

CHAPTER II

LITERATURE REVIEW

This chapter consists of theoretical framework that related to the topic of the study. The theoretical framework and related previous study.

A. Theoretical Framework

1. Concept of Grammar

Talking about the definition of grammar, there would probably be as many definitions as the number of linguists who manages to define it. Those definitions, however, essentially convey the same idea. According Arjun as cited on Chomsky (2018: 5) “ a grammar is a model systematic description to those linguistic abilities of native speaker of a language which enable them to speak and understand their language fluently” . These rules are not always understood consciously. The statement indicates that grammar is a set of rules derived from a language; rules that most of its native speakers rarely care about. However, these enable them to communicate each other without creating misunderstanding and misinterpretation.

The students usually have difficulties that when they express their ideas or opinions through writing or speaking. They also do not have a good understanding that what they write or speak have grammatical patterns and they keep subconsciously applying the patterns in their communication. According to Abdullah (2023: 89) the grammatical functions have seen that in a given clause the verb can be regarded as the head, controlling the other major phrases. Two

sets of concepts bear on the relationship between the verb in a clause and its complements; one is the set of grammatical functions or grammatical relations,

The writer concluded that in order to be able to read a piece of text in a foreign language well, the learners should know the grammar of that language. Knowing grammar means understanding what the text means correctly. In addition, the role of grammar becomes more important when the learners have to speak or write in a foreign language. When the learners read, even though the learners keep thinking, we do not produce or writing. Rather, the learners merely try to understand and interpret the text. When the learners speak or write, on the other hand, the learners have to produce utterances or writing and at the same time try to get their message understood so that the learners can get the intended response.

Considering those definitions and explanations, the writer comes into conclusion that grammar is a set of rules derived from a language that enable people to understand what they read or to be creative in constructing sentences or expressions when they communicate.

2. Concept of Conjunction

According to Lembo (2022:6) Conjunctions are connecting words whose function is to connect words with words, phrases with phrases, clauses with clauses and sentences with sentences. A discourse connective is a conjunction 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 it conjoins, many students are taught that certain conjunctions (such as "and", "but", and "so") should not begin sentences, although authorities such as the *Chicago Manual of Style* state that this teaching has "no historical or grammatical foundation".

According to Arifa as cited on Dorgeloh (2022: 2) explain that conjunctions are parts of speech. Conjunction has an important role in writing, when the conjunction is placed in incorrect order, we will be difficult to understand the sentences. They are traditionally categorized into several types: coordinating conjunctions, subordinating conjunctions and correlative conjunctions. Some examples of each follow.

a. Co-ordinating conjunctions:

Such as: and, or, nor, for, but, yet, so.

b. Subordinating conjunctions:

Such as: because, since, while, before, after, unless.

c. Correlative conjunctions:

Such as: if...then, either...or, neither...nor, both...and, whether...or, not only...but...also, as...as.

3. Correlative conjunctions

Novalia (2018: 38) Correlative conjunctions usually connect two words, phrases, clauses, or parallel elements (have same grammatical structure), it is called paired conjunction. In addition Novalia as cited on Wishon and Burks

(2018: 38) states that correlative conjunctions are used in pairs: they may be used to join two basic sentence patterns or two parallel elements of any kind.

Element of sentences should have parallel accrued according to grammatical structure. If subject singular and plural are connected, then the closest subject will determine whether it is singular or plural verb. For example, “not only my brother but also my sister is here”. After using conjunction not only – but also, the sentence is followed by singular to be “is” to represent “my sister” as the last subject.

Sentence pattern correlative conjunction:

Conjunction + noun + conjunction + noun
Conjunction + verb + conjunction + verb
Conjunction + adjective + conjunction + adjective
Conjunction + sentence + conjunction + sentence.

a. Join two subject

Conjunction + subject + conjunction + subject + verb + complement

Both Martin and Sherly are Maya’ s friends

Either Martin or Sherly is Maya’ s Friends

Not only Martin but also Sherly is Maya’ s friends.

Neither Martin nor Sherly is Maya’ s friends

b. Join two objects

Subject + verb + Conjunction + object + conjunction + object

She passed both civics and physics

She passed either civics or physics

She passed not only civics but also physics

She passed neither civics nor physics.

c. Join two adjectives

Subject + to be + conjunction + adjective + conjunction + adjective

He is both dependable and trustworthy

He is either dependable or trustworthy

He is not only dependable but also trustworthy

He is neither dependable nor trustworthy.

d. Join two basic sentences

Conjunction + subject + verb + conjunction + subject + verb

Both you will confess, and I will complain.

Either you will confess, or I will complain.

Not only you will confess, but also I will complain.

If using correlative to connect two independent clauses, the punctuation comma (,) should be used before the second clauses. There are six different pairs of correlative conjunctions:

1. either...or
2. not only...but also
3. neither...nor (or increasingly *neither...or*)
4. both...and
5. whether...or
6. just as...so

These conjunctions connect equal sentence elements together (like two nouns) and are always composed by two words.

Addition	Alternative	Cause- Effect	Comparison	Condition	Contrast
Both..And	Either..Or	So..That	As..As	Whether..Or not	Neither..Nor
Not only.. Also	Neither..Nor	Such..That	More..Than		
Not only..But also	Rather than		Less..Than		
And..Too					
And so					

The following examples for the most popular **Correlating Conjunctions**

1. **Both...And** - used before two words or phrases connected with and to stress that each is included.

Example: “ **Both** husband **and** wife loved going to the cinema”

2. **Either...Or** - used with or to indicate choices or possibilities.

Example: “ What is her name? It’ s **either** Anita **or** Analisa”

3. **Neither...Nor** - used with nor to indicate two or more people, things, actions, etc., about which something is not true.

Example: “ I’ m vegan, I eat **neither** dairy **nor** eggs”

4. **Whether...Or** - used to indicate choices or possibilities.

Example: “ Andrew wasn’ t sure **whether** to go on holiday **or** stay at home”

5. **Not only...But also** - used to say that both of two related statements are true.

Example: “ It snowed **not only** in Barcelona, **but also** in neighboring cities”

6. **As...As** - used to make comparisons.

Example: “ James studied **as** hard **as** you did”

B. Previous Related Study

The writer has found one previous related study that studied about tenses. The First study was written by Gusmu Ainun Najib (2020). In her Study entitled: “ An analysis of the student’ s ability in identifying conjunction in narrative text at MAS miftahul hidayah pekanbaru” . The instrument used in collecting the data, the writer used of population of this research was 26 students, in analyzing of data

that there are 3 students at excellent category, with the percentage of 11.54%, it means that very High. There are 12 students at enough categories, with the percentage of 46.15%, it means that high. And there are 11 students at less category, with the percentage of 42.31%, it means that low, the similarities from study discuss about the ability using conjunction in English beside that the differences from the study an analysis conjunction in narrative text but my study only find out the ability in understanding correlative conjunction.

The Second study was written by Erick Setiawan (2020). In her Study entitled An Analysis of Students' Subordinate Conjunction Errors in Writing Recount Text at The Second Semester Of The Eleventh Grade Of SMA Gajah Mada Bandar Lampung in The Academic Year of 2018/2019. Based on the result of research, it was found that the total of the students errors was 107 items. There was 24 items of omission, the percentage is 22.42%, 47 items of addition with percentage 43.92%, 31 items of misformation with percentage 28.98%, and 5 items of misordering with percentage 4.68%. Based on the data analysis, the writer concluded that most of the students have problems in understanding writing recount text with using subordinate conjunction, the similarities from study discuss about the ability using conjunction in English beside that the differences from the study An Analysis of Students' Subordinate Conjunction Errors in Writing Recount Text but my study only find out the ability in understanding correlative conjunction.