

AN UNDERGRADUATE THESIS

AN ANALYSIS ON THE USAGE OF CONJUNCTION DEVICE
ON THE STUDENT'S WRITING RECOUNT TEXT
AT JUNIOR HIGH SCHOOL 8 OF METRO
IN ACADEMIC YEAR OF 2018/2019

By :

GESTY AYU SETYA NINGRUM
STUDENT ID: 14121427

Tarbiyah and Teacher Training Faculty
English Education Department



STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) OF METRO

1440 H/2019 M

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**AN ANALYSIS ON THE USAGE OF CONJUNCTION DEVICE ON THE
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METRO IN ACADEMIC YEAR OF 2018/2019**

(A Case Study at State Institute for Islamic Studies IAIN Metro)

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

By:
GESTY AYU SETYA NINGRUM
STUDENT. ID. 14121427

Tarbiyah and Teaching training Faculty
English Education Department

Sponsor: Drs. Kuryani, M.Pd
Co-Sponsor: Trisna Dinillah Harya, M.Pd

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H / 2019 M



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

APPROVAL PAGE

Title : AN ANALYSIS ON THE USAGE OF CONJUNCTION
DEVICE ON THE STUDENT'S WRITING RECOUNT
TEXT AT JUNIOR HIGH SCHOOL 8 OF METRO IN
ACADEMIC YEAR OF 2018/2019

Name : Gesty Ayu Setya Ningrum
NPM : 14121427
Departement : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the thesis (munaqosyah) of Tarbiyah and Teacher
Training of State Institute for Islamic Studies (IAIN) Metro.

Sponsor

Drs. Kuryani, M.Pd
NIP. 19620215 199503 1 001

Metro, December 2018

Co-Sponsor

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

Head of English Education Departement



Amad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id; email: iainmetro@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix : -
Matter : In Order to Hold the munaqosyah
of Gesty Ayu Setya Ningrum

To : The Honorable
the Dean of Faculty Tarbiyah and Teacher
Training
State Institute for Islamic Studies Metro

Assalamu'alaikum Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name : Gesty Ayu Setya Ningrum
St. Number : 14121427
Faculty : Tarbiyah and Teacher Training
Departement : English Education
Title : AN ANALYSIS ON THE USAGE OF

CONJUNCTION DEVICE ON THE STUDENT'S
WRITING RECOUNT TEXT AT JUNIOR HIGH
SCHOOL 8 OF METRO IN ACADEMIC YEAR OF
2018/2019

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Metro, Januari 2019

Sponsor

Drs. Kuryani, M.Pd
NIP. 19620215 199503 1 001

Co-Sponsor

Trisna Dinillah Harva, M.Pd.
NIP. 19830511 200912 2 004



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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id; Email: mailiaimetro@metrouniv.ac.id

NOTA DINAS

Nomor : -
Lampiran :
Perihal : **Mohon Dimunaqosyahkan Skripsi**
Saudari Gesty Ayu Setya Ningrum

Kepada Yth.
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Asslamualaikum. Wr. Wb

Setelah kami membaca dan mengadakan bimbingan serta perbaikan seperlunya, maka skripsi penelitian yang disusun oleh:

Nama : Gesty Ayu Setya Ningrum
NPM : 14121427
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul : **AN ANALYSIS ON THE USAGE OF CONJUNCTION
DEVICE ON THE STUDENT'S WRITING RECOUNT
TEXT AT JUNIOR HIGH SCHOOL 8 OF METRO IN
ACADEMIC YEAR OF 2018/2019**

Sudah kami dapat setuju dan dapat diajukan untuk diseminarkan.
Demikian harapan kami dan atas perhatiannya, kami ucapkan terimakasih.

Wassalammu'alaikum Wr. Wb.

Dosen Pembimbing I,

Drs. Kuryani, M.Pd
NIP. 19620215 199503 1 001

Metro, Januari 2019
Dosen Pembimbing II

Trisna Dinillah Harva, M.Pd.
NIP. 19830511 200912 2 004



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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

RATIFICATION PAGE

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An Undergraduate thesis entitled: AN ANALYSIS OF THE USAGE OF CONJUNCTION DEVICE AT JUNIOR HIGH SCHOOL 8 OF METRO IN ACADEMIC YEAR 2018/2019, written by Gesty Ayu Setya Ningrum, student number 14122177, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Thursday, January 17th 2019 at 13.00- 15.00 p.m.

BOARD OF EXAMINERS:

Chairperson	: Drs Kuryani, M.Pd	(.....)
Examiner I	: Dr. Dedi Irwansyah .M.Hum	(.....)
Examiner II	: Trisna Dinillah Harya, M.Pd	(.....)
Secretary	: Leni Setyana , M.Pd	(.....)



The Dean of Tarbiyah and Teaching Training Faculty,



Dr. Akla, M.Pd.

NIP. 19691008 200003 2 005

**AN ANALYSIS ON THE USAGE OF CONJUNCTION DEVICE
ON THE STUDENT'S WRITING RECOUNT TEXT
AT JUNIOR HIGH SCHOOL 8 OF METRO
IN ACADEMIC YEAR OF 2018/2019**

ABSTRACT

By: Gesty Ayu Setya Ningrum

The purpose of this research to understand and explain about kinds of conjunction device which found on the recount writing text in the writing product made by students in the academic year 2018/2019 and to know the dominant kinds of conjunction device that used in the text.

This research is qualitative research. The data collected through *documentation, observation, interview* and *field note*. Additionally, this research applied Miles and Huberman model, to analyze the research data through some step, namely, *data collection, data reduction, data display* and *drawing conclusion*. In this research the researcher took 10 writing recount text on the writing product made by student as her purposive sampling. The result of the research , the researcher found 77 kinds of conjunction device which acquired from 10 students' writing which were categorized into four kinds namely Additive, Adversative, causal, Temporal. The kinds of conjunction device written by the students' are 34additiveitems (44%), 6adversative items (8%), 7causalitems (9%), and the last is 30 temporal items (39%). In conclusion, the student' most dominant used *additive* in writing, especially in writing recount text..

Keywords: *conjunction device, recount text*

ANALISIS PENGGUNAAN PERANGKAT KONJUNGSI TULISAN RECOUNT
TEXT SISWA DI SMP 8 METRO TAHUN AKADEMIK 2018/2019

ABSTRAK

Oleh:

GESTY AYU SETYA NINGRUM

Tujuan penelitian ini untuk memahami dan menjelaskan tentang jenis perangkat konjungsi yang ditemukan pada teks tulis recount dalam produk penulisan yang dibuat oleh siswa pada tahun akademik 2018/2019 dan untuk mengetahui jenis-jenis perangkat konjungsi dominan yang digunakan dalam teks.

Penelitian ini adalah penelitian kualitatif. Data dikumpulkan melalui dokumentasi, observasi, wawancara dan catatan lapangan. Selain itu, penelitian ini menerapkan model Miles dan Huberman, untuk menganalisis data penelitian melalui beberapa langkah, yaitu, pengumpulan data, reduksi data, tampilan data, dan penarikan kesimpulan. Dalam penelitian ini peneliti mengambil 10 penulisan teks recount pada produk tulisan yang dibuat oleh siswa sebagai purposive sampling. Hasil penelitian ini, peneliti menemukan 77 jenis alat penghubung yang diperoleh dari 10 tulisan siswa yang dikategorikan menjadi empat jenis yaitu Aditif, Adversatif, Kausal, Temporal. Jenis-jenis alat penghubung yang ditulis oleh siswa adalah 34 item tambahan (44%), 6 item alternatif (8%), 7 item berulang (9%), dan item terakhir 30temporalitem (39%). Sebagai kesimpulan, siswa paling dominan menggunakan aditif dalam menulis, terutama dalam menulis teks recount.

Kata kunci: *Perangkat konjungsi, Teks recount*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : GESTY AYU SETYA NINGRUM

Student Number : 14121427

Faculty : Tarbiyah and Teacher Training

Department : English Education Department

State that this undergraduate thesis is originally the result of the writer research, in exception of certain parts which are excepted from the bibliographies mentioned.

Metro, January 2019

The writer



Gesty Ayu setya Ningrum
14121427

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Gesty Ayu Setya Ningrum

NPM : 14121427

Program Studi : Tadris Bahasa Inggris (TBI)

Jurusan : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa Skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Jsauari 2019

Yang membuat pernyataan



Gesty Ayu Setya Ningrum

NPM: 14121427

MOTTO

Do the best and pray. Allah will take care of the rest.

(Lakukan yang terbaik, kemudian berdoa. Allah yang akan mengurus sisanya.)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

- 1. My beloved parents, Mr. Gunoto and Mrs. Juminten. Thanks for your support, advice, guidance, suggestion, love and everything that you give to me.**
- 2. My lovely sister, Shifa Nur Fauziya. Thanks for your support and love.**
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- 4. All of my Family of PBI'14 who have given wonderful motivation to me**
- 5. My sisters from another parent, Eri, Silvia, Try, Selly, Selvia, Ayudiah**
- 6. My beloved almamater of state institute for islamic studies (IAIN) Metro**


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In the second place, the researcher would like to thank to Prof. Dr. Enizar, M.Ag as Rector of IAIN Metro, Dr. Akla, M.Pd as Dean of The Tarbiyah Faculty, Ahmad Subhan Roza, M.Pd as the head of English Department. The writer thanks also goes to Drs. Kuryani, M.Pd and Trisna Dinillah Harya, M.Pd as Sponsor and Co-Sponsor.

The writer realizes that this research proposal is nearly imperfect. Last but not least, the writer hope that the result of the research beneficial or contribution in teaching learning activity of English Language in Junior High School 8 of Metro

Metro, October 2018



Gesty Ayu Setya Ningrum
NPM. 14121427

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CHAPTER I

INTRODUCTION

A. Background of Study

Language is a set of rules used by human for their communication. The use of language is governed by the conventional rules shared by the speaker of the language. There are many languages in the world. One of the world's most widely spoken language is English; therefore it is learnt in many countries including Indonesia. In this country, English is learnt from elementary school until university. As generally known, the purpose of language learning is the student can understand, use, and communicate language it self.

English has the four basic skills that should be mastered by students in school. They are listening, speaking, reading and writing. Writing is one of the important aspects in language learning. Writing is one of the most difficult among the others skill. In writing process, we should have creative skill. Not only about that, but also it is supported by tight rules. Mastering vocabularies and the rule of grammar becomes the main key to create a good writing and the others. We must choose appropriate words to arrange the sentence and develop it to be a paragraph and to be a text.

In English learning, many students do not comprehensively understand yet about grammar although they often study about it. Grammar is an element of language and has important role in learning language. English grammar covers a big number of topics. One of the most important skills in grammar is part of speech consisting of noun, verb, adjective, adverb, conjunction, pronoun, article and interjection.

In this research, grammar will be focused on conjunction. The writer focuses on conjunction because many students do not have adequate understanding conjunction well. Conjunction is the words that used to connect the word with other word, expression with other expression, sentence with other sentence, etc. Moreover, conjunction is important to learn by the student because it is included in English subject. In writing, something must be emphasized is grammar because if the grammar is right it will be easy to understand the writing content. Grammar mastery plays a crucial role in writing skill. When the writing consist of some grammatical mistakes, it would be difficult to understand the message delivered in writing.

The research was conducted at the tenth grade students of Junior High School 8 of Metro. Based on the result of pre survey which was conducted by the researcher on March 29th 2018. The researcher interviewed the English teacher. The English teacher said the students often do mistakes when the students used grammar in writing text. On the other hand, most of students

discover it very difficult to comprehend grammatical in English writing text, That is why the students often do mistake and find it difficult when they apply to their writing in English. The data of pre - survey conclude that many students have mistakes in using conjunctive cohesion especially in writing recount text. The researcher is so interested to investigate and analyzed about the mistakes that are related with the usage of conjunction. Therefore, the researcher proposes a research entitled: “An Analysis on the Usage of Conjunction Device on the Student’s Writing Recount Text of Junior High School 8 Metro in Academic Year of 2018/2019”

Student of Junior High School have learned about writing such a recount text. In recount text there are many words, phrases, or clauses together. Word is written or spoken unit of language; clause is a group of words that consist of subject and verb; phrase is a group of words without finite verb, sentence is group of words that express a statement, question etc.

Function of conjunction is to connect words, phrase, clause, and sentences up to be unity sentences and make coherence and then to develop composition. The students need conjunction to make the composition well. The students have many problems in writing one of them is less understanding of the usage of conjunction. In writing, they have difficulties in arranging the sentences. The students are still confused to use conjunction in recount text. There are many mistakes while putting the right conjunction at the sentences.

B. Focus of Study

Conjunctive cohesion is a component of discourse analysis that is part of grammatical cohesion. There are many types of grammatical cohesion the author wants to focus on the use of conjunctive cohesion which includes: additive, temporal, clausal, and advertisement in writing recount text.

Referring to the background mentioned, the problems can be identified as follows:

1. Most of students are not able to use conjunction in writing.
2. Most of students do not know the kinds and functions of conjunction.
3. Most of students feel hard to arrange the sentences by conjunction.

C. Research Questions

Based on the data of pra survey there are some mistakes related to errors in the use of conjunctive cohesion in the recount text writing at the 8th grade students of Junior High School 8 of Metro. Based on it, the writer makes a research question as follows:

1. What types of conjunction device that many students use for writing recount text?
2. What factors cause students to use specific types of conjunction device in writing recount text?
3. How should students use conjunction in writing recount text?

D. Objectives and Benefits of Study

Related to the problem formulated above the objectives and benefits of the study are:

1. Objectives of Study

- a. To know the types of conjunctive cohesion that many student use in writing recount text
- b. To know the factors that are causes the student uses the specific conjunctive cohesion in writing recount text.
- c. To give solution for student to use conjunctive cohesion especially in writing recount txt.

2. Benefits of Study

a. For Students

To inform a new knowledge for student to use conjunctive cohesion writing recount text.

b. For Teacher

As positive contribution in guiding the student for using conjunctive cohesion on the student writing recount text.

c. For headmaster

As facilitator to learn English for efforts to increase the quality of learning activity at Junior High School 8 of Metro.

E. Prior Research

Based on the research was written by Zuhroul Laila Rohmah on the undergraduate thesis entitled *An Error Analysis of Grammatical Cohesion in Analytical Exposition Text At The Eleven Grade Students of SMA N 2 Metro* on January 24, 2016 it can be concluded that generally the student's often used grammatical cohesion correctly. They only knew the kind of grammatical cohesion but did not know how to use in writing analytical exposition text. In this research there are some kinds of errors are still found in using grammatical exposition writing text.¹

Furthermore, The research was written by Irwansyah entitled *An Error Analysis of Simple Present Tense in Descriptive Writing Based on surface strategy Taxonomy at the first grade of MAN Padang Ratu Lampung Utara*.² The result of the study showed student's tenses mastery and vocabulary mastery are still low. The students discover it difficult to determine each part of grammatical components. English sentences have different structure with Indonesian sentences. The students think that English sentences are kept with Indonesia sentences. And also the researcher used essay writing.

¹ Rohmah, Zuhrotul Lailatul. *An Error Analysis of Grammatical Cohesion in Analytical Exposition Text At The Eleven Grade of undergraduated thesis* at State Institute for Islamic studies (IAIN) , (Metro:2016) p. 89s

² Irwansyah, *An Error Analysis of Simple Present Tense in Descriptive Writing Based on surface strategy Taxonomy at the first grade of MAN Padang Ratu Lampung Utara*, IAIN RadenIntan Lampung 2011

Additionally, the research was written by Sri Mulyani, the undergraduate thesis entitled *An Analysis of The Student Grammatical Error in Writing Ability among the Eight Grade Students of SMPN 1 Rumbia*.³ From the research, it can be concluded that generally the student's grammatical errors are caused by two factors, social factors and cognitive factors.

Referring to the prior research, the researcher wanted to know the quality of the students writing at Junior High School 8 Metro. Recount text becomes the product to explore the students understanding in using conjunctive cohesion device. Based on pre survey result the researcher found out the problems on the usage of conjunctive cohesion device. For that, the researcher wants to conduct a new research about "*An Analysis on the Usage of Conjunctive Cohesion on the Student's Writing Recount Text at Junior High School 8 Metro in the Academic Year of 2018/2019*"

³ Sri Mulyani, *An Analysis of The Student Grammatical Error in Writing Ability among the Eight Grade Students of SMPN 1 Rumbia*, STAIN Jurai Siwo Metro, 2009

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Cohesion Device

1. Definition Cohesion

As noted by Richards, cohesion refers to the grammatical and lexical relationships among different elements of a text.⁴ Besides, Halliday and Hasan assert that cohesion refers to relation of meaning that exists within the text. Cohesion occurs where the interpretation of some elements in the discourse is dependent on that of another. The one presupposes the other in the sense that it cannot be effectively decoded except by resources.⁵ Furthermore, Brian stated that cohesion refers to an effort how to link meanings to improve the unity of the text by discussing only one topic and main idea, and applying some cohesion ties.⁶ It can be said that in making a text should have the right sentence correlation either grammatically or lexically.

2. Types of Cohesion Device

a. Grammatical Cohesion

⁴ Brian Paltridge, *Making Sense of Discourse Analysis*, (Australia: Gerd Stabler, 1999), p.129

⁵ M.A.K Halliday and Ruqaiyah Hasan, *Cohesion in English*, (London: Longman, 1976), p.4

⁶ M.A.K Halliday and Ruqaiyah Hasan, *Cohesion in English*

Grammatical cohesion identifies the grammatical rules of a text. It refers to the various grammatical devices that can be used to make relations among sentence more explicit.

1) Reference

Reference is a semantic relation in which a meaning is specified through the identification of a referent, the source of identification is the situations. So that, the relation of referent is a basically an exophoric one.⁷

2) Substitution

Substitution is the replacement of one item by another at particular place in a structure.⁸ In English, the substitute may function as a noun, as a verb or as a clause. There are some special words in English which contribute to cohesion by substituting for words that have already been used. The most important of these special words are *one*, *do* (or one of the other forms of *do*, namely *does*, *did*, *done* and *doing*) and *so*.⁹

3) Ellipsis

⁷ M.A.K Halliday and Ruqaiyah Hasan, *Cohesion in English*, p.308

⁸ *Ibid*, p.7

⁹ Raphael Salkie, *Text and Discourse Analysis*, (New York:Taylor & Francis e-library, 2001),p.35

Ellipsis is omitting part of sentences on the assumption that an earlier sentence or the context will make the meaning clear.¹⁰ Besides, Halliday and Hasan stated that ellipsis is a form of substitution in which the item is replaced by nothing, but reader or listener still can understand the meaning by looking back to the preceding item.¹¹

4) Conjunction

Conjunction device is one of the types of cohesive device. Conjunction is a relation that shows how the subsequence sentence or clause must be connected to the preceding or the following (part sentence).

b. Lexical Cohesion

Lexical cohesion identifies the semantic relations of words that make up a text. Thus, lexical cohesion is achieved by the selection of vocabulary.¹² Furthermore, lexical cohesion comes about through the selection of items that are related in some way to those that have gone before.¹³ It means the lexical cohesion may be established in a text by the choice of words that is related in some way to a previous one. There are two types of lexical cohesion: they are reiteration and collocation.

¹⁰ Guy Cook, *Discourse Analysis for Language Teachers*, (United Kingdom: Cambridge University Press, 2000), p.138

¹¹ M.A.K Halliday and Ruqaiyah Hasan, *Cohesion in English*, p.143

¹² Maja Stanojevic Gocic, *Cohesive Devices*, p.5

¹³ M.A.K Halliday and Ruqaiyah Hasan, *Cohesion in English*, p.330

- 1) Reiteration
- 2) Repetition
- 3) Synonymy
- 4) Hyponym
- 5) Metonymy
- 6) Antonym
- 7) Collocation

B. Concept of Conjunction

1. Definition of conjunction

Conjunction is one of the types of cohesive device. Conjunction is a relation that shows how the subsequent sentence or clause must be connected to the preceding or the following (part sentence).

Conjunction has different character from other cohesive relations, from reference, substitution and ellipsis. Conjunction does not have specific meaning as other cohesive relations because they are not the main devices for achieving into the preceding or following text, but they express specific meaning which shows the presentation of other components in the discourse. Furthermore, Hence says that Conjunction can be described as a cohesive by paying attention more on one specific aspect of them which related to other,

structural means, not on the semantic relations as such, as realized throughout the grammar of the language.¹⁴

Nunan argues that conjunction is achieved to have grammatical cohesion in texts which shows the connection between sentences. Conjunction is referring to the other parts of the text in order to make relationship between sentences extremely understood.

Based on the statement above, it can be generated a conclusion that conjunction is one of the types of cohesive device that use to connect part of the text between sentences to make a good paragraph.

2. Kind of Conjunction

To get a general description of the use of conjunctions, Yu (1990) interprets Halliday and Hasan's four classes of conjunctions as follows:¹⁵

a. Additive

The function of additive device is the connectives that link units of semantic similarity. The additives introduce discourse units that repeat and emphasize the key points or add relevant new information to the prior expression. Furthermore, the simple form of additive relation is expressed

¹⁴Saeed Ketabi, *A corpus- Based Study of Conjunction Device in English International Law Texts and its Farsi*, (Macrothink Institute,2012), p:2-3

¹⁵<http://nccur.lib.nccu.edu.tw/bitstream/140.119/33418/6/95101306.pdf>. diunduhgl 22 april 2014.

*by, and, or, furthermore, similarly, in addition, nor, or else, alternatively, that is, thus, likewise, in other words.*¹⁶

Example:

From a marketing viewpoint, the popular tabloid encourages the reader to read the whole page instead of choosing stories.

b. Adversative

Adversative is function to connectives that bring in the expressions that are contrary to expectation. The expressions indicate a contrary result or opinion to the content mentioned previously. In this sense, the adversatives signal the beginning of a different viewpoint.

The simple form of adversative relation is expressed by *but, however, on the other hand, nevertheless, yet, though, only, instead, on the contrary, rather, at least, either case.*

Example:

I'm afraid I'll be home late tonight. However, I won't have to go in until late tomorrow.

c. Causal

Causal is to connectives are used to introduce result, reason or purpose. The clauses connected are related to each other either in the cause-and-effect relation or in the conditional relation. Moreover, the

¹⁶Hee N. Yoon-, *Cohesive Device in CMC Texts Produced by American and Korean EFL Writers*, Chonnam National University, 2011), P:9

simple form of causal relation is expressed by *so, consequently, for this reason, then, therefore, with this in mind, for, because, it follows, arising out of this, to this end, under the circumstances.*

Example:

Chinese tea is becoming increasingly popular in restaurants, and even in coffee shop. This is because of the growing belief that it has several health-giving properties.

d. Temporal

The function of temporal is to connectives that express the time order of events. In order to manifest the temporal relations of successive and simultaneous events, this category includes the preceding, sequential, and simultaneous connectives. Furthermore, the simple form of temporal relation is expressed by *Then, after that, an hour later, finally, at last, next, just then, before that, in the end, a first/originally/formerly, at once, soon, next time, meanwhile, until then, up to now, from now on.*

Example:

Brick tea is a blend that has been compressed into a cake. It is taken mainly by the minority groups in china. First, it is ground to dust. Then it is usually cooked in milk.

C. The concept of writing recount text

1. Concept Of Writing

a. Definition of Writing

Writing plays a vital role in learning activity. It can be very useful for one who intends to generate a meaningful product in their learning process. According to Harmer “writing is often helpful like a preparation in other activity, especially when the student writes as an opening to discussion activities”¹⁷ Thus, writing is the product of learning process that helps the students in their instruction activity.

One major theme in pedagogical research on writing is the basic organization process of writing. The process of the producing written product are thinking, drafting and revising. The compositional nature of writing has to create writing pedagogy that focuses students to bring in ideas, how to control them coherently, how to function discourse markers and rhetorical convention to locate them cohesively to be written text, how to repair text for real meaning, how to correct text for suitable grammar, and how to result a final product.¹⁸ So, writing is the basic organization that focuses on student to bring in ideas, how to make cohesive and suitable grammar to be a good writing.

¹⁷ Harmer.Jeremy, *How to Teach Writing*, (England: Longman Pearson Education Limited, 2004), p.40

¹⁸ Brown H. Douglas, *Teaching by Principle*, (London: Longman, 1998), p.335

Terminologically, writing is the activity to make a letter or number on the surface by using a pen or pencil, while writing is the activity of writing, in contrast to reading, speaking, and listening¹⁹. Writing is functioned to communicate each other thousand years ago by carving symbols on the cave wall²⁰. In the past, writing is one of communication forms by making a letter or number on the surface as a symbol.

Furthermore, R.R Jordan argues that writing is a method of human intercommunication by means of conventional visible marks”. It means that writing is a system to deliver a message from someone to other by written language.²¹

In addition, writing is the most crucial skill encountered by the students, because the students will be challenged in searching an idea and composing it by their style of writing. Furthermore, every language and culture brings their own style of writing. For instance, a straight line style is used in English. The first paragraph will be involved of introduction of the topic, the second should be contained of the main topic, and the last should be said about the conclusion of what the writing is telling about. On the other hand,

¹⁹ Hornby, *Oxford Advanced Learners' Dictionary 8th edition*, (New York: Oxford University Pers, 2008), p.1705

²⁰ Cynthia.A.Boardman, *Writing to Communicate, Paragraphs and Essays, third edition*, (USA:pearson longman, 2008), h.15

²¹ Jordan. R.R, *Academic Writing Course*, (England: Longman, 2003), p. 41

the Japanese often uses circular style of writing. In other words, the Japanese writing style does not present the topic in the beginning or even it does not serve in writing product. Instead, the writer gives the chance to the reader to guess the topic of the writing²².

Writing is a common medium for testing knowledge in much of the world –including knowledge of the L2 itself, even within instructional programs that emphasize oral production. Writing is the most important productive activity for L2 learners to develop if they will use the language for academic purposes, or in certain types of service functions.²³ It can be known that writing is a process that used to know second or foreign language learners' capability in the target language.

Based on the above statements, the writer can assume that writing is basically the process to express the ideas and the thought by using knowledge to combine in to a significant text. Writing is one of the extremely crucial aspects of English learning. By writing, the students can express and explore their ideas, knowledge, information, in writing extensively. Furthermore, writing is an activity to produce or reproduce useful written messages that are used the guidelines and the strategies of language.

²²Ibid, p.16

²³ Murriel Saville-Troike, *Introducing Second language Acquisition*, (New York: Cambridge University Press, 2006) p. 163

b. Process of Writing

According to Harmer the process has four elements:²⁴

1) Planning

Planing is any orderly procedure which is used to bring about a desired result. The first stage in the writing process is planning. There are three main issues when starting a planning. Firstly, the writer must decide the purpose of their writing, because it will affect what kind of text that will be produced, the language that will be used and the information that will be included. Secondly, the writers have to think of the audience who read their writing. Thirdly, writer has to consider the content structure of their writing. What the best way is to arrange the fact, idea, or argument which has been decided to include.

2) Drafting

Drafting is a row of strategies designed to compose and develop a sustained piece of witting procedure to conclude whether the information you discover while planning can be established into a successful piece of or not. Drafting can be referred to the first version of a piece of writing because the sentence of this process is often

²⁴ Harmer .Jeremy, *How to Teach Writing*, p.4-5

done on the assumption which will be changed later. A number of drafts may be produced on the way to the revising²⁵..

3) Editing (Reflecting and Revising)

The writers need to read the draft which they produced. Perhaps the order of the information is not clear because probably the text that has been written is ambiguous and confusing. Eventually, the writers have asked the reader to comment and suggest and reflecting and revising. So, the writer revises his writing to make appropriate revisions.

In other words, revising is the final step of writing process which is expecting the perfectness. In addition, this step challenges the writer to see the product writing not only from their side as a writer but also from the side as a reader which is always expecting the perfectness of the writing.

4) Final version

The writers produce the final version when he has edited his draft, making the changes they think to be necessary. It is considerably different from both the original plan and the first draft because it has been changed in the editing process. It becomes the final version that will be read by the audience. Editing is not problematic in the way of revision. However, it take much time,

²⁵Harmer .Jeremy, *How to teach writing*, (England:Longman 2004), h.12

knowledge, experience, and commitment to be good editor, and some student (and teacher) can be pre occupied with editing, so that they equate good writing with correct grammar, syntax, word choice, and mechanics rather than with the expression of meaning of which editing is a simple part.

c. Types of Writing

According to Maureen Hyland, there are seven types of writing. The types of writing have the different rules to create in writing. These are the type of writing:

1) Narrative

Narrative is a text that tells about story. Narrative commonly comes from imaginative but sometimes can be based on real events. There are several varieties of forms in narrative text such as short stories, myths, poems, and fairytale. Furthermore, narration tells a story simply, it can be not only for entertaining but also informing a reader. The story in narrative text can be fiction (made up) of nonfiction (the retelling of an incident that actually happened).²⁶

2) Recount

A recount is a text that tells about past experiences or events. It can be based on the writers' personal experiences or historical events.

²⁶ Gayle Feng –Checkett and Lawrence, *The Write Short Sentence to Paragraph*, Fourth Edition, (USA: Wadsworth Cengage Learning, 2010), p. 177

3) Report

Report text is a text that consists of an organized factual record of events or a classification and description of one or many things.

4) Procedure

A procedure text is a text that explains how to make or do something.

5) Exposition

An exposition has the purpose to present ideas in the form of logical argument, encouraging the reader to agree with the writer's argument. Exposition is constructed logically, Exposition is used in expressing and giving information or opinion, making explanation, and interpreting knowledge.²⁷

6) Explanatory

An explanatory is a text that outlines how or why things happened or how things operate.

7) Discussion

Discussion text examines more than one stance of an issue²⁸.

In this context, the writer chooses the recount text as the type of writing skill that will become the object of the research.

d. Characteristics of good writing

²⁷ Eli Hinkel, *Teaching Academic ESL Writing*, (London: Laurance Erlbaum Associated, 2004), p. 28

²⁸ Hyland .Maureen, *Writing Text Types*, (Western Australia: R.I.C Publication, 2009) p.3-4.

According by Cynthia A Boardman explain that there are three characteristic of writing well, they are:²⁹

1) Coherence

A paragraph should consist of coherent sentences that are ordered according to principle. Coherence is all of aspects in discourse which are displayed and assembled together reasonably. The sentences are made readers understand the paragraph easily. The sentence is put in order so that the reader can understand your idea easily

2) Cohesion

Cohesion is another characteristic of the good paragraph. The supporting sentences connect to each other in their support of the topic sentence. Cohesion is the relation between sentence in a text, and the sentence of a text, and the sentence a text can only follow one after the other. Cohesive device is the method to connect sentence. Like as reference, substitution, elipsis, conjunction relation (discourse markers), lexical cohesion.

3) Unity

The last characteristic of a well- written paragraph is unity. The entire supporting sentences must relate to the topic sentence. Order in text or paragraph is like organization easy, but is smaller in space so it

²⁹ Cynthia A boardman, *Writing to Communicate*, (London: Longman, 2008), p:36

may be simpler to consider order as direction. Thus order chronological steps to express the idea the written form.

2. Concept of Recount Text

a. The Definition of Recount Text

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. In the syllabus of second grade of junior high school, it is stated that recount text is one of text that should be mastered by the second grade students. Recount is a reconstruction of something happened in the past. It is the unfolding sequence of events over time and the purpose is to tell what happened.³⁰ The text can be based on the writer personal experience or historical events. The main goal of this text is to retell an event that is happened in the past³¹.

Moreover, recount text is one of the easier nonfiction text types, because this text focuses on telling what happened. It should be retelling of events that have actually happened³². The text that recalls and creates events, experiences, achievement from the past in the

³⁰ Olla Refilda, *"Increasing Student Achievement In Reading Comprehension of Recount Text Through SQ4R Strategy"*2012(no publishing) p. 12

³¹Ibid.

³²Korbett. Pie and Strong. Julia, *Talk for Writing Across the Curriculum*, (England: Mc Graw Hill, 2011), p.49

logical structure called recount text. A recount text always reconstructs the past³³.

In addition, recount text skill is the productive skill that is showed by writing non-fiction text that tells about the events, experiences, etc. It means telling about the adventure or the days' activity. This text can function to inform and to tell the story of past event.

b. The Generic Structure of Recount Text

Recount text begins with some form of orientations that tell about who, what, where, when, and why the text is introduced. This is followed by a chronological-ordered set of events. There can be some form of concluding statement or re-orientation at the end³⁴. There are some capabilities to identify recount text, they are:

³³Sue Stubbs,*Targeting Text*, (Sydney: Blake Eductaion, 2010),p.8

³⁴Maureen Hyland,*Writing Text Types*,p.3

1) Orientation

The setting or orientation is the background information answering who, when, where and why. It is also where you give an outline of what you are writing about.³⁵

The orientation provides all the necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detailed by using 5 W (who, what, when, where, and why). The writer needs to give information about what happened, who or what was involved, when and where the events occurred and why an awareness of audience and purpose will assist the author in selecting the amount of detail needed³⁶.

2) Event

Events are where you write about the things that happened and are identified and described in chronological order.³⁷ Events should be selected carefully to add the audiences' understanding of the topic. Students should be prepared to discard events and detail that are unimportant and uninteresting. The students should be guided to select only those events that are relevant and that can be expanded through the inclusion of specific details.

³⁵ Ibid, p. 13

³⁶ Stubbs. Sue, *Targeting Text*, p.9

³⁷ Ibid, p. 13

Furthermore, events are usually sequenced chronologically, but students should be encouraged to experiment with flashback or arranging events in order of importance. Unity between paragraph is created through the use of time connectives (before, throughout, finally, and so on)³⁸.

3) *Re-orientation*

Re-orientation expresses a personal opinion regarding the events described. In other words this is where you bring your writing to a close by; saying how things went, saying what you felt about the things that happened and/or mentioning something which will or may happen later.³⁹

Re-orientation is the final section in creating the recount text. This final section concludes the recount by summarizing the outcomes or result, ssevaluating the topic's importance of offering personal comment or opinion. It functions as the closing statement in recount text⁴⁰.

c. **The Language Feature of Recount Text**

Language features are needed in the creating of recount text. It makes easier when the students want to write the recount text. Words related to time called adverbs, for example yesterday, outside, last year, and so on.

³⁸Ibid.,

³⁹ Ibid, p. 13

⁴⁰Ibid.,

The words in 1901, on top of Mt Kosciusko are used to indicate specific times and places⁴¹.

Language features are needed in the creating of recount text. It makes easier when the students want to write the recount text. According to Sue Stubbs there are several language feature in writing recount text such as:

- 1) Simple past tense is tense that is used in most recount text. The students tell about events or experiences that had happened.
- 2) Correcting sequence events by using time connectives such as firstly, next, and finally are used to link separate events or paragraphs into a cohesive whole text.
- 3) Words related to time called adverbs, for example yesterday, outside, last year, and so on. The words in 1901, on top of Mt Kosciusko are used to indicate specific times and places⁴².

d. Example of Recount Text

New Year Holiday Story

The last school holiday, I spent the time with my family on vacation to a relative's house in Madiun, approximately 6 hour trip by bus from our home in Malang. On the way there, we saw many beautiful views such as rice fields, mountains, etc. Having arrived at the uncle's house, we were greeted by our relatives who had not met us for a long time. The next day, we walked around the town of Madiun until the sky got dark. Finally we decided to go home at 6:00 p.m. on that day.

On the next day, I forgot that it was the New Year. Suddenly, one of my cousins came and asked me to celebrate the New Year's Eve together. At night, I went together with him to the center of the city of Madiun

⁴¹Ibid., p.9-10

⁴²Ibid., p.9-10

which had already been so crowded because a lot of people who also wanted to celebrate the New Year with his family. When the countdown arrived, the sky which was dark at once then became so colorfully decorated by fireworks. We prayed together and watched the fireworks lightening the sky that night. Suddenly, the holiday passed quickly. The last New Year's holiday experience in the city of Malang was so impressive for me.⁴³

⁴³ Ibid

CHAPTER III

RESEARCH METHOD

A. Types and Characteristics Research

The type of this research is a qualitative research. Qualitative research is a means for exploring and understanding the meaning individuals or groups to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the important of reading the complexity of a situation.⁴⁴

The characteristics of this research is case study. According to Creswell, a case study is in which the researcher discovers in depth a program, event, activity, a process or one or more individuals.⁴⁵ The case is limited by time and activity, and researcher collect detailed information using a variety of data collection procedures over a continuous period of time. It means that the

⁴⁴ Ibid P. 22

⁴⁵ John W Creswell , *Research Design*, (USA: Sage Publication, Inc,2003),The Second Edition ,p.17

researcher collect information constructed on data collection techniques from one or more individuals.

According to Nunan, a case study is an empirical that investigates a present phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.⁴⁶ It means that the researcher investigated the problem in which the source was used as evidence.

This research will analyze the frequency of conjunction device in writing recount text. It is surely more suitable for using qualitative. Based on those explanations, the writer is uses qualitative research to analyze conjunction device in writing recount text at junior high school 8 of Metro.

B. Data Source

This research would be conducted in Junior High School 8 of Metro in academic year 2018/2019. To collect the accurate data of this research, the writer needs accurate data source as well. There are two types of the data source namely primary and secondary source:

1. The primary source of this research is document of writing product from the student.. The writing product would be directed to 10 students. Meanwhile,

⁴⁶David Nunan, *Research Method in Language Learning*, (New York:Cambridge University Press, 1992),p.76

the results of the primary source of this research are the students writing product.

2. The secondary source of this research is everything that is related to this study that can support this research such as students eight grade Junior High School 8, books, articles, journals and some relevant documents from the English teacher.

C. Data Collection Technique

Creswell said that “in many qualitative studies collect multiple forms of data and spend a significant time in the natural setting gathering information”.⁴⁷

Therefore, the data will be gained through several techniques as follows:

a. Documentation

The documentation is the instrument to collect some information in the form of written source or documenter such as book, encyclopedia, daily note, etc. Documentation is purposed to get the archive of the school such as organization structure and history of the school, the building condition, the vision and mission of Junior High School 8 of Metro. The research gathers the written data from archive of the school.

b. Observation

⁴⁷John . W. Creswell, *Ibid*, P. 21

In this step, the writer had been observing the activity and situation by using format observation. The writers will observe the participant directly in writing recount text using conjunction device at Junior High School 8 of Metro.

c. Interview

Interview will conduct face to face with the participants. It is in-depth interview with open ended questions. The questions type of the interview related to the students opinion. The aim is to find out the students problems in writing. There are 10 students which become the participants.

d. Field Note

Field Note is observation instrument in the form of narration in which the observer provides the paper and record the activity related to practice in the classroom before and after doing the action. I this research, the researcher will use field note to record the student's activity during the learning process in narration form.

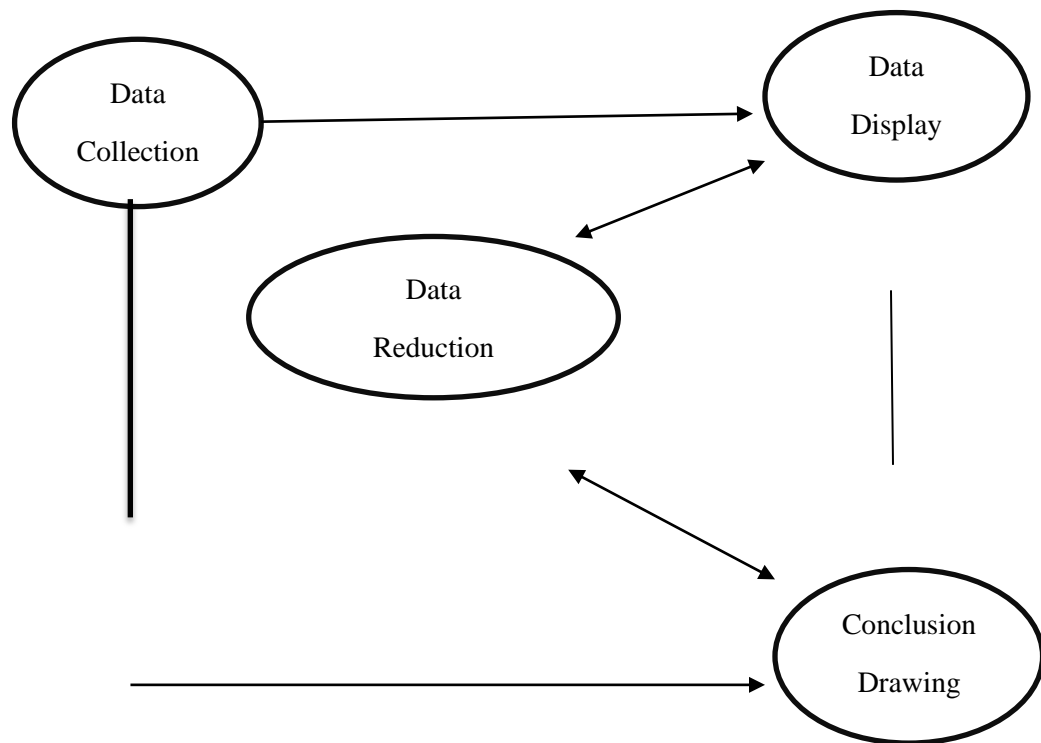
D. Data Analysis Technique

In this research, the researcher applied Miles and Huberman model to analyze the data. The components of the data analysis of Miles and Huberman are as follows⁴⁸.

⁴⁸Matthew B. Miles et al, *Qualitative Data Analysis*, (London: Sage Publication Ltd, 1994), 2nd Ed, p. 10-12

Figure 1. 1

The Components in The Data Analysis by Miles and Huberman



A data analysis component of Miles and Huberman model applies the following steps:

1. Data Collection

Data collection is the step when the researcher will gather the data from observation and documentation to complete the research.

2. Data Reduction

Reducing the data means that the researcher will summarize, select the main point, focus on the important things, and search for the theme and pattern. Therefore, the data that has been reduced would give the broad overview which could help the researcher to collect further data.

3. Data Display

After reducing the data, the researcher will display the data into text. In case of displaying the data, the researcher will be easier to comprehend the data and plan the next step based on what has been comprehended.

4. Conclusion

The researcher will verify the data of the research by making conclusion of the data findings.

E. Research Approach

This approach in this research is case study. "Case study is a method of exploring and analyzing the life of a social unit; be that unit a person, a family, institution, culture group, or event and entire community."⁴⁹ This research is conducted as a case study to investigate the factors that caused the student to do the error in conjunctive cohesion on the student's writing recount text. This approach is also aimed to know more about the problems of the eighth grade of Junior

⁴⁹ Yogest Kumar Singh, *Fundamental of Research Methodology and Statistic*, (India: New Age International Publisher, 2006), p.148

High School 8 of Metro, especially when they use conjunction device which are not appropriate with the context of the text.

The steps of case study are stated below:

1. Determining focus of the research

The researcher will focus on taking the data from the students' worksheet of writing test on middle term examination.

2. Determining the case

The researcher will collect and analyze the data, after gaining the data, the next step is determining the case then collecting the data to analyze.

3. Preparing research instruments

The researcher will make research instrument to ease collecting the data. To collect the data, the researcher will use various preparations namely preparing the schedule of collecting the data and the research instrument.

4. Collecting the data

In this research, the researcher will take the data from the students score of the Eight graders of Junior High School * of Metro

5. Evaluating and analyzing the data

Evaluation is necessary to make sure that the data are complete and ready to interpret.

6. Making report

Creating the report is to simplify the data into summary then it will be handed as the requirement of Strata 1 Degree.

CHAPTER IV RESULT AND DISCUSSION

A. General Description of Research Data

This research aims to analyze types of conjunction device on the student writing recount text. This research is conducted on Monday, November 12th, 2018 at Junior High School 8 of Metro. The researcher has mentioned previously on the chapter III that the instruments used for collecting data for this research are documentation and observation, interview.

1. Data collection

Collecting the data is the first step of research because the better the data is, the better the result will. In line with that, the researcher collected the data which is greatly needed to support this research. The researcher got the data by asking the teacher. The following is the result of conjunction device found on the students writing recount text

Table 3: The result of conjunction device found on the student writing recount text.

Participants	Kinds of conjunction device on the students' writing recount text of Junior High School 8 of metro				Total
	Additive	Adversative	Causal	Temporal	
Student 1	5	1	1	3	10
Student 2	3	1	2	2	8
Student 3	4	1	1	2	8
Student 4	4	-	-	3	7
Student 5	4	1	-	2	7
Student 6	3	1	-	7	11
Student 7	2	1	2	5	10
Student 8	2	-	-	1	3
Student 9	4	-	1	4	9

Student 10	3	-	-	1	4
Total	34	6	7	30	77
Percentage	44%	8%	9%	39%	100%

2. Data Reduction

The data reduction means that the researcher selected the most important parts or the main points of all data that she had gotten by the collecting data before.

a. Types of conjunction devices found in the students writing recount text

Based on the focus of the study that is previously stated in the chapter I, the researcher must be able to find the kinds of the Conjunction device. Therefore, to answer the question, here the researcher elaborates the result of the analysis of Conjunction device at Junior High School 8 of Metro.

The researcher found the kind of conjunction device namely:

a. Additive

The function of additive device is the connectives that link units of semantic similarity. The additives introduce discourse units that repeat and emphasize the key points or add relevant new information to the prior expression.

Student 1 (Febriti Progene Hasyanah)

Holiday in Sari Ringgung Beach

Last holiday, I went to Sari Ringgung beach in Pesawaran, Lampung. I went there with my family. We went there **by** car. We arrived in the beach at 10:00 a.m.

In Sari Ringgung beach, I swam with my brothers **and** my sisters. After swimming, we play sand together. We made a fort, houses, **and** hills of sand. After being satisfied playing on the beach, we then took a bath and ate the roasted corn while drinking coconut water. After being fresh anymore, we continued to view seascape on boats.

I really enjoyed in the beach. Before reaching home, we rested before went **and** ate meatball on the side of the road. The meatball is so tasty that I ate two bowls of meatballs there. Not long after that, we continued the journey **and** got home safely at 7 p.m.

It was a tiring day, but we were very happy, because we got a lot of fun together there.

From the above text the writer tried to analyze the application of five kinds of conjunction device used by the students as follows:

1. *We went there **by** car*

The sentence contains an additive device “*by*”. It connects or adds the ideas namely “ *by Car* “

2. *In Sari Ringgung beach, I swam with my brothers **and** my sisters.*

The sentence contains an additive device “*And*”.It connects or adds the ideas between two noun phrase namely“*brothersandmy sisters*”

3. *We made a fort, houses, **and** hills of sand*

The sentence contains an additive device “*And*”.It connects or adds the ideas between two noun phrase namely“*fort, houses, **and** hills of sand*”

4. *We rested before went **and** ate meatball on the side of the road.*

The sentence contains an additive device “*And*”.It connects or adds the ideas between two noun phrase namely “*went **and** ate*”

- a. *We continued the journey **and** got home safely at 7 p.m.*

The sentence contains an additive device “*And*”. It connects or adds the ideas between two noun phrase namely “*fort, houses, **and** hills of sand*”

Student 2 (F. Aldo Ivansyah)

Holiday to the Klara beach

Last year. I went to Mahitam beach with my friends. It had been so long for me not to spend my days with my old friends. We were all too busy with our own school activities. There were Dika, Didi, Yoe, Wahyu, **and** Nuri who went with me to the beach. It was a quite tiring trip from Bandarlampung to go to there because we went there **by** motorcycles. It took about a few hours. I forgot how long it

We arrived first at Klara beach . It was quite scary because we were worrying about shark or other dangerous wild animal in the water. Unfortunately, we came to the other side safely. Meanwhile, the unfortunate thing was our foods became so salty **and** dirty. There, we take many pictures. We spent much time to swim because the water was so clean.

From the above text the writer tried to analyze the application of three kinds of conjunction device used by the students as follows:

1. *Meanwhile, the unfortunate thing was our foods became so salty*

***and** dirty.*

The sentence contains an additive device “*And*”. It connects or adds the ideas between two noun phrase namely “*salty **and** dirty*”

2. *It was a quite tiring trip from Bandarlampung to go to there*

*because we went there **by** motorcycles.*

The sentence contains an additive device “*by*”. It connects or adds the ideas namely “ *by Car* “

3. *There were Dika, Didi, Yoe, Wahyu, **and** Nuri who went with me to*

the beach

The sentence contains an additive device “*And*”. It connects or adds the ideas between two noun phrase namely “*Dika, Didi, Yoe, Wahyu, and Nuri*”

Student 3 (Ega Ramadani)

Lebaran Day

Last Lebaran Holiday, I **and** my family went to my grandparent’s house. It is located in a small village on the slope of Mount Lawu. The village is very quiet **and** scenery is very beautiful.

In the morning, I **and** my cousin walked around in the garden. While walking in the garden we saw a nest of bees. It was hanging on mango tree. My cousin said, “Let’s throw it with stones”. I agreed with his idea. We took some stones and threw it. The nest broke down into pieces and thousand of bees flew out. The bees chased us. We run as fast as possible. We shouted **and** shouted for help but there was no one helped us. Fortunately, there was a river. Without thinking again, we jumped into the river. The bees did not chase us anymore. They flew away. We were safe from bee sting and we were very happy. Since that time we promised not to disturb any animals.

From the above text the writer tried to analyze the application of four kind of conjunction device used by the students as follows:

1. *I **and** my family went to my grandparent’s house.*

The sentence contains an additive device “*And*”. It connects or adds the ideas between two noun phrase namely “*very quiet and scenery*”

2. *The village is very quiet **and** scenery is very beautiful.*

The sentence contains an additive device “*And*”. It connects or adds the ideas between two noun phrase namely “*very quiet and scenery*”

3. *We shouted **and** shouted for help but there was no one helped us.*

The sentence contains an additive device “*And*”. It connects or adds the ideas between two noun phrase namely “*shouted and shouted*”

4. *I **and** my cousin walked around in the garden.*

The sentence contains an additive device “*And*”. It connects or adds the ideas between two noun phrase namely “*I and my cousin*”

Student 4 (Amelia Indah Pratiwi)

A Trip to Borobudur Temple

Three years ago, I **and** my classmates visited Borobudur Temple. We went to Borobudur temple by bus. We left our school at nine o'clock. It took us 24 hours to arrive there. I arrived there nine o'clock the next day. Along the road, we saw many vehicles, **and** some other tourists.

After we arrived at the Borobudur temple. Then we went up to the top of the temple. Borobudur temple was built at Budur Village, Magelang, Jawa Tengah by Syailendra Dynasty. Borobudur Temple is the biggest temple in the world. From the top of the temple we can see such beautiful scenery. I **and** my friends went around the temple together. Finally, after having some visits, we should go to the hotel to stay and continue our study tour the next day.

We felt tired that day but we felt so happy to visit Borobudur temple which is well-known as one of the greatest legacies Indonesia has ever had. I hope the temple can be loved by all of the visitors and the government.

From the above text the writer tried to analyze the application of three kind of conjunction device used by the students as follows:

1. *Three years ago, I **and** my classmates visited Borobudur Temple.*

The sentence contains an additive device “*And*”. It connects or adds the ideas between two noun phrase namely “*I and my classmates*”

2. *Along the road, we saw many vehicles **and** some other tourists.*

The above sentence contains an additive device “*And*”. It connects or adds the ideas between two noun phrase namely “*many vehicles, **and** some other tourist*”

3. *I **and** my friends went around the temple together.*

The above sentence contains an additive device “*And*”. It connects or adds the ideas between two noun phrase namely “*I and my friends*”

Student 5 (Filla Dian Andrian)

Holiday in Lembah Pelangi Waterfall

Last holiday, I **and** my beloved friends, visited Lembah Pelangi Waterfall in Ngarip District, Tanggamus Lampung Selatan . It was the first time for me to visit such a wonderful waterfall.

We should go on foot after having around three hours trip riding a motorcycle from Bandar lampung, the capital city of Lampung. When we arrived there, I was amazed **by** the beautiful scenery of the waterfall. The air was so fresh at that time and I could not bear to jump into the water immediately. It is quite windy there and all I could see only green, green, **and** green. Hearing the sound of falling water while we were swimming made me feel peaceful and relaxing.

Finally, the day was getting dark **and** it was time for us to go home. It was such an unforgettable experience for me. I really enjoyed it.

From the above text the writer tried to analyze the application of four kinds of conjunction device used by the students as follows:

1. *I **and** my beloved friends, visited Lembah Pelangi Waterfall in*

Ngarip District, Tanggamus Lampung Selatan

The sentence contains an additive device “*And*”.It connects or adds the ideas between two noun phrases namely “*I **and** my beloved friends*”

2. *I was amazed **by** the beautiful scenery*

The above sentence contains an additive device “*by*”. It connects or adds the ideas namely “***by** the beautiful* “

3. *It is quite windy there and all I could see only green, green, **and** green.*

The sentence contains an additive device “*And*”.It connects or adds the ideas between two noun phrases namely “*green, **and** green*”

4. *The day was getting dark **and** it was time for us to go home*

The above sentence contains an additive device “*And*”.It connects or adds the ideas between two noun clause namely “*The day was getting dark **and** it was time for us to go home.*

Student 6 (Dikha Ramadhan)

My Lebaran

My last Lebaran day was fabulous. I did a lot of enjoyable activities on the day. Though I didn't go upstream it was extremely fun. First, I got up at five o'clock **and** did praying. Then, I ate no end of delicious food. There were opor, ketupat, **and** many more. After that, my family and I went to the mosque to do Idul Fitri pray. There, I met some old friends that rarely can be seen. They only came back to their village when Lebaran day came along.

Next, we visited our family cemetery to pray for my grandmother who had passed away long time ago. After going back to our house, we decided to take a rest for a while. Finally, we went to my aunt's house **and** spent the rest of the day there. I personally believed that Lebaran day was a special day for my family. On that day, we had time to meet and spend our day together. It was fabulous.

From the above text the writer tried to analyze the application of one kind of conjunction device used by the students as follows:

1. *I got up at five o'clock **and** praying*

The above sentence contains an additive device "And". It connects or adds the ideas between two noun phrase namely "five o'clock **and** praying"

2. *There were opor, ketupat, **and** many more*

The above sentence contains an additive device "And". It connects or adds the ideas between two noun phrase namely "opor, ketupat, **and** many more"

3. *we went to my aunt's house **and** spent the rest of the day there*

The above sentence contains an additive device "And". It connects or adds the ideas between two noun phrase namely "went to my aunt's house **and** spent the rest"

Student 7 (Damar Aji Rahmanda)

My short Holiday In Bandung

Last holiday, I went to Bandung with my friend, Asep. we spent our holiday there. we went to bandung **by** bus. The bus schedule from Brebes was at 07.00 AM **and** arrived in Bandung at 11.30 AM . In the

first day, we went to Bandung zoo. The ticket price was only Rp 30.000. The animals collection there were very complete. In the next day, we went to geological museum and talked with the guide about geology. It made us understood about geology. we saw rocks collection there. After that, I went to Bandung bus station because we had to go home to Brebes.

My holiday in Bandung was only two days but It made me happy.

. From the above text the writer tried to analyze the application of two kinds of conjunction device used by the students as follows:

1. *We went to bandung **by** bus.*

The above sentence contains an additive device “*by*”. It connects or adds the ideas namely “**by** bus“

2. *The bus schedule from Brebes was at 07.00 AM **and** arrived in Bandung at 11.30 AM*

The above sentence contains an additive device “*And*”.It connects or adds the ideas between two noun phrase.

Student 8 (Dela Erista)

LEBARAN DAY

I woke up early to prepare everything before following the Eid prayer at 08.00 am. After i had done the dawn prayer, taken bath, **and** had breakfast, I immediately went to the mosque with my family to do Eid al-Fitr prayer.

At 10:00 am, I returned home to do sungkeman tradition with the big family. After that, we took pictures in order to make it a wonderful keepsake. After taking pictures, I also tasted a variety of cakes made by my mother **and** my sisters. I also tasted my aunt homemade meatballs which were delicious. I love the meatball sauce is very spicy and tasty. After that I and my family visited closed neighbors, closed friends, and some relatives for having silatulrohim. While we were going around to have silatulrohim, I felt so full because I tasted many special cakes and meals for lebaran (Eid al-Fitr)..

The Lebaran was a very interesting one. Many happy things we did together.

From the above text the writer tried to analyze the application of three kinds of conjunction device used by the students as follows:

1. *After i had done the dawn prayer, taken bath, **and** had breakfast, I immediately went to the mosque with my family to do Eid al-Fitr prayer.*

The sentence contains an additive device “*And*”. It connects or adds the ideas between two noun phrase “, *taken bath, **and** had breakfast*”

2. *I also tasted a variety of cakes made by my mother **and** my sisters*

The above sentence contains an additive device “*And*”.It connects or adds the ideas between two noun phrase “*my mother **and** my sisters*”

Student 9 (Ridho Ferdika)

New Year Holiday Story

The last school holiday, I spent the time with my family on vacation to a relative's house in the village. On the way there, we saw many beautiful views such as rice fields, mountains, etc. Having arrived at the uncle's house, we were greeted **by** our relatives who had not met us for a long time. Finally we decided to go home at 6:00 p.m. on that day.

On the next day, I forgot that it was the New Year. Suddenly, one of my cousins came **and** asked me to celebrate the New Year's Eve together. We prayed together **and** watched the fireworks lightening the sky that night. Suddenly, the holiday passed quickly.

The last New Year's holiday experience in the city of Malang was so impressive for me.

. From the above text the writer tried to analyze the application of three kinds of conjunction device used by the students as follows:

1. *We were greeted **by** our relatives who had not met us for a long time*

The above sentence contains an additive device “*by*”. It connects or adds the ideas namely “**by** our relatives”

2. *I forgot that it was the New Year. Suddenly, one of my cousins came **and** asked me to celebrate the New Year's Eve together*

The above sentence contains an additive device “*And*”.It connects or adds the ideas between two noun phrase namely “*my cousins came and asked “*

3. *We prayed together and watched the fireworks lightening the sky that night.*

The above sentence contains an additive device “*And*”.It connects or adds the ideas between two noun phrase namely “*together and watched “*

Student 10 (Muhammad Nouval ari P)

Holiday to the Zoo

One day I went to the zoo with my Family. We visited the tigers, lions **and** bears shut in cages. We saw some hippos **and** also a rhino. We heard the loud roar of a lion. One tiger was in a fit of anger. The tiger was strong and handsome.

Then we enjoyed a boat cruise. I enjoyed it most. We also saw many other fauna like crocodiles, snakes, frogs, fish **and** a hundred other creatures. They all felt at home in the zoo. Last of all we saw different kinds of monkeys.

We passed many happy hours in the zoo. It was a pleasing experience for all of us.

From the above text the writer tried to analyze the application of three kinds of conjunction device used by the students as follows:

1. *We visited the tigers, lions and bears shut in cages.*

The above sentence contains an additive device “*And*”.It connects or adds the ideas between two noun phrase “*crocodiles, snakes, frogs, fish and a hundred other creatures”*

2. *We saw some hippos and also a rhino*

The above sentence contains an additive device “*And*”.It connects or adds the ideas between two noun phrase “*crocodiles, snakes, frogs, fish and a hundred other creatures”*

3. *We also saw many other fauna like crocodiles, snakes, frogs, fish **and** a hundred other creatures.*

The above sentence contains an additive device “*And*”. It connects or adds the ideas between two noun phrase “*crocodiles, snakes, frogs, fish **and** a hundred other creatures*”

b. Adversative

Adversative is function to connectives that bring in the expressions that are contrary to expectation. The expressions indicate a contrary result or opinion to the content mentioned previously. In this sense, the adversatives signal the beginning of a different viewpoint.

Student 1 (Febriti Progene Hasyanah)

Holiday in Sari Ringgung Beach

Last holiday, I went to Sari Ringgung beach in Pesawaran, Lampung. I went there with my family. We went there by car. We arrived in the beach at 10:00 a.m.

In Sari Ringgung beach, I swam with my brothers and my sisters. After swimming, we play sand together. We made a fort, houses, and hills of sand. After being satisfied playing on the beach, we then took a bath and ate the roasted corn while drinking coconut water. After being fresh anymore, we continued to view seascape on boats.

I really enjoyed in the beach. Before reaching home, we rested before hand and ate meatball on the side of the road. The meatball is so tasty that I ate two bowls of meatballs there. Not long after that, we continued the journey and got home safely at 7 p.m.

It was a tiring day, **but** we were very happy, because we got a lot of fun together there.

From the above table the writer tried to analyze the application of one kinds of conjunction device used by the students as follows:

1. *It was a tiring day, **but** we were very happy*

Because the sentence is showing two contras clauses namely *a tiring day, **but** we were very happy*. The students prefer using *but* as the conjunction. On the other hand, the above sentence is not

grammatically correct. The word “*It was a tiring day, but we were very happy*”.

Student 2 (F. Aldo Ivansyah)

Holiday to the Klara beach

Last year. I went to Mahitam beach with my friends. It had been so long for me not to spend my days with my old friends. We were all too busy with our own school activities. There were Dika, Didi, Yoe, Wahyu, and Nuri who went with me to the beach. It was a quite tiring trip from Bandarlampung to go to there because we went there by motorcycles. It took about a few hours. I forgot how long it

We arrived first at Klara beach . It was quite scary because we were worrying about shark or other dangerous wild animal in the water. Fortunately, we came to the other side safely. Meanwhile, the unfortunate thing was our foods became so salty and wet. There, we take many pictures. We spent much time to swim **but** the water was so dirty.

From the above table the writer tried to analyze the application of one kinds of conjunction device used by the students as follows:

1. *We spent much time to swim but the water was so dirty.*

Because the sentence is showing two contras clauses namely *spent much time to swim but the water was so dirty*. The students prefer using *but* as the conjunction. On the other hand, the above sentence is not grammatically correct.

Student 3 (Ega Ramadani)

Lebaran Day

Last Lebaran Holiday, I and my family went to my grandparent’s house. It is located in a small village on the slope of Mount Lawu. The village is very quiet and scenery is very beautiful.

In the morning, I and my cousin walked around in the garden. While walking in the garden we saw a nest of bees. It was hanging on mango tree. My cousin said, “Let’s throw it with stones”. I agreed with his idea. We took some stones and threw it. The nest broke down into pieces and thousand of bees flew out. The bees chased us. We run as fast as possible. We shouted and shouted for help **but** there was no one helped us. Fortunately, there was a river. Without thinking again, we jumped into the river. The bees did not chase us anymore. They flew

away. We were safe from bee sting and we were very happy. Since that time we promised not to disturb any animals.

From the above table the writer tried to analyze the application of one kinds of conjunction device used by the students as follows:

1. *We shouted and shouted for help **but** there was no one helped us*

Because the sentence is showing two contrast clauses namely *shouted for help **but** there was no one helped*. The students prefer using *but* as the conjunction. On the other hand, the above sentence is not grammatically correct.

Student 4 (Amelia Indah Pratiwi)

A Trip to Borobudur Temple

Three years ago, I and my classmates visited Borobudur Temple. We went to Borobudur temple by bus. We left our school at nine o'clock. It took us 24 hours to arrive there. I arrived there nine o'clock the next day. Along the road, we saw many vehicles, and some other tourists.

After we arrived at the Borobudur temple. Then we went up to the top of the temple. Borobudur temple was built at Budur Village, Magelang, Jawa Tengah by Syailendra Dynasty. Borobudur Temple is the biggest temple in the world. From the top of the temple we can see such beautiful scenery. I and my friends went around the temple together. Finally, after having some visits, we should go to the hotel to stay and continue our study tour the next day.

We felt tired that day **but** we felt so happy to visit Borobudur temple which is well-known as one of the greatest legacies Indonesia has ever had. I hope the temple can be loved by all of the visitors and the government.

From the above table the writer tried to analyze the application of one kinds of conjunction device used by the students as follows:

1. *We felt tired that day **but** we felt so happy to visit Borobudur temple*

which is well-known as one of the greatest legacies Indonesia has ever had.

Because the sentence is showing two contrast clauses namely *tired that day **but** we felt so happy*. The students prefer using *but* as

the conjunction. On the other hand, the above sentence is not grammatically correct.

Student 5 (Filla Dian Andrian)

Holiday in Lembah Pelangi Waterfall

Last holiday, I and my beloved friends, visited Lembah Pelangi Waterfall in Ngarp District, Tanggamus Lampung Selatan . It was the first time for me to visit such a wonderful waterfall.

We should go on foot after having around three hours trip riding a motorcycle from Bandarlampung, the capital city of Lampung. When we arrived there, I was amazed by the beautiful scenery of the waterfall. The air was so fresh at that time and I could not bear to jump into the water immediately. It is quite windy there and all I could see **only** green, green, and green. Hearing the sound of falling water while we were swimming made me feel peaceful and relaxing.

Finally, the day was getting dark and it was time for us to go home. It was such an unforgettable experience for me. I really enjoyed it.

From the above table the writer tried to analyze the application of one kinds of conjunction device used by the students as follows:

1. *It is quite windy there and all I could see **only** green, green, and green.*

Because the sentence is showing two contras clauses namely *I could see **only** green.*The students prefer using *only* as the conjunction. On the other hand, the above sentence is not grammatically correct.

Student 6 (Dikha Ramadhan)

My Lebaran

My last Lebaran day was fabulous. I did a lot of enjoyable activities on the day. Though I didn't go upstream it was extremely fun.

First, I got up at five o'clock and did praying. Then, I ate no end of delicious food. There were opor, ketupat, and many more. After that, my family and I went to the mosque to do Idul Fitri pray. There, I met some old friends that rarely can be seen. They **only** came back to their village when Lebaran day came along.

Next, we visited our family cemetery to pray for my grandmother who had passed away long time ago. After going back to our house, we decided to take a rest for a while. Finally, we went to my aunt's house and spent the rest of the day there. I personally believed that Lebaran day was a special day for my family. On that day, we had time to meet and spend our day together. It was fabulous.

From the above table the writer tried to analyze the application of one kinds of conjunction device used by the students as follows:

1. *They **only** came back to their village when Lebaran day came along.*

Because the sentence is showing two contrast clauses namely *They **only** came back*. The students prefer using *only* as the conjunction. On the other hand, the above sentence is not grammatically correct.

Student 7 (Damar Aji Rahmanda)

My short Holiday In Bandung

Last holiday, I went to Bandung with my friend, Asep. we spent our holiday there. we went to Bandung by bus. The bus schedule from Brebes was at 07.00 AM and arrived in Bandung at 11.30 AM. In the first day, we went to Bandung zoo. The ticket price was only Rp 30.000. The animals collection there were very complete. In the next day, we went to geological museum and talked with the guide about geology. It made us understand about geology. we saw rocks collection there. After that, I went to Bandung bus station because we had to go home to Brebes. My holiday in Bandung was only two days **but** It made me happy.

From the above table the writer tried to analyze the application of one kinds of conjunction device used by the students as follows:

1. *My holiday in Bandung was only two days **but** It made me happy*

Because the sentence is showing two contrast clauses namely *two days but It made me happy*. The students prefer using *but* as the conjunction. On the other hand, the above sentence is not grammatically correct.

Student 8 (Dela Erista)

LEBARAN DAY

I woke up early to prepare everything before following the Eid prayer at 08.00 am West Indonesian Time. After I had done the dawn prayer, taken bath, and had breakfast, I immediately went to the mosque with my family to do Eid al-Fitr prayer.

At 10:00 am, I returned home to do sungkeman tradition with the big family. After that, we took pictures in order to make it a wonderful keepsake. After taking pictures, I also tasted a variety of cakes made by my mother and my sisters. I also tasted my aunt's homemade meatballs which were delicious. I love the meatball sauce is very spicy and tasty. After that I and my family visited close neighbors, close friends, and some relatives for having silaturahmi. While we were going around to have silaturahmi, I felt so full because I tasted many special cakes and meals for Lebaran (Eid al-Fitr)..

The Lebaran was a very interesting one. Many happy things we did together.

Student 9 (Ridho Ferdika)

New Year Holiday Story

The last school holiday, I spent the time with my family on vacation to a relative's house in the village. On the way there, we saw many beautiful views such as rice fields, mountains, etc. Having arrived at the uncle's house, we were greeted by our relatives who had not met us for a long time. Finally we decided to go home at 6:00 p.m. on that day.

On the next day, I forgot that it was the New Year. Suddenly, one of my cousins came and asked me to celebrate the New Year's Eve together. We prayed together and watched the fireworks lightening the sky that night. Suddenly, the holiday passed quickly.

The last New Year's holiday experience in the city of Malang was so impressive for me.

Student 10 (Muhammad Nouval ari P)

Holiday to the Zoo

One day I went to the zoo with my Family. We visited the tigers, lions and bears shut in cages. We saw some hippos and also a rhino. We heard the loud roar of a lion. One tiger was in a fit of anger. The tiger was strong and handsome.

Then we enjoyed a boat cruise. I enjoyed it most. We also saw many other fauna like crocodiles, snakes, frogs, fish and a hundred other creatures. They all felt at home in the zoo. Last of all we saw different kinds of monkeys.

We passed many happy hours in the zoo. It was a pleasing experience for all of us.

c. **Causal**

Causal is to connectives are used to introduce result, reason or purpose. The clauses connected are related to each other either in the cause-and-effect relation or in the conditional relation.

Student 1 (Febriti Progene Hasyanah)

Holiday in Sari Ringgung Beach

Last holiday, I went to Sari Ringgung beach in Pesawaran, Lampung. I went there with my family. We went there by car. We arrived in the beach at 10:00 a.m.

In Sari Ringgung beach, I swam with my brothers and my sisters. After swimming, we play sand together. We made a fort, houses, and hills of sand. After being satisfied playing on the beach, we then took a bath and ate the roasted corn while drinking coconut water. After being fresh anymore, we continued to view seascape on boats.

I really enjoyed in the beach. Before reaching home, we rested before hand and ate meatball on the side of the road. The meatball is so tasty that I ate two bowls of meatballs there. Not long after that, we continued the journey and got home safely at 7 p.m.

It was a tiring day, but we were very happy, **because** we got a lot of fun together there.

From the above table the writer tried to analyze the application of one kinds of conjunction device used by the students as follows:

*It was a tiring day, but we were very happy, **because** we got a lot of fun together there*

The *above* clause shows the relation of cause and effect which is connected by *because*. The cause form is very happy, **because** we got a lot of fun together

Student 2 (F. Aldo Ivansyah)

Holiday to the Klara beach

Last year. I went to Mahitam beach with my friends. It had been so long for me not to spend my days with my old friends. We were all too busy with our own school activities. There were Dika, Didi, Yoe, Wahyu, and Nuri who went with me to the beach. It was a quite tiring trip from Bandarlampung to go to there because we went there by motorcycles. It took about a few hours. I forgot how long it

We arrived first at Klara beach . It was quite scary because we were worrying about shark or other dangerous wild animal in the water. **Unfortunately**, we came to the other side safely. Meanwhile, the unfortunate thing was our foods became so salty and wet. There, we take many pictures. We spent much time to swim **because** the water was so clean.

From the above table the writer tried to analyze the application of two kinds of conjunction device used by the students as follows:

1. ***Unfortunately***, we came to the other side safely

The sentence shows the relation of cause and effect which is connected by *because*.

2. *It was a tiring day, but we were very happy, **because** we got a lot of fun together there*

The sentence shows the relation of cause and effect which is connected by *because*. The cause form is very happy, **because** we got a lot of fun together

Student 3 (Ega Ramadani)

Lebaran Day

Last Lebaran Holiday, I and my family went to my grandparent's house. It is located in a small village on the slope of Mount Lawu. The village is very quiet and scenery is very beautiful.

In the morning, I and my cousin walked around in the garden. While walking in the garden we saw a nest of bees. It was

hanging on mango tree. My cousin said, "Let's throw it with stones". I agreed with his idea. We took some stones and threw it. The nest broke down into pieces and thousand of bees flew out. The bees chased us. We run as fast as possible. We shouted and shouted for help but there was no one helped us. **Unfortunately**, there was a river. Without thinking again, we jumped into the river. The bees didn't chase us anymore. They flew away. We were safe from bee sting and we were very happy. Since that time we promised not to disturb any animals.

From the above table the writer tried to analyze the application of one kinds of conjunction device used by the students as follows:

Unfortunately, there was a river.

The sentences shows the relation of cause and effect which is connected by *because*.

Student 4 (Amelia Indah Pratiwi)

A Trip to Borobudur Temple

Three years ago, I and my classmates visited Borobudur Temple. We went to Borobudur temple by bus. We left our school at nine o'clock. It took us 24 hours to arrive there. I arrived there nine o'clock the next day. Along the road, we saw many vehicles, and some other tourists.

After we arrived at the Borobudur temple. Then we went up to the top of the temple. Borobudur temple was built at Budur Village, Magelang, Jawa Tengah by Syailendra Dynasty. Borobudur Temple is the biggest temple in the world. From the top of the temple we can see such beautiful scenery. I and my friends went around the temple together. Finally, after having some visits, we should go to the hotel to stay and continue our study tour the next day.

We felt tired that day but we felt so happy to visit Borobudur temple which is well-known as one of the greatest legacies Indonesia has ever had. I hope the temple can be loved by all of the visitors and the government.

Student 5 (Filla Dian Andrian)

Holiday in Lembah Pelangi Waterfall

Last holiday, I and my beloved friends, visited Lembah Pelangi Waterfall in Ngarip District, Tanggamus Lampung Selatan . It was the first time for me to visit such a wonderful waterfall.

We should go on foot after having around three hours trip riding a motorcycle from Bandarlampung, the capital city of Lampung. When we arrived there, I was amazed by the beautiful scenery of the waterfall. The air was so fresh at that time and I could not bear to jump into the water immediately. It is quite windy there and all I could see only green, green, and green. Hearing the sound of falling water while we were swimming made me feel peaceful and relaxing.

Finally, the day was getting dark and it was time for us to go home. It was such an unforgettable experience for me. I really enjoyed it.

Student 6 (Dikha Ramadhan)

My Lebaran

My last Lebaran day was fabulous. I did a lot of enjoyable activities on the day. Though I didn't go upstream it was extremely fun. First, I got up at five o'clock and did praying. Then, I ate no end of delicious food. There were opor, ketupat, and many more. After that, my family and I went to the mosque to do Idul Fitri pray. There, I met some old friends that rarely can be seen. They only came back to their village when Lebaran day came along.

Next, we visited our family cemetery to pray for my grandmother who had passed away long time ago. After going back to our house, we decided to take a rest for a while. Finally, we went to my aunt's house and spent the rest of the day there. I personally believed that Lebaran day was a special day for my family. On that day, we had time to meet and spend our day together. It was fabulous.

Student 7 (Damar Aji Rahmanda)

My short Holiday In Bandung

Last holiday, I went to Bandung with my friend, Asep. we spent our holiday there. we went to bandung by bus. The bus schedule from Brebes was at 07.00 AM and arrived in Bandung at 11.30 AM . In the first day, we went to Bandung zoo. The ticket price was only Rp 30.000. The animals collection there were very complete. In the next day, we

went to geological museum and talked with the guide about geology. It made us understood about geology. we saw rocks collection there. After that, I went to Bandung bus station **because** we had to go home to Brebes.

My holiday in Bandung was only two days but It made me happy

From the above table the writer tried to analyze the application of one kinds of conjunction device used by the students as follows:

*After that, I went to Bandung bus station **because** we had to go home to Brebes.*

The *above* clause shows the relation of cause and effect which is connected by *because*. The cause form is very happy, **because** we got a lot of fun together

Student 8 (Dela Erista)

LEBARAN DAY

I woke up early to prepare everything before following the Eid prayer at 08.00 am West Indonesian Time. After i had done the dawn prayer, taken bath, and had breakfast, I immediately went to the mosque with my family to do Eid al-Fitr prayer.

At 10:00 am, I returned home to do sungkeman tradition with the big family. After that, we took pictures in order to make it a wonderful keepsake. After taking pictures, I also tasted a variety of cakes made by my mother and my sisters. I also tasted my aunt homemade meatballs which were delicious. I love the meatball sauce is very spicy and tasty. After that I and my family visited closed neighbors, closed friends, and some relatives for having silatulrohim. While we were going around to have silatulrohim, I felt so full **because** I tasted many special cakes and meals for lebaran (Eid al-Fitr)..

The Lebaran was a very interesting one. Many happy things we did together.

From the above table the writer tried to analyze the application of one kinds of conjunction device used by the students as follows:

*I felt so full **because** I tasted many special cakes and meals for lebaran (Eid al-Fitr).*

The *above* clause shows the relation of cause and effect which is connected by *because*.

Student 9 (Ridho Ferdika)

New Year Holiday Story

The last school holiday, I spent the time with my family on vacation to a relative's house in the village. On the way there, we saw many beautiful views such as rice fields, mountains, etc. Having arrived at the uncle's house, we were greeted by our relatives who had not met us for a long time. Finally we decided to go home at 6:00 p.m. on that day.

On the next day, I forgot that it was the New Year. Suddenly, one of my cousins came and asked me to celebrate the New Year's Eve together. We prayed together and watched the fireworks lightening the sky that night. **Suddenly**, the holiday passed quickly.

The last New Year's holiday experience in the city of Malang was so impressive for me.

From the above table the writer tried to analyze the application of one kind of conjunction device used by the students as follows:

Suddenly, the holiday passed quickly.

The *above* clause shows the relation of cause and effect which is connected by ***Suddenly***.

Student 10 (Muhammad Nouval ari P)

Holiday to the Zoo

One day I went to the zoo with my family. We visited the tigers, lions and bears shut in cages. We saw some hippos and also a rhino. We heard the loud roar of a lion. One tiger was in a fit of anger. The tiger was strong and handsome.

Then we enjoyed a boat cruise. I enjoyed it most. We also saw many other fauna like crocodiles, snakes, frogs, fish and a hundred other creatures. They all felt at home in the zoo. Last of all we saw different kinds of monkeys.

We passed many happy hours in the zoo. It was a pleasing experience for all of us.

d. Temporal

The function of temporal is to connectives that express the time order of events. In order to manifest the temporal relations of successive and simultaneous events, this category includes the preceding, sequential, and simultaneous connectives.

Student 1 (Febriti Progene Hasyanah)

Holiday in Sari Ringgung Beach

Last holiday, I went to Sari Ringgung beach in Pesawaran, Lampung. I went there with my family. We went there by car. We arrived in the beach at 10:00 a.m.

In Sari Ringgung beach, I swam with my brothers and my sisters. After swimming, we play sand together. We made a fort, houses, and hills of sand. **After** being satisfied playing on the beach, we then took a bath and ate the roasted corn while drinking coconut water. **After** being fresh anymore, we continued to view seascape on boats.

I really enjoyed in the beach. Before reaching home, we rested before hand and ate meatball on the side of the road. The meatball is so tasty that I ate two bowls of meatballs there. Not long after that, we continued the journey and got home safely at 7 p.m. It was a tiring day, but we were very happy, because we got a lot of fun together there.

From the above table the writer tried to analyze the application of three kinds of conjunction device used by the students as follows:

1. **Last holiday** *I went to Sari Ringgung beach in Pesawaran, Lampung.*

From the above table the writer tried to analyze the application of The sentence consist the temporal device namely *the last* that modify the sentence that show the series of activity namely "*I went to Sari Ringgung beach*"

2. **After** *being satisfied playing on the beach, we then took a bath and ate the roasted corn while drinking coconut water.*

The sentence consist the temporal device namely *after* that modify the sentence that show the series of activity namely "*being satisfied playing on the beach*"

3. **After** *being fresh anymore, we continued to view seascape on boats.*

The sentence consist the temporal device namely *after* that modify the sentence that show the series of activity namely "*being fresh anymore*"

Student 2 (F. Aldo Ivansyah)

Holiday to the Klara beach

Last year, I went to Mahitam beach with my friends. It had been so long for me not to spend my days with my old friends. We were all too busy with our own school activities. There were Dika, Didi, Yoe, Wahyu, and Nuri who went with me to the beach. It was a quite tiring trip from Bandarlampung to go to there because we went there by motorcycles. It took about a few hours. I forgot how long it

We arrived first at Klara beach . It was quite scary because we were worrying about shark or other dangerous wild animal in the water. Fortunately, we came to the other side safely. **Meanwhile**, the unfortunate thing was our foods became so salty and wet. There, we take many pictures. We spent much time to swim because the water was so clean.

From the above table the writer tried to analyze the application of two kinds of conjunction device used by the students as follows:

1. ***Last year***, *I went to Mahitam beach with my friends.*

The above sentence consist the temporal device namely *the last* that modify the sentence that show the series of activity namely “*I went to Mahitam beach*”

2. ***Meanwhile***, *the unfortunate thing was our foods became so salt and dirty*

The above sentence consist the temporal device namely *meanwhile* that modify the sentence that show the series of activity namely “*the unfortunate thing was our foods became so salt and dirty*”

Student 3 (Ega Ramadani)

Lebaran Day

Last Lebaran Holiday, I and my family went to my grandparent’s house. It is located in a small village on the slope of Mount Lawu. The village is very quiet and scenery is very beautiful.

In the morning, I and my cousin walked around in the garden. While walking in the garden we saw a nest of bees. It was hanging on mango tree. My cousin said, “Let’s throw it with stones”. I agreed with his idea. We took some stones and threw it. The nest broke down into pieces and thousand of bees flew out. The bees chased us. We run as fast as possible. We shouted and shouted for help but there was no one helped us. Fortunately, there was a river. Without thinking again,

we jumped into the river. The bees didn't chase us anymore. They flew away. We were safe from bee sting and we were very happy. Since that time we promised not to disturb any animals.

From the above table the writer tried to analyze the application of two kinds of conjunction device used by the students as follows:

1. *Last Lebaran Holiday, I and my family went to my grandparent's house.*

The sentence consist the temporal device namely *the last* that modify the sentence that show the series of activity namely "*I and my family went to my grandparent's house*"

2. *In the morning, I and my cousin walked around in the garden.*

The above sentence consist the temporal device namely *in the morning* that modify the sentence that show the series of activity.

Student 4 (Amelia Indah Pratiwi)

A Trip to Borobudur Temple

Three years ago, I and my classmates visited Borobudur Temple. We went to Borobudur temple by bus. We left our school at nine o'clock. It took us 24 hours to arrive there. I arrived there nine o'clock the next day. Along the road, we saw many vehicles, and some other tourists.

After we arrived at the Borobudur temple. **After That** we went up to the top of the temple. Borobudur temple was built at Budur Village, Magelang, Jawa Tengah by Syailendra Dynasty. Borobudur Temple is the biggest temple in the world. From the top of the temple we can see such beautiful scenery. I and my friends went around the temple together. **Finally**, after having some visits, we should go to the hotel to stay and continue our study tour the next day.

We felt tired that day but we felt so happy to visit Borobudur temple which is well-known as one of the greatest legacies Indonesia has ever had. I hope the temple can be loved by all of the visitors and the government.

From the above table the writer tried to analyze the application of three kinds of conjunction device used by the students as follows:

1. ***Three years ago***, *I and my classmates visited Borobudur Temple.*

The above sentence consist the temporal device namely *three years ago* that modify the sentence that show the series of activity namely "*I and my classmates visited Borobudur Temple*"

2. ***After That*** *we went up to the top of the temple.*

The sentence consist the temporal device namely *after that* that modify the sentence that show the series of activity namely "*we went up to the top of the temple*"

3. ***Finally***, *after having some visits, we should go to the hotel to stay and continue our study tour the next day.*

Finally is the used conjunction for the above sentence which shows the final activity after some series of activities. The last activity is *go to the hotel to stay and continue our study tour the next day.*

Student 5 (Filla Dian Andrian)

Holiday in Lembah Pelangi Waterfall

Last holiday, I and my beloved friends, visited Lembah Pelangi Waterfall in Ngarip District, Tanggamus Lampung Selatan . It was the first time for me to visit such a wonderful waterfall.

We should go on foot after having around three hours trip riding a motorcycle from Bandarlampung, the capital city of Lampung. When we arrived there, I was amazed by the beautiful scenery of the waterfall. The air was so fresh at that time and I could not bear to jump into the water immediately. It is quite windy there and all I could see only green, green, and green. Hearing the sound of falling water while we were swimming made me feel peaceful and relaxing.

Finally, the day was getting dark and it was time for us to go home. It was such an unforgettable experience for me. I really enjoyed it.

From the above table the writer tried to analyze the application of two kinds of conjunction device used by the students as follows:

1. ***Last holiday***, *I and my beloved friends, visited Lembah Pelangi*

Waterfall in Ngarip District, Tanggamus Lampung Selatan

The sentence consist the temporal device namely *the last* that modify the sentence that show the series of activity namely “, *I and my beloved friends*,”

2. ***Finally***, *the day was getting dark and it was time for us to go home.*

Finally is the used conjunction for the above sentence which shows the final activity after some series of activities. The last activity is *getting dark and it was time for us to go home.*

Student 6 (Dikha Ramadhan)

My Lebaran

My last Lebaran day was fabulous. I did a lot of enjoyable activities on the day. Though I didn't go upstream it was extremely fun. **First**, I got up at five o'clock and did praying. **Then**, I ate no end of delicious food. There were opor, ketupat, and many more. After that, my family and I went to the mosque to do Idul Fitri pray. There, I met some old friends that rarely can be seen. They only came back to their village when Lebaran day came along.

Next, we visited our family cemetery to pray for my grandmother who had passed away long time ago. **After that** back to our house, we decided to take a rest for a while. **Finally**, we went to my aunt's house and spent the rest of the day there. I personally believed that Lebaran day was a special day for my family. **On that day**, we had time to meet and spend our day together. It was fabulous.

From the above table the writer tried to analyze the application of seven kinds of conjunction device used by the students as follows:

1. ***My last Lebaran*** *day was fabulous*

The sentence consist the temporal device namely *the last* that modify the sentence that show the series of activity namely “, *day was fabulous*”

2. **First**, I got up at five o'clock and did praying.

First is the used conjunction for the above sentence which shows the start activity after some series of activities. The first activity is I got up at five o'clock and did praying.

3. **Then**, I ate no end of delicious food.

This sentece includes the conjunction *then* as the one kind of temporal device. This conjunction shows the time *I ate no end of delicious food*.

4. **Next**, we visited our family cemetery to pray for my grandmother who had passed away long time ago.

This sentece includes the conjunction *the next day* as the one kind of temporal device. This conjunction shows the time *visited our family cemetery to pray for my grandmother*

5. **After that** back to our house, we decided to take a rest for a while.

This sentece includes the conjunction *the After that* as the one kind of temporal device. This conjunction shows activity in the next time "back to our house, we decided to take a rest for a while"

6. **Finally**, we went to my aunt's house and spent the rest of the day there.

Finally is the used conjunction for the above sentence which shows the end activity after some series of activities. The final activity is "we went to my aunt's house and spent the rest of the day there"

7. **On that day**, we had time to meet and spend our day together. It was fabulous.

This sentece includes the conjunction *the on that day* as the one kind of temporal device. This conjunction shows activity in the next activity "we had time to meet and spend our day together. It was fabulous"

Student 7 (Damar Aji Rahmanda)

My short Holiday In Bandung

Last holiday, I went to Bandung with my friend, Asep. we spent our holiday there. we went to Bandung by bus. The bus schedule from Brebes was at 07.00 AM and arrived in Bandung at 11.30 AM . **In the first day**, we went to Bandung zoo. The ticket price was only Rp 30.000. The animals collection there were very complete. **In the next day**, we went to geological museum and talked with the guide about geology.

It made us understood about geology. we saw rocks collection there. After that, I went to Bandung bus station because we had to go home to Brebes. My holiday in Bandung was only two days but It made me happy.

From the above table the writer tried to analyze the application of five kinds of conjunction device used by the students as follows:

1. ***Last holiday***, *I went to Bandung with my friend.*

The sentence consist the temporal device namely *the last* that modify the sentence that show the series of activity namely “*I went to Bandung with my friend*”

2. ***First day***, *we went to Bandung zoo.*

The above sentence consist the temporal device namely *the first* that modify the sentence that show the series of activity namely *we went to Bandung zoo.*

3. ***In the next day***, *we went to geological museum and talked with the guide about geology.*

The above sentence consist the temporal device namely *in the next day* that modify the sentence that show the series of activity namely “*we went to geological museum and talked with the guide about geology*”

Student 8 (Dela Erista)

LEBARAN DAY

I woke up early to prepare everything before following the Eid prayer at 08.00 am West Indonesian Time. After i had done the dawn prayer, taken bath, and had breakfast, I immediately went to the mosque with my family to do Eid al-Fitr prayer.

At 10:00 am, I returned home to do sungkeman tradition with the big family. **After that**, we took pictures in order to make it a wonderful. After taking pictures, I also tasted a variety of cakes made by my mother and my sisters. I also tasted my aunt homemade meatballs which were delicious. I love the meatball sauce is very spicy and tasty. After that I and my family visited closed neighbors, closed friends, and some relatives for having silatulrohim. While we were going around to have silatulrohim, I felt so full because I tasted many special cakes and meals for lebaran (Eid al-Fitr)..

The Lebaran was a very interesting one. Many happy things we did together.

From the above table the writer tried to analyze the application of two kinds of conjunction device used by the students as follows:

***After that**, we took pictures in order to make it a wonderful.*

This sentence includes the conjunction *after* as the one kind of temporal device. This conjunction shows the time order of event (*I also tasted a variety of cakes made by my mother and my sisters*)

Student 9 (Ridho fFerdika)

New Year Holiday Story

The last school holiday, I spent the time with my family on vacation to a relative's house in the village. On the way there, we saw many beautiful views such as rice fields, mountains, etc. Having arrived at the uncle's house, we were greeted by our relatives who had not met us for a long time. **Finally** we decided to go home at 6:00 p.m. on that day.

On the next day, I forgot that it was the New Year. Suddenly, one of my cousins came and asked me to celebrate the New Year's Eve together. We prayed together and watched the fireworks lightening the sky that night. Suddenly, the holiday passed quickly.

The last New Year's holiday experience in the city of Malang was so impressive for me.

From the above table the writer tried to analyze the application of four kinds of conjunction device used by the students as follows:

1. ***The last school holiday***, I spent the time with my family on vacation to a relative's house in the village.

This sentence includes the conjunction *the last school holiday* as the one kind of temporal device. This conjunction shows the time order of event “*I spent the time*”

2. ***Finally*** we decided to go home at 6:00 p.m. on that day.

This sentence includes the conjunction *finally* as the one kind of temporal device. This conjunction shows the time order of event “This sentence includes the conjunction *after* as the one kind of temporal device. This conjunction shows the time order of event (*I also tasted a variety of cakes made by my mother and my sisters.*)

3. ***On the next day***, I forgot that it was the New Year.

This sentence includes the conjunction *the next day* as the one kind of temporal device. This conjunction shows the time order of event “*forgot that it was the New Year*”

4. ***The last New Year's holiday*** experience in the city of Malang was so impressive for me.

“This sentence includes the conjunction *last* as the one kind of temporal device. This conjunction shows the last time order of event.

Student 10 (Muhammad Nouval ari P)

Holiday to the Zoo

One day I went to the zoo with my Family. We visited the tigers, lions and bears shut in cages. We saw some hippos and also a rhino. We heard the loud roar of a lion. One tiger was in a fit of anger. The tiger was strong and handsome.

Then we enjoyed a boat cruise. I enjoyed it most. We also saw many other fauna like crocodiles, snakes, frogs, fish and a hundred other creatures. They all felt at home in the zoo. Last of all we saw different kinds of monkeys.

We passed many happy hours in the zoo. It was a pleasing experience for all of us.

From the above table the writer tried to analyze the application of two kinds of conjunction device used by the students as follows

One day I went to the zoo with my Family.

This sentence contain *One day* as the conjunction to connect separated sentences. The sentence wich is modified the first sentences of the text.

b. Factors that cause the students to use specific types of conjunction device in writing recount text

In this research the researcher only focus on the student writing product in using the types of cojunction written by the student Junior High School 8 of Metro, based on the analyze the data the researcher know that the causes of the students lack to vocabullary mastery to increase their idea to write. The students have less idea to make the recount text within conjunction on their own idea. That condition caused by teaching learning process is not maximal. In another side the students don't understand about the rule and the characteristic of the task. In junior High School, the teacher commonly gave text assignment to the student directly and quickly without giving the explanation before about those assignments. It is expect that the students can write the assignment with correct grammar. In reality, some students are not able to write a paragraph corectly.

The student did not actively ask the teacher the types of the conjunction used in the text. Knowledge the student still lacks to know the many types that must they know to increase their writing product. The dominant shows in using conjunction device in the writing recount text is explained as the following:

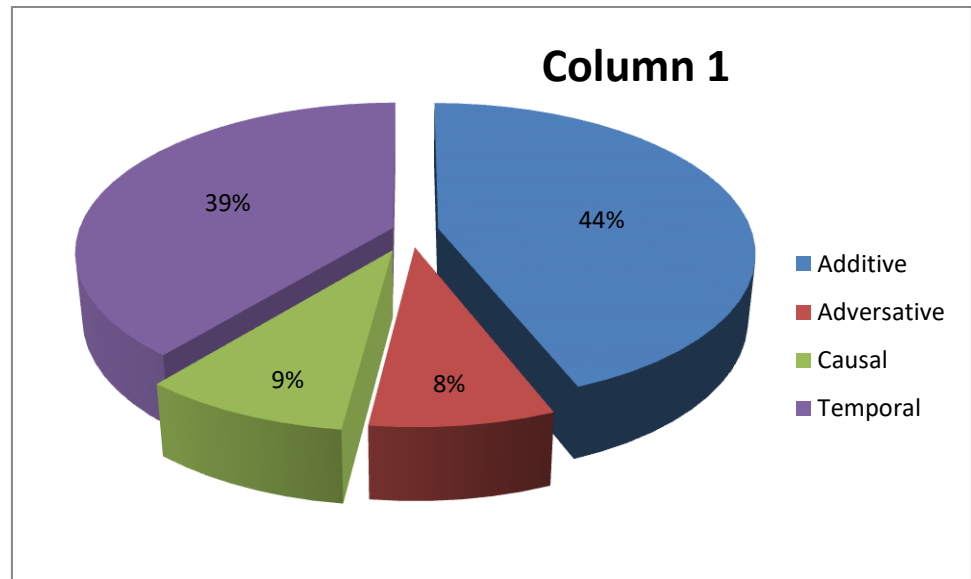
The dominant for the student The conjunction device found in Recount text 1 is additive conjunction. The conjunction device found in Recount text 2 the dominant for the student is additive conjunction. The conjunction device found in Recount text 3 the dominant for the student is additive conjunction, The conjunction device found in Recount text 4 the dominant for the student is additive conjunction, The conjunction device found in Recount text 5 the dominant for the student is additive conjunction, The conjunction device found in Recount text 6 the dominant for the student is temporal conjunction, The conjunction device found in Recount text 7 the dominant for the student is temporal conjunction, The conjunction device found in Recount text 8 the dominant for the student is additive conjunction, The conjunction device found in Recount text 9 the student is additive conjunction and temporal conjunction, The conjunction device found in Recount text 10 the dominant for the student is additive conjunction

Based on the result, the student used to dominant additive conjunction especially 'and' , it causes that the student did not know more about the other types of conjunction device.

c. The result of the used to conjunction in writing recount text

From the data that had been conducted to the 10 students writing recount text, the researcher found that the frequency of types conjunction device are 34 of additive, 6 of adversative, 7 of causal, and 30 of temporal. The following chart described the analysis data result:

Figure 6
The percentage on using types of conjunction device on the
students writing recount text



The figure above is the percentage of using Conjunction device on the students' writing recount text. The using conjunction device on the student writing recount text are 44% of additive, 8% of adversative, 9% of causal, and 39% of temporal. The highest percentage of the use Conjunction device found in students' writing recount text on Junior High School 8 of Metro were 44 of additive. In conclusion, the dominant kind of Conjunction device existing on the students' writing recount text at Junior High School 8 of Metro 2018/2019 is Additive Device.

B. Discussion

The researcher conducted this research for eighth grader in Junior High School 8 of metro. On the other hand, the result of this research is definitely dedicated and limited to these participants in this particular time and place. It means that if the researcher will conduct this research in the different place and time, the result may be different from now although the researcher treated the same topic of research.

The result of this analysis, it can be defined that there are some conjunction device on the student writing recount text of Junior High School 8 of Metro. It is concluded that kinds of Conjunction device encountered in students' Writing recount text of Junior High School 8 of Metro in Academic Year 2018/2019 are Additive, Adversative, Causal, Temporal.

Based on the analysis that has been done by the researcher, the researcher can conclude that there are four types of conjunction device that found on the students writing recount text in Junior High School 8 of Metro. The using conjunction device on the student writing recount text are 44% of additive, 8% of adversative, 9% of causal, and 39% of temporal. The highest percentage of the use Conjunction device found in students' writing recount text on Junior High School 8 of Metro were 44 of additive.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, the researcher was eagerly going to deduce this research that some kinds of conjunction device, it can be defined that there are some conjunction device on the student writing recount text of Junior High School 8 of Metro. It is concluded that kinds of Conjunction device encountered in students' Writing recount text of Junior High School 8 of Metro in Academic Year 2017/2018 are Additive, Adversative, Causal, Temporal.

The use of conjunction devices of the students is still in limited kind of conjunction device. All of Conjunction device are still found in the 10 writing recount students' Writing recount text of Junior High School 8 of Metro in Academic Year 2018/2019

B. Suggestion

After conducting and gaining the result of this research, the researcher is going to constructively give suggestions as follows:

1. The institution and the scientific writers
 - a. The institution should pay adequate attention for the students who want to study about the conjunction device .

b. Being aware of this research is not perfect enough, the researcher hopes that there will be other researchers who want to investigate in the theme of discourse analysis in the future time.

2. For the researcher

After analyzing discourse in the topic of conjunction device. It is suggested that the researcher should enrich knowledge and dig up various language input related on discourse analysis.

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APPENDICES I

1. Profile of SMPN 8 Metro

a. History of SMPN 8 Metro

SMPN 8 Metro is one of the Junior High School in the City of Metro and is located in the village of 23 Karang Rejo which was established in 1997. It was located on the border between Metro Utara and East Lampung.

In addition, SMP Negeri 02 Trimurjo have guided by 5 principles as follows:

- | | |
|---------------------------|-------------------------------|
| 1. H.Rozili. Z.Msc | (In the period of 1998-1999) |
| 2. Dra Hj.Mulyasari | (In the period of 1999-2001) |
| 3. Drs. Bambang Irawan | (In the period of 2001- 2006) |
| 4. Gono Irianto, S.Pd,M.M | (In the period of 2006- 2012) |
| 5. Slamet, S.Pd | (In the period of 2012-2018) |
| 6. Drs. Supardi, S.Pd | (In the period of 2018-Now) |

b. Vision and Mission of SMP Negeri 8 Metro

2) Vision

Being an independent and prestigious school based on educational manner and knowledge about technology advance.

3) Mission

- a) Creating the developing of curriculum
- b) Increasing the affectivity of learning process

- c) Creating accomplishment with the standard minimum $\geq 6,5$ for each lesson
- d) Creating human resources of good teacher
- e) Completing the infrastructures

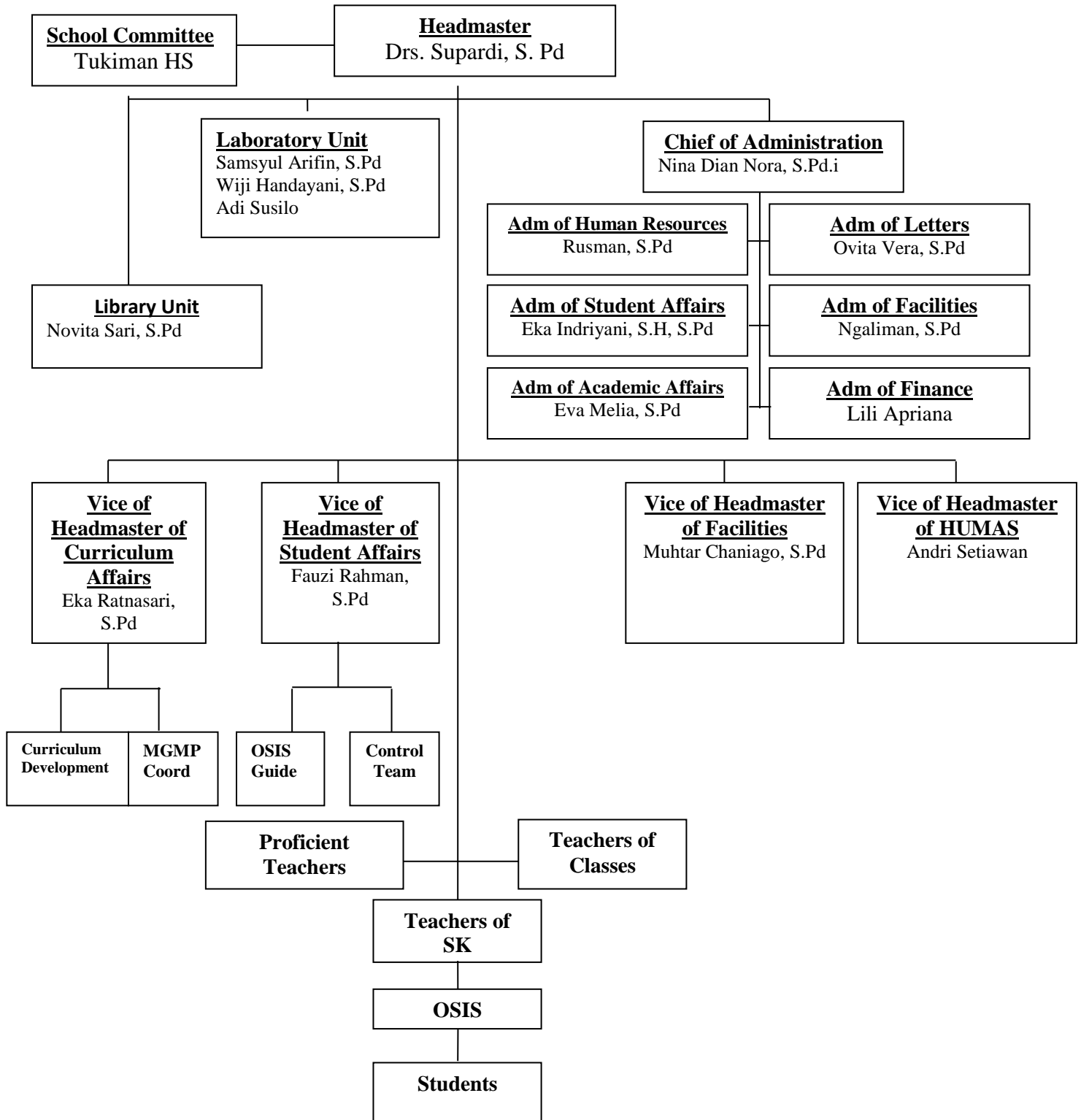
Moreover, the orientation of SMPN 8 Metro is the official management. The school consists of eighteen classes, teacher room, official employee room, library, computer laboratory, biological laboratory, mosque, canteen, toilet, and parking area.

Also, the principle is a person who have the high status in coordinator all of duty in school activity. To do it, the principal of SMPN 8 Metro is helped by school committee, official employee, and the head vice of student, the head vice of general, and the head vice of curriculum.

2. Structure Organization of SMPN 8 Metro

The structure of organization of SMPN 8 Metro is stated below:

ORGANIZATION STRUCTURES OF SMPN 8 METRO



THE LIST OF PARTICIPANTS

No	Abbreviation	Meaning	Name of RC T
1.	RC T.1	Recount Text 1	Febriti Progene Hasyanah
2.	RC T.2	Recount Text 2	F. Aldo Ivansyah
3.	RC T.3	Recount Text 3	Ega Ramadani
4.	RC T.4	Recount Text 4	Amelia Indah Pratiwi
5.	RC T.5	Recount Text 5	Filla Dian Andrian
6.	RC T.6	Recount Text 6	Dikha Ramadhan
7.	RC T.7	Recount Text 7	Damar Aji Rahmanda
8.	RC T.8	Recount Text 8	Dela Erista
9.	RC T.9	Recount Text 9	Ridho Ferdika
10.	RC T.10	Recount Text 10	Muhammad Nouval Ari

GUIDANCE FOR CODING

Analyzing on the usage of conjunction device on the student writing recount text

Additive



Adversative



Causal



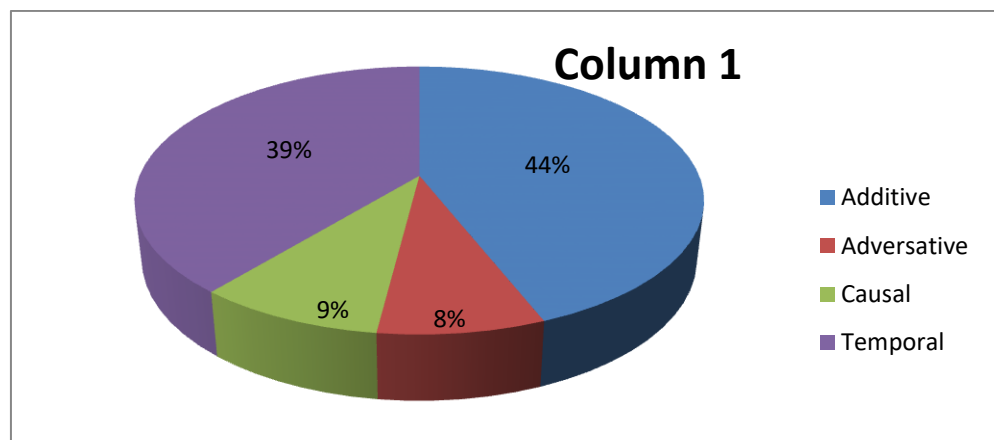
Temporal



THE RESULT OF ANALYZING

Participants	Kinds of conjunction devide on the students' writing recount text of Junior High School 8 of metro				Total
	Additive	Adversative	Causal	Temporal	
Student 1	5	1	1	3	10
Student 2	3	1	2	2	8
Student 3	4	1	1	2	8
Student 4	4	-	-	3	7
Student 5	4	1	-	2	7
Student 6	3	1	-	7	11
Student 7	2	1	2	5	10
Student 8	2	-	-	1	3
Student 9	4	-	1	4	9
Student 10	3	-	-	1	4
Total	34	6	7	30	77
Percentage	44%	8%	9%	39%	100%

The percentage on using types of conjunction device on the students writing recount text



WORKSHEET

Subject : English (Writing)
Class : VIII A
Time Allocation: 45 Minutes

NAME: Filla Diani Andrian
DATE:

Holiday in Lembah Pelangi WaterFall

Last holiday, I and my beloved friends, visited Lembah Pelangi WaterFall in Pagarip District, Tanggarus Lampung Selatan. it was the first time for me to visit such a wonderful waterFall.

We should go on foot after having around there hours trip riding a motorcycle from Bandar Lampung, the capital city of Lampung. When we arrived there, I was amazed by the beautiful scenery of the waterFall. The air was so fresh at that time and I could not bear to jump into the water immediately. it is quite windy there and all I could see only green, green, and green. Hearing the sound of falling water while we were swimming made me feel peaceful and relaxing.

Finally, the day was getting dark and it was time for us to go home. it was such an unforgettable experience for me. I really enjoyed it.

Additive

Adversative

Causal

Temporal

WORKSHEET

Subject : English (Writing) NAME: Dikha Ramadhan
 Class : VIII A
 Time Allocation: 45 Minutes DATE:

My Lebaran

My last lebaran day was Fabulous. I did a lot of enjoyable activities on the day. Though I didn't go URB (mudik), it was extremely fun. First, I got up at five o'clock and did Praying. Then, I ate a lot of delicious food. There were opor, ketupat, and many more. After that, my family and I went to the mosque to do Idul Fitri ~~day~~ Pray. There, I met some old friends that rarely can be seen. They only come back to their village when lebaran day came along. Next, we visited our family cemetery to pray for my grandmother who had passed away long time ago. After going back to our house, we decided to take a rest for a while. Finally, we went to my aunt's house and spent the rest of the day there. I personally believed that lebaran day was a special day for my family. On that day, we had time to meet and spend our day together. It was Fabulous.

Additive

Adversative

Causal

Temporal

WORKSHEET

Subject : English (Writing)
Class : VIII A
Time Allocation: 45 Minutes

NAME: Damar Aji Rahmanda

DATE:

MY Short Holiday In Bandung

Last holiday, I went to Bandung with my friend Asep. We spent our holiday there. We went to Bandung by bus.

The bus schedule from Brebes was at 07.00 AM and arrived in Bandung at 11.30 AM. In the first day, we went to Bandung Zoo. The ticket price was only Rp 30.000. The animal collection there was very complete. In the next day, we went to Geological Museum and talked with the guide about geology.

It made us understand about geology. We saw rock collection there. After that, I went to Bandung bus station because we had to go home to Brebes. My holiday in Bandung was only two days but it made me happy.

Additive

Adversative

Causal

Temporal

WORKSHEET

Subject : English (Writing)

NAME: FEBITRI PH.

Class : VIII A

DATE:

Time Allocation: 45 Minutes

Holiday in Sari Pungung Beach

Last holiday, I went to Sari Pungung beach in pesawaran, Lampung. I went there with my Family. We went there by car. We Arrived in the beach at 10:00 a.m.

in Sari Pungung Beach, I swam with my brothers and my sisters. After swimming, we play sand together. we made a Fort, houses and hills of sand. After being satisfied playing on the beach, we then took a bath and ate the roasted corn while drinking coconut water. After being fresh any more, we continued to view seascape on boats.

I really enjoyed in the beach. before reaching home, we rested before hand and the meatball on the side of the road. The meatball is so tasty that I ate two bowls of meatball there. Not long After that, we continued the journey and got home safely at 7 p.m.

It was a tiring day, but we were very happy, because we got a lot of fun together there.

Additive

Adversative

Causal

Temporal

WORKSHEET

Subject : English (Writing) NAME: Bng Aldo iUnsyh ☺
Class : VIII A
Time Allocation: 45 Minutes DATE:

Holiday to the klara beach

last year day. I went to mohitam beach with my friends. It had been so long for me not to spend my days with my old friends. we were all too busy with our own school activities.

There were Dika, Diki, yor, wahyu and nuri who went with me to the beach. it was a quite tiring trip from bandarlampung to go to there because we went there by motorcycle, it took about a few hours. I forgot how long it was.

We arrived first at klara beach. It was quite scary because we were worrying about shark or other dangerous wild animal in the water. Unfortunately, we came to the other side safely. meanwhile, the unfortunate thing was our foods became so salty and wet.

There we take many pictures. we spent much time to swim. because the water was not clean.

Additive

Adversative

Causal

Temporal

WORKSHEET

Subject : English (Writing)
Class : VIII A
Time Allocation: 45 Minutes

NAME: Ameria indah Pratiwi
DATE:

A Trip to Borobudur Temple

Three years ago, I and my classmates visited Borobudur Temple. We went to Borobudur temple by bus. We left our school at nine o'clock the next day. Along the road, we saw many vehicles, and some other tourists.

After we arrived at the Borobudur temple. Then we went up the to the top of the temple. Borobudur temple was built at Budur Village, Magelang, Jawa Tengah by syailendra Dynasty. Borobudur Temple is the biggest temple in the word. From the top of the temple we can see such beautiful scenery. I and my friend went around the temple together. Finally, after having some visits, we should go to the hotel to stay ad continue our study tour the next day.

We felt so happy to visit Borobudur temple which is well-known as one of the greatest legacies Indonesia has ever had. I hope the temple can be loved by all of the visitors and the government.

Additive

Adversative

Causal

Temporal

WORKSHEET

Subject : English (Writing) NAME: Bng Albo iVnsyh ☺
Class : VIII A DATE:
Time Allocation: 45 Minutes

Holiday to the klara beach

Busy year day. I went to mahitani beach with my friends. It had been so long for me not to spend my days with my old friends. We were all too busy with our own school activities.

There were Dika, Diki, Yoe, Wahyu, and Nuri who went with me to the beach. It was a quite tiring trip from Bandar Lampung to go to there because we went there by motorcycles. It took about a few hours. I forgot how long it was.

We arrived first at Klara beach. It was quite scary because we were worrying about shark or other dangerous wild animal in the water. Fortunately, we came to the other side safely. Meanwhile, the unfortunate thing was our foods became so salty and wet.

There we take many pictures. We spent much time to swim because the water was but clean.

Additive

Adversative

Causal

Temporal

WORKSHEET

Subject : English (Writing)

NAME: RIZHO FERDITA

Class : VIII A

DATE:

Time Allocation: 45 Minutes

New year Holiday story

The last school holiday, I spent the time with my family on vacation to a relative's house in the village.

on the way there, we saw many beautiful views such as rice fields, mountains, etc. Having arrived at the uncle's house, we were greeted by our relatives who had not met us for a long time.

Finally we decided to go home at 6:00 p.m. on that day.

on the next day, I forgot that it was the new year. suddenly, one of my cousins came and asked me to celebrate the new year's Eve together.

we prayed together and watched the fireworks lightening the sky that night. suddenly, the holiday passed quickly. The last new year's holiday experience in the city of Malang was so impressive for me.

Additive

Adversative

Causal

Temporal

WORKSHEET

Subject : English (Writing)
Class : VIII A
Time Allocation: 45 Minutes

NAME: M. Noval Ari P.

DATE:

Holiday to the zoo

One day, I went to the zoo with my family. We visited the tigers, lions and bears shut in cages. We saw hippos and also a rhino. We heard the loud roar of a lion. One tiger was in a fit of anger. The tiger was strong and handsome.

Then we enjoyed a boat cruise. I enjoyed it most. We also saw many other fauna like crocodiles, snakes, frogs, fish and a hundred other creatures. They all felt at home in the zoo. Last of all we saw different kinds of monkeys.

We passed many happy hours in the zoo. It was a pleasing experience for all of us.

Additive

Adversative

Causal

Temporal

WORKSHEET

Subject : English (Writing)
Class : VIII A
Time Allocation: 45 Minutes

NAME: EGA Ramadani

DATE:

lobaram Day

Last lobaram Holiday, I and my family went to my grand parent's house. It is located in a small village on the slope of mount lawu. The village is very quiet and scenery is very beautiful.

In the morning, I and my cousin walked around in the garden. While walking in the garden we saw a nest of bees. It was hanging on mango tree. My cousin said, "let's throw it with stones". I agreed with his idea. We took some stones and threw it. The nest broke down into pieces and thousands of bees flew out. The bees chased us. We ran as fast as possible. We shouted and shouted for help but there was no one helped us. Fortunately, there was a river. Without thinking again, we jumped into the river. The bees didn't chase us anymore. They flew away. We were safe from bee sting and we were very happy. Since that time we promised not to disturb any animals.

Additive

Adversative

Causal

Temporal

WORKSHEET

Subject : English (Writing)
Class : VIII A
Time Allocation: 45 Minutes

NAME: Dela eristo

DATE:

Lebaran day

I Woke up early to prepare everything before following the Eid prayer at 08.00 am West Indonesian Time. After I had done the dawn prayer, taken bath, and had breakfast, I immediately went to the mosque with my family to do Eid al-Fitr prayer.

At 10.00 am, I returned home to do sungkeman tradition with the big family. After that, we took pictures in order to make it a wonderful keepsake. After taking pictures, I also tasted a variety of cakes made by my mother and my sister. I also tasted my aunt's homemade ones which were going delicious. I love the meatball sauce is very spicy and tasty.

After that I and my family visited close neighbors, close friends, and some relatives for having silaturahmi. While we are going around to have silaturahmi, I felt so full because I tasted many special cakes and meals for Lebaran (Eid al-Fitr). The lebaran was very interesting one. Many happy we did together.

Additive

Adversative

Causal

Temporal

DOCUMENTATION PICTURES

The researcher survey the learning process student in the class



Learning process in the class



The researcher interview the student





APPENDICES II



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-0924/In.28.1/J/TL.00/03/2018
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMPN 8 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **GESTY AYU SETYA NINGRUM**
NPM : 14121427
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : **AN ANALYSIS ON THE USAGE OF CONJUNCTIVE COHESION
ON THE STUDENT'S WRITING RECOUNT TEXT AT SMPN 8
METRO TIMUR**

untuk melakukan *pra-survey* di SMPN 8 METRO.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 16 Maret 2018
Kepada Jurusan
Pendidikan Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014





PEMERINTAH KOTA METRO
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 8 METRO



Alamat: Jl. Angrek 5, 23 A Karang Rejo Kec. Metro Utara Email: smp8metro@gmail.com

Nomor : ~~1805~~ 1.12.3/ SMP.08/ KP/ 2018
Lampiran : -
Perihal : **Pra Survey**

Yth.

Ketua Jurusan Tadris Bahasa Inggris
Institut Agama Islam Negeri (IAIN) Metro

Di

Metro

Dengan Hormat,

Yang bertanda tangan di bawah ini:

Nama : Drs. Supardi
NIP : 19640207 1995121003
Pangkat/ Gol : Pembina / IV A
Jabatan : Kepala UPTD SMP Negeri 8 Metro

Menerangkan bahwa :

Nama : **GESTI AYU SETYA NINGRUM**
NPM : 14121427
Semester : VIII (Delapan)
Program Studi : Pendidikan Bahasa Inggris
Judul : *"AN ANALYSIS THE USAGE OF CONJUNCTIVE COHESION ON THE STUDENTS WRITING RECOUNT TEXT AT JUNIOR HIGH SCHOOL 8 OF METRO IN ACADEMIC YEAR OF 2018/2019".*

Telah melaksanakan Pra survey pada tanggal 29 Maret 2018 di SMP Negeri 8 Metro.

Demikian surat ini kami sampaikan, untuk dapat dipergunakan sebagaimana mestinya.

Metro, 29 Maret 2018

Kepala UPTD SMP Negeri 8 Metro



Drs. SUPARDI

NIP. 19640207 1995121003



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

Nomor : 3483 /In.28.1/J/PP.00.9/11/2018

02 Nopember 2018

Lamp : -

Hal : BIMBINGAN SKRIPSI

Kepada Yth:

1. Drs. Kuryani, M.Pd (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Gesty Ayu Setya Ningrum
NPM : 14121427
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : An Analyasis On The Usage Of Conjunction Device On The Student's Writing Recount Text At Junior High School 8 Of Metro In Academic Year Of 2018/2019

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Ketua Jurusan TBI,

A. Subhan Roza, M.Pd

NIP. 19750610 2008011014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-4090/In.28/D.1/TL.01/12/2018

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : **GESTY AYU SETYA NINGRUM**
NPM : 14121427
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP NEGERI 8 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS THE USAGE OF CONJUNCTION DEVICE ON THE STUDENT'S WRITING RECOUNT TEXT AT JUNIOR HIGH SCHOOL 8 OF METRO IN ACADEMIC YEAR OF 2018/2019".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat
mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 17 Desember 2018



Mengetahui,
Pejabat Setempat



Wakil Dekan I,
Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-4091/In.28/D.1/TL.00/12/2018
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP NEGERI 8 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4090/In.28/D.1/TL.01/12/2018, tanggal 17 Desember 2018 atas nama saudara:

Nama : **GESTY AYU SETYA NINGRUM**
NPM : 14121427
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 8 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS THE USAGE OF CONJUNCTION DEVICE ON THE STUDENT'S WRITING RECOUNT TEXT AT JUNIOR HIGH SCHOOL 8 OF METRO IN ACADEMIC YEAR OF 2018/2019".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 17 Desember 2018
Wakil Dekan I,



Dra. Isti Eatonah MA
NIP. 19670531 199303 2 003



PEMERINTAH KOTA METRO
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 8 METRO



Alamat: Jl. Angrek 5, 23 A Karang Rejo Kec. Metro Utara Email: smp8metro@gmail.com

Nomor : ~~1805~~ 1.12.3/ SMP.08/ KP/ 2018

Lampiran : -

Perihal : **Research**

Yth.

Ketua Jurusan Tadris Bahasa Inggris

Institut Agama Islam Negeri (IAIN) Metro

Di

Metro

Dengan Hormat,

Yang bertanda tangan di bawah ini:

Nama : Drs. Supardi
NIP : 19640207 1995121003
Pangkat/ Gol : Pembina / IV A
Jabatan : Kepala UPTD SMP Negeri 8 Metro

Menerangkan bahwa :

Nama : **GESTI AYU SETYA NINGRUM**
NPM : 14121427
Semester : IX (Sembilan)
Program Studi : Pendidikan Bahasa Inggris
Judul : *"AN ANALYSIS THE USAGE OF CONJUNCTION DEVICE ON THE STUDENTS WRITING RECOUNT TEXT AT JUNIOR HIGH SCHOOL 8 OF METRO IN ACADEMIC YEAR OF 2018/2019".*

Telah melaksanakan Research Tanggal 18 Desember 2018 di SMP Negeri 8 Metro.

Demikian surat ini kami sampaikan, untuk dapat dipergunakan sebagaimana mestinya.



Metro, 19 Desember 2018
Kepala UPTD SMP Negeri 8 Metro

Drs. SUPARDI
NIP. 19640207 1995121003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
METRO Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.ain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-0819/In.28/S/OT.01/11/2018**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Gesty Ayu Setya Ningrum
NPM : 14121427
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14121427.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 16 Nopember 2018
Kepala Perpustakaan



Drs. Mokhtarid/ Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : GESTY AYU SETYA NINGRUM

NPM : 14121427

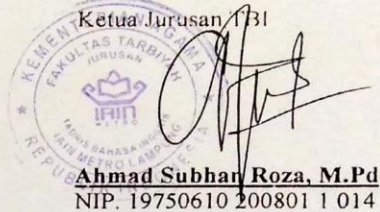
Fakultas : TARBIYAH

Angkatan : 2014

Telah menyerahkan buku berjudul : THE IDEOLOGY OF RELIGIOUS STUDIES

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : GESTY AYU SETYA NINGRUM

NPM : 14121427

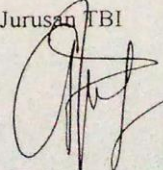
Fakultas : TARBIYAH

Angkatan : 2014

Telah menyerahkan buku berjudul : THE IDEOLOGY OF RELIGIOUS STUDIES

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Gesty Ayu Setya Ningrum
NPM : 14121427

Jurusan/Fakultas : TBI
Semester/TA : IX / 2014

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1	08/10/2019	✓		Revisi based on note	
2	10/01/2019	✓		Pembahasan hasil diteliti dan konsultasi g kaji Ace Managengai	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Drs. Kuryani, M.Pd
NIP. 19620215 199503 1 001



KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Gesty Ayu Setya Ningrum
NPM : 14121427

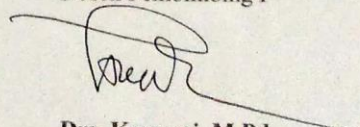
Jurusan/Fakultas : TBI
Semester/TA : IX / 2014

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1	08/10/2019	✓		Revisi based on notice	
2	10/01/2019	✓		Pembahasan hasil diteliti dan konsultasi g kji Ace Munawar	

Mengetahui,
Ketua Jurusan TBI


Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I


Drs. Kuryani, M.Pd
NIP. 19620215 199503 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0726) 47296;
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Gesty Ayu Setya Ningrum
NPM : 14121427

Jurusan/Fakultas : TBI
Semester/TA : IX/2018

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
	Selasa 18/12-18		✓	Revise table 7.	
	Jum'at 28/12-18		✓	Elaborate more Data Analyse!	
			✓	Acc ch. IV-V Continue to 1 st advisor	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004

CURRICULUM VITAE



The name of the writer is Gesty Ayu Setyaningrum. She was born on June, 15 1996 in Metro. She is the First child of happy couple, Mr. Gunoto and Mrs. Juminten. She spent childhood in Metro. She took her elementary school at Elementary School 2 of Metro from 2002-2008. Then, she continued her study at Junior High School 7 of Metro for three years during the period of 2008-2011. Having graduated from junior high school, she continued her study at Vocational High School 3 of Metro and finished in 2014. In the same of year, she continue her study program at IAIN Metro, majoring English Department.