2. REVIEW OF RELATED LITERATURE

2.1 Sentences

Ehrlich and Murphy in Izzan and Mahfuddin (2008:66) state that sentence is a group of words normally containing a subject and predicate, expressing an assertion, question, command, wish, or exclamation.

Rozakis (2003:116) states that a sentence is a group of words with two main parts: a subject area and a predicate area. Together, the subject and predicate express a complete thought. There are four basic types of sentences in English, they are simple sentence, compound sentence, complex sentence, and compound-complex sentence.

Compound sentence contains two independent clauses joined by a coordinating conjunctions: for, and, nor, but, or, yet, and so. Complex sentence contains one independent clause and at least one dependent joined by a subordinating conjunctions: after, although, as, as if, as long as, because, before, how, if, in order that, since, so, so that, though, till, unless, when, where, wherever, while, why, and yet.

Examples:
1. The man stole the jewelry and he hid it in his house. (compound sentence)
2. Don’t approach a step nearer, or you will be killed. (compound sentence)
3. He hopes to serve his country when he returns. (complex sentence)
4. He worked hard even though he was tired. (complex sentence)
2.2 Conjunctions

2.2.1 The Definition of Conjunctions

There are many definitions of conjunctions which are proposed by grammarians, such as Ehrilch and Kardimin.

Ehrilch (2004:126) states that conjunctions are words which join words, phrases, or clauses. In grammar, a conjunction is a part of speech that connects two words, sentences, phrases, or clauses together. (http://en.wikipedia.org/wiki/Grammatical_conjunction).

Kardimin (2004:167) states that conjunction is a word which is used to link or join words, phrases, or clauses. In a sentence, most of conjunctions are from another parts of speech, especially from preposition.

Conjunctions must be distinguished from preposition, relative pronouns, adjective clause or adverb that are also connecting words.

Examples:
1. Look the traffic lamp before you cross the street. (conjunction)
2. I have seen him before. (adverb)
3. We left before the end. (preposition)
4. This is a book that my sister bought. (relative pronoun)
5. The man that answered the phone was polite. (adjective clause)
2.2.2 The Types of Conjunctions

Ehrilch (2004:126) states that there are two types of conjunction, they are coordinating conjunction and subordinating conjunction.

1. Coordinating Conjunctions

Ehrilch (2004:126) states that coordinating conjunctions are words, which join words, phrases, or clauses. Coordinating conjunctions, also called coordinators, are conjunctions that join two or more items of equal syntactic importance, such as words, main clauses, or sentences. The general coordinating conjunctions are for, and, nor, but, or, yet, so. In English the acronym FANBOYS can be used to remember it easily. But, sometimes so and yet are used in subordinating conjunctions (http://en.wikipedia.org/wiki/Grammatical_conjunction).

Izzan and Mahfuddin (2008:90) states that coordinating conjunctions are divided into four types, they are:

1. Cumulative

Cumulative, conjunctions merely add one statement to another. They are: and, as well as, no less than, not only... but also, and both... and.

Examples:

1. You receive a book and I receive a pen.
2. He as well as his brothers is good.
3. I study both English and Chinese.
4. My son no less than my daughter is clever at school.
5. Boby was not only a beloved father but also a good leader.
2. Alternative

Alternative, conjunctions which present a choice between two alternatives. They are: *or, either...or, neither...nor, otherwise, and else.*

Examples:

1. You must be diligent *otherwise* you will fail.

2. They work hard every day *else* they will be poor.

3. I will *either* go for a walk *or* read a book.

4. He was *neither* mad *nor* innocent.

5. You want to go now *or* wait him here.

3. Adversative

Adversative, conjunctions express contrast between two statements. They are: *but, although, yet, while, however, still, nevertheless, and whereas.*

Examples:

1. He is poor *but* honest.

2. *Although* he is rich, he is not stingy.

3. He studied hard, *however* he failed.

4. It is a long way to the beach, *still* it is a fine day to go swimming.

5. Echa is a vegetarian, *yet* she eats chicken.

6. The orange is sweet, *while* the mango is sour.

7. They are proud, *nevertheless* I like them.

8. *Whereas* sports make our body health, I hate to do that.
4. Illative

Illative conjunctions express something inferred from another statement or fact. They are: *therefore*, *so*, *then*, *so that*, and *for*.

Examples:

1. I study English *so that* I can get along with other people in the world.
2. I borrow your new book *then* I lend you my book.
3. Today is Sunday *therefore* the students don’t go to school.
4. The students failed, *for* he was very ill this year.
5. The books were cheap, *so* I bought all of them.

2. Subordinating Conjunctions

Ehrlich (2004:126) also states that subordinating conjunctions are connecting unequal clauses. The general subordinating conjunctions are *after*, *although*, *as*, *as if*, *as long as*, *because*, *before*, *how*, *if*, *in order that*, *since*, *so*, *so that*, *though*, *till*, *unless*, *when*, *where*, *wherever*, *while*, *why*, and *yet*.

Izzan and Mahfuddin (2008:91) states that subordinating conjunctions connect the independent clause and the dependent clause. Subordinating conjunctions, also called subordinators, are conjunctions that introduce a dependent clause (*http://en.wikipedia.org/wiki/Grammatical_conjunction*).

Subordinating conjunctions are words that introduce dependent or subordinate clauses including noun clauses, adjective clauses, and adverb clauses (*http://www.interlinepublishing.com/chapter_9.htm*).
Subordinating conjunctions perform the grammatical function of subordinator. The following italicized conjunctions are examples of subordinating conjunctions:

1. I don’t know whose car that is. (noun clause)
2. The boy who ate the last cookie is my son. (adjective clause)
3. Please wash your hands after you pet the cat. (adverb clause)

There are ten types of subordinating conjunctions based on the purpose, they are:

1. **Apposition**
   The conjunction is *that*.
   Examples:
   1. He made a promise that he would return soon.
   2. I know that she is your sister.

2. **Cause**
   The conjunction are *because, as, since, for*, and *because of*.
   Examples:
   1. He is weak because he is ill.
   2. He is famous because of his generosity.
   3. They live on the street as they are homeless.
   4. *Since* he came late to attend the class, his teacher punished him.
   5. He gets the punishment, *for* he came late.
3. Comparison

The conjunctions are *than, more... than*, and *as...as*

Examples:

1. The sea is deeper *than* the mountain’s height.
2. The house *more* expensive *than* the car.
3. I *as* beautiful *as* my mother.

4. Contrast

The conjunctions are *although, even though, though, however, nevertheless, yet, still, but, whereas, despite, and in spite of.*

Examples:

1. We went on a picnic *in spite of* the cool weather.
2. He worked hard *even though* he was tired.
3. *However* hot the sun is, we must go.
4. *Although* he never likes her, he doesn’t show it.
5. I know it's hard *but* I’ll never stop trying.
6. His clothes is not expensive *yet* it’s clean.
7. We enjoyed our holiday *despite* the rain
8. There was little hope of success, *nevertheless* they decided to perform the operation.
9. He is very wealthy, *still* very unhappy.
10. Tom is ambitious, *whereas* his brother is quite he reverse.
5. Condition

The conjunctions are *if, unless, whether...or, even if, in case, and otherwise.*

Examples:

1. I’m going out *even if* it rains.
2. Take a sweater *in case* it gets cold.
3. I will go to London *if* I have lot of money.
4. *Unless* you say the truth, I’ll hate you.
5. You must go far away from here, *otherwise* he’ll find you.
6. I wear a raincoat *whether* it is raining *or* snowing.

6. Purpose

The conjunctions are *so that, in order that, and in order to*

Examples:

1. He comes early *so that* he isn’t late.
2. They practiced hard *in order that* they could win the game.
3. I am here *in order to* meet you.

7. Place

The conjunctions are *wherever and where*

Examples:

1. You may go *wherever* you like.
2. I searched *where* I was asked to.
8. Time

The conjunctions are after, before, when, while, since, until, as, and as soon as.

Examples:

1. We went after you left.
2. While it was snowing, we played cards.
3. The boy was sleeping when his parents got home.
4. Before you told me, I had known it.
5. Wait here until I return.
6. She called on her neighbor as the clock struck six.
7. I will go as soon as he comes.
8. I have been here since the sun rose.

9. Result

The conjunctions are that, consequently, therefore, thus, as a result, and hence.

Examples:

1. He ran fast that he made himself tired.
2. You have disregarded my advice, therefore I will not help you again.
3. We must meet the deadline, hence a decision is needed now.
4. The road was wet and slippery, consequently there were many accidents.
5. There was little traffic, thus it took us only ten minutes to get there.
6. As a result, the surface temperature of the globe is around 85 °C warmer than it would be if there were no atmosphere.
10. Manner

The conjunctions are *as if* and *as though*.

Examples:

1. She looks *as if* she had seen a ghost.

2. I felt *as though* I had been hit by a car.

2.2.3 The Position of Conjunctions

In general, all of conjunctions occur between the sentences patterns, but it may occur at the beginning of the sentences and in the middle of the sentences.

Punctuation with coordinating conjunctions are:

1. When a coordinating conjunction joins **two** words, phrases, or subordinate clauses, no comma should be placed before the conjunction.

   Examples:

   1. I like [tea] and [coffee]. (words)

   2. She is [at the beach] or [in the mountain]. (phrases)

   3. I don’t know [what you say] and [what you do]. (subordinate clauses)

2. A coordinating conjunction joins **three or more** words, phrases, or subordinate clauses creates a series and requires commas between the elements.

   Examples:

   1. He drinks milk, tea, and coffee. (words)

   2. She is [in the market], [at the shop], or [in the office]. (phrases)

   3. I don’t understand, [what you think], [what you say], and [what you do]. (subordinate clauses)
3. A coordinating conjunction joining two independent clauses creates compound sentence and requires a comma before the coordinating conjunction.

Examples:
1. I want to work as an interpreter in the future, so I am studying Russian at university.
2. Mary went to the picnic, but Alice stayed home.
3. We can go to the movies, or we can watch the television.
4. However, if the independent clauses are short and well-balanced, a comma is not really essential.

Examples:
1. She is kind so she helps people.
2. It is small but aggressive dog.
3. I did not see it nor did they.

Punctuation with subordinating conjunctions are:
1. When a subordinating conjunction is between the independent and dependent clause or the independent clause is placed first and the dependent clause is placed second, do not separate the two clauses with a comma.

Examples:
1. Ram went swimming although it was raining.
2. He is an honest man though he is poor.
3. I will take care of her after the doctor has gone.
2. When a subordinating is in the beginning of the sentence or the dependent clause is placed first in a sentence, use a comma between the two clauses.

Examples:

1. While I was having my lunch, a friend dropped by my table.

2. Wherever I go in New York, I meet old friends.

3. Although nothing appeared to be wrong with the car, it would not start.

2.2.4 The Usage of Conjunctions

In general the conjunction acts as a “connector”, linking words, phrases, and clauses. Coordinating conjunctions connect words, phrases, or clauses (Ehrilch, 2004:126).

Examples:

1. [You] and [I], [She] or [he]. (coordinating conjunctions connect words)

2. The chair in [the living room] and [the one in [the bedroom]; [the red car] or [the blue car]. (coordinating conjunctions connect phrases)

3. [She has been nominated], but [I hope she will withdraw]. (coordinating conjunctions connect clauses)
Subordinating conjunctions are used to join a subordinate (dependent) clause to a main (independent) clause. Subordinating conjunctions perform the grammatical function of subordinator.

Examples:

1. *Because* it snowed all night, school was closed the following day.

2. I will go abroad *if* I get a good job.

3. *Although* he is ill, he is always cheerful.

2.3 Previous Study

Conjunctions have been discussed by students of English Study Program D3 and English Department of Faculty of Culture Studies, University of North Sumatera. They are Sefriana (2009) and Dewi (2008).

Sefriana (2009) in her paper entitled *A Brief Description of Conjunctions in Articles of the Jakarta Post Newspaper*. In writing her paper, she uses library research method and gets information from internet to support the description of conjunctions. In this case, the writer takes some business articles from The Jakarta Post Newspaper as the source of data. And the data are containing some sentences of conjunctions. There are ten business articles which are chosen randomly. There are certain process of analysis in the completion of this paper such as reading, collecting, identifying, classifying, and analyzing articles of The Jakarta Post Newspaper. She just focused on the usage of *and, or, but, because, before, after* conjunctions in ten business articles of The Jakarta Post Newspaper that are
published in 9th June 2008, 29th January 2009, 30th January 2009, 11th February 2009 and 21st February 2009. The result of research are conjunction “and” is the most dominant conjunction used 68,2 %, “or” 6,6 %, “but” 12 %, “because” 5,5 %, “after” 5,5 %, and the least dominant conjunction used is “before” 2,2 %.

Dewi (2008) in her thesis entitled *An Analysis of Conjunctions in the Jakarta Post Editorials*. In writing her thesis, she uses the library research, that is, by reading and studying some books and also research findings concerned with the topic of the problem. She applies stratified sampling method and the sources of her thesis are six editorials that are published in 14th November 2007, 16th November 2007, 20th November 2007, and 22nd November 2007 in the Jakarta Post editorials. She also apply descriptive quantitative method to analyze them to determine the dominant type of conjunction used in The Jakarta Post editorials. She identifies and then categorizes conjunctions based types in order to determine the dominant type of conjunction used in those articles. The result of research there are 222 conjunction found in the Jakarta Post editorials, they are 130 coordinating conjunctions or about 58,6% and 92 subordinating conjunctions or about 41,4%. Coordinating conjunction “and” is the most dominant type, they are 93 or 41,9% and coordinating conjunction “or” are the second dominant type, they are 15 or about 6,5%. While the least dominant type are coordinating conjunctions “not only…but also”, “not only…but”, “yet”, and “however” only 1 or about 0,5%. Subordinating conjunction “that” is the dominant type, they are 39 or about 17,6% and subordinating conjunctions “because” are the second dominant type, they are 11 or about 4,9%. While the least types are subordinating conjunctions “until”,
“although”, “even though”, “so that”, “unless”, “whether…or (whether)”, only 1 or about 0.5%.

The writer chooses the conjunctions as her object of the paper because she is inspired from Sefriana (2009) in her paper entitled *A Brief Description of Conjunctions in Articles of the Jakarta Post Newspaper* and Dewi (2008) in her thesis entitled *An Analysis of Conjunctions in the Jakarta Post Editorials*. Whereas she analyzed the conjunctions found in the articles of Time Magazine as the data source. As well as Sepriana and Dewi, the writer has some purposes of this paper are to show the types and the most dominant type conjunctions of data source and she also uses same method in analyzing the data.