

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses; background of the problem, limitation of the problem, formulation of the problem, the objective of the study, and significance of the study.

#### **A. Background of Study**

Grammar is one of important aspects of language. Grammar is the rule to combine words to forming new sentences. The grammar to represents linguistic competence. To understand the nature of the language, we must to understanding the nature of this internalized, unconscious set of rules, which is part of every grammar of every language. Grammar is a way of studying a language that approaches the language first through detailed analysis of sentence rules grammar is the sound and sound pattern, the basic unit of meaning, such as words, and the rules to combine them to form a new sentences.

Talking about language, grammar has an important role in language learning. Grammar can help someone to learn a language more quickly and efficiently. According to Nurliana (2020:1), grammar is one of English components that must be mastered in order to able to construct English sentences. Essentially, grammar was used to mean the arrangement of a language. Grammar as the system of language, sometimes described as the rules of language.

Learning particular grammatical distinctions requires a great deal of time even for the most skilled learners. According Wati Susiawati as cited on Chomsky (2018), the focus of theory language is an effort to mark the abstract abilities possessed by the speaker, allows the speaker to use sentences that are grammatically correct in a language. This phenomenon happened because grammar is a collection of meaningless forms, Grammar consists of arbitrary rules the impression that grammar can only be taught through repetition and other rote drills teaching.

As a foreign language English may be present a lot of problems to both the students and the teacher. According Wati Susiawati (2018) to Basically, in analyzing language, Chomsky takes language English as a database. However, as a consequence of the existence of grammar universal that it promotes then grammatical theory. The writer finds the common type of mistake learner make when producing grammatical structures

Combining sentences or with other sentences use conjunction, the students should have a good knowledge of conjunction in order to select what appropriate conjunction should be used in combining two sentences or more. There are three types of conjunction. They are coordinating conjunction, subordinating conjunction and correlative conjunction.

According Yeni Savitri dkk (2021) the researcher concludes that conjunction is a word that used to join words, phrases, and clauses in order to show the relationship between them. Meanwhile according Sembiring cited on Bernard (2017) states that conjunctions are words, which join other words or

group of words. Exactly, grammar is one of the important roles in learning language.

The English teacher of SMA Negeri 3 OKU has taught conjunction to the tenth grade students of SMA Negeri 3 OKU. The tenth grade students have been given many task and exercises in understanding the correlative conjunction. They learn correlative conjunction, coordinate and subordinate conjunction. The students considered correlative conjunction is more complicated than subordinate and coordinate conjunction. Subordinate and coordinate conjunction usually comprise one word meanwhile correlative conjunction comprises two words For example: *both.....and, either... or, neither..nor, not... but, not only . . . but also, etc.* That' s why, the tenth grade students get confused combining two sentences using correlative conjunction

Based on the statement above, writer is interested in conducting a research that aims at finding students' ability in using correlative conjunction. The writer entitles her study "The Tenth Grade Students' Ability in Understanding Correlative Conjunction at SMA Negeri 3 OKU.

## **B. Limitation of Problem**

There are three kinds of conjunction. They are coordinating conjunction, subordinating conjunction, and correlative conjunction. There are many words or phrases that include in correlative conjunction. However, the writer limits correlative conjunction into: *both.....and, either... or, neither...nor, not... but, not only . . . but also*

### **C. Formulation of the Problem**

This study formulated the question: what is the tenth grade students' ability in understanding correlative conjunction at SMA Negeri 3 OKU.

### **D. Objective of Study**

The objective of this study is to find out tenth grade students' ability in understanding correlative conjunction at SMA Negeri 3 OKU.

### **E. Significance of Study**

#### (1) For the School

This study could contribute to the development of English teaching and learning process at school.

#### (2) For English Teacher

This study is expected to inform the teacher of English about the students' ability in understanding correlative conjunction at SMA Negeri 3 OKU.

(3) For the Students

This study also gives meaningful contribution to the students in order to solve their difficulties in understanding correlative conjunction at SMA Negeri 3 OKU.

(4) For Other Researcher

This study would be a source of material in conducting similar studies in understanding correlative conjunction.