

CHAPTER I

INTRODUCTION

1.1. Background of the Study

As a component of people, language is essential in separating persons as well as different creatures on the planet. Individuals from all around the world can communicate with one another through language. Furthermore, language is the most important tool for people to use in order to express their thoughts, feelings, and conclusions. Smarapradhipa (2005:1) agrees with Keraf, resulting in a two-language comprehension. The main idea of language is that it is an image of the sound produced by a human being.

Second, language is a correspondence system that employs discretionary vocal images (discourse sound). While Cecillia (1994) stated that the purpose behind writing is to impart thoughts and data, creating is more than merely placing importance to particular phrases in numerous random sentences.

If the words aren't carefully chosen, the message will be muddled, and the correspondence will fall apart. According to Nunan (1989), writing is a complex intellectual activity that necessitates the author's knowledge of several aspects such as accentuation, linguistic framework, jargon, and letter development. Writing is thought to be the most difficult of the four language abilities for understudies to master.

Composing is a challenging capacity in learning a language, according to Heaton (1975). Composing abilities are perplexing and difficult to teach, requiring mastery not only of grammatical and logical devices, but also of theoretical and critical components. It requires a portion of the practices to be documented as a tangible copy in order for someone to be capable of dominating it. Composing, according to Nunan (1991), is "the real evidence of committing words or concepts to a media."

Composing is also a moment for journalists to ponder, play with ideas, and learn new and more in-depth information about what we can feel and accept. According to Bernards, writing is an excellent way for learners to fine-tune their desires to write until they become clear and justifiable correspondence (Bernard, 1991). When it comes to mastering English, there are four key skills that might determine whether or not students grasp the language. Composing, tuning in, perusing, and conversing are all examples of these activities. Listening and reading are referred to as 'responsive' talents, whereas talking and writing are referred to as 'useful' abilities. One of the four abilities depicted above is syntax, which has a significant impact on language dominance.

Punctuation may not be recalled for the four basic abilities of language acquisition, but sentence structure connects the four fundamental talents. Conjunction is one of the several viewpoints we acquire in sentence building. When communicating in your native tongue and need to connect two ideas in a single sentence, you may use a sort of word to connect the two ideas. Conjunctions are what we call connectors in English. We use a variety of techniques to shape a statement or text "The sentence/text is structured with the words "and, nonetheless, in, in, that, to, and so on." nonetheless, at, in, that, this, and so on "is a conjunctive word used between phrases or messages to make the statement or text full (without requiring a lot of guesswork or significance).

The significance of a Conjunction word, according to the research group, is a word that connects sentences in a content and has the ability to operate on the content and sentence's meaning. Conjunctions connect two or more words, phrases, or clauses. Conjunctions permit you to shape unpredictable, exquisite sentences and keep away from the unevenness of different short sentences. Ensure that the expressions joined by conjunctions are equal (share a similar design).

Conjunctions, according to the master, are words that are employed to connect words, statements, and sentences (Chaer, 1998:140). According to Dykes (2007:73), the word "conjunction" is derived from the Latin words "con" and "youngere," which mean "to join." As a result, Conjunction connects at least two grammatical forms of the same type or at least two sentences. Conjunctions, according to Bernard (1993:90), are words that connect various words or groups of words. Distinct content, according to Anderson (2003:26), depicts a specific person, place, or thing. It means that compelling information is created in an unusual way about a person, a place, or items.

1.2. The Problem of the Study

It can be phrased as follows, based on the foregoing context:

1. What are the different sorts of conjunctions that are utilized in the descriptive texts in the SMA grade X English textbook?
2. In the English textbook for SMA grade X, what are the most common types of conjunctions?

1.3. The Objective of the Study

The study's main goals are as follows:

1. Determine the most common types of conjunctions in descriptive texts in an English textbook for Senior High School students in the tenth grade.
2. to determine the most common types of conjunctions used in the SMA grade X English textbook

1.4. The Scope of the Study

Procedure, descriptive, recount, narrative, report, and other types of reading texts are among the options in the textbook. The researcher will focus on the examination of conjunction in descriptive text, particularly grammatical and lexical conjunction, in this study.

1.5. The Significance of the Study

The researcher hopes that this study will be useful for the following purposes:

1. Teacher

The teacher can use the findings of this study to increase their knowledge and experience in selecting appropriate books, allowing pupils to develop their reading skills.

2. The pupils

Because the teachers will have previously learned how to select fascinating textbooks for the teaching learning process, pupils will be more motivated to read.

3. Other researchers

This study will ideally serve as a reference for other researchers interested in conducting similar research, particularly in the collect conjunction in descriptive text included in the English Material book for tenth grade.

1.6. Review of Literature

1. Conjunction

In shaping a sentence or text, we generally utilize "and, nonetheless, in, in, that, to, and so forth" structure the sentence/text. "furthermore, nonetheless, at, in, that, this, etc" is a conjunctive word between sentences or messages with the goal that the sentence or text gets one and complete (doesn't cause much guess or importance). The exploration group expressed that the importance of a Conjunction word is a word that is interconnected between sentences in a content which has the quality of improving on the significance of the content and sentence.

for instance: in the sentence "Richard and Megie go to the workplace utilizing public transportation" we can reason that "and" is a Conjunction which implies both Richard and Megie are the plural structure and "to" is a Conjunction that finishes the object of "going to the workplace". For the most part, Conjunctions are words that interface different words, expressions, or conditions together. For

model :

- *I like cooking and eating, yet I don't care for washing dishes subsequently.*

- *Sophie is plainly depleted, yet she demands moving till day break.*

Conjunctions permit you to shape mind boggling, exquisite sentences and stay away from the unevenness of various short sentences. Ensure that the expressions joined by conjunctions are equal (share something very similar structure). As indicated by the master, Conjunctions are words that used to associate the word by word, provision by statement, or sentence by sentence (Chaer, 1998:140). According to Dykes (2007:73), Conjunction is derived from the Latin words con, which means "together," and jungere, which means "to join." Conjunction connects at least two comparative grammatical elements or two parts of a phrase in this way. Conjunctions, according to Bernard (1993:90), are words that connect various words or groups of words. Also, as per Harris (2009) states that as their name suggests, conjunctions joins together component of thought: words, expressions, sentences, and parahraph.

2. Conjunction Type

Conjunction is classified as Coordinating Conjunction, Subordinating Conjunction, or Correlative Conjunction, depending on the usage.

a. Coordinating Conjunction

will be conjunctions that combine or arrange at least two objects of equivalent syntactic significance (such as words, principle conditions, or sentences). FANBOYS, for example, is an abbreviation that stands for for, and, nor, at the same time, or, yet, so. Combined conjunctions, adversative conjunctions, elective conjunctions, and illative conjunctions are examples of Coordinating Conjunctions.

b. Subordinating Conjunction

additionally called subordinators, are conjunctions that join an autonomous proviso and a reliant condition, and furthermore present qualifier provisos. The most normal subordinating conjunctions in the English language incorporate after, despite the fact that, as, to the extent, as though, as long as, when, like, on the grounds that, previously, regardless of whether, despite the fact that, without fail, if, all together that, since, in this way, so that, than, however, except if, until, when, at whatever point, where, though, any place, and keeping in mind that.

c. Correlative Conjunction

that is Conjunction that works in pair. For model, either-or, not one or the other nor, as well as (likewise), both-and. The capacity of correlative conjunctions is to connect, working two by two to join expressions or words that convey equivalent significance inside a sentence.

As expressed in the section over, the primary capacity of Conjunction is to consolidate the components of thought. Recorded as a hard copy appreciation, one can't just make a decent composing text without the utilization of conjunctions. Like Alice and Ann (1997) said, composing is a reformist action, when we attempt to record something, we should consider what we will compose also, how we should pour our thoughts. Whenever we have completed it, we actually should rehash it and make remedy of it. Composing isn't just done by placing importance down certain words into various random sentences; while Cecillia (1994), said that the reason for composing is to impart thoughts and data.

In the event that the words are not very much picked the message will be obscure, and correspondence will separate. Nunan (1989) states that composing is perplexing intellectual movement which requires the essayist to have a few factors like accentuation, linguistic framework, and jargon and letter arrangement.

Among the four language abilities, composing is viewed as the most confounded action for understudies to dominate. As Heaton (1975) said, that composing is one of a perplexing expertise in learning a language. It is composing abilities which are mind boggling and hard to educate, requiring dominance not just for grammatical and logical gadgets, yet in addition of theoretical and critical components. It needs parcel of practices recorded as a hard copy to make somebody ready to dominating it.

Nunan (1991) expressed that composing is the actual demonstration of committing words or thoughts to some medium. Composing is likewise an activity time for scholars to reflect, entertain thoughts, acquire new and more profound information into what we can feel and accept. It is composing abilities which are mind boggling and hard to instruct, requiring dominance not just for grammatical and logical gadgets, yet in addition of applied and critical components.