



## The Students' Mastery in Subordinating Conjunction

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**Abstract** This research is discussing about students' ability in mastering subordinating conjunction. The aim of this research was to find out the student' ability in mastering subordinating conjunction at the fourth semester students of English Department IAIN Padangsidimpuan. This research was descriptive quantitative method that was conducted at the fourth semester IAIN Padangsidimpuan. The population of this research was fourth semester students of English department IAIN Padangsidimpuan. This research used 21 students as a sample. They were gotten by random sampling technique. The mean score of the students' ability in mastering subordinating conjunction was 81.93. The result of this research showed the students ability in mastering subordinating conjunction was very good category.

**Keywords:** Conjunction; Subordinating Conjunction; Complex Sentence; Noun Clause; Main Clause.

**Abstrak** Tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa dalam menguasai kata penghubung subordinatif pada mahasiswa semester 4 jurusan bahasa Inggris. Penelitian ini adalah penelitian deskriptif kuantitatif yang dilaksanakan di IAIN Padangsidimpuan. Populasi dari penelitian ini adalah seluruh mahasiswa semester 4 jurusan bahasa Inggris. Penelitian ini menggunakan 21 siswa sebagai sample. Sample diperoleh dari teknik random sampling. Hasil tersebut dapat dilihat dari mean score kemampuan siswa dalam memahami kata penghubung subordinatif yaitu 81.93. Hasil penelitian ini menunjukkan kemampuan siswa dalam menguasai kata penghubung subordinatif pada katagery sangat baik.

**Kata Kunci:** Kata Penghubung; Kata Penghubung Subordinatif; Kalimat Kompleks; Klausa Benda; Klausa Utama.

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## INTRODUCTION

Sentence is a group of words that have meaning. It consists of at least one subject and one predicate. Sentence is grammatical units consisting of phrase, and or clause used to express a statement, question, or command. It means that sentence is a largest grammatical unit consisting of phrase, or clause used to express statement, question or command which has minimally one subject and one predicate and state a complete thought and meaning.

There are four kinds of sentence. They are: simple sentence, compound sentence, complex sentence and compound complex sentence. Some of sentence consist of one main clause only. But, some of sentence consist of a main clause and a dependent clause. Such as complex sentence. Complex sentence is a sentence that consist of one main clause and one or more dependent clause. Main clause is a sentence that can stand alone as a sentence. While the dependent clause is a sentence that can not stand alone as a sentence. The dependent clause can be classification into three, they are: noun clause, adjective clause and adverb clause. Noun clause is a dependent clause that can not stand alone as a sentence. So it must connect to an independent clause (a main clause), noun clause is a subordinate clause which does the work of a noun in a complex sentence.

Based on the observation to the fourth semester of English department IAIN Padangsidimpuan most of them got the good score in final text (score A). Even though there are also most of them got score B. After the observation, to know more about the students' comprehension, the researcher did the interview to the fourth semester related to conjunction and noun clause mastery and what are their problems when they study it. Elvi said "I feel difficult to distinguish dependent and independent clause ". Then, Meidy said "I often confused to use the conjunction correctly and the function every conjunction ". The last Nurhikmah said "I feel difficult in organizing words into a sentence".

Grammar is the most important part of language for anyone. Grammar is description of the rules that govern how a language's sentence are formed (Thornburry 1999; Harmer 2003). Grammar is one of elements of study. It is the first key to learn foreign language. Correct grammar is the key to speaking specially to speaking English fluently and confidently. So, if we more understand about grammar, it will be easier for us to learn and practice foreign language.

Conjunction is a word used to connect clauses or sentences to coordinate word in the same clause, to connect two or more sentences become a sentence. Conjunction also is a word used to connected dependent and independent clause. Conjunction is a word used to connect two sentences or two words, expressions into one (Fika and Warib 1991).

In addition, Knapp and Watkins stated conjunction is a class of words that either coordinates words or clauses of equal status (Knapp 2005). Conjunction is very important for the learners to develop a skill in writing. So, conjunction is the glue that holds words, phrases and clauses (both dependent and independent) together, or the key to connect words, phrases or clauses dependent and independent.

Subordinating conjunction is a conjunction that used to connect two parts of a sentence that are not equal (Rahmah 2010). A subordinate conjunction introduces the noun clause and connects it with a word in the main clause. It means, subordinating conjunctions introduce noun clauses and as the relationship signal between the noun clause and another clause especially for an independent clause.

Subordinating conjunction is a word or phrase used to connected dependent clause to independent clause. It is also called subordinators that introduce a dependent clause (Board 2019; Decapua 2016). According to Sinha "a conjunction that joins a principal and subordinate clause is called a subordinating conjunction" (Sanjay Kumar Sinha 2008). While George as cited in Wishon and Burks said "a subordinate conjunction is introducing the adverbial clause and connects it with a word in the main clause" (Wishon and Burks 1980). Then, Agarwal says "Subordinating conjunction is difined as a word that joins a clause another on which it depends for its full meaning (Malti Agarwal 2010). Thus a subordinating conjunction introduces the dependent or subordinate clause". It means the subordinating conjunction is the connector to connect the dependent clause to independent clause.

Two sentences serve as dependent clause and main/independent clause. This dependent clause always begins with subordinating conjunction that cannot stand alone or depend on the independent clause. While main/independent

clause can stand alone or do not depend on clause (a set of word containing a subject and predicate).

The function of subordinating conjunction is to link subordinate clause with the main clauses in a complex sentence. The conjunction used to join clauses of unequal rank. In other words, they are used to join an independent or main (principal) clause with a dependent (subordinate) on that relies on the main clause for meaning and relevance. It means that main clause can stand alone and do not depend on subordinate clause while subordinate clause cannot stand alone as a sentence.

Actually, there are many kinds of subordinating conjunction. Different subordinating conjunction automatically has different function and using. Here, some of using of subordinating conjunction (Azar 2006).

- 1) *When*. '*When*' can be used as a question word and can be also as a conjunction. *When* as a subordinating conjunction use to introduce the time in the sentence, but *when* here is work as a noun not as a question word.

Example ; Do you know *when* they left.

Andi tell us *when* you go.

I remember *when* she was very young.

- 2) *Where*. '*Where*' as a subordinating conjunction used to introduce a place in a noun clause. *Where* also can be used as a question word and can be subordinating conjunction. *Where* as a subordinating conjunction work as a noun at the end the sentence using full stop not question mark.

Example ; I don't know *where* he lives.

**Where** he is going is a secret.

We don't know **when** the examination will begin.

- 3) *Why*. '*Why*' also can be used as a subordinating conjunction. **Why** used to ask the reason about something. But, **why** can be as a noun in the sentence, not question word

Example ; I know **why** Rendi is sick.

I wonder **why** you don't bargain the price.

I want to know **why** Andi left Yani.

- 4) *How*. 'How' can be as a question word but can be used as a subordinating conjunction also. When **how** as a conjunction, **how** is used to explain or introduce the exclamation in a sentence or in a noun clause.

Example ; I tell them **how** beautiful you are.

I don't know **how** he will get the money.

Knowing **how** busy you are I will visit you tomorrow.

- 5) *Who*. 'Who' as a conjunction is used to introduce the subject in a clause. Then, **who** works as a noun to introduce the subject, not ask the subject.

Example ; No one knows **who** he is.

I don't know **who** lives there.

Give the task **who** is in the class.

- 6) *Whom*. 'Whom' in a subordinating conjunction is introduce the direct object. It means to express the direct object, not ask the object. Because, **whom** works as a noun, not question work.

Example ; I see **whom** you saw.

I understand of **whom** he was speaking.

Tell me **whom** you admire.

- 7) *Which and whose*. Both of them can be used as a question word, but can be also used as a subordinating conjunction in noun clause. When both of them as a conjunction "which and whose use to introduce the determiner" (Wishon and Burks, 1980). But, when they use as a conjunction, they work as a noun in a sentence.

Example ; We don't know **which** way they went.

I see **whose** work was best.

I know **whose** homework is good.

- 8) *What*. 'What' has many functions. It can be as a question word and conjunction. When **what** is used as a subordinating conjunction, it can be introduce the determiner, direct object and subject (Wishon and Burks, 1980). It means, the using is depending on the sentence that we will write.

Example ; I ask you **what** time it was

I tell them **what** you needed

I don't believe in **what** she said.

- 9) *If and whether.* 'If and whether' have the same meaning when they are used as a conjunction. Both of them are used to introduce the condition in noun clause. Sometimes, both of them **or not** is written in the end of the sentence. So, this conjunction works as a noun (introduce the condition).

Example ; I don't know **if** Nisa is at home **or not**

I don't know **whether** Nisa is at home **or not**

I want to know **whether/if** he can drive motorcycle **or not**.

- 10) *That.* A noun clause can be introduced by the word that. Generally, all the clauses that using a conjunction 'that' is a noun clause. It means the specific of noun clause is using **that**. Conjunction '**that**' is used to introduce the purpose, result, and reason.

Example ; I hope **that** you can came to my party.

I think **that** you are a good student.

The truth is **that** Rendy was not very smart.

Based on the explanation above, in this written concluded that even though they are same on the one hand they also different in function on the other. Like question word, when use as a conjunction they are different using and depend to the sentence. Then, one conjunction also can be used to introduce three functions. It means to use the subordinating conjunction depend to the sentence that we will write.

There are several roles to use subordinating conjunction. Ffirst, to make a noun clause, there must be a subordinating conjunction. Second, subordinating conjunction can connect the dependent clause to independent clause. The last, by subordinating conjunction, three sentences can become a sentence.

Based on the explanation above, the researcher was interested to find out the students' knowledge in understanding conjunction and to distinguish them. Also, to make the students understandable about conjunction through this research. Moreover, the researcher also wants to examine the ability of the students in mastering subordinating conjunction at the fourth semester students of English Department IAIN Padangsidimpuan.

Conjunction is a word used to connect clauses or sentences to coordinate word in the same clause, to connect two or more sentences become a sentence. Conjunction also is a word used to connected dependent and independent

clause. Conjunction is a word used to connect two sentences or two words, expressions into one (Fika and Warib 1991; Watson 2000; Nair and Chandrika 2012).

In addition, Knapp and Watkins stated conjunction is a class of words that either coordinates words or clauses of equal status. Conjunction is very important for the learners to develop a skill in writing. Grammar is the most important part of language for anyone (Knapp 2005). So, conjunction is the glue that holds words, phrases and clauses (both dependent and independent) together, or the key to connect words, phrases or clauses dependent and independent.

Subordinating conjunctions is a word or phrase used to connected dependent clause to independent clause. It is also called subordinators, are conjunctions that introduce a dependent clause. According to Sanjay Kumar Sinha " a conjunction that joins a principal and subordinate clause is called a subordinating conjunction" (Sanjay Kumar Sinha 2008). While George says " a subordinate conjunction is introduce the adverbial clause and connects it with a word in the main clause"(Wishon and Burks 1980). Then, Agarwal says "Subordinating conjunction is difined as a word that joins a clause another on which it depends for its full meaning. Thus a subordinating conjunction introduces the dependent or subordinate clause".(Malti Agarwal 2010) It means the subordinating conjunction is the connector to connect the dependent clause to independent clause.

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

The function of subordinating conjunction is used to link subordinate clause with the main clauses in a complex sentence. They are conjunction used to join clauses of unequal rank. Subordinating conjunction have different function depending on the ideas being modified. We can therefore identify the function of an adverbial by looking the type of subordinating conjunction connecting it to

the main clause (Roy 2019). In other words, they are used to join an independent or main (principal) clause with a dependent (subordinate) on that relies on the main clause for meaning and relevance. It means that main clause can stand alone and do not depend on subordinate clause while subordinate clause cannot stand alone as a sentence.

## **METHOD**

The research was done at Kampus IAIN Padangsidimpuan that is located in Sihitang, street T. Rizal Nurdin Km. 4.5 Sihitang 2273 North Sumatera. The research was done from 14<sup>th</sup> October 2019 up to 20<sup>th</sup> October 2020. This research was categorized into Descriptive quantitative research. The population of this research was fourth semester students of English department IAIN Padangsidimpuan consist of three classes. They are 28 students from TBI-1, 36 students from TBI-2, and 40 students from TBI-3. So, the population of this research was 104 students.

In this research, the sample took by using random sampling technique. It means, all the population of the subject have a chance to be chosen as a sample. For this research, the researcher used the way to take sample is use by lotter. Where the name all of the students were written on a small paper. Then, the papers put into the small box and shake it then take out as much as needed.

The formula for calculating the sample size of a known population is using slovin's formula. (Umar, 2003)  $n = \frac{N}{1+N.e^2}$

$$N = 104$$

$$e = 20\% (0.2)$$

$$n = \dots ?$$

$$n = \frac{104}{1+104.0.2^2}$$

$$n = \frac{104}{1+4.16}$$

$$n = \frac{104}{5.16}$$

$$n = 20.15 \text{ rounded to } 21$$

Based on the explanation above, it can have concluded that the total of sample in this research is 21 students. They are from TBI 1 until TBI 3. 10 students from tbi-1, 7 students from tbi-2 and 4 students from tbi-3



In order to get the data of this research, the instrument of this research to collect the data is test. This research used the multiple choice test that consist of 125 items in order to facilitate the students to answer the test with four options (A, B, C and D). After validity the test item, only 100 item questions were valid. The validity of subordinating conjunction used was content item validity.

## **RESULT AND DISCUSSION**

In this part, this research showed the result of the research that has been done to the dependent variable that is subordinating conjunction. In this research, the researcher presented 100 item questions of multiple choice. For each number get 1 score if the answer is true.

After calculating the scores, it was found that the highest score was 92 and the lowest score was 73. To complete this research, it was needed for the researcher to calculate the mean score was 81.93 the median score was 81.94 and the mode was 82.1 Where mean was the score which represent the general value that was achieved by the students.

Meanwhile, median was the score in the middle of the score which divides a distribution of data into two equal part and mode is a score which has the most frequency. So, the specification calculation was described in the table below.

**Table 1**

**The Resume of Variable Score of Subordinating Conjunction**

<b>NO</b>	<b>Statistics</b>	<b>Variable X</b>
1	High Scores	92
2	Low Score	73
3	Range	19
4	Interval	4
5	Mean Score	81.93
6	Median Score	81.94
7	Mode	82.1
8	Standard Deviation	3.904

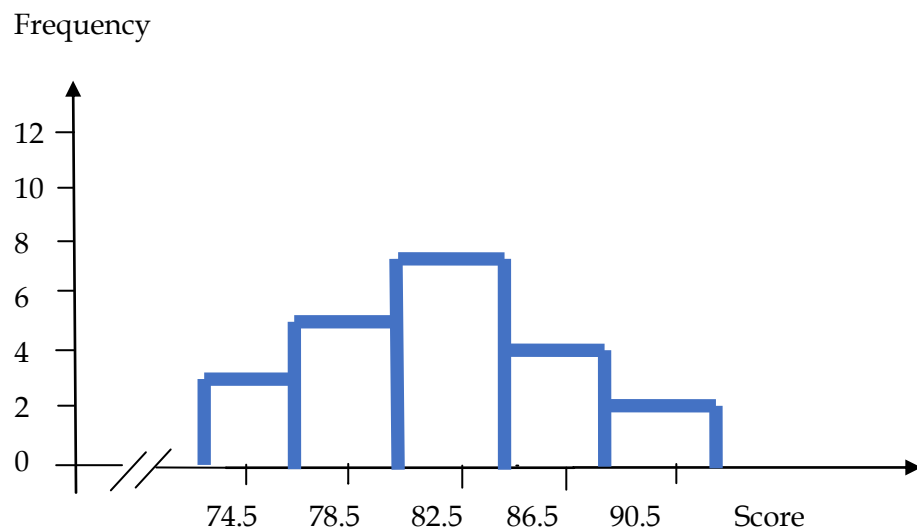
Table 1 is present the conclusions of the result from students' answer. It shows that mean is 81.93 it means that the students in subordinating conjunction was in good predicate.

Then, the computed of the frequency distribution of the students' score of group can be applied in to table frequency distribution as follow.

**Table 2**  
**The Frequency Distribution of Subordinating Conjunction**

Interval	Mid Point	Frequency	Percentage
73-76	74.5	3	14.29%
77-80	78.5	5	23.80%
81-84	82.5	7	33.34 %
85-88	86.5	4	19.04 %
89-92	90.5	2	9.52 %
<b>Total</b>		21	100%

In order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure:



**Figure 1: The Histogram of Subordinating Conjunction**

The histogram showed the total score from respondent. The result from analysis has found the students' ability in mastering subordinating conjunction was very good category. It can be seen from the mean score of the result research was 81.93.

Based on the histogram I, it was known that the variable revelation of subordinating conjunction shown that the students' interval 73-76 were 3 students (14.29 %), interval 77-80 were 5 students (23.80%), interval 81-84 were 7 students (33.34%), interval 85-88 were 4 students (19.04%) and last interval 89-92 were 2 students (9.52%)

After did the research, the researcher discussed the result and compared it with result in research related finding. But, previously, the researcher said that there was no research that was exactly the same as the title of this study, namely "The Ability of the Students in Mastering Subordinating Conjunction". So, the researcher compared with the other research one by one the variable of this research, such as:

First, the research done by Nia Kurniati. She concluded that the students of MTs La-Royba did not understand the sentence. The low difficulties are caused by environment factors such as, understanding the sentence, asking to their friends. The difficulties were caused by motivation factor such as, practicing to speak and write. The high difficulties were caused by knowledge factor such as vocabulary and determine the meaning (Kurniati, 2017).

Second, the research done by Erika Septianingrum. She interpreted that most of the students got good scores in using conjunction. Based on the general capability, the students have mastered the materials. The high scores from the test is 88 gained by 2 students and the lowest scores is 60 gained by 1 students. From the result, she concluded that the students must study harder to get better mark and the teacher must make the teaching and learning proses successful and effective and give motivation to students to study hard (Septianingrum 2007).

Third, the research done by Andy Hermawan. The result shows the average of students' mastery in using coordinating and subordinating conjunction is good category. It is showed from table that 29 or 53.7% students who have good category. 19 students or 35.1% who have fair category. 5 students or 9.2% who have excellent category and 1 student or 1.8% who get fail category. So, we can conclude that most of students can use conjunction correctly, it is can be seen from the category, most a half of students get good category. (Hermawan 2011)

From the result of the research that is previously stated. It was proved that the ability of students in mastering subordinating conjunction was good category. In summary, the researcher found all the related findings support this research.

## **CONCLUSION**

Based on the result of the test have been done by the researcher about The Ability of the students in mastering subordinating conjunction at the fourth semester students of English department IAIN Padangsidimpuan. The students' ability on subordinating conjunction at the fourth semester students of English Department IAIN Padangsidimpuan was "very good" getting mean score were 81.93. It was gotten from the students' answer sheet about the test of Subordinating conjunction.

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