentence. Subordinating conjunctions connect the dependent clause to the independent clause. Subordinating conjunction introduce a dependent clause which is joined to an independent clause to form a complex sentence.¹⁴

Subordinating conjunctions, (subordinators) are most important in creating subordinating clauses. These adverbs that act like conjunctions are placed at the front of the clause. The adverbial clause can come either before or after the main clause. Subordinators are usually a single word, but there are also a number of multi-word subordinators that function like a single subordinating conjunction. They can be classified according to their use in

¹³Citra Erwina Lubis, "An Analysis Of Conjunction In Jane Yolen's Novel Snow In Summer", *Thesis* (Medan: UMSU Meda, 2018), p. 16

¹⁴Siti Mamluatun Nikmah, "An Error Analysis On Using Transition Signals In Essay Writing Among The Fourth Semester Students of English Education Department In State Institute For Islamic Studies" (Metro Lampung, 2019), p. 26

regard to time, cause and effect, opposition, or condition. A subordinating conjunction joins a clause to another on which it depends for its full meaning.¹⁵ Subordinating conjunctions always come at the beginning of a dependent clause. However, dependent clauses can sometimes come before and independent clause (separated by comma).¹⁶

Subordinate conjunction introduces a clause that depends on main clause. A subordinate conjunction introduces a clause that depends on a main, or independent clause. The subordinate conjunction is grammatically part of the clause it introduces; it is never separated from its clause by comma. Subordinating conjunctions are one type of conjunction, which join clauses to clauses. (Remember that a clause is a group of words containing a subject and a verb.) The word subordinating means that the conjunction subordinates one clause to another. Think sub as in under: a clause introduced by a subordinating conjunction is on a lower order of importance in the sentence. In short, a subordinating conjunction.

Subordinate conjunction is type of conjunction that is used to join the units that are unequal grammatically. The writer finds the data of subordinate conjunction which used as apposition, causation, purpose, condition, comparison, extent or manner, and time.¹⁷

¹⁵P. C. Wren, H. Martin, “*High School English Grammar and Composition*” (N. D. V. PRASADA RAO, M. A., DIP. T. E. 2013), p. 154

¹⁶Paramita Kusumawardhani, “*The Analysis Of conjunctions In Writing An English Narrative Composition: A Syntax Perspective*”, *Internasional Journal*, Volume 9 No 1, Maret 2017, p. 2

¹⁷Dedy Cahyo Wibowo, “A Subtitling Analysis of Conjunction In Prince of Persia: The Sands of Time Movie,” *Thesis* (Surakarta: Muhammadiyah University of Surakarta, 2013), p. 6

According to Barret Subordinating conjunctions are an everyday part of the language, but they may be difficult for you to break out of the surrounding clauses. They introduce dependent clauses and connect them to independent clauses.¹⁸ The subordinating conjunction consists of: (time: after, as, as though, before, once, since, until/till, whenever), (place: where), (Contrast: even though, even if), (Reason: because, since), (Purpose: so that, that), (condition: as long as, if), (manner: as if).

(Time)

- a. After: being used to emphasize the adverb of time or moment in one of the clauses.

Example: I started homework **after** my friend came home.

Example: **After** I finish cleaning the house, I will go to a friend's house.

- b. As: on thing changes and another thing changes at the same time.

Example: She went to the house her grandmother, **as** the clock showed 9 in the morning.

Example: **As** far as I know, he doesn't like bright colours.

- c. As though: is used for sentences containing situations that seem like they didn't happen.

Example: Sinta went to college **as though** she was sick.

¹⁸Fajar Kurniawan, "An Error Analysis of Subordinate Conjunction In Recount Text Written By Students At The Second Grade Rpl-I Of Smk Wikrama 1 Kab. Semarang" *Thesis* (IAIN Salatiga 2019), p. 8

- d. Before: is opposite from after. Before being used for an event before another event occurs.

Example: **Before** we start the lesson, let's pray according to each other's beliefs.

Example: My mother will cook grandmother's favourite **before** grandmother gets home.

- e. Since: is used as a conjunction in English. Since also means because, but since is mostly used at the beginning of the sentence.

Example: The fish will swim, **since** it has fins.

Example: **Since** you have been talking seriously with them, I can only keep quiet and listen.

- f. Until/till: used to discuss an event/ activity with a certain duration of time.

Example : Tomorrow, he will be gone **until** 16:00.

Example: He will explain the material **until** his students understand and can continue the next material.

- g. Whenever : used to describe activities that occur sequentially, but not the same, always comes first.

Example: You can call me **whenever** you want.

(Place)

- a. Where: is used to show the place first.

Example: Sibolga is the place **where** we spend Eid.

Example: They will never tell you **where** they live.

(Contrast)

- a. Even though: used to connect two sentences, usually positive sentences and negative sentences. However even though is mostly used for formal sentences.

Example: His test scores were good, **even though** he didn't like reading.

- b. Even if: is used to refer to extraordinary or unexpected events that are likely to occur.

Example: **Even if** my brother disapproves of it, I will keep going.

Example: **Even if** I failed to get into college, I would still try to study hard so I enter the same college.

(Reason)

- a. Because: used to relate the cause and effect of English sentences.

Example: Jenny was scared **because** she look the accident.

Example: I like reading **because** it's good for science.

- b. Since: also means because, but since is mostly used at the beginning of the sentence.

Example: **Since** he studied harder, he got satisfactory grades.

(Purpose)

- a. So that: to show the purpose the something.

Example: You have to study hard **so that** you can answer questions at school.

Example: she entered a cooking race, **so that** make himself more diligent in cooking.

(Condition)

- a. As long as: it can also be used in a conditional sentence as an alternative form.

Example: I will come to grandma's house **as long as** mom comes.

- b. If : used for supposition, as if it happened, but do not know the truth.

Example: **if** you are not careful. You will fall.

(Manner)

- a. As if: used for a sentence contains events as if they did not happen, but as if they were going to happen.

Example: he answered questions quickly **as if** he was smart.

3. Correlative Conjunction

Correlative conjunctions work in pairs to show how parts of a sentence are related. They follow the same comma rules as dependent and independent clauses. Correlative conjunctions are always used in pairs. They join similar elements. When joining singular and plural subjects, the subject

closest to the verb determines whether the verb is singular or plural. Correlative conjunction that is conjunction that works in pair.¹⁹

Correlative conjunctions connect similar parts of a sentence, such as adjectives, nouns, and clauses. However, unlike coordinating conjunctions, correlative conjunctions are combinations of coordinating conjunctions, not only a single word. They always come in pairs and link grammatically equivalent items.

Correlative conjunction are connects the same sentence parts, like adjectives, noun, or clauses. But different from coordinating conjunction is a combination of coordination conjunction, not just one word. They always come in pairs and are connected which is grammatically equivalent. The subordinating conjunction consists of: Either...or, not...but, the more...the less, both...and, so.....that, as....as

- a. Either...or: has the same positional meaning.

Example: **Either** his brother **or** sister are both good at English.

- b. Not...but: used to express not bad or bad enough to make a sentence.

Example: Ricko is **not** his father **but** his brother.

- c. The more...the less: a relationship between two things in which if one thing is getting more, then the other things will also increase.

¹⁹Uruf Disegio Melyane, "Error Analysis of Conjunction usage in Students' Written Recount Text," *Thesis* (Surabaya: University of Surabaya, Volume 01 Nomor 01 Tahun 2014), p. 2

Example: **The more** we learn about nouns, **the less** we face difficulties in speaking English.

- d. Both...and: there are similarities between the two. That is, the focus is on what both parties have in common.

Example: I love playing **both** bikes **and** scooters

- e. So.....that: used for sentences stating an activity that can create or prevent other activities.

Example: Ranty is **so** smart **that** many people are amazed.

- f. As....as: used to compare two comparable things.

Example: her brother couldn't dance **as** fast **as** his sister could.

CHAPTER III

ENGLISH BOOK

A. Definition of Book

A book is a series of pages assembled for easy portability and reading, as well as the composition contained in it. A book is a number of pieces of paper, usually with words printed in a book, bound together and placed in a stronger cover of paper or cardboard. The book contains information, stories, or poems. A book of something such as stamps, matches, or tickets is a small number of them fastened together between thin cardboard covers. The book is a physical object, a collection that acts as an information retrieval system. Because the information contained in it must be acceptable and understandable. Book is so much part of everyday conversation that there is no doubt but that every reader already has a mental image and a complete understanding of what is being discussed.¹ Book is especially important for publishing and reading statisticians, as one of their main units of measurement becomes hard to grasp.²

In chapter 4 tells about “Global Warming”. Where the meaning of this story is a global warming phenomenon which is used to describe the gradual increase in the temperature of the Earth's atmosphere and oceans. Climate change is evident everywhere. Crop failure, economy, slowdown, and

¹The Evolution of the e-book and its lexicon Accessed from <https://online.sagepub.com>, Retrieved on September 2008

² Book English, Accessed from <https://www.researchgate.net/publication/334580793>, Retrieved on July 2019

deforestation are some of the effects of global warming. First, there is evidence that human activity has altered our Earth's atmosphere. Second, according to the Greenpeace organization, there is evidence of deforestation occurring in Indonesia and other tropical countries around the world. Then, the changing weather made it difficult for farmers to plant rice.

In chapter 5 tells about "Letter Writing", where Lana apologizes to Siti because she can only write a letter for her after a long time. and he said that Siti already knew he lived now Lombok and he wrote a letter in a small cafe that felt on the beach of Senggigi.

In chapter 8 tells about "Earthquakes", where an earthquake is one of the deadliest natural disasters - it strikes without prior warning, leaving disaster behind with terrible loss of human life and economic loss. Technically, an earthquake is a type of vibration that penetrates the earth's crust. This powerful movement triggers a rapid release of energy that creates seismic waves that travel through the earth. Earthquakes are usually short, but can recur over a long period of time.

From all the chapters above, the conjunction to be analyzed are coordinate conjunction, subordinating conjunction, and correlative conjunction. In chapter 4,8 there is a complete conjunction, while chapter 5 the correlative conjunction part is not in the story.

B. English Book

English books are books that are commonly used as learning media for students in schools to support teaching and learning activities. Class XI English text book aims to improve students' understanding and ability in using English. The focus of the discussion of this book is to improve skills in both fiction and non-fiction, such as writing skills for invitations, writing songs and poetry, reports, text expositions, as well as asking and expressing opinions. This book introduces various types of texts with different theme as a means of linking the concepts studied with context so that students can develop language skills, critical thinking skills, and 21st century skills which include creativity, the ability to work together and collaborate, communication skills and media literacy. The activities in this book aim to raise and strengthen the creative and imaginative power of students.

C. English book by Ministry of Education and Culture of Indonesia

Researchers analyzed uses “English books” SMA/MA/MAK published of ministry of education and culture of Indonesia 2017 year. This book consists of 8 chapters.

Chapter 1 contains Offers and Suggestions, chapter 2 contains Opinion and Thoughts, chapter 3 contains Party Time, chapter 4 contains National Disaster-An Exposition, chapter 5 contains Letter Writing, chapter 6 contains Cause and Effect, chapter 7 contains Meaning Through Music, and the last chapter 8 contains Explain This. Of all the chapters in the book, the researcher

only took 3 chapters, namely chapter 4, 5, and 8 because in the 3 chapters in this book it is easiest to analyzed by the researcher are the coordinating conjunction, subordinating conjunction, and correlative conjunction.

a. Chapter 4

In chapter 4 it consist of several discussions about pre-activity, building blocks, let's practice, active conversation, writing connection, let's create/contribute, and formative assessment. In this book, researchers only focus on pre-activity. In pre-activity students must reading comprehension and answer questions about "Global Warming".

Global Warming

Global warming is a phenomenon used to describe the gradual increase in the temperature of Earth's atmosphere and oceans. Global Warming is not a new problem but lately people are acknowledging that we are facing a serious problem. Climate change is apparent everywhere. Failed crops, economic, slowdown, and deforestation are among the several impacts of global warming.

First of all, there is irrefutable evidence that human activities have changed the atmosphere of our earth. since the time we have been industrializing, we started polluting our waters and air, and have been releasing greenhouse gases that contribute to global warming.

Secondly, according to research by the Greenpeace organization, there's evidence of extensive deforestation being carried out in Indonesia and other tropical countries around the world. these forests are used to grow crops like palm sugar, palm oil and coffee-the lifeline of Western society (Green-peace report,2007). The impact of climate change is noticeable throughout Asia-Pacific, either during hot days or too much rain accompanied by wind and thunderstorm. This has started to effect the economy as well.

Furthermore, the shifting weather patterns have made it difficult for farmers to grow crops. A recent study has shown that due to unpredictable weather patterns, there have been lot of failed crops. A recent study has shown that due to unpredictable weather patterns, there have been lot of failed crops.

In conclusion, global warming is not a new problem nor are we solely responsible for it. but as the citizens of the world, we have to take every possible action to help overcome this issue. it's not only for us but for all the future generations to follow.³

b. Chapter 5

In chapter 5 it consists of several discussions about pre-activity, building blocks, let's practice, active conversation, writing connection, let's create/contribute, and formative assessment. In this book, researchers

³Makhruk Bashir "*Bahasa Inggris*", Jakarta: PT Gramedia, 2017, p. 46

only focus on pre-activity. In pre-activity students must reading comprehension and answer questions about “Letter”.

Letter

How are you, sweetie? I know you are angry with me because I am writing to you after a long time. I am sorry, please forgive me. you know we are in Lombok right now. it is so beautiful beyond imagination. I am writing to you from this really cute little cafe on the Senggigi beach. as you know, mum loves shopping, so she goes and will go for hours. I took a rain check from shopping and decided to write to you while I enjoy my cup of coffee.

You know, yesterday we went to Gili Nanggu Island; it is a beach on the southwest of Lombok. The place is awesome. It is so beautiful I couldn't believe my eyes. There are beautiful coral reefs everywhere. We went for snorkeling and we saw the most amazing fish ever. I wish you were here; it would have been much more fun.

Mum was making sure that we didn't miss any sight of the whole city, so we had practically been everywhere.

I have to go, mum is here. I will see you soon.

c. Chapter 8

In chapter 8 it consists of several discussions about pre-activity, building blocks, let's practice, active conversation, writing connection, let's create/contribute, and formative assessment. In this book, researchers only focus on pre-activity. In pre-activity students must reading comprehension and answer questions about "Earthquakes".

Earthquakes

Earthquakes - being among the most deadly natural hazards-strike without any prior warning, leaving catastrophe in their wake with terrible loss of human lives as well as economic loss.

Technically, an earthquake (also known as tremor, quake or temblor) is a kind of vibration through the earth's crust. These powerful movements trigger a rapid release of energy that creates seismic waves that travel through the earth. Earthquakes are usually brief, but may repeat over a long period of time.

Earthquakes are classified as large and small. Large earthquakes usually begin with slight tremors but rapidly take form of violent shocks. The vibrations from a large earthquake last for a few days known as aftershocks. Small earthquakes are usually slight tremors and do not cause much damage. Large earthquakes are known to take down buildings and cause death and injury (Richter, 1935). According to some statistics, there

may be an average of 500,000 earthquakes every year but only about 100,000 can be felt and about 100 or so can cause damage each year.

Earthquakes are dreaded by everyone.

CHAPTER IV

RESULT ANALYSIS

In this English book, there are 8 chapters that were studied, but researchers only analyzed the conjunctions only 3 chapters in the book, especially pre-activity in chapter 4, 5, and 8, where the conjunctions analyzed in the chapter namely coordinating conjunction, subordinating conjunction, and correlative conjunction.

A. Conjunction in English Book

a. Chapter 4

In chapter 4 it consist of several discussions about pre-activity, building blocks, let's practice, active conversation, writing connection, let's create/contribute, and formative assessment. In this book, researchers only focus on pre-activity. In pre-activity students must reading comprehension and answer questions about "Global Warming".

Conjunctions Contained in Global Warming

No.	Coordinating conjunction	Subordinating conjunction	Correlative conjunction	Total
1	For	(Time) Since	Either....or	
2	And	(Place) Everywhere	Not....but	
3	And	(Purpose) That	-	
4	And	That	-	
5	And	That	-	

6	Nor	(Reason) As	-	
7	But	As	-	
Total	7	7	2	16

In the table above there are examples in the book in chapter 4 is coordinating conjunctions, subordinating conjunction, and correlative conjunction. for examples the coordinating conjunction is *for, and, nor, but*.

1. **For**: explain reasons, goals.

Example:

Shifting weather patterns have made it difficult **for** farmers to grow crops.

2. **And**: to add one sentence.

Example:

a)) Phenomenon used to describe the gradual increase in the temperature of Earth's atmosphere **and** oceans.

b)) There is evidence of extensive deforestation being carried out in Indonesia **and** other tropical countries around the world.

c)) Failed crops, economic, slowdown, **and** deforestation are among the several impacts of global warming.

d)) These forests are used to grow crops like palm sugar, palm oil **and** coffee-the lifeline of Western society

3. **Nor**: used to express a statement of no, or never.

Example:

Global warming is not a new problem **nor** are we solely responsible for it.

4. **But**: shows a state of conflict.

Example:

Global Warming is not a new problem **but** lately people are acknowledging that we are facing a serious problem.

For examples the subordinating conjunctions are (time: after, as though , before, once, since, until/till, whenever, will), (place: where, everywhere), (Contrast: even though, even if), (Reason: because, since, as), (Purpose: so that, that), (Condition: as long as, as well as, if), (manner: as if).

1. Time: **Since** it is the same as because and also as, since it is used as a liaison or conjunction in English. Because it also means because, but since it is used more at the beginning of the sentence.

Example:

Since the time we have been industrializing, we started polluting our waters and air.

2. Place: **Everywhere** means everywhere or everywhere and refers to the place.

Example:

Climate change is apparent **everywhere**.

3. Purpose: **That** for singular nouns or nouns that represent one.

Example:

- a)) First of all, there is irrefutable evidence **that** human activities have changed the atmosphere of our earth.
- b)) Have been releasing greenhouse gases **that** contribute to global warming.
- c)) A recent study has shown **that** due to unpredictable weather patterns, there have been lot of failed crops.

4. Reason: **As** to talk about two relatively old events that are progressing at the same time.

Example:

- a)) This has started to affect the economy **as** well.
- b)) But **as** the citizens of the world, we have to take every possible action to help overcome this issue.

For examples the correlative conjunctions is Either...or, not...but, the more...the less, both...and, so.....that, as....as

1. **Either...or**: has the same positional meaning.

Example:

The impact of climate change is noticeable throughout Asia-Pacific, **either** during hot days **or** to much rain accompanied by wind and thunderstorm.

2. **Not...but:** these conjunctions must also be used in pairs.

Example:

It's **not** only for us **but** for all the future generations to follow.

b. Chapter 5

In chapter 5 it consists of several discussions about pre-activity, building blocks, let's practice, active conversation, writing connection, let's create/contribute, and formative assessment. In this book, researchers only focus on pre-activity. In pre-activity students must reading comprehension and answer questions about "Letter".

Conjunctions Contained in Letter

No.	Coordinating conjunction	Subordinating conjunction	Correlative conjunction	Total
1	For	(Time) After	-	
2	And	After	-	
3	So	While	-	
4	So	(Place) Where	-	
5	-	Everywhere	-	
6	-	Everywhere	-	

Total	4	6	-	10
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In the table above there are examples in the book in chapter 5 is coordinating conjunctions, subordinating conjunction, and correlative conjunction. for examples the coordinating conjunction is *for, and, so*.

1. **For:** explain reasons, goals.

Example:

a)) We went **for** snorkeling and we saw the most amazing fish ever.

2. **And:** to add one sentence.

Example:

As you know, mum loves shopping, so she goes **and** will go for hours.

3. **So:** shows the impact or effect.

Examples:

a)) It is **so** beautiful beyond imagination.

b)) The place is awesome. It is **so** beautiful I couldn't believe my eyes.

For examples the subordinating conjunctions are For examples the subordinating conjunctions are *after, while, where, everywhere, that*.

1. **Time:**

- a. **After** being used to emphasize the adverb on of time or moment in one of the clauses.

Example:

I am writing to you **after** a long time.

- b. **While** happening at the same time indicates something else or is happening.

Example:

a)) I took a rain check from shopping and decided to write to you **while** enjoy my cup of coffee.

b)) I am writing to you **from** this really cute little café on the Senggigi beach.

2. Place

- a. **Where** a story describes the events of a place of events.

Example:

I wish you **were** here.

- b. Everywhere: means everywhere or everywhere and refers to the place.

Example:

a)) There are beautiful coral reefs **everywhere**.

b)) Mum was making sure that we didn't miss any sight of the whole city, so we had practically been **everywhere**.

Whereas, for chapter 5 there are nothing correlative conjunctions in the book.

c. Chapter 8

In chapter 8 it consists of several discussions about pre-activity, building blocks, let's practice, active conversation, writing connection, let's create/contribute, and formative assessment. In this book, researchers only focus on pre-activity. In pre-activity students must reading comprehension and answer questions about "Earthquakes"

Conjunctions Contained in Earthquakes

No.	Coordinating conjunction	Subordinating conjunction	Correlative conjunction	Total
1	For	(Reason) As	As....as	
2	And	(Purpose) That	-	
3	And	-	-	
4	But	-	-	
5	But	-	-	
6	Or	-	-	
7	Or	-	-	
Total	7	2	1	10

In the table above there are examples in the book in chapter 8 is coordinating conjunctions, subordinating conjunction, and correlative conjunction. for examples the coordinating conjunction is *for, and, but, so*.

1. **For**: explain reasons, goals.

Example:

The vibrations from a large earthquake last **for** a few days known as aftershocks.

2. **And:** to add one sentence.

Example:

a)) Small earthquakes are usually slight tremors **and** do not cause much damage.

b)) Large earthquakes are known to take down buildings and cause death **and** injury.

3. **But:** shows a state of conflict.

Example:

a)) Earthquakes are usually brief, **but** may repeat over a long period of time.

b)) Large earthquakes usually begin with slight tremors **but** rapidly take form of violent shocks.

4. **Or:** this conjunction is used for sentences that provide two choices, one of which is an alternative.

Example:

a)) Technically, an earthquake (also known as tremor, quake **or** temblor) is a kind of vibration through the earth's crust.

b)) According to some statistics, there may be an average of 500,000 earthquakes every year but only about 100,000 can be felt and about 100 **or** so can cause damage each year.

5. Reason: **As** to talk about two relatively old events that are progressing at the same time.

Example:

Earthquakes are classified **as** large and small.

6. Purpose: **That** for singular nouns or nouns that represent one.

Example:

These powerful movements trigger a rapid release of energy that creates seismic waves **that** travel through the earth.

For examples the correlative conjunctions is *as...as*.

1. **As....as**: used to compare two comparable things.

Example:

Earthquakes-being among the most deadly natural hazards-strike without any prior warning, leaving catastrophe in their wake with terrible loss of human lives **as** well **as** economic loss.

B. Kinds of Conjunction in English Book

a. Coordinating conjunction

Coordinating conjunctions that is to combine words, phrases, or clauses independent of a sentence. They often connect the same grammatical part of a sentence together. They are used to link words, phrases and clauses. They are conjunctions which are used to join together clauses of equal rank. In other words, they generally connect sentence elements of the same grammatical class such as nouns with nouns, adverbs with adverbs, phrases, phrases and clauses with clauses. They also link two sentences that do not depend on each other for meaning. For examples are for, and, nor, but, or, yet, and so.

b. Subordinating conjunction

Subordinating Conjunctions is the conjunctions used to connecting two sentences are not equal. The two sentences serves as dependent clause and main/independent clause. This dependent clause always begins with subordinating conjunction that cannot stand alone, it means depend on the independent clause. The subordinating conjunction consists of: (time: after, as, as though , before, once, since, until/till, whenever), (place: where), (Contrast: even though, even if), (Reason: because, since), (Purpose: so that, that), (condition: as long as, if), (manner: as if).

c. Correlative conjunction

Correlative conjunction are connects the same sentence parts, like adjectives, noun, or clauses. But different from coordinating conjunction is a combination of coordination conjunction, not just one word. They always come in pairs and are connected which is grammatically equivalent. The subordinating conjunction consists of: Either...or, not...but, the more...the less, both...and, so.....that, as....as

C. Dominant Conjunction in English Book

The researcher has analyzed the conjunctions in this English book, and the dominant conjunction in the book are coordinating conjunction

Table of Conjunction Chapter 4, 5 and 8

No.	Kinds of Conjunction	Conjunction	Dominant
1.	Coordinating conjunction	<p>a. Shifting weather patterns have made it difficult for farmers to grow crops.</p> <p>b. We went for snorkeling and we saw the most amazing fish ever.</p> <p>c. The vibrations from a large earthquake last for a few days known as aftershocks.</p>	18

		<p>d. Phenomenon used to describe the gradual increase in the temperature of Earth's atmosphere and oceans.</p> <p>e. There is evidence of extensive deforestation being carried out in Indonesia and other tropical countries around the world.</p> <p>f. Failed crops, economic, slowdown, and deforestation are among the several impacts of global warming.</p> <p>D. These forests are used to grow crops like palm sugar, palm oil and coffee-the lifeline of Western society.</p> <p>E. Global warming is not a new problem nor are we solely responsible for it.</p> <p>F. Global Warming is not a new</p>	
--	--	---	--

		<p>problem but lately people are acknowledging that we are facing a serious problem.</p> <p>g. As you know, mum loves shopping, so she goes and will go for hours.</p> <p>h. It is so beautiful beyond imagination. the place is awesome.</p> <p>i. It is so beautiful I couldn't believe my eyes.</p> <p>j. Small earthquakes are usually slight tremors and do not cause much damage.</p> <p>k. Large earthquakes are known to take down buildings and cause death and injury.</p> <p>l. Earthquakes are usually brief, but may repeat over a long period of time.</p> <p>m. Large earthquakes usually begin with slight tremors but</p>	
--	--	--	--

		<p>rapidly take form of violent shocks.</p> <p>n. Technically, an earthquake (also known as tremor, quake or temblor) is a kind of vibration through the earth's crust.</p> <p>o. According to some statistics, there may be an average of 500,000 earthquakes every year but only about 100,000 can be felt and about 100 or so can cause damage each year.</p>	
2.	Subordinating conjunction	<p>a. Since the time we have been industrializing, we started polluting our waters and air.</p> <p>b. Climate change is apparent everywhere.</p> <p>c. First of all, there is irrefutable evidence that human activities have changed the</p>	15

		<p>atmosphere of our earth.</p> <p>d. have been releasing greenhouse gases that contribute to global warming.</p> <p>e. A recent study has shown that due to unpredictable weather patterns, there have been lot of failed crops.</p> <p>f. This has started to affect the economy as well.</p> <p>g. But as the citizens of the world, we have to take every possible action to help overcome this issue.</p> <p>h. I am writing to you after a long time.</p> <p>i. I took a rain check from shopping and decided to write to you while enjoy my cup of coffee.</p> <p>j. I am writing to you from this really cute little café on the</p>	
--	--	---	--

		<p>Senggigi beach.</p> <p>k. I wish you were here.</p> <p>l. there are beautiful coral reefs everywhere.</p> <p>m. Mum was making sure that we didn't miss any sight of the whole city, so we had practically been everywhere.</p> <p>n. Earthquakes are classified as large and small.</p> <p>o. These powerful movements trigger a rapid release of energy that creates seismic waves that travel through the earth.</p>	
		<p>a. The impact of climate change is noticeable throughout Asia-Pacific, either during hot days or too much rain accompanied by wind and thunderstorm.</p> <p>b. It's not only for us but for all</p>	

3.	Correlative conjunction	the future generations to follow. c. Earthquakes-being among the most deadly natural hazards-strike without any prior warning, leaving catastrophe in their wake with terrible loss of human lives as well as economic loss.	3
	TOTAL		36

Different from the dominant calculation contained in each conjunction of the chapter, there are also researchers calculating conjunctions in all chapters in the table above using the same formula

$$\text{Percentage} = \frac{\text{Number of parts}}{\text{Total number}} \times 100\% =$$

$$\text{Percentage} = \frac{18}{36} \times 100\% = 50\%$$

So from the description above there is a conjunction that is more dominant, 50%, which is in the coordinating conjunction.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. The Conclusions

Referring to the findings that presented on the previous chapter, the conclusions can be drawn as follows:

1. Conjunction in English book are coordinating conjunction, subordinating conjunction, and correlative conjunction.
2. Kinds of conjunction in English book that researcher studied in the 2017 edition of the English book of the Ministry of Education and Culture of Indonesia are :
 - a. Coordinating conjunction has several examples of conjunctions in the chapter, namely for, and, nor, but, so, and or.
 - b. Subordinating conjunction has several examples of conjunctions in the chapter, namely since, everywhere, that, as, after, while, from, and were.
 - c. Correlative conjunction has several examples of conjunctions in the chapter, namely either....or, and not....but.
3. The most dominant conjunction in chapters 4, 5, and 8 are coordinating conjunction, where there are 18 coordinating conjunctions with a percentage of 50%.

B. Suggestions

After the conclusions about an analysis of conjunction in “English book” published of ministry of education and culture of Indonesia 2017 year, the researcher wants to gave some suggestions as below:

1. From conjunction in English book published by ministry of education and culture of the republic of Indonesia 2017 year. Researchers hope that they can understand more about what the conjunction both in this English book and other English books.
2. From kinds of conjunction in English book. Researchers hope that with these kinds of conjunctions it will be better understood what parts are listed in conjunction.
3. From the dominant calculations of conjunction in English book. Researcher hope to know more about how to find the dominant conjunction in the book.

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APPENDIX

No.	Indicator	Chapter 4	Chapter 5	Chapter 8	Total
1	Coordinating conjunction	7	4	7	18
2	Subordinating conjunction	7	5	3	15
3	Correlative conjunction	2	-	1	3
TOTAL		16	9	11	36

A

Pre-Activity

Read the text below.

Global Warming

Is it an end to our world?

Global warming is a phenomenon used to describe the gradual increase in the temperature of Earth's atmosphere and oceans. Global warming is not a new problem, but lately people are acknowledging that we are facing a serious problem. Climate change is apparent everywhere. Failed crops, economic slowdown, and deforestation are among the several impacts of global warming.

First of all, there is irrefutable evidence that human activities have changed the atmosphere of our earth. Since the time we have been industrializing, we started polluting our waters and air, and have been releasing greenhouse gases that contribute to global warming.

Secondly, according to research by the Greenpeace organization, there is evidence of intensive deforestation being carried out in Indonesia and other tropical countries around the world. These forests are used to grow crops like palm sugar, palm oil, and coffee—the lifeline of Western society (Greenpeace report, 2007). The impact of climate change is noticeable throughout Asia-Pacific, either during hot days or too much rain accompanied by wind and thunderstorm. This has started to affect the economy as well.



Furthermore, the shifting weather patterns have made it difficult for farmers to grow crops. A recent study has shown that due to unpredictable weather patterns, there have been lot of failed crops (Reuters, 2007).

In conclusion, global warming is not a new problem, nor are we solely responsible for it. But as the citizens of the world, we have to take every possible action to help overcome this issue. It is not only for us but for all the future generations to follow.

Discussion

1. What is global warming?
2. Is it a severe problem? Why?
3. What kind of text is given above? (20/11/2023)

4

Wahid Risma / Niswani / May



Pre-Activity

Read the letter given below.

12th January 2014

My Dear Lovely Sib,

Hello!

How are you, sweetie? I know you are angry with me because I am writing to you after a long time. I am so sorry, please forgive me. You know we are in Lombok right now. It is so beautiful beyond imagination. I am writing to you from this really cute little café on the Senggigi beach. As you know, mum loves shopping, so she goes and will go for hours. I took a rain check from shopping and decided to write to you while I enjoy my cup of coffee.

You know, yesterday we went to Gill Nanggu Island; it is a beach on the southwest of Lombok. The place is awesome. It is so beautiful I couldn't believe my eyes. There are beautiful coral reefs everywhere. We went for snorkeling and we saw the most amazing fish ever. I wish you were here; it would have been much more fun.

Mum was making sure that we didn't miss any sight of the whole city, so we had practically been everywhere.

I have to go, mum is here. I will see you soon.

Lots of love

XOXO

Lana

P.S. I'm bringing you lots of souvenirs and pictures!!

Discuss with your partner, what kind of letter is this and how can you say that.

A Pre-Activity

Read the text given below.

Earthquakes

Earthquakes – being among the most deadly natural hazards – strike without any prior warning, leaving catastrophe in their wake with terrible loss of human lives as well as economic loss.

Technically, an earthquake (also known as tremor, quake or temblor) is a kind of vibration through the earth's crust. This vibration occurs as a result of powerful movement of rocks in the earth's crust. These powerful movements trigger a rapid release of energy that creates seismic waves that travel through the earth. Earthquakes are usually brief, but may repeat over a long period of time. (Earth Science, 2001)

Earthquakes are classified as large and small. Large earthquakes usually begin with slight tremors but rapidly take form of violent shocks. The vibrations from a large earthquake last for a few days known as aftershocks. Small earthquakes are usually slight tremors and do not cause much damage. Large earthquakes are known to take down buildings and cause death and injury (Richter, 1935). According to some statistics, there may be an average of 500,000 earthquakes every year but only about 100,000 can be felt and about 100,000 can cause damage each year.



Figure 8.1 Earthquake disaster

Earthquakes are dreaded by everyone.

Discussion

1. Have you ever witnessed an earthquake? What effects did it have on you?
2. Why are earthquakes considered as the most deadly natural hazards?
3. Did you notice anything specific about the way this text is written?
4. What kind of text is this?





**KEMENTERIAN AGAMA
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: Biasa

Padangsidempuan, 16 Oktober 2018

Pengesahan Judul dan Pembimbing Skripsi

Kepada YTH bapak/ibu,
1. (Pembimbing I) : Rayendriani Fahmei Lubis, M.Ag
2. (Pembimbing II) : Zainuddin, S.S, M.Hum
Di-
Padangsidempuan

Assalamu 'Alaikum Wr. Wb

Dengan hormat, sehubungan dengan hasil siding bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan. Maka dengan ini kami mohon kepada Bapak/Ilu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut :

Nama : Nisa Thoyyibah Lubis
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Fak/ Jurusan : Tarbiyah dan Ilmu Keguruan/ TBI-3
Judul Skripsi : **An Analysis of Conjunction in "English Book" Published of Ministry of Education and Culture of Indonesia 2017 Year.**

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.

Ketua Jurusan Tadris Bahasa Inggris

RayLubi
/ **Rayendriani Fahmei Lubis, M.Ag**
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Pernyataan Kesiediaan Sebagai Pembimbing

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