

**CONJUNCTIONS IN STUDENTS' ARGUMENTATIVE ESSAY
OF ENGLISH LANGUAGE TEACHING DEPARTMENTS OF
UIN MALANG**

THESIS

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FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG
2020**

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OF ENGLISH LANGUAGE TEACHING DEPARTMENTS OF
UIN MALANG**

THESIS

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In Partial Fulfillment of the Requirements for the Degree of *Sarjana Sastra* (S.S)

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2020

STATEMENT OF AUTHORSHIP

I state that the thesis entitled “Conjunctions in Students’ Argumentative Essay of English Language Teaching Departments of UIN Malang” is my original work. I do not include any materials previously written or published by another person, except those cited as references and written in the bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

Malang, 7 July 2020

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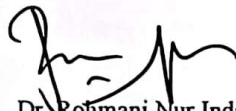
APPROVAL SHEET

This to certify that Rodiyatul Jannah's thesis entitled "Conjunctions in Students' Argumentative Essay of English Language Teaching Departments of UIN Malang" has been approved for thesis examination at the faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, as one of the requirements for the degree of *Sarjana Sastra* (S.S).

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MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا

“Surerly with that hardship comes more easy”

(Al- Insyiroh:6)

DEDICATION

I dedicate this thesis with my happiness and my gratitude to those who are always loyal to accompany me until the completion of this thesis:

1. Allah SWT who always loves and keeps me everywhere and every time.
2. My beloved parents, Sipul Haq and Rohma who have already prayed and supported for my success and advise me all the time.
3. My beloved big family who always support my study.

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First, I would like to thank into Allah SWT, the Lord of the universe, who has been giving me His mercies and blessing as long as my life. Second, I would like to deliver *sholawat* and *salam* to Muhammad SAW who has been gided us from the darkness to the lightness which is called *islam rahmatan lil 'alamin*.

Then, I would like to express my greatest gratitude to the people who have helped me in accomplishing this thesis, especially to Dr. Rohmani Nur Indah, M.Pd, my thesis advisor who always helped me, guided me, gave meaningful suggestion, and her busy time for writing this thesis. I would also like to extend my gratitude to:

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Finally, I as ordinary human being, do realize the imperfection and weakness found in this thesis I write. Therefore, any criticism and suggestion are mostly welcome. Hopefully, this study provides an insight for students of English Letters Department and to open a brand a new academic discussion to conduct similar research.

ABSTRACT

Jannah, Rodiyatul. 2020. *Conjunctions in Students' Argumentative Essay Of English Language Teaching Departments of UIN Malang*. Thesis. Linguistic, English Literature Department, Faculty of Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Supervisor: Dr. Rohmani Nur Indah, M.Pd.

Keywords: Conjunction, Argumentative essay

The conjunction is part of the grammar used for a phrase or word clause in a sentence. The conjunctions represent the type of general connection readers know between sentences and conjunctions as a means of making text. The conjunctions have types, functions and errors that are used to write text. Therefore, this study aims to analyze the conjunction, specifically the types of conjunctions, functions of conjunction, and the errors of conjunction found in argumentative essays by students UIN Maulana Malik Ibrahim Malang in English Language Education. The researcher can conclude the types of conjunctions they mostly used in writing essays.

Furthermore, the researcher used a qualitative descriptive approach because the data collected was in the form of essays written by students of UIN Maulana Malik Ibrahim Malang. In collecting data, researchers identify the conjunctions by giving underscores, making a list of the conjunctions that appear in the essay, and classifying each conjunction consisting of types, functions, and errors in using conjunctions. After analyzing the data, the authors find four types of the conjunctions proposed by Halliday (2014), namely; additive, adversative, causal, and temporal conjunctions.

This research shows that all types of the conjunctions are found in essays. The types of causal conjunctions, especially in conjunction *because* most often appear in the essay, followed by temporal conjunctions, adversative conjunctions, and additive conjunctions. The function of conjunctions is also found based on each type of conjunctions. In addition, researchers found two errors in writing conjunctions. The mistake written by students is to use conjunctions *and*. The finding of this research can be used a reference to understand more comprehensively about the variety of the use of conjunction in several other contexts.

ABSTRAK

Jannah, Rodiyatul. 2020. *Conjunctions in Students' Argumentative Essay of English Language Teaching Departments of UIN Malang*. Skripsi. Linguistik, Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Supervisor: Dr. Rohmani Nur Indah, M.Pd.

Keywords: Kata hubung, Argumentative essay

Kata hubung adalah bagian dari tata bahasa yang digunakan untuk frasa atau klausa kata dalam kalimat. Kata hubung merepresentasikan jenis koneksi umum yang diketahui pembaca antara kalimat dan kata hubung sebagai sarana membuat teks. Kata hubung memiliki tipe-tipe, fungsi dan kesalahan yang digunakan untuk menulis text. Oleh karena itu, penelitian ini bertujuan untuk menganalisis sebuah kata hubung, khususnya tipe-tipe kata hubung, fungsi-fungsi kata hubung, dan kesalahan yang ditemukan dalam argumentative essay dari mahasiswa UIN Maulana Malik Ibrahim Malang jurusan Pendidikan Bahasa Inggris. Hal tersebut, peneliti bisa menyimpulkan tipe-tipe kata hubung apa saja yang mereka gunakan dalam menulis essay.

Selanjutnya, peneliti menggunakan pendekatan deskriptif kualitatif karena data yang dikumpulkan berbentuk tulisan essay dari mahasiswa UIN Maulana Malik Ibrahim Malang. Dalam pengumpulan data, peneliti mengidentifikasi kata hubung dengan memberi garis bawah, membuat daftar kata hubung yang muncul dalam essay, dan klasifikasi pada setiap kata hubung yang terdiri dari tipe-tipe, fungsi-fungsi, dan kesalahan dalam menggunakan kata hubung. Setelah menganalisis data, penetili menemukan empat tipe kata hubung yang di usulkan oleh Halliday (2014) yaitu; additive, adversative, causal, dan temporal.

Dari penelitian ini menunjukkan bahwa semua tipe kata hubung ditemukan dalam essay. Tipe kata hubung causal khususnya pada bagian kata hubung *karena* yang paling sering muncul dalam essay, diikuti kata hubung temporal, kata hubung adversative, dan kata hubung additive. Fungsi dari kata hubung juga ditemukan berdasarkan masing-masing jenis kata hubung. Selain itu, peneliti menemukan dua kesalahan dalam menulis kata hubung. Kesalahan yang ditulis oleh mahasiswa yaitu menggunakan kata hubung *dan*. Hasil penelitian dapat menjadi acuan penelitian lanjutan untuk memhami lebih dalam variasi penggunaan kata hubung pada beragam konteks lainnya.

مستخلص البحث

جنة ، رضية. 2020. الاقتران في المقالات الجدلية للطلاب في أقسام تدريس اللغة الإنجليزية في جامعة مالانج. مقال. اللغويات ، قسم الأدب الإنجليزي ، كلية العلوم الإنسانية ، جامعة مولانا مالك إبراهيم الإسلامية الحكومية في مالانج.

المشرف : دكتور رحمان نور انداة الماجستير

الكلمات الرئيسية : واصله ، مقال جدلي

الواصله هي جزء من النحو المستخدم لعبارة جملة أو كلمة في جملة. تمثل الواصله نوعًا من الاتصال العام الذي يعرفه القارئ بين الجمل والعطف كوسيلة لصنع النص. تحتوي الواصلات على أنواع ووظائف وأخطاء تستخدم لكتابة النص. لذلك ، تهدف هذه UIN الدراسة إلى تحليل العطف ، خاصة أنواع العطف ووظائف العطف والأخطاء الموجودة في المقالات الجدلية من طلاب المتخصصين في تعليم اللغة الإنجليزية. هذا ، يمكن للباحث أن يستنتج أنواع العطف Maulana Malik Ibrahim Malang التي يستخدمونها في كتابة المقالات .

علاوة على ذلك ، استخدم الباحثون نهجًا وصفيًا نوعيًا لأن البيانات التي تم جمعها كانت في شكل مقالات كتبها طلاب في جمع البيانات ، يحدد الباحثون العطف من خلال إعطاء الشروط UIN Maulana Malik Ibrahim Malang. السفلية ، ووضع قوائم العطف التي تظهر في المقالات ، وتصنيف كل اقتران يتكون من أنواع ووظائف وأخطاء في استخدام العطف. وهي: مضاف ، عدائي ، سببي ، (Halliday (2014 بعد تحليل البيانات ، وجد المؤلفون أربعة أنواع من العطف التي اقترحتها وزمن.

يوضح هذا البحث أن جميع أنواع العطف موجودة في المقالات. أنواع العطف السببي خاصة بالاقتران لأنه غالبًا ما يظهر في المقال ، متبوعًا بالعطف الصدغي والعطف العكسي والعطف الإضافي. تم العثور على وظيفة العطف أيضًا بناءً على كل نوع من العطف. بالإضافة إلى ذلك ، وجد الباحثون خطأين في كتابة العطف. الخطأ الذي كتبه الطلاب هو استخدام العطف و. يمكن استخدام نتائج الدراسة كمرجع لمزيد من البحث لفهم الاختلاف في استخدام العطف في سياقات أخرى مختلفة.

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CHAPTER I INTRODUCTION

A. Background of The Study

Writing in English is an important thing that must be improved for students, especially in terms of English as foreign language. There are four skills to improve including reading, speaking, listening and writing skills (Andani, 2019). In English grammar, there are nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and exclamations. Grammar is one of the important roles in language learning. One element in grammar is conjunctions that are words to connect words or groups of other words (Panggabean, 2016). Learning about language is not easy for students, especially in writing skills using correct conjunction.

In English, both in written and spoken, conjunction enhances the overall paper by providing writing coherence (Najamudin, 2017). Based on the theory by Halliday (2007, p.71), writing systems tend to eliminate certain features of language that usually express this involvement with the context of the situation. Besides, to make sentences well structured, it should be with grammatical rules. The written text shows that language is manipulated to achieve the writer's intended purpose, especially in understanding conjunctions (Mahendra, 2013). In different parts of writing using conjunctions correctly in foreign languages. The conjunction is the main topic in this research.

The conjunction is part of the grammar used for word phrases or clauses in sentences. Conjunction represents a type of general connection that the reader knows between sentences and conjunctions as a means of making text.

Conjunctions are words that are connected to clauses in one sentence (Melyane, 2016). The conjunction is not variable, meaning that there are no plural changes as nouns and pronouns. The conjunction is one type of English cohesion that has aroused the interest of researchers.

Conjunctions are need for the context of the English language written conjunction (Kurniati, 2019). Correlative conjunction is into divides adjectives and adverbs. Several connective words that refer to correlative conjunction are good or not only, but, also, both, and, just, like, so, then, not (Syafitri, 2017). In writing, conjunction is also very important because it is one of the elements that creates a coherent topic composition in writing and one of the important structures to improve students' ability to write essays.

There are several previous studies related studies that using conjunctions in essay writing. Firsly, Melyane (2016) examined some errors in writing recount texts. Second, Mahaputra (2013) found the various use of conjunctions in recounting texts in tenth-grade students. Third, Putri (2016) analyzes conjunctions in Bali's international political and business article post. Fourth, Mahendra (2013) describes the conjunctions found in the novel "If I Say". Finally, Andani et al. (2019) analyzed the types of conjunctions in writing recount texts by eleventh graders.

This study departs from the assumption that argumentative writing contains conjunctions that must be examined. The researcher only focuses on the type of conjunction, conjunction functions and conjunction errors in argumentative writing to students majoring in English Language Teaching (Tadris Bahasa Inggris). This

research was conducted to look for the use of conjunctions in argumentative writing for students majoring in English Language Teaching at Universitas Islam Negeri Maulana Malik Ibrahim Malang. The author is also expected to provide new insights into the existing conjunctions in argumentative essay writing.

In understanding various types of conjunctions, Halliday (2014, p. 241) said that conjunctions in a text are marked with various types. For example, adversative or conceive (the same problem arises with structural conjunctions). In this study, the researcher will be investigated the types of conjunctions, errors in writing conjunctions and conjunction functions that will be taken from students majoring in English language teaching.

In their essay writing, students could make mistakes in using conjunctions can make mistakes in argumentative essay writing. Therefore, the researcher wants to find out more about students' ability to apply conjunctions in essay writing. To analyze this data, researchers used the theory by Halliday (2014).

B. Research Problem

This study's problem is how the students of English Language Teaching use conjunctions in their argumentative essay. The following is the research questions:

1. What are the types of conjunctions used in argumentative essay writing by students of English Language Teaching?
2. What are the functions of conjunction used in argumentative essay writing by students of English Language Teaching?

3. What are the errors of conjunction in argumentative essay writing by students of English Language Teaching?

C. The Objective of The Study

1. To identify the types of connecting words found in argumentative essay writing by students of English Language Teaching.
2. To describe the functions of conjunctions used in argumentative essay writing by students of English Language Teaching.
3. To identify the errors of conjunctions in the argumentative essay of the students of English Language Teaching.

D. Significance of The Study

The researcher hopes that the result of this research will be useful, theoretically and practically. Theoretically, the authors hope that this research can generate the understanding of the theory of conjunction by Halliday (2014) concerning the type, functions, and conjunction error in the context of the students' essay writing. Besides conducting this study, the researcher hopes to enrich the study in the field of grammar.

Practically, the researcher hopes that this research gives understanding and a contribution for the next researchers. It can also help the writer of argumentative essay accurately understand and carry over from one sentence to another, from one side to another and from one paragraph with words or phrases.

E. Scope and Limitation

The study focused on identifying students writing on the use of a conjunction. In this case, the researcher focused on analyzing the type of conjunction used in students' essay writing. The conjunction has many parts, such as reference, cohesion, etc. Moreover, this research limitation is the analysis of conjunction in the students' essay writing using Halliday theory (2014).

F. Definition of Key Term

A conjunction is a part of speech that is used to connect two or more that two different words, phrases, clauses in a sentences.

Argumentative essay is a type of writing that requires a writer to defend a position on a topic using evidence from personal experience.

G. Previous Study

To explore the study of conjunction, several previous studies have been studied to expand the information in conducting research and understand various problems on the object. The researcher obtained several journals and articles to compare previous studies with topics that were certainly appropriate.

The study conducted by Melyane & Kurniasih (2016) analyzed the data which were taken from the writing of tenth-grade high school assignments. Their study found four types of conjunctions error. Two types were analyzed by placing them into the category of errors by Dulay in the Surface Strategy Taxonomy theory, and the causes of errors using the theory by Richard. Of these four, there are two

types of errors that arise in students' writing assignments. They are errors of omission and errors of addition. The type of omission error (cutter or removal) is the most common error, then the addition type error. This research is similar to Kurniasih (2019) that is to analyze conjunction errors in certain fields. The data from this study are essay writing by English Language Teaching Students.

Putri et al. (2016) analyzed conjunctions in the Bali Post international politics and business article. Their study uses a theory put forward by Halliday and Hasan (1976: 320). It focuses on the types and uses of conjunctions in political and business articles published on May 25, 2015. Several subjects are used in this study, such as medical, political, economic, business, sports, and others. The differences seen from the subject are also theories used where the similarity lies in the focus area of research. There are two types of additive relationships found in the six articles that occur in the text: simple additive and complex additive relationships. In adversative relationships, there are two types of conjunctions, proper adversative and contrast.

Mahendra (2013) investigated conjunctions found in the novel "If I Say" by Gayle Forman (2009). There are several ways the system allows text to connect meanings. Stern (2003) argues that conjunctions found in novels have several functions. Among them are combining one word to another, conjunction joins one clause with another, conjunction combines one sentence to another and conjunction that combines one phrase with another phrase.

Andani (2019) focuses on analyzing conjunctions in writing recount texts. This research deals with the text as an object to analyze the accuracy of conjunctions

used in students in the second grade of SMAN 1 Tongkuno consisting of 20 students. She took the data of all classes II of SMAN 1 Tongkono consisting of four classes with a total of 123 students. The sample of this study included 31 students in class XI IPA B using purposive sampling techniques. Based on the findings, the researcher found that the students use conjunctions in the right and wrong ways.

After exploring previous research, the researcher considers that previous studies as described above. While some previous studies deal with conjunctions used by middle or high school students, the researcher focuses on analyzing conjunctions in writing argumentative essays for university students. She chose some essays to be analyzed as the object of this study because the researcher wants to analyze directly from the writing of essays for students majoring in English Language Teaching. In this study, the researcher only focused on the type, function, and error in writing essays.

H. Research Method

This section presents the research method consisting of research design, research subject, research instrument, data source, and data collection and analysis.

1. Research Design

This research is conducted using the descriptive qualitative method. The descriptive method attempts to describe and explain the purpose of descriptive research to examine a phenomenon occurring in a specific place and time (Creswell,

2012). This research concerns the understanding of conjunctions in student argumentative essay. Furthermore, in this qualitative descriptive research, the data are collected naturally as is it without any specific treatment on the research object.

2. Research Subject

The subject of this research is the conjunction in the essay writing of the students in English Language Teaching. The researcher took some essay writing from the students in English Language Teaching. Moreover, the researcher chooses all the argumentative essays written by the students in the academic year 2018/2019.

3. Research Instrument

The research instrument of this study is the human instrument, in which the researcher collects data with an in-depth focus on conjunction. To make the research process gets valid results, the analysis of conjunction is done in all of the argumentative essays written by the students to gets the various data.

4. Data Source

This study's primary data source is the argumentative essays taken from the students in English Language Teaching UIN Maulana Malik Ibrahim Malang. The researcher chooses all of the argumentative essays from the students.

5. Data Collection

This study was qualitatively drawn from essay writing from students majoring in English Language Teaching at UIN Maulana Malik Ibrahim Malang.

There are several steps in this research to collect data. First, the researcher collected all the argumentative essays of the students. Second, the researcher carefully reads the argumentative essays. Third, the researcher underlines the errors in the sentence or phrase. Fourth, the researcher collects the argumentative essay without the proper use of conjunctions.

6. Data Analysis

The researcher analyzes conjunctions by using qualitative methods. Data analysis was performed to interpret the results of the essays. The researcher identifies or analyzes the conjunctions found and confirm its use following the theory of Halliday (2014). The next is identifying the function of conjunction in the argumentative essay. The last analysis is finding the error of conjunction in the argumentative essay. The final stage is concluding.

CHAPTER II

REVIEW OF RELATED LITERATURE

To find out the previous students related to the research topics, this section discusses a review of related literature. It contains descriptions from discussions of general terms to specific; there are linguistics syntax, writing, conjunction, and argumentative essay.

A. Syntax

According to Grady (1997 in Galuh 2018), the syntax is the arrangement of words that become phrases, clauses, and sentences. Syntax also deals with words put together to build larger phrases and clauses and words that are put together to build sentences. The syntactic system of a language discusses the types of phrases, clauses, and sentences found in the language. In syntactic terms, it is also use to study the syntactic nature of language (Tallerman, 2011, p. 1). The syntax is learning how to start or arrange from words of words (Radford, 2004). The scope of this research is classification of the words in phrases, sentences, and the structure that in language uses.

Based on this research, the etymological syntax has the meaning of uniting words into sentences. The grammar supports the formation of words in sentences (Yuricki, 2019). Ahmad (2002) explains that the syntax is discussing between words and larger units and composing sentences. Chomsky (2006) states that syntax is the study of principles and processes arranged in a language. The syntax of a

language has the purpose of constructing grammar for device that produces the sentence to be analyzed.

The syntax is also one of the linguistic elements that must be mastered to write well. In the form of grammar, writing can develop the linguistic resources needed to express ideas effectively (Kusumawardhani, 2017). In that case, the syntax is very important in composing written text because it is the key to writing. The syntax can help the writer to make good structural sentences to convey meaning. Syntax has several sentence structure rules such as combining words into phrases, phrases into sentences, and connecting word meanings and word order as grammatical sentences. The rules of syntax integrate words into phrase than to sentences then to paragraphs.

The syntax may be defined as (a) determining the relevant parts of a sentence, (b) describing these parts grammatically. The parts of the sentence are called constituents. In other words, part of the sentence is a phrase. Syntax involves the two closely related tasks of breaking down the sentence into constituents, some grammatical label to each constituent, what type of constituent, and the grammatical function. The part of the sentence is popularly called constituent for them grammatically. Syntax as the part of grammar that construction of sentences and the relationship of words another sentence. Syntax is one of the linguistic branches that studies the sentence pattern or structure of the grammatical rules of language.

B. Conjunction

The conjunction is words that connect from the sentence into sentences. The conjunctions are used in oral and written forms to make conjunctions very difficult in English, requiring diligence (Haryudin, 2019). The writer uses Halliday theory to classify the conjunction that can be classified with deeper meaning or understanding. In conjunction, have a good role to use in essays writing to the understanding of various conjunctions enabling to maintain ways communication that written conveniently. The conjunction is somewhat different from the relation. It is based on the assumption that there are in the linguistic system form of systematic relationships between sentences (Halliday & Hasan, 1976, p. 321).

The conjunction is on type of grammatical cohesion that serves to link other words, phrase, or clause together. Simply conjunction used to connect one word to others, even linking between two or more sentence. There are many errors found related to use of conjunction in systematic of writing especially for students with knowledge and understanding of using conjunction is still minimal. The conjunction involves the use of formal markers to relate sentences, clauses and paragraphs to each other.

According to Treanor (1997:292 in Siagianto, 2017) three kinds of conjunctions are:

1. Coordinate conjunction

The conjunction joins two more items of equal syntactic. Coordinate conjunctions are conjunction that joins two or more items (such as words, main clause, and sentence) of equal syntactic importance. That is simple coordinate

conjunction; for, and, nor but, or, yet and so. Coordinate conjunction joins words, phrases, or clauses of equal rank.

2. Subordinate conjunction

The conjunction is a connected, dependent clause. Subordinate conjunction called coordinators, the conjunction introduces a dependent clause. Subordinate conjunction is also called subordinators that join an independent clause, a dependent clause, and introduce adverb clauses. The most common subordinate conjunctions in the English language include after, before, until, since, then, that, when, where, while, and because. Subordinate also provides that, as long as, so that, even though.

3. Correlative conjunction

The conjunction has paired that work together to coordinate two items. Correlative conjunction that is conjunction works in pair. Such as, but also, either, not only, neither nor, whether. The function of correlative conjunctions is to correlate, working in pairs to join phrases or words that carry importance within a sentence.

In grammar, there are many aspects that we can discuss, one of which is the connection. In the English study program, grammatical elements such as conjunctions are very important to connect. The conjunction also part of the syntax. A conjunction connects words, phrase or clauses. Mispunctuated sentences often result from misused conjunction. Conjunctions are one of the important structures to improve students' ability to write sentences or essay writing.

According to Halliday (2014, p. 261) define that conjunction is on the borderline of the grammatical rules. The conjunctions divided into four categories; they are Additive, adversative, causal and temporal.

1. Additive

Additive refers to a type of conjunction that structurally appears and coordinates each other. It means that it depends on the structure of the sentences. Halliday (2014) state that structural coordination and express the succession of two independent elements. Additive conjunction expressed the external or the internal type of conjunction. For the example type of additive expressed: and, also, or, both, moreover, nor either... not, or else, furthermore, in addition, besides, alternatively, by the way, likewise, etc. It can be seen in the table 1 below.

Table 1. Additive Conjunction (Halliday, 2014 p. 254)

External/ Internal	Internal (Unless otherwise specified)		
Additive, Simple: Additive (<i>and</i> , and <i>also</i>) Negative (<i>nor</i> , and ... <i>not</i>) Alternative (<i>or</i> , or <i>else</i>)	Complex, Emphatic additive: (<i>furthermore</i> , <i>in addition</i> , <i>besides</i>) Alternative (<i>alternatively</i>) Complex, demphatic: (<i>incidentally</i> , <i>by the way</i>)	Apposition: Expository (<i>this is</i> , <i>I mean</i> , <i>in other word</i>)	Comparison Similar (<i>likewise</i> , <i>similarity</i> , <i>in the same way</i>) Dissimilar (<i>on the other hand</i> , <i>by contrast</i>)

In the example of additive conjunction above, *and* and *in addition* presuppose the presence of an element that complete the previous elements.

2. Adversative

Adversative refers to the contrary expectation. The expectation may be derived from the content of what is said or the communication process, and the speaker-hearer situation (Halliday, 2014 p. 244). The connection in the adversative relation is gained by contrasting expectation which is derived from what is mentioned before. Adversative expressed by *but, or, yet, only, the other hand, however, though, in fact, actually, at least, rather, in any case*. It can be seen in the table 2 below.

Table 2. Adversative Conjunction (Halliday, 2014 p. 254)

External/ Internal	Internal (Unless otherwise specified)		
Adversative Simple: <i>(yet, although, only)</i> Containing <i>(but)</i> Emphatic <i>(however, nevertheless, despite this)</i>	Contrastive <i>(in fact, actually, as a matter of fact)</i> Contrastive External <i>(but, and)</i> Emphatic <i>(however, on the other hand, at the same time)</i>	Correction of meaning <i>(instead, rather, on the contrary)</i> of wording <i>(at least, rather, I mean)</i>	Dismissal Close: <i>(in any case, in either case, whichever way it is)</i> Open-ended <i>(in any case, anyhow, however it is).</i>

You have friends but you can never be sure if they like you.

Although social media brings some negative things, it also give positive things.

The adversative conjunction *but* and *only* presuppose the presence of the elements that are contrary the expectation of the previous elements.

3. Causal

Causal relation represents one of cause and consequence (Nunan, 1993:27). Type of conjunction relations of causal that is the conditional type. The general meaning of the causal conjunction is the conjunction *because*. A simple type of causal conjunction expressed by; so, thus, therefore, consequently, accordingly, for, because, as a result, in consequence, in that case, etc. It can be seen in the table 3 below.

Table 3. Causal Conjunction (Halliday, 2014 p. 255)

External/ Internal	Internal (Unless otherwise specified)		
Causal, general: Simple (<i>so, then, hence therefore</i>)	Reversed causal: Simple (<i>for, because</i>)	Conditional Simple (<i>then</i>)	Respective: Direct (<i>in this respect, in this</i>
Emphatic (<i>consequently, because of this</i>)	Causal, specific: Reason (<i>it follows, on this basis</i>)	emphatic (<i>in that case, in such an event, that being so</i>)	<i>regard, with reference to this</i>)
Causal, specific: Reason (<i>for this reason</i>)	Result (<i>Raising out of this</i>)	Generalized (<i>under the circumstance</i>)	Reversed polarity (<i>otherwise, in other</i>
Result (<i>as a result, in consequence</i>)	Purpose (<i>to this end</i>)	Reversed polarity (<i>otherwise, under other circumstances</i>)	<i>respects</i>)

We will find the time when we feel lonely because we do not have any friend to share something.

There is a time for us to decide for living alone.

in the examples of causal conjunction, the conjunctions *because* and *for* indicate a cause and effect relation

4. Temporal

Temporal conjunction is the relation between two an additional relation more specific temporal relation represent the sequence of time the particular stage can determine the relation that the communication process has reached (Halliday, 2014:245). A simple type of temporal includes next, while, afterwards, after that, then, when, since, until then, first, finally, in conclusion, up to now, to sum up, soon, next time, etc. It can be seen in the table 4 below.

Table 4. Temporal Conjunction (Halliday, 2014 p. 256)

External/ Internal	Internal (Unless otherwise specified)		
Temporal, simple (external only): Sequential <i>(then, next, after that)</i> Simultaneous <i>(just then, at the same time)</i> Preceding <i>(previously, before that)</i> Conclusive forms: Sequential <i>(first... then)</i> Conclusive <i>(at the first... in the end)</i>	Complex external only: <i>(at once)</i> Interrupted <i>(soon, after a time)</i> Repetitive <i>(next time, on another occasion)</i> Specific <i>(next day, an hour)</i> Durrative <i>(meanwhile)</i> Terminal	Internal temporal: Sequential <i>(then, next, secondly)</i> Correlative forms: Sequential <i>(first... next)</i> Conclusive <i>(finally)</i>	Present (<i>at this point, here</i>) Future <i>(from now on, hence, forward)</i> Summary: Summarizing <i>(to sum up, in short, briefly)</i> Resumptive <i>(to resume, to return to the point)</i>

	<i>(until then)</i>		
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In conclusion, even though living alone have many challenges.

Finally, online learning make learning process easy.

The main function of conjunction is to combine the elements of though. In writing comprehension, one cannot simply create a good writing text without the use of conjunctions.

C. Writing

Writing is one of four essential elements in language learning besides listening, speaking and reading (Indriani, 2019). Some of the students have problems in writing skill; they face some obstacles such as the grammatical structure of the language, limited vocabularies and even mistake in sentences. In the writing skill, the student can share ideas, experiences and transfer information and knowledge. The writing process involves a series of steps to follow in producing a finished piece of writing (Ramadhan, 2019). Students can elaborate on their ideas effectively and accurately in a proper way through their writing skills.

Moreover, writing is a language skill, which is sentences formed with the logical syntactic structure in combinations of paragraphs (Zainuddin, 2016). Writing process to express our idea in a textual medium called a written language. It can be used for reminding someone for thinking critically as well.

According to Gloria (2013 in Kusumawardhani 2017), writing is good for clearly giving information or messages to readers. In writing text, the perspective of writing is arranged in various ways such as narration, description, exposition, and argumentation. Writing is also not an easy activity, and ideas are not enough to constitute good writing. Writing is more than transforming thinking or idea in written because writing can give meaning, exploring words or features that it has written and applied our knowledge in writing (Thresia, 2013). Writing ability contains the main idea with three supporters who reflect the composition structure. Writing has several parts that support the composition of the composition. The writer consists of several stages that can started from the writing that can be made into ideas that will arranged into good paragraphs. Many people get difficulties to muster their idea into a sentence to make a good paragraph on a piece paper. There are so many errors in the systematic writing grammatical and accuracy of writing itself; this also caused the lack of understanding of the use of words, which means the use of grammatical correctness in writing.

According to Halliday (2014, p. 14), part of language is more specifically one type of error in language. A certain set of symbols that have conventional values from a particular language that are arranged visually. Writing competence is the language competency that is mastered by English learners, reading, speaking, and speaking has good writing competence people not only express their ideas but can make others understand. Rever (1980: 242) defined writing is one of the ways to express an idea, the main purpose of writing can express himself in writing literary

which requires a particular vocabulary and a certain structure. To use writing as a communication tool beyond the sentence level in the paragraph.

The writing preparation is useful for some other activities when the students write sentences about discussion activities. The students think up ideas having to come up with an opinion, which many especially at lower levels, and find it difficult in writing skills Harmer (2004, p. 32).

D. Type of Writing

Type of writing has each purpose of writing. It can be formed in a paragraph, an essay, a story, and a novel. Type of writing has an organization. The variety of writing above, as regards their sentence, can generally be divided into three kinds in university-level: narration, description, and exposition. The descriptive provides accurate details and appeals to the sense, the expository explains how to do something or informs the readers to do something.

1. Descriptive

Descriptive text is a part of the factual genre. According to Woodson (2007), descriptive is the process of creating a visual image and sensory impression through words. Descriptive writing is one of the writing types, which are the function of how something looked and persuaded the audience to see something from the writer's point of view. Through his or her imagination, the description helps the reader visualize a scene a person to understand a sensation.

According to Knapp and Watkins (2005), the generic structure of the descriptive text is first identification; it is an introduction to the subject of

description. Second is the description of the feature, and it describes the characteristic feature of the subject.

2. Exposition

Expository writing is a general term to no-fiction prose. It is not storytelling because it depends on facts, opinions by facts, and fully developed that must be made clear through the use of an example. Expository paragraphs or essays are usually written in the third person.

3. Narrative

According to Langan (2005: 191), the narration is commonly called storytelling, and the writers relate a single story related to ones. The narrative makes a statement clear by relating in detail something that has happened. The written story lets the reader response to some event told in the story. They do not only understand the event, but they can almost feel it.

Narrative or narration has the same meaning as stated above, and it tells a story chronologically for entertaining the reader. Many types of narrative can be found in writing such as science fiction, real-life fiction and many others.

E. Argumentative Essay

The argumentative essay is an essay which aims at persuading the reader's point of view toward certain issue. The basis of an argumentative essay is critical and logical thinking which means it should be supported by logical facts (Indriani, 2019). The parts of the argumentative essay outline should contain an introduction,

the body parts, and the conclusion. Konar (2009) states that the main purpose of writing an argumentative essay is to convince readers that one particular view opinion on a controversial issue is correct. Argumentative essay writing is a challenging task for students, and essay writing is needed to understand grammatical aspects' proper function. Students are instructed to write excellent essays in syntactic structure and language in English who are asked to complete argumentative essays.

Argumentative essays also contain writing that asks students to discuss a topic, collect, obtain and arrange positions on a complete topic. The argumentative influence the reader agrees with the author's opinion according to what the author or speaker wants. The organization of an argumentative essay also provides body paragraphs (Faisal, 2013). In discussing a general idea, the argumentative essay must be limited by body paragraph to clarify the direction of the essay to be written. Besides, it makes it easy for the audience to read it. Each paragraph supports the evidence of statements collected during the study. It is also important to explain how the contents of the essay are explained logically between the introduction, body, and conclusions.

The student in English Language, Education Programs, is that students who are prepared to compete in the world of academic that are increasingly competitive to achieve competent graduates. Writing is one of the skills that must be mastered to support competency standards (Sujito and Muttaqien, 2016). To connect the idea, students must interpret the essay writing that can be understood

by the reader. Meanwhile, an essay is a group of a paragraph which explains the subject or certain idea.

The argumentative essay has the main function, which is to convince the readers. An argumentative essay uses different facts and expert opinions to persuade the readers to accept a position. In the argumentative writing essay, the writer should introduce and explain the issue or case supported by a strong argument (Hyland, 2008). The writer should give their strong argument by providing strong reason with strong evidence to influence the reader's point of view toward certain issue. Moreover, in writing an argumentative essay, the writers need to take a position on an issue. The writers could present their argument on both sides of an issue which are equally balanced. Besides, the writers could also emphasize their argument to one side of an issue. It depends on the writer, what side they support the most (Argumentative Essay, 2020).

The purpose of argumentative essays is to convince the reader. Argumentative essays become very persuasive and logical. (Smally and Ruetten in Sugiyanto 2005, p. 33) say that there are five characteristics in the essay. First, the essay argument must introduce the problem or case. Second, the essay must offer reasons and support reasons. Thirdly, the essay must refute the opposing argument if it has valid points. Fourth, the conclusion must follow the argument. Finally, argumentative essays answer questions, and the writer must use rational and logical reasons because argumentative essays convince the reader.

The argumentative essay should introduce and explain the issue or case. The essay should offer reasons and support for those reasons. The essay should

refute an opposing argument. Giving argument means the person does not have fought, but that person is doing creativity and productivity that engages into a high level of inquiry and critical thinking. However, giving the argument aims to find the best solution to a complex problem. It does not mean that giving arguments does not passionately support their point of view or expose weaknesses to find faulty.

Similar to another essay, the argumentative essay also has three essential parts. The introductory paragraph that functions as attention for to readers. It consists of general to specific statements. The body paragraph is the writer proves the assertion at the end of the introduction. It contains as many paragraphs explain the main idea in the logical sequence. Finally, the concluding paragraph gives the readers the conclusion or the summary of the essay and the writer's final comments.

a. Characteristic of a good argumentative essay

1. Planning

Before starting to write an argumentative text it is necessary to take into account the planning of it. That is, what ideas will be taken and what will try to develop mentally or in a draft the thesis that will accompany throughout the text.

2. Structure

An argumentative will have five paragraphs that will be of a similar extension with respect to each other.

3. Part of the text

The internal parts of the argumentative texts are strict regarding the presentation of their parts.

F. The form of essay

Breton (1978:40) states that the form of essay is divided into three-part.

An essay has three parts, an introduction, main body, and a conclusion.

Introduction
Main body
Main body
Main body
Conclusion

1. Introduction

The introduction paragraph an essay is aimed to attract the readers' interest.

The introductory of the essay is two-part, a few general statements about the subject to attract the readers and state the specific subdivisions of the topic or the plan of the paper (Oshima and Hogue, 1999, p. 101).

To make it easier to make the preface more interesting in writing essays, Langan (2002, p. 287-288) proposes six introductions or methods of introduction, contrast, relevance, anecdotes, questions, and quotes.

2. Body

Langan (2002, p. 289) stated that the body essay paragraph is a supporting paragraph. The body of the essay has three supporting points, which are developed in three separate paragraphs. In writing supporting paragraphs, it must start with a

topic that states the points to be paragraphs and a thesis that focuses on essays and topic sentences to provide each supporting paragraph. The topic sentence should announce the paragraph's argument and clarify how the paragraph's evidence will support the essay's overall argument. All supporting sentence details in each paragraph must support the topic sentence. Oshima and Hogue (1999, p. 101) argue that the author can arrange paragraphs such as expressing an idea in chronological order, logical division of ideas, comparison and contrast.

3. Conclusion

Closing paragraph to summarize the essay that has been completed written and restate the contents of the essay briefly. Oshima and Hogue (1999, p. 107) state that the last paragraph explains the conclusions of the contents of an essay and tells the reader that the story has completed the essay. First, write the main summary in the body of the essay or rewrite it with different words. Then, the author adds a final comment to create a strong and effective message that the reader will remember. It can end with a prediction, a warning, or other comment that reinforces the writer's viewpoint.

The process essay is well known by "how to" essay, therefore essay consist of step. Breton (1978, p. 78) argues that performing the process is strictly chronological; every step must follow the previous one in time. In addition, to make it more successful, a process essay must explain clearly each step of an activity. The key to preparing writing such an essay is thinking through the activity as though the writers' doing it for the first time.

CHAPTER III FINDING AND DISCUSSION

This chapter presents the data findings and discussion of the study based on the research questions. The findings and discussion are based on all the explanation in the previous chapters. In the findings, the researcher presents the analysis of the data based on (Halliday, 2014). While in the discussion, the researcher presented several explanations to answer the research question in this study.

A. Research Findings

To get the data, the researcher analyzed several essays from the students, which showed the conjunctions used in selecting essays. Analyzing the data, not only focuses on conjunctions, but the researcher also analyzes the functions and errors in using conjunctions. The researcher found fifteen essays written by students as the data to be analyzed. Several types of conjunctions found in essay based on Halliday's (2014), namely; additive, causal, and temporal conjunctions. The data that has the same pattern is categorized as datum. In the analysis, the datum is analyzed based on the sentence, and types of conjunctions.

Datum 1.1

We took pictures by photographers and the villagers, and we were so hot.

Moreover, they can get a social treatment and wherever they go such as most of people greet and shake their hands.

In the sentence above, the student used the conjunction *and* that connects two phrases into sentences. The conjunction *and* often uses at the end of the sentence to complete understanding from the sentence before. However, conjunctions *and* used to make a sentence.

The sentence explains about the unforgettable journey. The sentence also provides remarkable how to take pictures by photographers. Therefore, the conjunction *and* is used in the sentence to make a relation one to another. The important thing that the advantages are told by adding more information to make interesting how to take pictures by photographers with their friends.

The words *and* is **additive** conjunction. It means that sentences show that the idea. A similar analysis also occurs in essays that are *or*, *moreover*, *and* *furthermore*.

Datum 1.2

Therefore, it may spread the virus on the device or gadget if the user entering a non-safe site.

In the sentence above, the student used the conjunction *therefore* as the pure form of general relations that can be used as a transition in sentences. The conjunction *therefore*, indicates the cause and effect between several clauses

(independent clause). In this case, the conjunction *therefore* cannot be used to start paragraphs. The conjunction *therefore* to imply some of reasoning or argument.

Based on the sentences above, social media has a negative and positive impact on gadgeted, especially among children and adults. In this sentence, the conjunction used *therefore* explaining the cause and effect of using social media contained in the sentence *the device or gadget if the user enters a non-safe site*. The word *therefore* is **causal** conjunction. The conjunction *therefore* has a meaning as implying the reasoning or argument.

Datum 2.1

In America they (some of them) choose to living alone because so many consideration.

The sentence above uses the conjunction *because* as subordinating conjunction. The word *because* connects two sentences and categorizes it as the reason for the sentence. It is followed by the example that the reader can imagine. The sentences *In America (some of them) choose to live alone because so many considerations* are contrary to the reason for choosing life alone.

Based on the sentences above, *many considerations in America choose to live alone*. Therefore, the use of the conjunction *because* it provides a reason for those who choose to live alone. The conjunction *because* is **causal** conjunction, it has a meaning as the presupposing a reason. A similar analysis also occurs in the essay there is the conjunction *for*.

Datum 2.2

But *in the other hand there are many disadvantages.*

The sentence above uses the conjunction *but*. The word *but* is used to show contrast or unexpected differences or demonstrate the affirmative sense of what the first part of the sentence implied negatively. The conjunction *but* uses to clarify some differences of statements in one sentences as a purpose of contrast

The word *but* in the example above explains that online learning has many advantages and disadvantages for students and the other people that are used online learning. The conjunction *but* is **adversative** conjunction. It means that the clarification of some differences from statements in one sentence of contrast.

Datum 3

On the other hand, *online learning also gives bad impact.*

The sentence above uses the conjunction *on the other hand*. The conjunction *on the other hand*, as a conjunction to connect one statement to join with another statement with a different meaning. *On the other hand* clarifies that there are some statements to join with the conjunction *on the other hand*. So, the sentences above have the meaning as similarity statement but in the same context.

Based on the sentences, the conjunction *on the other hand* is used to compare the situation to show there is an essential difference. *On the other hand, online learning also gives a bad impact.* The example of the sentence that online learning has a bad impact on students. The conjunction *on the other hand* explains conjunctive adverb in the sentence that compares two situations. The

conjunction *on the other hand* is **adversative** conjunction, and similar analysis also occurs in the essay. There is a *but* conjunction. The other sentences in this data are also similar to conjunctions *and*, *or* and *moreover*.

Datum 4.1

In conclusion, *even though living alone have many challenges.*

The sentence above uses the conjunction *in conclusion*. The use of conjunction *in conclusion* in an essay as connectors of conclusion. Living alone has many connections for us. The explanation the conjunction *in conclusion* shows the conjunction used at the end of an essay that is the closing or summary.

The conjunction *in conclusion* shows the sentence explains the summary of an essay. To show the conjunction *in conclusion* seen at the end of the sentence *in conclusion, living alone has many challenges*. The conjunction *in conclusion* is **temporal** conjunction, which is expressed to signal sequence.

Datum 4.2

There is a time for us to decide for living alone when we need to work or study outside of the city.

The sentence above uses the conjunction *for*. The conjunction *for* was the simple form in the sentences. There is conjunction with this meaning namely, *for*. It means conjunction *for* as the simple conjunction has meaning is reversed. Based on the sentences, the conjunction *for* in the datum uses in an internal definition meaning. The internal definition in the meaning of conjunction *for* is *for*

us to decide for living alone because the sentences use the conjunction to connect some reason to get the result of a purpose. The conjunction *for* is **causal** conjunction. A similar analysis also occurs in the essay, and there is a conjunction *because and therefore*.

Datum 5.1

It is *neither* formal *nor* non-formal education

The sentence above uses the conjunction *neither ... nor*. The conjunction *neither ... nor* as negative form as an expression with more or less the same meaning. It shows the conjunction *neither ... nor* as a negative expression to clarify the question. From the explanation, two words connect to the conjunction *neither ... nor* there is formal and non-formal education. So, the sentences above have a negative meaning as negative sentences.

Based on the sentences, the conjunction *neither ... nor* has the meaning to show negatively as a suggestion. From the explanation of the sentence, explain that there are words *neither ... nor*, formal and non-formal education. However, an explanation shows the word *nor* is the word non-formal education. The conjunction *neither ... nor* is **additive** conjunction, and similar analysis also occurs in the essay, there is the conjunction *and, in addition, futhermore and or*.

Datum 5.2

So, they feel free to express what they want.

The sentence above uses the conjunction *so*. The sentence shows the conjunction *so* as a result of this statement before. The conjunction *so* stated take

conclusion is the result of solving the problem happened in a sentence. The sentence above shows the results of the sentence: *they feel free to express what they want.*

Based on the sentences, used conjunction *so*. It can be seen that the clause introduced by the conjunction *so* is the purpose of what has been mentioned before. The presence of conjunction *so* in sentences makes clear to readers that following of what has been formally mentioned. The conjunction *so* is **causal** conjunction and similar analysis also occurs in the essay, there is conjunction *because*.

Datum 5.3

Finally, *they themselves build to be a good person and ready to be different.*

The sentence above uses the conjunction *finally*. The conjunction *finally* refers to something that happened after a long time. The expression of *finally* is used to indicate the conclusive sense, which means lastly. The conjunction *finally* indicates the meaning of the end of some process of series. The word *finally* is usually used to explain as an adverb about the time an event. This conjunction can be inserted at the beginning of the sentences, the middle, and the end of sentences.

Based on the sentence, the conjunction *finally* has meaning to show the conclusive sense. The conjunction *finally* introduces a final point. To show the conjunction *finally* in a sentence is *finally, they build to be a good person and ready to be different.* The conjunction *finally* is **temporal** conjunction. Temporal conjunction indicates the events in the sentences are related in terms of the time of the occurrence.

Datum 6

Then, *we waited until the weekend.*

The sentence above uses the conjunction *then*. The conjunction *then* connects the sentences which are related in time. The simple form of expression of the conditional relation, meaning under these circumstances, was the word *then*. The simple form of general conjunction also *then* has a meaning as *so* in certain conditions. It can be seen clearly in the example of sentences.

Based on the sentence, the conjunction *then* shows the purpose of the result of the data. The conjunction *then* has meaning as *so* because to show the result. The result of the data is the purpose of giving a brief explanation about the statement before conjunction *then*. The sentence above that shows the results of the sentence is *then*, *we waited until the weekend*. The conjunction *then* to connect some statement become a purpose of sentences. The conjunction *then* is **temporal** conjunction, and similar analysis also occurs in the essay, there is the conjunction *first* and *next*. The conjunction *then* to connect some statement become a purpose of sentences.

Datum 7

However, *credit card also have disadvantages.*

The sentence above uses the conjunction *however*. The conjunction *however* is used to say a contrast or put another side the argument which has an expression *a result, in consequence, because of that*. The

conjunction *however* is applied to the example above. It does not indicate the strong sense of contrast as *against* but shows another alternative.

Based on the sentence, the conjunction *however*. The conjunction *however* used to contrast or put another side to the argument. The argument that if some people cannot use a credit card carefully. The conjunction *however* can be used in different ways, and each requires particular punctuation.

From the example sentences used adversative conjunction *however* explain about using a credit card. The conjunction *however* is **adversative** conjunction, and similar analysis also occurs in the essay. There is conjunction *but*.

B. Discussion

The researcher has classified the data based on Halliday's (2014) theory. The discussion presents the result from the data analysis about the type of conjunction, the function of conjunction, and the errors of conjunction in argumentative essay writing by students of English Language Teaching. The analysis to be carried out must be able to answer the research question that is already available. The question is, what the types of conjunction are, what the functions of conjunction are, and the errors of conjunction in argumentative essay writing. The findings show four types of conjunction, namely additive, adversative, causal, and temporal conjunctions.

1. The types of conjunctions used in argumentative essay writing by students of English Language Teaching

In communication, it occurs a transfer of information, whether spoken or written. The written text demonstrates how the language exploited or manipulated to achieve the intended goal of the writer. The difficulties occur in using their English, especially in understanding conjunctions (Mahendra, 2013). Based on the finding, the researcher found that the type of conjunction in argumentative essay writing. According to Halliday (2014, p. 232), the different conjunction that enters into cohesion is not the same as the elementary logical relation expressed through the structural medium of coordination. The conjunction is textual, and they represent the generalization holding between sentences.

After the researcher analyzed the data in argumentative essay writing by the students of English Language Teaching, the researcher found four types of conjunction in the essay writing based on Halliday's (2014) theory. They are additive conjunction, adversative conjunction, causal conjunction and temporal conjunction.

1. Additive

Additive refers to a type of cohesion that structurally appears and coordinates each other. It means that it depends on the structure of the sentences (Halliday, 2014). Additive conjunction expression as a link by adding to proper items with a purpose to get an understanding of a sentence. In this type of conjunction, there two kinds of items that can be noted from the data. Based on the

essay writing, the researcher found two examples of additive conjunction in the essay writing. It could be seen in **datum 1** and **5.1**.

In datum 1, the researcher found the conjunction *and*. It has the most general meaning and used to connect two ideas or events. It can be used to join sentences as well as part of sentences. The conjunction *and* denotes a relationship with the contents of clauses. The sentences explain clearly that conjunction *and* have information to be given to the reader.

In datum 5.1, the researcher found the conjunction *neither ... nor*. The conjunction *neither ... nor* as simple additive as an expression with less the same meaning. It mentioned that conjunction *neither ... nor* is the negative form of additive relation has more to be structural coordination within the sentence. It can be seen clearly in the sentences, "*It is neither formal nor non-formal education*".

2. Adversative

According to Halliday (2014, p. 259) adversative conjunction is used to express contrast to a previous statement. It means the adversative conjunction is opposite to expectation. The expectation from the context is being said or the communication process of the speaker and hearer situation. This type is occurs happened in the essay. Based on the essay writing, the researcher found three examples of adversative conjunction in the essay writing. It could be seen in **datum 2.2**, **datum 3**, and **datum 7**.

In datum 2.2 is showed the conjunction *but*. The conjunction *but* used to show contrast. The differences of statement mention in data above to show the

conjunction *but* is a correlation with a statement to explain some different statements of a proper sentence. In general, the conjunction *but* indicates the meaning of contrary expectation.

In datum 3, the conjunction is shown *on the other hand*. *On the other hand* is a conjunctive adverb. The conjunction *on the other hand*, has meaning dissimilarity in contradistinction with the previous statement. For example, sentences, the data is to clarify that some statements join with the conjunction *on the other hand*. The conjunction *on the other hand* has meaning as dissimilarity statement but in the same context.

In datum 7 is showed the conjunction *however*. *However* is used to say contrast or put another side to the argument. From the example sentences that used adversative conjunction *however* explain about using a credit card.

3. Causal

Causal is a type of conjunction represents one of cause and consequence. It means that one clause becomes the rest is the consequence (Halliday, 2014). Causal conjunction includes result, reason, and purpose to form a cohesive chain. Within the sentence, it is natural to find the structural expression of cause going in either direction. Based on the essay writing, the researcher found four examples of causal conjunction in the essay writing. It could be seen in **datum 1.2, datum 2.1, datum 4.2, and 5.2.**

In datum 1.2 is showed the conjunction *therefore*. The conjunction *therefore* was the pure form of the general causal. The

word *therefore* occurs regularly in an internal sense, implying kinds of reasoning or argument, and also *therefore* has the same potentialities as the conjunction *however*. The conjunction *therefore* is the explanation of someone reason doing something.

In datum 2.1, the sentence showed the conjunction *because*. This conjunction is the reversed of the causal conjunction, in which the presupposing sentence expresses the cause. The conjunction *because* it has a meaning as the presupposing a reason, in the heading of causal conjunction, is included the specific one of result, reason, and purpose.

In datum 4.2, the sentence is showed the conjunction *for*. The conjunction *for* as reserved causal expressed *there is a time **for** us to decide for living alone when we need to work or study outside of the city*, which talks about time. The conjunction *for* has meaning reversed and expression to connect some reasons to get the result of a purpose.

In datum 5.2 is showed the conjunction *so*. The conjunction *so* is the result or consequence of the previous relation. The conjunction *so* shows the result of statements have been stated to take a conclusion results in a solution for the problem that happened in data.

4. Temporal

The temporal conjunction represents the sequence of time. The relation can be determined by the particular stage that the communication process has reached. What makes temporal conjunction different from all types of conjunction occurs in

correlative form. Halliday (2014, p. 261) stated that an additional component makes temporal conjunction more specific in the meaning and succession in time. Based on the essay writing, the researcher found three examples of additive conjunction in the essay writing. It could be seen in **datum 4.1**, **datum 5.3**, and **datum 6**.

In datum 4.1 is showed the conjunction *in conclusion*. The conjunction *in conclusion*, shows that the sentence above explains the summary of an essay. From the explanation, the conjunction *in conclusion*, shows conjunction can be used at the end of an essay that is the closing or summary.

In datum 5.3 is showed the conjunction *finally*. These conjunctions can be inserted at the beginning of the sentences, the middle, and the end of sentences. So, the conjunction *finally* refers to something that happened a long time and usually after some difficulties.

In datum 6 is showed the conjunction *then*. The conjunction *then* connects the sentence, which is related to time. The simple form of general conjunction also *then* has a meaning as *so* in certain conditions. It can be seen clearly in the example of sentences; *then, we waited until the weekend*. The conjunction *then* to connect some statement become a purpose of sentences.

However, there are four types of conjunction used in argumentative essay writing by students of English Language Teaching. So, the author will discuss those four types of conjunction using the theory Halliday (2014).

Based on the explanation above, a summary of the analysis results in the form of an image. Figure 1 explains the types of conjunctions based on the theory by Halliday (2014).

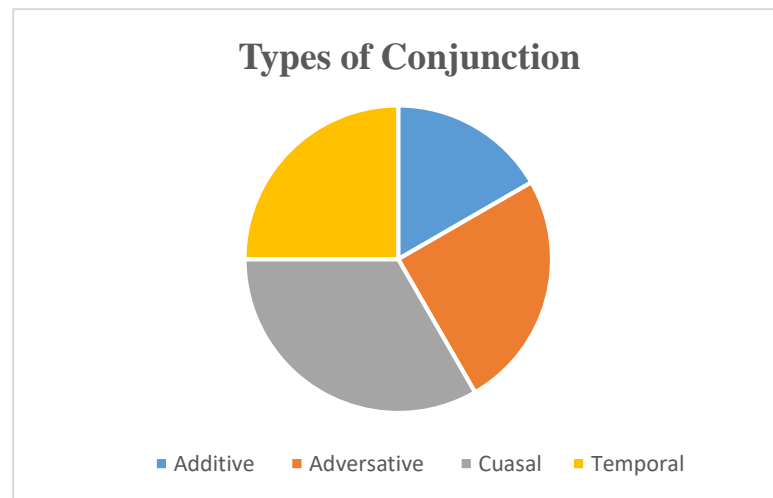


Figure 1. The types of conjunction in argumentative essay writing.

G. The functions of conjunction used in argumentative essay writing by students of English Language Teaching

The second research question will be discussed by the researchers in this section. The researcher used Halliday theory (2014). To determine the function of conjunction in argumentative essay writing by students of English Language Teaching. Based on Halliday (2014, p. 270), conjunctions combine language units from words, clauses, sentences, and phrases. The function of conjunctions is to combine words, combine phrases to form clauses and combine clauses to form complex sentences.

The use of conjunctions is widely used by students, especially in essay writing. Writing that is often used by students is to use conjunctions with additive types. The dominant type of additive used in essay writing is conjunctions *and*. It is used for relating part of speech, the word additive in students argumentative essay

writing is the conjunction *and*, and *or*. The other types are adversative, causal, and temporal. Adversative conjunction is used for giving a contractive idea, the words are *but*, *however*, and *only*. Then, causal conjunction is used for giving cause-effect, that is *because*, *so*, and *for*. Next, temporal conjunction is used for showing time and place, the word is *first*, *finally*, and *then*. It can be seen clearly in the following sentence: *We took pictures by photographers and the villagers, and we were so hot.*

In the example of sentences used the conjunction *and*. The conjunction *and* is functioned to connect two or more items of syntactic importance and add more information to what has been said.

Therefore, *it may spread the virus on the device or gadget if the user entering a non-safe site.*

The example used the conjunctions *therefore*, the conjunction *therefore* cannot be used to start paragraphs, and the conjunctions *therefore* functioned to implying kinds of reasoning or argument.

*In America, they (some of them) choose to living alone **because** so many consideration.*

This example sentences used the conjunction *because*. The conjunction *because* is used by the search engine to give strong arguments. In which the presupposing sentence expresses the cause.

But *in the other hand there are many disadvantages.*

This example sentence used the conjunction *but*. The conjunction *but* functioned to show contrast, unexpected differences or

demonstrate the affirmative sense and use to clarify some differences of the statement in one sentence as a purpose of contrast.

On the other hand, *online learning also gives bad impact.*

This example sentence used the conjunction *on the other hand*. The conjunction *on the other hand* functioned to connect one statement to join with another statement, which has a different meaning. In the sentence, the conjunction *on the other hand* corresponding to similarity is the comparison where the meaning is dissimilarity in contradiction.

*There is a time **for** us to decide for living alone when we need to work or study outside of the city.*

This example sentence above used the conjunction *for*. The conjunction *for* is functioned to connect some reason to get the result of a purpose. The use conjunction *for* in the sentence is to express *for what to do something* which talks about time.

So, *they feel free to express what they want.*

This example sentence used the conjunction *so*. The function of conjunction *so*, take a conclusion is the result of the solution for a problem that happened in the sentence.

Finally, *they themselves build to be a good person and ready to be different.*

This example sentence above used the conjunction *finally*. The conjunction *finally* is functioned for showing time and place. It used concluding in the essay writing. It is signal of the end of the essay.

Then, we waited until the weekend.

This example sentence above used the conjunction *then*. The conjunction *then* is functioned to connect some statements to become the purpose of sentences. The conjunction *then* has meaning as *so* because to show the result.

However, credit card also have disadvantages.

The example sentence used the conjunction *however*. The conjunction *however* functioned to say a contrast or put another side to the argument which has the expression.

Based on the explanation above, a summary of the analysis results in the form of an image. Figure 2 explains the functions of conjunctions based on the theory by Halliday (2014).

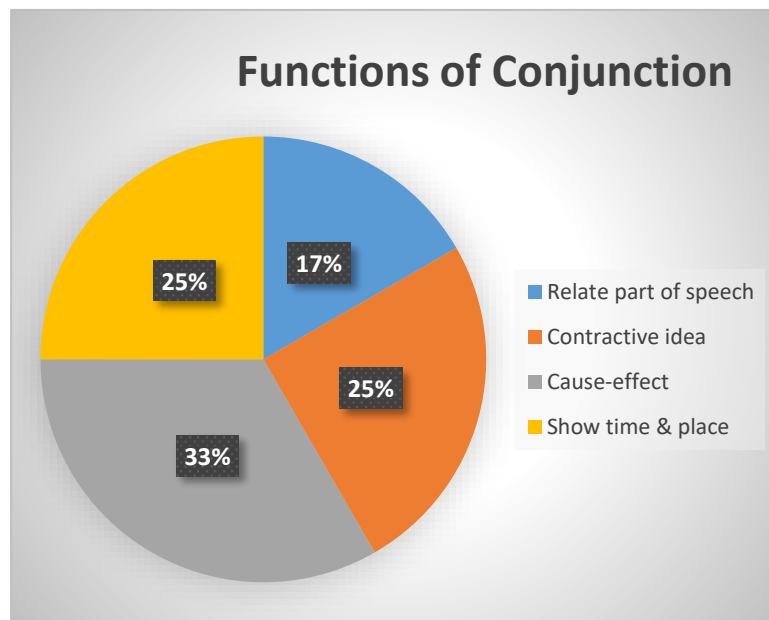


Figure 2. The functions of conjunction in argumentative essay writing.

H. The errors of conjunction in argumentative essay writing by students of English Language Teaching.

These errors would be analyzed further to find out the answer to the research question stated earlier. The error had been identified based on the type of conjunction. The result stated that the errors of used the conjunction. In the case, students are most likely the conjunction *and*. The researcher found two errors of conjunction in the essay writing by students of English Language Teaching. In this study, the researcher tried to identify the error conjunction made by the students based on the theory Halliday (2014) to answer the third question. The most frequent errors that occurred in the use of conjunction in students' essay writing were the conjunction *and*.

According to Halliday (2014, p. 275), the error analysis is that the learner does make errors, analyzes it, and classified it to reveal something of the system operating within to study the learner. It can be stated the error analysis is the technique for identifying and subscribing errors made by students. The researcher took the data from the essay writing by students of English Language Teaching.

The error of conjunction can be seen only in **datum 1**. In datum 1, the researcher found the error of conjunction that used the conjunction *and*. Therefore, the error which occurs within each text is categorized within the error sentence. *We took pictures by photographers and the villagers, and we were so hot.* In the sentence, the student applies two conjunctions and, where there is already similar conjunction within them.

Another finding by Putri et al. (2016) analyzed conjunctions in the Bali Post international politics and business article. There two types of additive relation found in six articles. They are simple additive and complex additive. Simple additive conjunction is expressed by *and*, *also* and *or*. In adversative conjunction, they found two types of conjunctions that occur in the text. There is an adversative conjunction proper and contrastive relation. They found in adversative conjunction are expressed by *but*, *though*, *however*.

In causal conjunction, three types occurring in the text. Causal conjunction in generally reserved causal conjunction and conditional conjunction. In causal conjunction, a general expressed by *so* and *therefore*, reserved causal expressed by *for*, and conditional conjunction presented by *then*. In temporal conjunction, there is one type found in the text. Simple temporal, which is expressed by *before* and *after*. If seen from the finding in this study and Putri's research, it generally shows the same thing. In essay writing, many students use the conjunction, especially in the additive conjunction, which expressed the conjunction *and*.

Besides, according to another study by Mahendra (2013) conjunctions in the novel "If I Say". There are several ways the system allows text to connect meanings. Mainly this study discusses the type and functions of conjunction. A comparison of Mahendras' findings with the discussion of this research, shows the same type of conjunction used in the novel "If I Stay", and shows some functions of conjunction. Among them, combining one word to another, conjunction joins one clause with

another, conjunction combines one sentence to another and conjunction that combines one phrase with another phrase.

Another study that discusses this topic is conducted by Andani (2019). This research focuses on analyzing conjunctions in writing recount texts. This research analyzes the accuracy of conjunctions used in students in the second grade of SMAN 1 Tongkuno. The same from two previous studies, Andani's findings are related to types of conjunctions, such as additive conjunction, adversative conjunction, causal conjunction, and temporal conjunction. In this type of connecting words are often used by students, especially in writing essays. Andani's findings concluded that using conjunctions are still widely used by students by using several types of conjunctions. From the three previous studies summarized with conclusions.

The three studies showed that some of the students used it in conjunction with additive types. In writing, essays of this type used by students are conjunctions *and* and *or*. Besides that, students also occur in using conjunctions. The errors used to use two conjunctions in one sentence, but the way to arrange conjunctions is an error. So, the researcher concludes that the use of the conjunction is mostly used to write an essay.

The research findings are based on Halliday's (2014) theory. There are four types of conjunctions in argumentative essays. Besides that, to focus on the additive conjunctions because this kind of conjunction is mostly found in this research. Furthermore, their research used to present the different results of their research, which is the conjunction

CHAPTER IV CONCLUSION AND SUGGESTION

This chapter contains the conclusion and suggestion remark of this research. The researcher provides the conclusion for giving a depiction for readers on how my research is running. Besides, the researcher provides short suggestions for the next researcher, or readers regard the topic or the theory on the area of representation.

A. Conclusion

The following conclusion contains the explanation that related the statement of the research problem, the result of the analysis, the finding, and discussion of this research.

The conclusion of this research is determined based on the research question. The first research question is the type of conjunction in argumentative essay writing. The researcher found four types of conjunction in argumentative essay writing based on Halliday (2014). The types of conjunctions are additive, adversative, causal, and temporal conjunction. The first type of conjunction is additive. The second is adversative. This type is occurs happened in the essay. The third is causal. It is the most used by the students. The last is temporal. It is rarely used in students' argumentative essay. The students mostly expressed by simple additive conjunction using conjunction *and*.

The next is what the function of conjunction effectively in the argumentative essay was found before the following sentences. The first additive conjunction is used to indicate addition, emphatic, comparison, and exposition. The second

adversative conjunction is used to indicate contradiction and opposition. The third, causal conjunction, is used to imply reasoning, cause-effect, and conditional relationship. The fourth temporal conjunction is used to obtain between sentence is concerned with time, and conclusion. The function of the conjunction is found in argumentative essay writing by the students.

The error of conjunction also found in argumentative essay writing, but in the essay, the researcher found two error conjunction which used the conjunction *and*.

B. Suggestion

In this study, the author found some conjunction, functions, and the errors of conjunction use in argumentative essay writing. These conjunctions are often used by students to combine words into appropriate sentences. Some conjunctions have four types that students use to apply to write an essay. The four types of conjunctions used, additive, adversative, causal, and temporal conjunction. In analyzing the functions of conjunctions in the essay, students have understood the structure to be used. Therefore, the authors suggest that analyzing types and functions of conjunctions can give more attention, such as coordinating conjunctions, subordinating conjunctions, and correlative conjunction. This study can help the readers to understand more about the types and functions of conjunction.

The researcher also applies the suggestion offered for the next researcher who has the same interest in using the conjunction, especially in essay writing. The

author suggests to the next researcher to choose the previous study carefully. It occurs in the study about conjunction is not only read in the essay but also examined in detail the use of a conjunction. Accordingly, the discussion should focus on the scope of grammar.

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No	Sentence	Type of Conjunction				Code
		Additive	Adversative	Causal	Temporal	
1	Social media become part of human life now, most of the people using it from children to old folks. Since social media changes our lifestyle and we use it all day long. Moreover , we can also share our experiences on it, which one is giving good influence whether bad influence. Furthermore , social media could be used to promoting an event, merchandise, meeting or entertaining things. Therefore , it may spread the virus on the device or gaged if the user entering a non-safe site. *	v		v		1
2	In america they (some of them) choose to living alone because so many consideration. From this situation there are many advantage for living alone such as more independent in many situation, saving cost, more peacefull, have more times for ourself and more focus for doing something. But in the other hand there are many disadvantages for living alone for example, they may far from their parents so they get alow attention they may feeling alone what is more, there is low relation and information or experiences. *	v	v	v		2
3.	Which we called as online learning, allows teachers and students acceses unlimited resources of knowledge. Using online learning to support learning process has many advantages, but it also has disadvantages. Therefore, before people start to open online learning, they sould recognize the advantages and disadvantages of online learning. By clickling or typing on your keyboard. Moreover , it is attractive. On the other hand , online learning also gives bad impact.	v	v			3
4.	There is a time for us to decide for living alone when we need to work or study outside of the city. Last but not least, we can live. We will find the time when we feel lonely, because we do not have any friend to share something. In conclusion , even though living alone have many challages. Therefore , living alone is not a bad choice for us.	v	v	v	v	4

5.	<p>It is neither formal nor non-formal education, but it has specific status called informal learning because the whole of process learning belongs to the responsible of family and teacher.</p> <p>Many participations in foreign countries and still developing in Indonesia. A formal institutions or school with their strong reasons.</p> <p>Suitable comfortable with their own subject because there is no limited rules applied. Students who are passive can be active because the learning process only involves teachers and themselves. So, they feel free to express what they want. In addition, the learning is based on what students desire. Finally, they themselves build to be a good person and ready to be different.</p> <p>On the other hand of disadvantage, it is more possible for the children to get adapting with their friends because of learning. Furthermore, they get difficulty in doing the social actives because their activity are around at home.</p>	v	v	v	v	5
6.	<p>They have no privacy and if they do something wrong, people will judge them.</p> <p>As a conclusion, being famous may be nice but not an easy thing to live with. You have money but you do not feel safe. You have friends but you can never be sure.</p>	v	v			
7.	<p>Social media is becoming an integral part of life online as social websites and applications proliferate. Social media also has many advantages but has many disadvantages. In addition they can get a lot information and new way for learning because social media is more simple and easier. On the other hand, social media it my difficult for people who does not have internet connection or wifi connection to use soacial media.</p>	v	v	v		
8.	<p>Knowledge not only found in the school environment, but knowledge can also be obtained.</p> <p>Furthermore, integrated and consistent education.</p> <p>On the other hand, can make the child stressfull. Homeschooling same with study at school, but the difference is the place.</p>	v	v			
9.	<p>It is commonly perception that extremely popular people do not have to face any problem and worries. For this reason, almost everyone wants to be popular event children.</p> <p>They are always followed by paparazzi or fans who admire them. On the other hand, popular people recognized everywhere they go. So, it can be easier fot them to do something. Moreover, they can get a social treatment and whenever they go such as most of people greet and shake their hands. Many things that always has positive or negative effects.</p>	v	v	v		

10.	<p>Consumption of people is very high but people want a simple and easier life too.</p> <p>One of main advantages for having a credit card is customers do not need to have a balance in saving account because of its nature of credit card that can pay off with the amount of the loan has certain restriction and also daily transaction.</p> <p>Credit card can providing convenience for online shopping because in credit card they have many promos offered by the Bank, like in form of cashback, point, or direct prizes. Credit card seems that suitable for now days society.</p> <p>With high consumption but do not want to bring much money in the wallet</p>	v	v	v		
11.	<p>Online learning is combination between technology and learning methods with allows teachers and student to access unlimited information about science or everything about knowledge. Therefore, before people access the online learning. The first advantage of online learning is facilitate us for unlimited knowledge. Moreover, many information we can easily get from learning. Furthermore, online learning is more practical, for example you do not need to bring many books and not. Last but not least. On the other hand, you must realise online learning. The old model learning because old model learning has given birth to many benefits, so that online learning exists. *</p>	v	v	v	v	
12.	<p>As a fact to get credit card is more difficult than debit card because credit card means a loan. So, credit card must be used wisely and carefully.</p> <p>In such cases, the correct amount is not reduced, but only blocked in the client account.</p> <p>However, credit card also have disadvantages.</p> <p>In conclusion, credit card have no doubt our lives easy but it is important that you use a credit card.</p>	v	v	v	v	
13.	<p>I went to on a journey with my classmates and the lectures from indonesia. We had been informed two weeks ago before this trip. First, we prepared fairly enough, and then, we waited until the weekend. We seemed to be familiar, then the guide had take us to see the factory. I did not know what we gonna do next, but I was excited. We followed a giant vegetable-made car, but no one could drive it. *</p>	v	v		v	
14.	<p>Sometimes some people do not want to be complicated to bring a lot of money so that more simple.</p> <p>Therefore, some people choose to use credit card. As for advantages of using credit card. First, more simple to do something for example people want to buy a car. So, they do not need to bring a lot of money. Use credit card can safer than carrying cash and finally they can earn reward points. However, if some people can not use credit card carefully. In addition, when people like shopping and they can not limit their shopping. Then, the debt with accumulate.</p> <p>In conclusion, both are the some nothing in advantages and disadvantage in use credit card.</p>	v	v	v	v	
15.	<p>It is quite reasonable because we know that teenage is a very vulnerable period. Moreover the teacher can also give intensive attention to the student. It would be good for the teacher to learn the characteristic and learning style of the students. So, student will study on their own way based on their learning style.</p>	v	v	v		

On the other hand, homechooling potentially makes a child being isolated. In some cases, it could be bad **for** children **because** they would not increase their knowledge **and** ability rapidly. Parents decide to choose homechooling **because** they do not want their children to face.

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Tabel 2: Analysis the Errors of Conjunctions

No	The error of conjunction	Correction	Datum
1.	Moreover, they can get a social treatment and wherever they go such as most of people greet and shake their hands.	Moreover, they can get a social treatment wherever they go such as most of people greet and shake their hands.	1.1
2.	We took pictures by photographers and the villagers, and we were so hot.	We took pictures by photographers the villagers, and we were so hot.	1.1

