

AVOID THE ERROR IN THE USE CONJUNCTION IN SENTENCES

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Abstract: Sometimes too many **conjunctions** because we do not remember exactly how many clauses we have written. Therefore before make sure that we have the correct number of clauses. This part contains the necessary conjunction In grammar, a conjunction (abbreviated CONJ or CNJ) is a part of speech that connects words, phrases, or clauses that are called the conjuncts of the conjoining construction. The term discourse marker is mostly used for conjunctions joining sentences. This definition may overlap with that of other parts of speech, so what constitutes a “conjunction” must be defined for each language. In general, a conjunction is an invariable grammatical particle and it may or may not stand between the items in a conjunction.

Conjunction is used to make a sentence which having the cohesion and coherence in text. The absence of the right conjunction will result in having illogical meaning, and the message. Because of the important role of conjunctions in the writing process, this study aims to reveal the students' common errors on the use of conjunction in their writing, and investigate types of errors that occur most frequently in students' writing.

Keywords: *Avoid the Error in the use Conjunction.*

A. Introduction

A knowledge of words, phrases, clauses is essential to good writing and speaking, but it doesn't mean neglected the other part of grammar. The correction of writing and speaking is to concentrate on what we are saying rather than on how we are saying it.

Good writers must have a understanding of basic material with which they works: Thoughts and utterances, both simple and complex, require words of severeral kinds-for example, naming words, asserting words, connecting words, descriptive words. One of the fisrt step to effective speaking and writing is, therefore, a knowledge of the properties and functions of the different kinds of words (Hopper, 1990:1). This knowledge involves what word like as such adjectives and adverbs always appear relation in other words, where it appears, and what it does within its context. That is why a writer must continually strive for precice expression and economy of language finding the exact word to express a specific meaning. Therefore, these becomes indispensable.

In written and spoken English can often be in different ways. The complex nature of language sometimes makes writing difficult. Words often become confusing when they have similar forms. Indeed, an author may have correct meaning in mind, but an incorrect word choice can alter the meaning of sentence or even make it totally illogical. That is why a writer must continually strive for precise expression of language by finding the exact word to express a specific meaning.

Words serve different purposes in language. Function of them make spoken language meaningful and written language coherent and readable. Content words are the words that communicate meaning in text (Stahl & Nagy, 2000). Clearly, students must know both kinds of words to understand what they read.

B. Study Interest

The concept of study interest is simply limited to use the right conjunction when it is used in sentences. In grammar, a conjunction (abbreviated CONJ or CNJ) is a part of speech that connects words, phrases, or clauses that are called the conjuncts of the conjoining construction. The term discourse marker is mostly used for conjunctions joining sentences. This definition may overlap with that of other parts of speech, so what constitutes a “conjunction” must be defined for each language. In general, a conjunction is an invariable grammatical particle and it may or may not stand between the items in a conjunction (References Mei 2017 [https://en.wikipedia.org/wiki/Conjunction_\(grammar\)](https://en.wikipedia.org/wiki/Conjunction_(grammar))).

Here the example errors to avoid when using a coordinating conjunction, be sure that sentence elements you are joining are equivalent; No: Her main interests were *that she succeed* and *great*. Yes; Her main interest were *success* and *great*. Other example: *Not only Susan but also both Andre and Samsul were either for fighting or for getting out immediately, since no help had arrived. Although they all wanted no stay, the fighting was bound to begin again, and this time with more force than before* (Fogiel, 1994:113).

The function of conjunction as connects structural units such as parts of speech; *noun with noun, verb with verb, adjective with adjective, conjunctions with conjunction*. And connect functional units such as sentence object, predicate, modifier. Example: *Budi and I agreed to be a good friend*. In this sentence, the conjunction *and* as subject of Budi and I.

The italicized words in the preceding paragraph are conjunctions. Like preposition, conjunctions are connecting words. They connect words, phrase, or clauses. There are There are two main kinds of conjunctions: **Coordinating conjunctions and Subordinating conjunctions**. **Coordinating conjunctions** join two clauses or sentences of equal rank. Here both clauses are capable of being **principal clauses** if they appear as such in separate sentences. A **Subordinating conjunction** joins a **principal or main clause** and a **subordinate clause**. Note that

a subordinate clause cannot stand on its own and doesn't make complete sense (References 2 Mei 2017<https://www.englishpractice.com/improve/kinds-conjunctions/>).

Conjunctions improve the paper as a whole by giving the writing coherence. It also joins two complete sentences, using either a semicolon or a period. These words and phrases serve different purposes: opposition, support or emphasis and conclusion. It works like a ruler from one of the line points to another. For example, "however" lets the reader know the statement that follows is in opposition to the preceding signals. These signals direct the readers to either reflect on what came before or what is coming next sentences.

C. Errors to Avoid

Students sometimes add too many **conjunctions** because they do not remember exactly how many clauses they have written. Therefore before you submit your work, you have to edit it and make sure that you have the correct number of clauses.

Read the following sentence.

Incorrect: I think **that** the new shopping mall **which** will improve the economy and create more jobs.

Correct: I think **that** the new shopping mall will improve the economy and create more jobs.

This sentence contains the unnecessary conjunction **which**. Because of the conjunction 'which' the dependent subject of the noun clause ('the new shopping mall') has no verb. The clause '**which will improve the economy and create more jobs**' is an adjective clause modifying the noun 'shopping mall'. As a result of this the noun clause is incomplete. By removing **which** you can also remove the adjective clause and create a complete noun clause: *that the new shopping mall will improve the economy and create jobs*.

More examples are given below.

- Incorrect: **Because** the new shopping mall will improve the economy and create jobs, **so** I support it.

This sentence has just two clauses, but it also has two conjunctions. Since one clause in the sentence must be an independent clause, it must not have a conjunction. In other words, if a sentence has just two clauses, we need only one conjunction.

- Correct: **Because** the new shopping mall will improve the economy and create jobs, I support it.
- Correct: The new shopping mall will improve the economy and create jobs, **so** I support it.

If a sentence has three clauses, we need just two conjunctions.

- It was Copernicus who proved that the sun was the center of the universe. (Three clauses and two conjunctions) (references 15-05-2017<https://www.englishgrammar.org/mistakes-conjunctions/>).

When using a coordinating conjunction, be sure that the sentence elements you are joining are equivalent.

- NO : He left his sister *out in the cold* and *alone*.
YES: He left his sister *out in the cold* and *by herself*.

OR

YES: He left his sister *outside* and *alone*.

When using correlative conjunction, a commonly made mistake is forgetting that each member of the pair must be followed by the same kind of construction.

- NO : Either *give me your promise you'll stay three years* or *your letter of resignation*.

YES : Either *give me your promise you'll stay three years* or *turn in your letter of resignation*.

OR

YES : Give me either *your promise you'll stay three years* or *your letter of resignation*.

- NO : Her job was both *to teach the course* and *its design*.
YES : Her job was both *to teach the course* and *to design it*.

OR

YES : Her job was both *to teach* and *to design* the course.

- NO : Though he was clever but he was not arogan.
YES : He was clever but he was not arogan.

Students often make the mistake of using the relative pronoun **that** before interrogatives like *what, where, when, whether* and *why*.

Incorrect: Do it carefully lest you may not make a mistake.

Correct : Do it carefully **lest** you make a mistake.

Lest means **that...not**, and, therefore, it will be wrong to add another **not** in the following clause. It should also be noted that the only auxiliary verb that can be used after lest is **should**.

Incorrect: He climbed up a tree **such as** to get a good view of the procession.
Correct: He climbed up a tree **so as** to get a good view of the procession.

Such as indicates result. **So as** indicates purpose (References 15 m

Mei 2017 englishpractice.com/common-mistakes/common-errors-conjunctions)

Here is a list of mistakes students often make in the use of conjunctions.

- Incorrect: The teacher asked that why I didn't come.
- Correct: The teacher asked **why** I didn't come.

Not all verbs can be followed by a **that-clause**.

- Incorrect: When I reached his house then it was dark.
- Correct: **When** I reached his house, it was dark.
- Incorrect: We reached the terminal, the airplane left.
- Correct: We reach the station, **than** the airplane left.

When a negative expression comes at the beginning of a sentence, we use an inverted word order. That means the auxiliary verb comes before the subject.

- Incorrect: Unless you do not apply the job, you will never get it.
- Correct: **Unless** you apply the job, you will never get it.

Unless means **if...not**. Therefore it is wrong to use another **not** in a sentence with **unless**.

- Incorrect: There is no such good restaurant which you mention.
- Correct: There is no **such** good restaurantas you mention.
- Incorrect: The teacher asked me to avoid the bad habit.
- Correct: The teacher asked me to avoid the bad habits**such as** noisy in class discussion.

List of Conjunction

A	B
As	Because
As if	Before
As how	Both
As far as	But
As much as	By the time
As long as	F
As soon as	For
As well as	I
As though	If
And as	If only
After	In case
Although	In order that
E	O
Either	Once
Even if	Only
Eventhough	Only if
H	Or
How	S
However	Since
L	So
Lest	So that
N	P
Neither	Provided
Nor	Provided that
Now	

R	W
Rather than	When
T	Whenever
Than	Where
That	Whereas
Though	Wherever
Till	Whether
U	While
Unless	
Untill	
Y	
Yet	

Kind of Conjunctions

Conjunctions can be classified into following main kinds:

1. Co-coordinating Conjunction

Those conjunctions that join two independent statements are known as co-coordinating conjunctions. These two statements are usually of equal rank.

- a. Rafi went to market **and** Budi went to mall.
- b. Ali is relax, **but** he is very smart. (express contrast between the two sentences it is joining is known as an adversative conjunction).
- c. Ridwan should try hard, **or** he will fail. (it is expressing the choice between the two sentences it is joining).
4. He must not have negative thinking, **for** he loosed his things. (it is showing an inference in the second sentence from the acts in the first sentence).

2. Subordinating Conjunction

Those conjunctions that join two sentences which is dependent on the other.

- a. Shelooksthe panorama as a beautiful subject **because** it interesting. (it is introducing the dependent clause “it interests intresting” to the main sentence “Shelooksthe panorama as a beautiful subject”.

- b. We found **after** the he had gone. (It refers to time).
- c. Rudi may joining the club, **as** he is a partner.(it refers to cause or reason)
- d. They work**so that**theyare rich. (refers to purpose)
- e. Arwan was so strong **that** he could break the wood.(refers to consequence)
- f. I will come if you come. (refers to condition)
- g. He is smart**than**Rizal.

Use of some of the important Conjunctions:

And, as well as, not only but also are used to join two or more words, phrases or clauses of the same nature of rank.

- 0. Ali written a letter**and** sent it to his uncle.
- 1. Reza**and**Anwarwentto restaurant.
- 2. Ahmad **as well as** his friendsarehappy.
- 3. Yazid was **not only**cleaver but also friendly.

(With as well as, the verb agrees with the first subject)

But, still, yet, express contrast between two statements. These are used to join such statements or clauses that oppose each other in thought.

- 1. Budi is cleaver, **but** arogan.
- 2. Grandfather is ninenty years old, **still** he is strong.
- 3. Amirstudied hard, **yet** failed the examination.

Nevertheless also expresses the same sense.

- 1. Today was very hot, **nevertheless** hedidexercise.

Or, either, nor, neither express a choice/ alternative between two things. Neither nor means not one, not the other.

- 1. Adrianwillvisitgrandmom tomorrow **or** the next day.
- 2. **Either**he**or** hisfriendshelped it.
- 3. And was **neither** failed**nor**advised.

For, therefore, so express inference.

1. He did not study hard, **so** he failed the exam.
As, since, because, for express cause or reason.

1. He did not go to join the soccer club **as** Andi was ill.

2. I will help you **since** you are difficult to solve the problem.

3. The bird is singing **because** it is good day.

After, before, when, while, till/ until, since, for, as soon as, so/ as long a
etc. express time.

1. Some people work hard **while** others haven't enough.

2. I have been here **since** 1975.

3. Risa will wait here **until** I visit.

4. You will not meet him **unless** you look around there.

5. **As long as** there is green, there is hope for plant.

6. Rudi is a boy **as far as** I know.

That, so that, in order that, lest express purpose or effect/ result.

1. I am so happy **that** I can easily finish the exam.

2. Take time **lest** you should finish the test. (Lest is always followed by should)

3. I informed you in order **that** we can easily arrange the time.

If, unless, whether, provided that, in case express condition.

1. She will read the report **if** she get it.

2. Nela can take the bag **provided** that you give it.

3. Ali will go there **whether** I agree or not.

'than' expresses comparison.

1. I worked harder **than** I expected.

How expresses manner.

2. We will never know **how** Andi got it.

Hardly, Scarcely are followed by when.

1. I am so weakened that I can **hardly** stand.
2. He was **scarcely** six years old when his mother died.

(references20-06-2017: <https://targetstudy.com/languages/english/conjunctions.html>)

D. Conclusion

In general, a conjunction is an invariable grammatical particle and it may or may not stand between the items in a conjunction. Conjunction is used to make a sentence which having the cohesion and coherence in text. The absence of the right conjunction will result in having illogical meaning, and the message. Because of the important role of conjunctions in the writing process, this study aims to reveal the students' common errors on the use of conjunction in their writing, and investigate types of errors that occur most frequently in students' writing.

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