CHAPTER I

INTRODUCTION

A. Background of Study

One cannot learn a language without committing errors. In the process of learning a foreign language errors seem to be unavoidable. They need not be seen as signs of failure. On the contrary, they give some evidence for the learner's inter language systems. From 1950s to 1970s the study of errors has roughly experienced three phases: Contrastive Analysis, Error Analysis and the theory of Inter language. EA is not entirely satisfactory. However, the study of learners' errors is significant in pedagogic field. As teachers, they are inevitably confronted with many errors made by their students. Error analysis have been used in foreign language learning as an effective research way. But most study focus on undergraduate students, less on graduate students. In this paper 150 compositions are collected from first-year graduate students who are non-English majors. All writing errors are identified and described according to James' EA theory. Resulting from these errors detected from sample compositions, some findings can be discovered.

Writing ability is important for English learners. But for most Chinese learners, even advanced learners, many errors have been made during writing compositions. This paper is a tentative analysis on writing errors in compositions written by graduate students at Qufu Normal University and suggests some

possible reasons which cause these errors. Finally, this paper sheds light on implications for English teaching and testing.

To improve the student's skill in writing is study about the part of speech to know the structural and grammatical of sentence. The part of speech shows the function of the words in a sentence, all of part of speech is eight. Especially in conjunction, Conjunction is the words used for connect word and word, statement and statement, sentence and sentence and others.[1] In the study case the writer found more mistake in conjunction on student's exam. Because the students are can't different the types of conjunction and how the types of conjunction are write in the sentence. Because there are coordinating conjunction and subordinate conjunction and both of them are have difference usage on structural and grammatical of sentence. Subordinating conjunction functions like conjunctions because they do help join the subordinate clause to the independent clause. They also help add key information like when or why something is happening. Majority the student cannot apply the subordinate conjunction in simple sentence, complex sentence, compound sentence, and compound complex sentence and even the students are often erroneous between subordinate conjunction and subordinate clause. If the learner is inclined and able to correct a fault in his or her output, it is assumed that the form he or she selected was not the one intended, and we shall say that the fault is a mistake. If, on the other hand, the learner is unable or in any way disinclined to make the correction, we assume that the form the learner used was the one intended, and that is an error.

[1] Fu'ad Mas'ud, *Essential of English Grammar,* 1987, BPFE-Yogyakarta. P.112

Based on the explanation above, the writer is interested in analyzing students' writing especially in their grammatical sentence. The writer would like to carry out a research under the title**" THE ANALYSIS OF STUDENTS WRITING ABILITY ON SUBORDINATE CONJUNCTION OF SENTENCE" (A Case Study of the third Grade of MTs La-Royba Serang).**

B. Identifying the Problems

Based on the background above, the research found that there are some problems on students writing ability on part of speech especially on conjunction. The problem that can be identified as follow:

1. The students difficulty on determine conjunction and preposition.
2. The student difficulty on determine dependent clause and independent clause.
3. The student difficulty on determine the member of conjunction.

C. The Limitation of the Problem

It is important to make the limitation of the problem, to avoid misunderstanding and to clarify the problem. According to the curriculum of MTs La-Royba Serang for class three the part of speech are eight, Noun, Pronoun, verb, Adverb, Adjective, Preposition, Conjunction, Exclamation. The writer focused their study on analyzing the student's grammatical of part of speech in sentence is on conjunction. The writer just concerned in analyzing subordinate conjunction.

D. Research Question

Based on the limitation of the problem above, the writer statement of the problem as follows:

1. How is students' ability in writing subordinate conjunction?
2. In what extent student make an error of writing sentence?

E. The Objectives of the Study

According to the problems that have explained above, the writer makes the objective of the research as follows:

1. To know the students' ability in writing subordinate conjunction.
2. To know the extent student make an error of writing sentence.

F. The Method of Study

This research was conducted qualitatively. It focuses on the students' errors in using subordinate conjunction in their sentences. In sampling method, the researcher used homogeneous sample and the selection of the sample was done through probability sample. The homogeneous sample derived from the third junior high school students of MTs La-Royba Serang. In data collecting method, the researcher used documentation in form of grammar elicitation task. The grammar elicitation task consisted of 10 items which measured the students' ability in using subordinate conjunction. The researcher came directly to the school and collected the data. In data analyzing method, the researcher used Surface Strategy Taxonomy, Only errors in subordinate conjunctions were

selected, analyzed through Surface Strategy and Communicative Effect Taxonomy and put in the percentage.

G. The Organizations of Writing

The writer divides this paper into five chapters. The first chapter is introduction, which consists of the background of study, the limitation of the problem, the formulation of the problem, the objectives of the study, the method of study and the organization of study.

The second chapter is theoretical framework, consists of Conjunction which consist of the definition and the kinds of conjunction, Subordinate consist the definition of subordinate conjunction, Identifying subordinate conjunction consist of the member of subordinate conjunction, the different of subordinate conjunction and other connector.

The third chapter is about research methodology. The research methodology consists of the place and time of research, the technique of sample taking, the technique of data collecting, the instrument of research, and the technique of data analysis.

CHAPTER II

THEORETICAL FRAMEWORK

A. WRITING

It is needed to understand obviously that writing is a skill which different from other skills such as speaking, reading, and listening. One of the reasons what makes writing is different from others is writing is one of language skills which is as a productive and expressive activity that used to communicate indirectly, without doing face to face with other people to convey their thought, idea and feeling. Writing is the act or art of forming visible letters or characters. It's a group of letters or symbols written or marked on a surface as a means of communicating ideas by making each symbol stand for an idea, concept or thing by using each symbol to represent a set of sounds grouped into syllables or by regarding each symbol as corresponding roughly or exactly to each of the sounds in the language alphabetic writing. In order to be clearer about the writing description itself, in this point will be conveyed several definitions which are quoted from some of expert' opinion.

According to stubs "Writing is a physical act, it requires material and energy and like most physical acts to be performed fully, to bring pleasure, to both performer and audience, it requires practice"[2]. It means that writing is an activity that needs much practice and energy. To be a good writer, the student should practice and try to write and to increase their capability.

[2] Barnet and stubs, *Practical Guide to Writing,* (Canada: Browen Company, 1983), p.3.

According to Lunsford "Writing is stage in which the writer produces a rough draft of the paper"[3]. It means the important things of writing for the students are to express their feelings and produce in their own language on the paper. The students hopefully can convey their ideas, feelings, desires, and knowledge by writing. In writing, we may do some stages in making writing result.

According to Stuart Greene and April Lindisky says that there are three main stages to the writing process.[4]

a. Collect information and material

   Always begin the process in writing the material, the information, ideas and evidence from which you will shape your own argument.

b. Draft, and draft to arrange the ideas that you have get. Generally the writer finds that writing a first draft is an act of discovery.

c. Revising

   You might involve several different drafts as you continue to sharpen your insight of what you have written.

According to Norman C. Stageberg writing is a visual symbolization of language it selves.[5] It means to realize that language is independent of writing we have only to recall the many tribes, nation and ethnic groups whose members

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[3] Charles W Bridges and Ronald F Lunsford, *Writing: Discovering Form and Meaning, (*California: Wadsworth Publishing Company, 1984), p.7.

[4] Stuart Greene and April Lindisky, *From Inquiry to Academic Writing, (Boston: Library of Congress, 2012),* p. 12-14.

[5] Norman C. Stageberg, *An Introductory English Grammar,* (New york: United states of America, 1977), p. 5.

possess no form of writing but whose languages are being avidly studied today by linguistic scientist and anthropologists.

According to Margaret Cargill writing is largely made up of sentence structures (templates), which are usable for many different areas of science, plus noun phrases, which are often specific to particular areas.[6]

Depend on definition above the writer concludes that writing is a complicated activity which needs full of concentration and knowledge about what we are going to write. However, writing can be learn by everyone by much practicing and reading a lot of books to get inspiration to write. Writing is way to express arguments, feelings and thoughts in the form of word in sentences. This language skill is used to communicate with others by writing.

According to the Brown that the student already literate in their native language of course will be familiar with the broad basic characteristic of written language. However, some characteristic of English writing, especially rhetorical conventions. May be so different from their native language that reading efforts are blocked.

[6] Margaret Cargill, *Writing scientific research article,* (Australia: Blackwell's publishing, 2009), p. 108

The characteristic listed below will also help:

a. To diagnose certain reading difficulties arising from the idiosyncrasies of eritten language.
b. To point your techniques to word specific objectives.
c. And to remind students some of the advantages of written language over spoken. Furthermore, Brown states in detail some characteristic of written language of writer's view:
    1. Permanence

       Once something is writing down and delivered in its final from to its intended audience, the writer abdicates a certain power: power to emend, to clarify, to mirth draw.
    2. Production time

       The good news of writer is that given appropriate stretches of time, a writer can indeed became a good writer by developing efficient processes for achieving the final project. The bad news is that many educational contexts demand students writing within time limits or writing for display.
    3. Distance

       One of the thorniest problems writer face is anticipating their audience. That anticipation ranges from general audience characteristic how to specific words and phrases and sentence and paragraph are going to be interpreted. Writers need to be able to predict the audience general knowledge cultural and literary

schemata, specific subject matter knowledge and very importantly how their choice of language will be interpreted.

4. Orthography

   Everything from simple greetings to extremely complex ideas is captured through the manipulation of a view dozen letter and other written symbols.

5. Complexity

   Writer must learn how remove redundancy (which may not jibe with their first language rhetorical traditional), how to combine sentence, how to make references to either elements in a text, how to create syntactic and lexical variety and much more.

6. Vocabulary

   Writing places a heavier demand on vocabulary use than those speaking. Good writers will learn to take advantages of the richness of English vocabulary.

7. Formality

   Writing is quite frequently more formal than speech. Formality refers to prescribed forms that certain written massage must adhere to. We have rhetorical or organizational formality in essay writing that demands a writers conformity to conventions like paragraph topics, logical order for saying, comparing and subordination of clauses etc. for ESL student, the most difficult and complex conventions occur in academic writing. Where student have to

learn how to describe, explain, compare, contrast, illustrate, defend, criticize and argue.

There are some purpose given by some linguistic in writing. The purpose of writing, in principle is the expression if ideas, the conveying of message to the reader, so the ideas themselves should arguably be seen as the important aspect the writing.

According to Diestch "the general purpose of writing may be primary to inform, to persuades, to express and to entertain". The specific purpose involves responding to certain need for writing. It can be inferred that there are two purposes in writing, the general and the specific purpose. The general purpose is to convince the reader about something by informing, persuading, expressing and entertaining something, given information and express someone's feeling or to share experience. The purpose of writing are easier to remind the problem, determined the rhetorical form chosen for it a persuasive essay will be organized in one way and an expository essay another way.

In writing, there are types of writing, such as: personal writing, academic writing, etc. There are three genres of writing:

a. Academic writing, such as: These, dissertation, academically focused journal.
b. Job related writing, such as: Advertisement, letter/email, manuals.
c. Personal writing, such as: Shopping list, diaries, invitation, reminders.

On the other hand, there are four forms of writing:

a. Narration

   Narration is the form of writing used to relate the story of fact or events. Such as: Novel, short stories.

b. Description

   It is reproducers the way things look, smell feel, sound or evoke mood, such as happiness, loneliness or fear. It may also to create a visual image of people, places, times of day or reasons.

c. Exposition

   Exposition is used in giving information, making explanation, and in meanings. It includes editorials, essays, informative and instructional material.

d. Argument

   Argumentation is used in persuading to make a case or to prove a statement or proposition.

B. CONJUNCTION

According to Marry ansel Conjunction is the words used for connect word and word, statement and statement, sentence and sentence and others and conjunction may be used to indicate the relationship between the ideas expressed in a clause and the ideas expressed in the rest of a sentence.[7] The conjunctions in the following examples are printed in bold type.

[7] Mary Ansel, *Free English Grammar,* 200, sefyhoca, P. 452

a) *We could go to the library* ***or*** *we could go to the park.*

b) *He* ***neither*** *finished his homework* ***nor*** *studied for the test.*

c) *I went out* ***because*** *the sun was shining.*

According to Mary Ansel Conjunction is a word that joins single words or groups of words.[8] Examples: a) *I* ***and*** *my friend are going to the market.*

b) I arrived ***before*** *the stores were open*

According to Patrick sebranek A conjunction is a linking word used to connect words or groups of words in a sentence.[9] In good writing conjunctions must be chosen with care in order that they may show the exact relationship between ideas. Often a careless writer will use and where the relationship of clauses needs to be more accurately expressed probably use of subordination. Notice how the emphasis and meaning differ in these sentences: The search for the chemical formula has been rewarding, and further investigation will make the rewards even greater. Although the search for the chemical formula has been rewarding further investigation will make the rewards even greater. The conjunction is the seventh kind of word or part of speech that you have studied so far. There are eight parts of speech altogether The seven parts of speech that you have studied are nouns, pronouns, verbs, adjectives adverbs, prepositions and conjunctions The eighth part of speech is the interjection which is simply and exclamatory word with little relation to the rest of the sentence. It is the least important of the eight parts of speech. The conjunction in the following examples are printed in bold type:

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[8] Patrick sebranek, *Grammar,Writing and Research Handbook*, 2014, P. 14
[9] Virginia Shaffer, *Hand Book Of English,* Forgotten books, 2014, P. 28

a) *He is taller **than** you are.*

b) *The man is happy **since** he found his first child.*

The other definition has said that conjunction is the word or group of word function to combined word, phrase, clause, in a sentence and conjunction is also can combined two sentence or more which have the same function in grammatical.[10] example :

a) *He lives in Menes **and** she lives in Pandeglang.*
b) *My little child plays football **because** is make him happy.*

John Hartanto, Koentjoro, and Manaf asmoro define that conjunction is the word function to combined words, statements, or sentence and others and it's not for other purpose, conjunction is not likes preposition connect by object, conjunction is not likes adverb explain the word, conjunction is just connect words or sentence or others. [11] because of that the same word can mean preposition in one part, adverb in another part or conjunction in another part too.

Examples:

a) *He was chosen **as** chairman.*
b) *Do **as** I say.*
c) *I left just **as** he entered.*

According to Sam Abdullah mutaqin Conjunction is also defined that conjunction is used for connecting en equivalent statement non-equivalent statement.[12] Conjunction has two kinds, Compound conjunction and Complex

[10] Haryana cerah, *A Concise English for College Student,* 2011. Hc publishing. P. 163
[11] John hartanto, Koentjoro, Manaf asmoro, *English Grammar,* Indah Surabaya. P. 326
[12] Sam Abdullah mutaqin, *Planet English Grammar,* 2013. Kresna. P. 61

conjunction. On oxford dictionary conjunction is like word **and, but** and **or** that joins words, phrases or sentences or combination of events, etc.[13]

a) *I hate the dog **and** cat*
b) *I love you **but** you love me*

Based on Grammar writing research handbook Conjunction is a part of speech that connect the words, sentences, phrases, or clauses. A discourse connective is a conjunction joining sentence. This definition may overlap with that of other part of speech, so what constitutes a "conjunction" must be defined for each language. In general, a conjunction is an invariable grammatical practice, and it may or may not stand between the items in a conjunction.

The definition may also be extended to idiomatic phrase that behave as a unit with the same function, example "as well as", "provide that". Conjunction may be placed at the beginning of sentences but some superstition about the practice persists.

Most conjunctions are historically derived from other parts of speech, particularly from prepositions. Like prepositions, the conjunctions are member of small class that have no characteristic form. They function chiefly as no moveable structure words that joins such units as part of speech, phrases or clause.

There are three types of conjunctions, coordinate conjunction, subordinate conjunction and correlative conjunction. will be taken up in detail later under the syntactic structures each one introduces.

[13] Oxford, *Oxford Learner's Pocket Dictionary,* 2008. Oxford university press. P.90

Coordinating conjunctions in words or groups of words of equal rank; Coordinate conjunction joins structural units that are equal grammatically. The conjunction comes before the last unit and is grammatically independent of this unit. Unit joined by a coordinate conjunction are labeled compound.[14] Compound units may be classified according to the formal structure of the units (part of speech, phrase, clauses) or according to the function of the units (subject, predicate, modifier, object). For example **and, but, for, or, nor**.

a) *My husband **and** l love to go to the movies*
b) *Give me liberty **or** give me death.*

According to Cathrine Fabricius Coordinate Conjunction is traditionally said to hold if the units in question are syntactically 'equivalent', 'have the same status', 'play the same role' in the given syntactic context.[15]

Example:

a) *She rode into the sunset **and** jumped on the horse*

Subordinating conjunctions join dependent clauses to main clauses for example, **if, as, since, because, although, while, so that, when.** Example:

a) *Please watch my baggage **while** I purchase my train ticket.*
b) *The lake will freeze over if the temperature drops tonight*

Correlative Conjunctions are used in pairs, in order to show the relationship between the ideas expressed in different parts of a sentence. [16]Correlative conjunctions

[14] Marcella Frank, *Modern English,* 1972. US of America. P. 206
[15] Cathrine Fabricius, *Subordination Versus Coordination in Sentence and Text,* 1984, Library material, p. 5

work in pairs to join words and groups of words of equal grammatical weight in a sentence. When **and, or, but** join coordinate elements, the first item may also be preceded by a conjunction. Such paired conjunctions called correlative conjunction, serve to intensify the coordinate.

Examples:

a. Both-and

a) ***Both*** *Helen* ***and*** *I will go to the party.*

b) She is ***both*** *beautiful* ***and*** *intelligent.*

c) They enjoy ***both*** *going on a vacation* ***and*** *coming back home.*

b. Not only – but also

a) ***Not only*** *the woman* ***but also*** *the man loved this strange little man.*

b) ***Not only*** *did he give everyone gifts* ***but*** *he* ***also*** *invited them to a dinner party.*

c. Neither – nor

a) *Neither money* ***nor*** *power has made him arrogant.*

b) She is ***neither*** *beautiful* ***nor*** *intelligent.*

[16] Mary Ansel, *Free English Grammar,* 2000, p. 453

C. SUBORDINATE CONJUNCTION

According to Marcella Frank subordinating conjunction joins two clauses, or thoughts, in such a way as to make one grammatically dependent on the other.[17] On the other hand Subordinating conjunctions join dependent clauses to main clauses for example, **if, as, since, because, although, while, so that, when.** And writer looks in other book that subordinate conjunction joins two clauses, or thoughts, in such a way as to make one grammatically dependent on the other. A subordinate conjunction introduces a clause that depends on a main or independent clause. The subordinate conjunction is grammatically part of the clause it introduces, it is never separated from its clause by a comma.

According to Columbus Ohio Subordinating conjunctions join two clauses so that one clause depends grammatically upon the other.[18]

According to Marry ansel Subordinate Conjunction may begin with relative pronouns such as **that, what, whatever, which, who, whom,** as well as with words such as **how, when, where, wherever, why.**[19] Based on Broadly speaking book, all the introductory words in the three subordinate clauses, even pronouns or adverbs may be classified as subordinate conjunctions. In a more limited sense the term is restricted to (1) the words introducing adverbial clauses **when, until, if, although,** etc. and (2) **that, whether** introducing noun clause.

According to Jackie Nordstorm that Subordinate Conjunction can be defined as a lake of assertiveness illocutionary force, subordination is "an

[17] Marcella Frank, *Modern English,* 1972, Us of America. P. 214.
[18] Columbus Ohio, *Grammar Practice Workbook,* 2007, Mc-Graw Hill. P. 8
[19] Mary Ansel, *Free English Grammar,* 2000, p. 454

asymmetrical communicative organization of the sentence.[20] Subordinate conjunction also called subordinator is conjunctions that join an independent clause and also introduce adverb clause. Complement can be considered to be special subordinate conjunction that introduce complement clause. Example:

a) *l wondered* ***whether*** *he'll be late. I hope that he'll be on time.*

According to Adward J Vajda that Subordinate and Coordinate in English and many other languages concern the order of clauses within the sentence and the occurrence of pronouns and their antecedents, in particular in subject position in different clauses.[21]

Example:

a) *John left the room* ***because*** *he was feeling unwell.*

Some subordinate conjunction (**until** and **while**) when use to introduce a phrase instead of a full clause become prepositions with identical meanings. The subordinate conjunction performs two important functions within a sentence, illustrating the importance of the independent clause and providing a transition between two ideas in the same sentence by indicating a time, place or cause and therefore effecting the relationship between the clause. In many verb-final languages, subordinate clause must precede the main clause on which they depend. The equivalents to the subordinate conjunction of non-verbal final language such as English are either.

[20] Jackie Nordstorm, *Modality and Subordinators,* 1984, Amsterdam. P. 91
[21] Adward J Vajda, *Subordination and Coordination Strategies in North Asian Languages,* 2008, M.E Amsterdam. P. 3

Single-word subordinate Conjunction

after	time	She never saw him again **after** he left town.
although	contrast	**Although** he had never liked English he decided to take a course in English.
as	manner	He always does **as** he pleased.
because	cause	He was fined **because** he was speeding.
before	time	She always has a chat with her neighbor **before** she begins her morning chores.
if	condition	**If** the temperature drops tonight the lake will freeze over.
lest	purpose	**Lest** their young son get into further trouble with the police, they decided to send him to a strict military academic.
once	time	**Once** the news about the merger becomes known, the price of the company's stock will rise sharply.
since	time	He has been very ill **since** he had his accident.
that	purpose	**That** they might better protect their belongings, they had an elaborate burglar alarm system installed

		in their home.
though	contrast	**Though** he still felt ill, he decided to go back to work.
till	time	Let's sit out here **till** the sun sets.
unless	condition	He never goes to any social function **unless** his wife can come with him.
until	time	We'll wait inside **until** the rain stops.
Whenever	time	We can leave **whenever** you are ready.
Wherever	place	You will find poverty **wherever** you go.
whereas	cause	**whereas** the rent for this poverty has not been paid for four months, the tenant is required to vacate the premises immediately.
while	time	Please watch my baggage **while** I purchase my train ticket.
were	time	We will die **were** we surrender
albeit	contrast	**Albeit** his ordeal was almost beyond human endurance, he held steadfast to his goal.

Two-Word Conjunction

inasmuch as	cause	**Inasmuch** as no offer has been made to pay for the damage, our company will have to take this case to court.
insofar as	degree	Our firm will do whatever is necessary **insofar as** we are able to.
beyond that	condition	I have no complaint about my job **beyond that** it is boring.
but that	condition	**But that** he needed money desperately, he would never have turned to his brother for help.
except that	exception	That house is just what we want, **except that** it is too expensive.
Now that	cause	**Now that** it has started to rain, the crops will be saved.
only that	exception	I have no complaint about the hotel, **only that** it is dull here.
provide that	condition	Quickly, **provide that** you give us all the necessary information.

save that	exception	The plane would have gone off very well, **save that** one of the officials became very greedy.
so that	purpose	He traveled through half the world **so that** he might see her once more.

To this group might be added some **–ed** and **–ing** participles that function as the first part of subordinate conjunctions.

granted	contrast	**Granted** that he was dealt with unjustly, he still should not have killed the man.
conceded	contrast	**Conceded** that a few of his arguments are convincing, the majority of them are not.
assuming that	contrast	**assuming that** we consent to the marriage, what can you offer our daughter?
as if	manner	He looks **as if** he's very tired.
as though	manner	They're spending money **as though** there's no tomorrow.
if only	condition	I could get more work done **if only** there weren't so much noise.
in case	condition	**In case** you leave the house, please close the

		windows.
only if	condition	We will manufacture these handbags **only if** we can obtain the right leather.

Subordinate Conjunction Beginning with Prepositional Phrases

as far as	degree	**As far as** I am concerned, he can do whatever he likes with the money.
as long as	time	I'll remember you **as long as** I live.
for fear that	purpose	He studied night and day **for fear that** he might not pass the bar examination.
For the purpose that	purpose	**For the purpose that** justice might be better served, a special committee was appointed.
in order that	purpose	They left very early **in order that** they might arrive before drank.
in the even that	condition	**In the even that** he doesn't call by noon, I'll have to call him.
in the hope that	purpose	Radium treatments were given him **in the hope that** the cancer cells might be

		destroyed.
on condition that	condition	We can take care of this matter **on condition that** payment is made in advance.
on the ground that	cause	She's suing for divorce **on the grounds that** he deserted her and the children.
to the end that	purpose	All the efforts of the united nation are directed **to the end that** peace may finally prevail all over the world.
because of the fact that	condition	**Because of the fact that** they had made their reservation too late, they couldn't get on the plane they wanted.
but for the fact that	contrast	Everything would have gone well with the play **but for the fact that** one of the props caught on fire.
despite the fact that	contrast	**Despite the fact that** he was well known all over the world, he was an extremely modest man.
due to the fact that	cause	**Due to the fact that** all trains were delayed, the station was crowded with people.

except for the fact that	condition	**Except for the fact that** her nose was a little long, she would be very beautiful.
in spite of the fact that	contrast	He does a full day's work **in spite of the fact that** he is eighty years old.
in view of the fact	cause	**In view of the fact** that all the able-bodied men were fighting at the front, the women had to do all the work.
notwithstanding that	contrast	She lived to a ripe old age, **notwithstanding the** fact that she had a weak heart.
on account of the fact that	cause	He was fired **on account of the fact that** he had stolen money from the company.
owning to the fact that	cause	**Owing to the fact that** not enough members are present to call our meeting to order, we will have to cancel the meeting.
regardless of the fact that	contrast	She insisted on accompanying her husband through the field **regardless of the fact that** the rain was ruining her dress.

Split conjunctions consist of two part that 'split' around an adjective, adverb, noun or pronoun. Some grammarians consider the first part as an adverb and only the second part as the conjunction.

a. The members of Subordinate conjunction

The subordinate conjunctions below are accompanied by their examples of use.

as : **As** he is my friend, l will help him.

after : **After** the train left, we went home.

although : **Although** it was after midnight, we did not feel tired.

before : I arrived **before** the stores were open.

Because : We had to wait, **because** we arrived early.

for : He is happy, **for** he enjoys his work.

if : **If** she is here, we will see her.

lest : I watched closely, **lest** he makes a mistake.

providing : All will be well, **providing** you are careful.

since : I have been here **since** the sun rose.

so : It was raining, **so** we did not go out.

supposing : **Supposing** that happens, what will you do?

than : He is taller **than** you are.

unless : **Unless** he helps us, we cannot success.

until : I will wait **until** I hear from you.

whereas : He is short, **whereas** you are tall.

whether : I do not know **whether** she was invite.

while	: He is rich, **while** his friend is poor.
as if	: She talks **as if** she knows everything.
as long as	: He has lived there **as long as** I have known him.
as soon as	: Write to me **as soon as** you can.
as though	: It looks **as though** there will be a storm.
even if	: I am going out **even if** it rains.
in case	: Take a sweater **in case** it gets cold.
or else	: Please be careful, **or else** you may have an accident.
so as to	: I hurried **so as to** be on time.

Certain word, such as **before, after, since** and **until** may function either as preposition or subordinate conjunctions. However it should be noted that in some cases different words must be used as preposition and subordinate conjunctions, in order to express similar meanings. This is illustrated in explanation below.

Different Preposition and Subordinate Conjunction

Meaning	Preposition	Conjunction
for this reason	because of	because
in spite of this	despite	although
at the time when	during	while

In the following examples, the object of the preposition and the verb of the subordinate clauses are underline

Preposition: They were upset **because of** the delay.

Conjunction: They were upset **because** they were delay.

Preposition: **Despite** the rain, we enjoyed ourselves.

Conjunction: **Although** it rained, we enjoyed ourselves.

Preposition: We stayed indoors **during** the storm.

Conjunction: We stayed indoors **while** the storm raged.

Preposition: It looks **like** rain.

Conjunction: It looks **as if** it will rain.

In the above examples, it can be seen that the prepositions **because of, despite, during,** and **like** have the noun objects **delay, rain** and **storm**; whereas the subordinate conjunction **because, although, while** and **as if** introduce subordinate clause containing the verbs **were delayed, rained, raged.**

CHAPTER III

METHODILOGY OF RESEARCH

A. Research Method

This research was conducted qualitatively. Qualitative research is a method of inquiry employed in many different academic disciplines, including in the social sciences and natural science. [22]It focuses on the students' errors in using subordinate conjunction in their sentences. In sampling method, the researcher used homogeneous sample and the selection of the sample was done through probability sample. The homogeneous sample derived from the third junior high school students of MTs La-Royba Serang.

The case study is very popular form of qualitative research and involves a careful and complete observation of social unit, a person, a family, an institution, a culture group or even the entire community. A case study may be understood as the intensive study of a single case where the purpose of that study is at least in part to shed light on a larger class of cases.

B. Setting of Research

To collect the data of the research, the writer will take a field research at junior high school of MTs La-Royba Serang. The research of data collecting has carried out on 23 May 2016 it has done to collect data. Then the writer took the data for the profile of the school on May 2016.

[22] David nunan, *Research Methods in Language Learning.* P. 36

C. Technique of the Data Collecting

To collect the data, the writer used an observation and Test as follow:

1. Observation

   Observation is the act of careful watching and listening, the activity of paying close to someone or something in order to get information. The researcher conducts observation directly to MTs La-Royba toward situation of the school and the student that enable the researcher to complete the data. As the observation that has been conducted by the researcher, the teacher has though about the subordinate conjunction, so they knew about the member of subordinate conjunction and how to apply them on sentence. But when the researcher explained about the subordinate conjunction, how to apply on the compound sentence and gave them the sample of the test, they are still confused and did know how to apply the member of subordinate conjunction on compound sentence. The students only knew the conjunction just on simple sentence that combine between word or phrase. On the other hand, students still find the difficulties on translate the clauses and determine the dependent clause and independent clause.

2. Test

   Test is a set of stimuli that is given to a person with the intent to get a response that can be used as the basic for scoring points. [23]The

[23] Suharsimi Arikunto, *Manajemen Penelitian.* P. 139

researcher gives test to the students. The test are making sentence using subordinate conjunctions. The researcher give selected subordinate conjunction when are available on the table like in the instrument. They choose subordinate conjunction and combining clauses (dependent and independent clauses). They are asked to choose one of the subordinate conjunction that is suitable to the clause. The test consists of 10 questions. Each questions consists of two clauses.

3. Interview

   Interview is a formal consultation usually to evaluate qualifications as of a prospective student or employee. The research make an interview with the teacher about how does the students ability on English learning, Do the student make practicing on speaking English and how does the student's understanding on part of speech especially on subordinate conjunction.

D. Instrument of the Research

Research instrument or facility of by researcher in collecting data in order that doing and result is very good, it means more accurate, complete and systematic, so easier for process.

The first the researcher will observe at the field research. The observation has three elements; watching what people to do, listen to what they say, sometimes asking them clarifying question.

The second is test. The test is done for getting objectives data of analysis of student's ability in sentence of subordinate conjunction. Every students will get the same question especially combine two clauses between dependent and independent clauses by using subordinate conjunction.

E. Technique of the Data Analysis

The writer used descriptive analysis technique (percentage) with the percentage from the frequency of information and divided with number of cases.

The formula is:

$P = F / N. \times 100\%$

Notes:

P: Percentage

F: Frequency of wrong answer

N: Number of sample

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

A. Data analysis

In collecting the data of the research, the writer used some of kind instruments, namely observation and test, the instruments are used to find out an ability and the problem that faced by students in using subordinate conjunction of sentence. To analyze the data, first the writer observed to the students of MTs La-Royba Serang, second the writer gave the test, the test is individual which consist of 10 question and the students have to make a complete sentence from two clauses by using subordinate conjunction. In the research the writer limited assessment by analyzing the content of their test. If the amount result of their more than correct the writer give good score, but if the result has a few mistake the writer put them into the middle score and if the result of their answer more than mistakes the writer give low score.

After collecting the data and identifying each student's error, the researcher would like to analyze the student's error on their test.

A. RRN

Student's test:

1. (I don't want to go to the movie, because I hate the small popcorn).

   He has error in the sentence especially using comma, but the researcher was classified to the correct answer because the researcher assesses just on choosing the subordinate conjunction.

The reconstruction: I don't want to go to the movie because I hate the small popcorn.

2. (The alarm goes off, so that I hit the snooze button).

   He has error on choosing the subordinate conjunction. The word **so that** should apply on other question and the sentence should use comma because the subordinate conjunction is in front of the sentence.

   The reconstruction: as soon as the alarm goes off, I hit the snooze button.

3. (I make the point to visit Tajmahal, last I go to Agra).

   He has error on choosing the subordinate conjunction. This question should use the word **whenever.**

   The reconstruction: I make the point to visit Tajmahal whenever I go to Agra.

4. (You get the first rank, and I will buy you a car).

   He has error on choosing subordinate conjunction. This question should use the word **if**, it puts in front of the sentence and the sentence should use the comma.

   The reconstruction: If you get the first rank, I will buy you a car.

5. (I am leaving tomorrow whether you give you give me the permission).

   He has good answer on making the sentence. The researcher was classified on correct answer.

6. (He could not get a seat, for he came early).

   This answer is uncorrected because the answer should use the word **though** and the sentence should be use the comma.

   The reconstruction: He could not get a seat, though he came early.

7. (Parents should give enogh attention to children, whether they will not feel neglected).

   He has error on choosing subordinate conjunction. This question should use the word **so that,** he has error on writing the word **enough** that he write **enogh.** The sentence is not using the comma.

   The reconstruction: Parents should give enough attention to children whether they will not feel neglected.

8. (He is so dishonest that no one thrust him).

   This is a correct answer because he has true on choosing subordinate conjunction and the grammatical structural of the sentence is right. The researcher was classified this number in the correct answer.

9. (I will not down it, when I should forgot).

   The answer is uncorrected because he has wrong on choosing subordinate conjunction and the sentence should not use the comma.

   The reconstruction: I will not it down lest I should forgot.

10. (I used the rent house, though I was at college studying).

    The answer is false because he is uncorrected on choosing subordinate conjunction. The sentence should give the word **when** and the sentence should not use the comma.

    The reconstruction: I used the rents house when I was at college studying.

    The student has three good answers. The researcher classifies the student on unacceptable-not its about 21 – 40.

B. AR

Student's test:

1. (I don't want to go to the movie because I hate the smell popcorn).

   The answer is right because she chooses true word and the grammatical structure is right. The researcher is classified the number on correct answer.

2. (the alarm goes off, for I hit snooze button).

   The answer is false because she use uncorrected word, it should choose the word **as soon as.** She is also error on grammatical structure because she not use the capital letter on the beginning sentence.

   The reconstruction: as soon as the alarm goes off, I hit snooze button.

3. (I make the point to visit tajmahal, so that I go to agra).

   The answer is false because she is wrongs on choosing subordinate conjunction, she uses the comma on the sentence and she is not use the capital letter in writing the name of place **tajmahal** and **agra.**

   The reconstruction: I make the point to visit Tajmahal whenever I go to Agra.

4. (you get the first rank, whether I will buy you a car).

   The answer is false because she not use the right word on the sentence it should put the word **if,** she not use the capital letter on the beginning sentence.

   The reconstruction: If you get the first rank, I will buy you a car.

5. (I am leaving tomorrow whether you give me the permission).

   The answer is right because she is correct in choosing subordinate conjunction on the sentence and the grammatical structure is right. The researcher is classified on correct answer.

   The reconstruction: I am leaving tomorrow whether you give me the permission.

6. (he could not get a seat, lest he came early).

   The answer is false because she is use uncorrected word. The word should put **though**, she uses the comma and she is not use the capital letter in the beginning sentence.

   The reconstruction: He could not get a seat though he came early.

7. (Parents should give enough attention to children, because they will not feel neglected).

   The answer is false because she is wrong on choosing subordinate conjunction, she use the comma on the sentence.

   The reconstruction: Parents should give enough attention to children so that they will not feel neglected.

8. (He is so dishonest that no one thrust him).

   The answer is right because she choose a good subordinate conjunction and the grammatical structure is right. The researcher was classified the point in correct answer.

   The reconstruction: He is dishonest that no one thrust him.

9. (I will not down it, whenever I should forgot).

   The answer is false because it not right subordinate conjunction for this sentence. The sentence should give the word **lest,** she put the comma on the sentence.

   The reconstruction: I will not down it lest I should forgot.

10. (I used the rent house, though I was at college studying).

    The answer is false because the subordinate conjunction is uncorrected for the sentence and she put the comma on the sentence.

    The reconstruction: I used the rent house when I was at college studying.

The researcher classifies the student on unacceptable-not its about 21-40.

C. NAS

The student's test

1. (I don't want to go to the movie because I hate the smell popcorn).

   The answer is right because she use correct subordinate conjunction with good grammatical structure. The researcher was classified the answer on correct answer.

   The reconstruction: I don't want to go to the movie because I hate the smell popcorn.

2. (the alarm goes off, if I hit the snooze button).

   The answer is false because the subordinate conjunction that use in the sentence is unavailable for two clauses. The right answer is **as soon as**, she not use the capital letter in the beginning sentence.

   The reconstruction: As soon as the alarm goes off, I hit the snooze button.

3. (I make the point to visit tajmahal for I go to agra).

   The answer is false because she the subordinate conjunction that use in the sentence is not available with the clauses. The good answer for the sentence is **whenever**, she not write the capital letter in the beginning sentence.

   The reconstruction: I make the point to visit Tajmahal whenever I go to Agra.

4. (If you get the first rank, I will buy you a car).

   The answer is right because she chooses correct subordinate conjunction and the grammatical structure of the sentence is right. The researcher was classified the point in the correct answer.

   The reconstruction: If you get the first rank, I will buy you a car.

5. (I am leaving tomorrow whether you give me the permission).

   The answer is right because she is correct on choosing subordinate conjunction and make true sentence on grammatical structure. The researcher was classified the point on correct answer.

   The reconstruction: I am leaving tomorrow whether you give me the permission.

6. (He could not get a seat lest, he came early).

   The student is false on choosing subordinate conjunction. The student puts the comma in the sentence that the sentence should not use the comma.

   The reconstruction: He could not get a seat though he came early.

7. (Parents should give enough attention to children so that they will not feel neglected).

   The answer is right because the subordinate conjunction is available to the sentence and the student writes good grammatical structure. The researcher is classified the point on correct answer.

   The reconstruction: Parents should give enough attention to children so that they will not feel neglected.

8. (He is so dishonest that no one thrust him).

   The answer is right because the student chooses the correct subordinate conjunction and make good sentence. The researcher classifies the point on correct answer.

   The reconstruction: He is so dishonest that no one thrust him.

9. (I will not down it lest I should forgot).

   The answer is right because the subordinate conjunction is available with the sentence and the grammatical structure is right. The researcher classifies the point on correct answer.

   The reconstruction: I will not down it lest I should forgot.

10. (I used the rent house when I was at college studying).

    The answer is right because the student chooses subordinate conjunction that available with the sentence and the student writes good grammatical structure. The researcher classifies the point on correct answer.

    The reconstruction: I used the rent house when I was at college studying.

    The researcher classifies the student on Good to adequate its about 61-80.

D. DP

Student's test

1. (I don't want to go to the movie because I hate the smell popcorn).

The student chooses the available subordinate conjunction. The student write the sentence depend on good grammatical structure. The researcher classifies the point to the correct sentence.

The reconstruction: I don't want to go to the movie because I hate the smell popcorn.

2. (the alarm goes off, So that I hit the snooze button).

   The student makes incorrect sentence because the student do not use the capital letter on beginning the sentence. The other hand the student writes the capital letter on word **So that,** and also the student put the comma in the sentence. The student chooses incorrect subordinate conjunction for the sentence.

   The reconstruction: As soon as the alarm goes off, I hit the snooze button.

3. (I make the point to visit Tajmahal whenever I go to Agra).

   The answer is right because the students write correct sentence depend on a good grammatical structure and the students chooses subordinate conjunction correctly. The researcher classifies the point on correct answer.

   The reconstruction: I make the point to visit Tajmahal whenever I go to Agra.

4. (If you get the first rank, I will buy you a car).

   The students write good sentence. The student chooses subordinate conjunction. The researcher classifies the point in correct sentence.

The reconstruction: If you get the first rank, I will buy you a car.

5. (I am leaving tomorrow whether you give me the permission).

   The point is right because the student chooses correct answer and the student writes the sentence based on good grammatical structure. The researcher classifies the point in correct answer.

   The reconstruction: I am leaving tomorrow whether you give me the permission.

6. (He could not get a seat though he came early).

   The point is right because the student chooses correct answer and the student writes the sentence based on good grammatical structure. The researcher classifies the point in correct answer.

   The reconstruction: He could not get a seat though he came early.

7. (Parents should give enough attention to children so that they will not feel neglected).

   The point is right because the student chooses correct answer and the student writes the sentence based on good grammatical structure. The researcher classifies the point in correct answer.

   The reconstruction: Parents should give enough attention to children so that they will not feel neglected

8. (He is so dishonest that no one thrust him).

   The answer is right because the student chooses subordinate conjunction that available with the sentence and the student writes

good grammatical structure. The researcher classifies the point on correct answer.

The reconstruction: He is so dishonest that no one thrust him.

9. (I will not down it lest I should forgot).

   The answer is right because the student chooses subordinate conjunction that available with the sentence and the student writes good grammatical structure. The researcher classifies the point on correct answer.

   The reconstruction: I will not down it lest I should forgot.

10. (I used the rent house when I was at college student).

    The answer is right because the student chooses subordinate conjunction that available with the sentence and the student writes good grammatical structure. The researcher classifies the point on correct answer.

    The reconstruction: I used the rent house when I was at college student.

    The researcher classifies the student on Excellent to good its about 81-100.

E. PR

The student's test

1. (I don't want to go to the movie because I hate the smell popcorn).

   The answer is right because the student chooses subordinate conjunction that available with the sentence and the student writes

good grammatical structure. The researcher classifies the point on correct answer.

The reconstruction: I don't want to go to the movie because I hate the smell popcorn.

2. (the alarm goes off, lest I hit the snooze button).

   The student writes false sentence because the student do not use the capital letter on the beginning sentence. The student is also choose incorrect subordinate conjunction.

   The reconstruction: As soon as the alarm goes off, I hit the snooze button).

3. (I make the point to visit Tajmahal whenever I go to Agra).

   The answer is right because the student chooses subordinate conjunction that available with the sentence and the student writes good grammatical structure. The researcher classifies the point on correct answer.

   The reconstruction: I make the point to visit Tajmahal whenever I go to Agra.

4. (If you get the first rank, I will buy you a car).

   The answer is right because the student chooses subordinate conjunction that available with the sentence and the student writes good grammatical structure. The researcher classifies the point on correct answer.

   The reconstruction: If you get the first rank, I will buy you a car.

5. (I am leaving tomorrow whether you give me the permission).

   The answer is right because the student chooses subordinate conjunction that available with the sentence and the student writes good grammatical structure. The researcher classifies the point on correct answer.

   The reconstruction: I am leaving tomorrow whether you give me the permission.

6. (He could not get a seat though he came early).

   The answer is right because the student chooses subordinate conjunction that available with the sentence and the student writes good grammatical structure. The researcher classifies the point on correct answer.

   The reconstruction: He could not get a seat though he came early.

7. (parent should give enough attention to children, For they will not Feel neglected).

   The student makes false answer because the student put the comma on the sentence. The student use the capital letter on word **For** and word **Feel.** The student does not use the capital letter on the beginning of the sentence. The student chooses the wrong answer for the subordinate conjunction.

The reconstruction: Parents should give enough attention to children so that they will not feel neglected.

8. (he is so dishonest, as soon as none thrust him).

The student makes false answer because the student put the comma on the sentence. The student uses the capital letter on word **Him.** The student does not use the capital letter on the beginning of the sentence. The student chooses the wrong answer for the subordinate conjunction.

The reconstruction: He is so dishonest that no one thrust him.

9. (I will not down it, wether I should Forgot).

The student makes false answer because the student put the comma on the sentence. The student uses the capital letter on word **Forgot.** The student chooses the wrong answer for the subordinate conjunction.

The reconstruction: I will not down it lest I should forgot.

10. (I used the rent house when I was at college studying).

The answer is right because the student chooses subordinate conjunction that available with the sentence and the student writes good grammatical structure. The researcher classifies the point on correct answer.

The reconstruction: I used the rent house when I was at college studying.

The researcher classifies the student on Adequate to fair its about 41-60.

F. SI

The student's test

1. (I don't want to go to the movie because I hate the smell popcorn).

   The answer is right because the student chooses subordinate conjunction that available with the sentence and the student writes good grammatical structure. The researcher classifies the point on correct answer.

   The reconstruction: I don't want to go to the movie because I hate the smell popcorn.

2. (the alarm goes off, as soon as I hit the snooze button).

   The answer is right because the student chooses subordinate conjunction that available with the sentence and the student writes good grammatical structure. The researcher classifies the point on correct answer.

   The reconstruction: the alarm goes off, as soon as I hit the snooze button.

3. (I make the point to visit tajmahal, as soon as I go to agra).

   The makes error in the sentence because the student do not use the capital letter on writing the name of place they are **tajmahal** and **agra.** The student put the comma on the sentence. The student is also chooses incorrect subordinate conjunction for the sentence.

The reconstruction: I make the point to visit Tajmahal whenever I go to Agra.

4. (you get the first rank, whenever I will buy you a car).

   The makes error in the sentence because the student does not uses the capital letter on the beginning of the sentence. The student is also chooses incorrect subordinate conjunction for the sentence.

   The reconstruction: If you get the first rank, I will buy you a car

5. (I am leaving tomorrow, if you give me the permission).

   The student makes error in the sentence because the student puts the comma on the sentence. The student is also chooses incorrect subordinate conjunction for the sentence.

   The reconstruction: I am leaving tomorrow whether you give me the permission.

6. (He could not get a seat though he came early).

   The answer is right because the student chooses subordinate conjunction that available with the sentence and the student writes good grammatical structure. The researcher classifies the point on correct answer.

   The reconstruction: He could not get a seat though he came early.

7. (Parent should give enough and they will not feel neglected).

   The student chooses incorrect subordinate conjunction for the sentence. The word and is available with other sentence.

The reconstruction: Parent should give enough so that they will not feel neglected.

8. (He is so dishonest that no one thrust him).

   The answer is right because the student chooses subordinate conjunction that available with the sentence and the student writes good grammatical structure. The researcher classifies the point on correct answer.

   The reconstruction: He is so dishonest that no one thrust him.

9. (I will not down it lest I should forgot).

   The answer is right because the student chooses subordinate conjunction that available with the sentence and the student writes good grammatical structure. The researcher classifies the point on correct answer.

   The reconstruction: I will not down it lest I should forgot.

10. (I used the rent house when I was at college student).

    The answer is right because the student writes good grammatical structure. The researcher classifies the point on correct answer.

    The reconstruction: I used the rent house when I was at college student.

The researcher classifies the student on Adequate to fair its about 41-60.

G. LH

The student's test

1. (I don't want to go to the movie because I hate the smell popcorn).

   The answer is right because the student chooses subordinate conjunction that available with the sentence and the student writes good grammatical structure. The researcher classifies the point on correct answer.

   The reconstruction: I don't want to go to the movie because I hate the smell popcorn.

2. (the alarm goes off, whether I hit the snooze button).

   The student makes error in the sentence because the student does not uses the capital letter on the beginning of the sentence. The student puts the comma on the sentence. The student is also chooses incorrect subordinate conjunction for the sentence.

   The reconstruction: As soon as the alarm goes off, I hit the snooze button

3. (I make the point to visit Tajmahal whenever I go to Agra).

   The answer is right because the student chooses subordinate conjunction that available with the sentence and the student writes good grammatical structure. The researcher classifies the point on correct answer.

   The reconstruction: I make the point to visit Tajmahal whenever I go to Agra.

4. (you get the first rank, and I will buy your car).

   The student makes an error sentence because the student do not uses the capital letter on beginning the sentence. The student uses the possessive pronoun. The student chooses an incorrect subordinate conjunction.

   The reconstruction: If you get the first rank, I will buy your car

5. (I am leaving tomorrow whether you give me the permission).

   The answer is right because the student chooses subordinate conjunction that available with the sentence and the student writes good grammatical structure. The researcher classifies the point on correct answer.

   The reconstruction: I am leaving tomorrow whether you give me the permission.

6. (He could not get a seat, as soon as he came early).

   The student chooses an incorrect subordinate conjunction. The student puts the comma on the sentence.

   The reconstruction: He could not get a seat though he came early.

7. (Parents should give enough attention to children, iF they will not Feel neglected).

   The student makes an error in sentence because use the capital letter on the word **if** and **feel.** The student uses the comma on the sentence. The student chooses an incorrect subordinate conjunction.

The reconstruction: Parents should give enough attention to children so that they will not feel neglected.

8. (He is so dishonest that no one thrust him).

   The answer is right because the student chooses subordinate conjunction that available with the sentence and the student writes good grammatical structure. The researcher classifies the point on correct answer.

   The reconstruction: He is so dishonest that no one thrust him.

9. (I will not down it lest I should forgot).

   The answer is right because the student chooses subordinate conjunction that available with the sentence and the student writes good grammatical structure. The researcher classifies the point on correct answer.

   The reconstruction: I will not down it lest I should forgot.

10. (I use the rent house, lest I was at college studying).

    The student makes an error on putting the comma and chooses an incorrect subordinate conjunction.

    The reconstruction: I use the rent house when I was at college studying.

    Based on the result of the test above LH has five correct answer and has five in correct number so that the researcher classifies the student on Adequate to fair.

The student's total score

No	Name of students	81 – 100 Excellent to good	61 – 80 Good to adequate	41 – 60 Adequate to fair	21 – 40 Unacceptable-not	0 – 20 College lest work
1	SI			✓		
2	PR			✓		
3	NA		✓			
4	YP					✓
5	AR				✓	
6	LH			✓		
7	RR				✓	
8	GGS			✓		
9	DP	✓				

From the result on table we could see that the one get highest score, there is one student had 61 – 80 score, four students had 41 – 60 score, two students had 21 – 40 score, and one student had 0 – 20 score. From those score the writer classified their understanding as follows:

STUDENTS CLASSIFICATION SCORE

Score	Number of students	Criteria
81 – 100	1	Excellent
61 – 80	1	Good

41 – 60	4	Fair
21 – 40	2	Lest
0 - 20	1	Poor

From table the writer found that the excellent score just one and the one is good score while the others are under 61 -80 score. Its mean most students of MTs La-Royba are do not understand on subordinate conjunction.

H. **Research finding**

In this research the writer found that the highest kind of difficulties came from the knowledge as internal factor such as, vocabularies, meaning of word and after the writer analyze the result of test students its indicate that the student's knowledge is important to understand the subject. There are some causes of mistakes made by students in applying subordinate conjunction on sentence, there are:

1. The students are did know to different between subordinate conjunction and other class categories on one word. Example "He is so dishonest that no one thrust him" The student understand the word **that** is adjective not subordinate conjunction, so that the students choose the word **that** for other question.
2. The students are not understood the different between dependent and independent clauses.

3. The students are poor of vocabulary, so that they are difficult to determine the meaning of the clauses.

After the writer analyze the students understanding subordinate conjunction the writer use test as assessment method to give them score. The writer limited the assessment by analyzing the content of their test. If the amount result of their test more than correct the writer give good score but if the result of their test has a few mistakes the writer put them into the middle score and if the result of their answer more than mistakes the writer give lows score.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis of the data in the previous chapter, it can be conclude that after analyzing through the research the writer use observation and test for the instrument. All of the instruments are used to find out the difficulties of student in using subordinate conjunction in sentence.

1. According to the data which the writer obtained from the result of the test the writer found the students difficulties in using subordinate conjunction they are: unfamiliar vocabulary, determining the meaning of word, applying the subordinate conjunction.
2. The result of the test based on their ability on understanding the subordinate conjunction, that most students of MTs La-Royba do not understand the sentence. The low difficulties are caused by environment factors such as, understanding the sentence, asking to their friends. The medium difficulties caused by motivation factors such as, practicing to speak and write, looking up the dictionary, write and remembering the vocabulary and the high difficulties caused by knowledge factor such as, vocabulary and determine the meaning.

B. Suggestion

1. For the teacher

   Based on the research, the writer would like to suggest that the teacher must motivate their student to be more relax in process learning English and tell them that English is fun and do not afraid to make a mistake because this process to start the success. Furthermore every teacher should give the opportunities to the student to be more active in learning English especially in subordinate conjunction because it has benefit to increase the student's ability in grammar and every teacher should be creative to motivate and developing the teaching method or teaching process especially in their ability in grammar.

2. For researcher

   The writer would like to suggest for the next researcher especially the students at IAIN Banten, if you want to make research about subordinate conjunction you should mastery about conjunction and grammar before, beside you should try to synchronize between material and object of your research.

3. For the student

   The writer know that English is not our language, to be a good student you should learn English because now days it became one of the important language in the world. In this research the writer found that vocabulary is the major factor that make the students confused in using subordinate conjunction in sentence, so that the writer suggest the student to enrich their vocabulary to increasing an ability.