CONJUNCTIVE RELATIONS IN EFL LEARNERS' WRITINGS AND NEWSWEEK'S ARTICLES

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Abstract

This study investigated the conjunctive relation use theorized by Halliday & Matthiessen (2014) in the EFL learners' writings of Putera Batam University and articles Newsweek magazines printed in 1998. This descriptive qualitative study found out the frequency of the semantic categories of conjunctive relation namely adversative, additive, temporal, and causal types used to link the words, phrases, clauses, sentences, and paragraphs semantically and logically in both writings. Method of identification is used to collect the data from 42 essay writings and 24 articles. This study used distributional method to analyze whereas they were selecting, sorting, categorizing, and differencing ways to get the each type of conjunction. Results of the study showed that the EFL learners' writings appeared and as the most frequent and but was the most frequent appearance in Newsweek's articles. Newsweek's articles used 33 different items of conjunctive relation meanwhile the EFL learners' writings used 26 different items of conjunctive relation. The adversative type (48, 91%) is the dominant frequency in the Newsweek's articles and the additive type is dominant frequency in the EFL learners' writings. EFL learners did not apply a various types of conjunctive relations but the Newsweek's articles did. In addition, EFL learners used too over and as found 546 times in their writings.

Keywords: additive, adversative, article, conjunctive relation, causal, temporal, writing

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1. INTRODUCTION

"… I wake up in the morning, and then I take a bath after that I breakfast. And then I go to work. I go to campus after I finish work. …"

The sentences above are the one of the students writing taken. These sentences discussed the student's everyday activity. Creative writing opens the mind to different things; you can look at the world in a way you haven't looked before... (Pawliczak, 2015). But to make the writing easy to be enjoyed is not as simple as it is. Richads and Renadya (as cited in Mubarak & Rudianto, 2017) stated that writing is the most difficult skill for the EFL learners. Speakers or writers must understand the function and meaning of the words or phrases which are presented in the sentences to gain the correctness the use of words or phrases in the sentences (Ambalegin & Suryani, 2018). Nevertheless, the connection in writing is also very important. It can be seen how the students connected the sentences using conjunction. The phenomena semantically found that he translated the words from Indonesia into English directly. Another problem in writing is that the student wrote the paragraphs with no cohesion and coherence. He didn't use the conjunction variedly. He overused one type of conjunction *after that*. The student did not also use the correct conjunction in their scientific writing. He tended to use the only one type and the use of conjunction to make the writing proportional as well as the Indonesia style of conjunction such as after that (*setelah itu*), so that (*sehingga*), and so (*jadi*).

Writing English is one the way to master English as the skill for the students. Unlike speaking, writing needs extra concentration. Grammar, spelling, cohesion, coherence, and all elements in writing must be shown perfectly. As a foreign language, writing English is the lesson to be learned in schools or colleges. Such writing is a skill written in curriculum, the students tend to have some problems in English writing. It can be seen that the weaknesses of the students in writing the English text. Besides the lack of grammar usage, the students also are not able to connect words, phrases, sentences, and paragraphs coherently.

One of the ways to connect the words, phrases, sentences, and paragraphs coherently is the use of conjunction in the text. Conjunction plays an important role in writing the text. In fact, based on the students' writing works, the students rarely use the conjunction variedly. Conjunction system consists of connectives that are cohesive resources establishing connection between clauses, clause complexes, and paragraphs in the given text (Chaurand as cited Mubenga, 2014). Hallidays and Hasan in the book Halliday's Introduction to Functional Grammar revised by Christian M.I.M. Matthiessen (2014) introduced firstly the cohesion lexically and grammatically in written discourse. The prepositions also involve relations which function cohesively. A conjunction adjunct normally has first position in the sentence. Conjunctive expressions occur in two or more or less synonymous forms with or without demonstrative or preposition and adverb or in phrase like as a result, or

followed by a preposition such as of and that such as instead of that, as a result of that, inconsequence of that. It is concluded that those are under the heading of conjunction. This semantic cohesion operates conjunctively. This study did not discuss the quality of students' writings but the types and frequency conjunctive relations used. Knowing that the conjunction is very important connecting the words, phrases, and sentences in the writings, this study investigate and compared the use of conjunction relations of the EFL learners' writings and the Newsweek's articles.

2. CONJUNCTIVE RELATIONS

Conjunctive relation is under the heading of conjunction; therefore it has function as a connector between sentences in a text. Halliday (as cited Halliday & Matthiessen, 2014) mentioned that the conjunctive relations have four types, additive, adversative, causal, and temporal. He said, "In ordinary language there are certain elementary logical relations in existence. This kind of relations are expressed in linguistic structure in the form of coordination, opposition, etc., corresponding to these, there are certain text forming relation represent semantic link between the elements that are constituents of text (p. 611)."

Halliday and Hasan (as cited in Halliday & Matthiessen, 2014) mentioned four types of conjunction known as additive, adversative, causal, and temporal. The types of conjunction on sentences are as follows.
1. And they met in the morning meeting this morning. (additive)
2. Yet he hardly said to say good bye. (adversative)
3. So by day time the ranch was hot above them. (causal)
4. Then, as the raindrops fell, he went back home resting. (temporal)
The different types of conjunctive relations that enter into cohesion are not the same as the elementary logical relations that are expressed through the structural medium of coordination. The conjunctive relations are textual; they represent the generalized types of connection that it is recognized as holding between sentences. The connections express two different meanings, experiential (the linguistic interpretation of experience) and interpersonal (participation in the speech situation). The phenomena of conjunctive relations may occur in either internal or external context. From the functional basis of the semantic system, the conjunction may be located in the phenomena which constitutes in the context of what is being said (external), or in the interaction itself, the social process constitutes the speech even (internal) (Yeh, 2004).

Additive
a. Simple additive relations (external and internal):
Additive : and, and also, and… too.
Negative : nor, and … not, not either, neither.
Alternative : or, or else.
b. Complex additive relations (internal): emphatic
Additive : further (more), moreover, additionally, besides that, add to this, in addition.
Alternative : alternatively.
c. Complex additive relations (internal): de-emphatic

Afterthought : incidentally, by the way.

d. Comparative relations (internal):

Similar : likewise, similarly, in the same way, in (just) this way.

Dissimilar : on the other hand, by contrast conversely.

e. Appositive relations (internal):

Expository : that is, I mean, in other words, to put it another way.

Exemplificatory : for instance, for example, thus.

Adversative

a. Adversative relations 'proper' (in spite of external and internal)

Simple : yet, though, only

Containing : but

Emphatic : however, nevertheless, despite this, all the same.

b. Contrastive relations ('as against') (external):

Simple : but, and.

Emphatic : however, on the other hand, at the same time, as against that.

c. Contrastive relations ('as against') (internal):

Avowal : in fact, as matter of fact, to tell the truth, actually, in point of fact.

d. Corrective relations ('not... but') (internal):

Correction of meaning: instead, rather, on the contrary.

Correction of wording: at least, rather, I mean.

e. Dismissive (generalized adversative) relations ('no matter...still') (external internal):

Dismissal, closed : in any case, in either case, whichever.

Dismissal, open-ended : anyhow, at any rate, in any case.

Causal

a. Causal relations, general ('because..., so') (external and internal)

Simple : so, thus, hence, therefore.

Emphatic : consequently, accordingly, because of this.

b. Causal relations, specific:

Reason : (mainly external)/or this reason, on account of this. (Internal) it follows (from this), on this basis.

Result : (mainly external) as a result (of this), in consequence (of this). (Internal) arising out of this.

Purpose : (mainly external) for this purpose, with this mind/view, with this intention (Internal) ,'o this end.

c. Reversed causal relations:

Simple : for, because.

d. Conditional relations ('if..., then') (external and internal)

Simple : then.

Emphatic : in that case, that being the case, in such an event, under those circumstances.

Generalized : under the circumstances.

Reserved polarity: otherwise, under the circumstances.

e. Respective relations ("with respect to') (Internal)

Direct : in this respect/ connection, with regard to this, here.

Reserved polarity: otherwise, in other respects, aside/ apart from this.

Temporal

a. Simple temporal relations (external)

Sequential : (and) then, next, afterwards, after that, subsequently.

Simultaneous : (just) the, at the same time, simultaneously.

Preceding : earlier, before, then/that, previously.

b. Complex temporal relations (external)

Immediate : at once, thereupon, on which, just before.

Interrupted : soon, presently, later, after a time, sometime earlier, formerly.

Repetitive : next time, on another occasion, this time, on this occasion, the last time, on a previous occasion.

Specific : next day, five minutes earlier.

Durative : meanwhile, all this time.

Terminal : by this time, up till that time, until time.

Punctiliar : next moment, at this point/moment, the previous moment

c. Conclusive relations (external)

Simple : finally, at last, in the end, eventually.

d. Sequential and conclusive relations (external): correlative forms

Sequential : first… then, first… next, first… second.

Conclusive : at first… finally, at first:., in the end.

e. Temporal relations (internal)

Sequential : then, next, secondly…

Conclusive : finally, as a final point, in conclusion.

f. Temporal relations (internal) correlative form

Conclusive : …finally, …to conclude with.

g. 'Here and now' relations (internal)

Past : up to now, up to this point, hitherto, heretofore at this point, here.

Present : at this point.

Future : from now on, henceforward.

h. Summary relations (internal)

Culminative : to sum up, in short, briefly.

Resumptive : to resume, to get back to the point, anyway.

3. RESEARCH METHOD

This study used Descriptive qualitative approach. It is qualitative study because this research applies the distributional technique whereas there are selecting, sorting, categorizing, and differencing ways to get the each type of conjunction (Sudaryanto, 2015). The data were taken out from 24 articles in 12 Newsweek magazines within three-month publication from September 7 to November 23, 1998. Two articles were selected in a week. There are 963 sentences in 24 articles and from the writings of the second semester students of Universitas Putera Batam. There were 42 essay writings done with the timeless limitation, and they were allowed to use dictionary and grammar books.

The scheme of Halliday and Hassan's theory is used due to the simplicity, clarity, and the comprehensiveness of its conjunction classification. The scheme consists of four types of conjunctive relations. They are additive (e.g., and, or, by the way, for example), adversative (e.g., yet, but, however, at least), causal (e.g., therefore, so,, thus, because), and temporal (e.g., then, next, after that, before).

4. RESULT AND DISCUSSION
4.1 Newsweek's Articles

The 24 articles have 963 sentences. The sentences that each article has are varied in numbers. Besides the types of conjunctive relation, this paper conducts the research about the use of conjunction in the sentences.

Table 1. Percentage of Types of Conjunctive Relation (N=184)

Types of conjunctive relations	Percentage (%)
Adversative	48.91%

Additive	27.18%
Temporal	15.75%
Causal	8.15%

Table 2. The Number of Connecting Words of Conjunctive Relations

Connecting word	The type	Number
But	Adversative	73
And	Additive	33
So	Causal	9
Then	Temporal	8
However	Adversative	6
Yet	Adversative	4
In other words	Additive	2
Instead	Adversative	2
Because	Causal	2
Meanwhile	Temporal	2
In short	Temporal	2
Briefly	Temporal	1
For example	Additive	1
Moreover	Additive	1
By contrast	Additive	1
By the time	Temporal	1
Only	Adversative	1
In some ways	Additive	1
For some reasons	Causal	1
Before long	Temporal	1
For long time	Temporal	1
Similarly	Additive	1
In fact	Adversative	1
After all	Temporal	1
In the circumstances	Causal	1
For one thing	Additive	1
For the moment	Temporal	1
First	Temporal	1
Second	Temporal	1
Whatever the case	Causal	1
Nor	Additive	1
Earlier	Temporal	1
At this point	Temporal	1

1. There are 963 sentences in 24 articles and 184 items of conjunctive relation used in all articles. In this case, 25 items of conjunctive relation are used to connect paragraphs and 159 items of conjunctive relation are used to connect sentences.

2. The number of each form in term of them indicates that the most dominant type of conjunctive relation is adversative type (90 items/48.91%), followed by additive type (50 items/27.18%), temporal type (29 items/15.76%), and causal type (15 items/8.15%).

3. There are 162 items (87.41%) of conjunctive relation are followed by affirmative statements, 12 items (7.06%) of conjunctive relation are followed by negative statements, and 10 items (5.53%) of conjunctive relation are followed by question statements.

4. There are 33 different connecting words expressed in the articles. Temporal type has 13 connecting words, additive type has 9 connecting words, adversative e type has 6 connecting words, and causal type has 5 connecting words.

5. The connecting word 'but' grouped as adversative expression in conjunctive relation is the most dominant occurrence in the articles (38.04%).

4.2 EFL Learners' Writings

There are 42 essay writings. The sentences that each essay writing has are varied in numbers. The following table below shows the conjunction used in the essay writing.

Table 3. Percentage of Types Of Conjunctive Relation (N=1223)

Types of conjunctive relation	Percentage (%)
Additive	49.05%
Temporal	26,41%
Causal	15.45%
Adversative	9.07%

Table 4. The Number of Connecting Words of Conjunctive Relations

Connecting word	The type	Number
But	Adversative	101
And	Additive	546
So	Causal	54
Then	Temporal	144
However	Adversative	4
Actually	Adversative	3
Or	Additive	27
Still	Adversative	3
Because	Causal	111
Then	Temporal	144
After	Temporal	99
After that	Temporal	72
Also	Additive	7
Besides	Additive	2
Anyway	Additive	1
After that	Temporal	72
When	Temporal	42
In the next	Additive	24
For	Causal	1
Before	Temporal	38
Sometimes	Temporal	24
In order to	Additive	4
In this	additive	2
Sometimes	Temporal	24
While	Temporal	10
That	Additive	9
Until	Temporal	8
First	Temporal	6
Finally	Temporal	5
As	Temporal	2
Since	Temporal	8
From	Temporal	6
At this	Temporal	1
moment	Temporal	1
At the end	Temporal	1
Next	Temporal	1
Currently	Temporal	2
Now	Additive	1
Either		

1. The number of each form in term of them indicates that the most dominant use of type of conjunctive relation is additive type (49.05%), followed by temporal type (26.41%), causal type (15.76%), and adversative type (9.07%).
2. The connecting word 'and' grouped as adversative expression in conjunctive relation is the most dominant occurrence.
3. It shows that the conjunction and is the most famous and the students as EFL learners shows the parallel sentences.
4. The connector 'then' is the second connecter used by the students. It shows that mostly their sentences showed the time sequence. The students' activities from one time to another time are connected by the connector then. Although there are many kinds of connectors show the same meaning such as thus, finally, next, second, but the students are influenced by the Indonesian.
5. Because is the third most use in the students' writing. The students tried to strengthen the previous

sentences by using the connector of because.

5. CONCLUSION

The conjunctive relations postulated by Halliday and Hassan are very important to be shown in the classroom. The students' writings may look cohesive and coherent by varying the conjunction to connect the words, phrases, and sentences. The EFL learners have very poor conjunction on their writings so that their writings looked bad and uninteresting. By comparing the Newsweek's articles, the conjunction used by the EFL learners was very flat. The EFL learners used the very monotone types of conjunction. Unluckily, the students translated the conjunctions as Indonesian is. Hopefully, this study is very important to build up the students' skill in term of writing.

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