

## **The Background of the Study**

The senior high school students are first introduced to foreign languages through the study of English. Indonesia has approved teaching English at senior high schools in accordance with the federal government's goal for a nine-year basic education. English will be taught as one of the local subjects in senior high school. The purpose of teaching English in senior high school is to inspire students to feel confident and prepared to learn English at a higher level of education.

Learning English entails mastering all the necessary components and skills. Grammar is a crucial element of English. It is a factor that cannot be disregarded. They cannot fully master English without understanding grammar.

It is expected of students to construct sentences using appropriate language and structure. They are capable of writing in the descriptive, narrative, spoof/recount, procedure, report, and anecdote forms with simple and compound sentences. However, in order for students to write effectively, they must concentrate on the following aspects: punctuation, capitalization, word choice, organization, quality, and development concept, structure, or grammar, including any conjunctions. When a language learner uses a word, it must be properly placed in a specific grammatical pattern in order for it to have meaning. If a speaker or writer simply says the words without arranging them, they won't be interpreted in order to convey a message.

Grammar is a technique for grouping words together to communicate ideas and information. Matter in English should be grasped since it aids pupils in creating grammatically sound writing and utterances. Interlocutors are more likely to understand a grammatical sentence than an incorrect one. Additionally, written language must be structured in grammatically correct form.

In point of fact, conjunctions are a form of structure grammar that play a crucial role in the construction of sentences by linking and combining other words, phrases, and sentences. It means that grammatical conjunctions connect equal elements. Therefore, students must learn how to use a conjunction in order to construct simple or compound sentences using conjunctions. (McCarthy and O'dell: 121: 1999).

Conjunction is one of the parts of speech which is taught to the students at school. Conjunction functions to relate words, phrases, clauses and sentences (Vince: 2007:176). A

conjunction joins two or more parts of speech of a similar kind or two or more parts of a sentence. Conjunction is divided into two types, they are subordinate conjunction and coordinate conjunction.

Subordinate conjunctions join a subordinate clause to a main or principal clause, so they should be taught in more detail later, along with the section on clauses). However, it is wise for students to be able to classify them at this stage. Students can recognise them as joining two parts of a sentence. *For example:*

Tom had stomachache, *because* he ate too many plums.

*Although* he felt sick, he still played soccer.

Coordinating conjunctions such as *for, and, nor, but, or, yet* and *so* are used to join two or more different things. *For example:*

Bread *and* butter, tea *or* coffee.

I went to the bowling alley *but (and)* my brother stayed at home.

According to Greenbaum and Nelson (2002:111) the coordinators may be reinforced by **correlative expressions**: *both . . . and; either . . . or; not only . . . but also: both Susan and her brother either tea or coffee Not only* was the speech uninspiring, *but* it was *also* full of illogical statements. The marginal coordinator *nor* may be reinforced by the correlative *neither*: I have *neither* seen the movie *nor* read the book.

When writing, words, phrases, and clauses joined by conjunctions like "but" or "and" should be written in parallel. The forms of conjunctions may connect nonparallel structures, which could lead to confusion regarding the form's meaning. In addition, they frequently overlook the comma when combining sentences. Incorrect use of conjunctions can make writing difficult to comprehend.

Conjunction can be divided into to type. They are coordinating conjunction and subordinating conjunction. In order to limit a broad discussion in this research, the writer will focuses the discussion only on coordinating conjunction. Coordinating conjunction consists of and, so, but, both....and, either....or not only.....but also (Greenbaum& Nelson,2011:111).

In order to strenghten this research, the writer then took a previous research.The research was conducted by Wahyuni et al (2015). The research entitled An Analysis of the Second Grade Students' Ability to Use Conjunction at SMPN 1 Baso Kabupaten Agam. The research was aimed at describing the ability of the second grade students of SMPN 1 Baso Kabupaten Agam to use

conjunctions. The design of this research was descriptive. The data of the research were the students' scores in grammar test. Based on the results of the research, the researcher suggests the teachers to apply various techniques in teaching the conjunction.

The second research conducted by Syafitri et al (2017). The study's objective was to provide a description of the students' proficiency with English conjunctions during the sixth semester of their English program. The descriptive quantitative study was used in the design of this study. This study included 65 students as samples and 78 students as the population for the English study program at Bengkulu University. The researcher used a multiple-choice conjunctions test to collect the data. The ability of the students to use coordinate conjunctions was adequate, with mean scores of 61, according to the findings of the research. The capacity of the understudies in utilizing reciprocal combination was great with the mean scores 79. The students performed well when using relative conjunction, with a mean score of 78. Students had a mean score of 78 for their ability to use subordinate conjunctions, which was the same as their ability to use relative conjunctions. The researcher came to the conclusion, based on the results for each type of conjunction, that the students' ability to use conjunctions was adequate, with a mean score of 74.