

**UNIVERSITY OF EDUCATION, WINNEBA**

**ERRORS IN THE USE OF COORDINATING CONJUNCTIONS AMONG  
PUPILS. A CASE OF AMASAMAN MA “2” JUNIOR HIGH SCHOOL**



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of the requirements for the award of the degree of  
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## DECLARATION

### Student's Declaration

I Matilda Asiraa declare that this dissertation, with the exception of the quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature: .....

Date: .....

### Supervisor's Declaration

I hereby declare that the preparation and presentation of this work were supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

Charlotte Fofu Lomotey (Ph.D.) (Principal Supervisor)

Signature: .....

Date: .....



## DEDICATION

I dedicate this Dissertation to God, to my husband Mr Nicholas Amponsah and my lovely daughter.



## **ACKNOWLEDGEMENT**

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## ABSTRACT

A case study was conducted to deal with errors in the use of coordinating conjunctions in the sentences among pupils of the Amasaman MA “2” Junior High School. Objectives of the study are to find factors that have militated against the correct use of English coordinating conjunctions among students and how to improve the use of English coordinating conjunctions in the writing among students of Amasaman MA”2” Junior High School. The study population was made up of all students of the Amasaman M/A’2’ Junior High School a total of 456 students. Purposive sampling technique was used to select 33 boys and 40 girls in Junior High School form one (1) in the Amasaman M/A’2’ of the Ga West Municipal of Greater Accra region. The data of this research were obtained from student’s tests items. From a pretest below average performance of 60% to a posttest above-average performance of 66% in the post test indicating that there is an improvement in performances. The study concluded that though students have problems in their daily engagement with teachers in the use of coordinating conjunctions, there are strategies to overcome these problems to improve their writing skills. The study recommended that the workload on the English Language curriculum must be reduced to enable them to gain maximum time in teaching all other aspects of the English Language. The researcher suggested facilitation of the use of teaching and learning of coordinating conjunctions in more compound sentences at the Junior High Schools.



# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

Everybody knows that in all activities people need to communicate with each other making the function of language so important for human life. According to Brown (2001), language is a tool to communicate ideas, feeling, beliefs, loves, knowledge, or culture among the people. It implies that without language, it will be very difficult for humans to communicate with each other, therefore, indicating the importance of language as a tool of communication. In today's globalization era, every country around the world becomes closer because economic, culture, and social ties and other interactions have become inevitable and are necessary. As an international language, English is one of the languages used by many countries to communicate with other nations. Therefore, English as an international language needs to be mastered by people in the world. There are some doubts as to its future status, but even in the present, it is worth countering the idea that it is an all-embracing world language.

There are many more people in the world, especially in Ghana, who do not speak English than there are people who do. Therefore, English language teaching has an important role in improving language skills. It is the reason why English is learnt and used as the medium of instruction from class four (4) of basic school in Ghana and part of the basic school curriculum. Hailey and Harry (2008) describe that teaching or learning is a conscious process where separate items from the language are studied and practised in turn. Hailey and Harry (2008) argued that language which has been learnt, on the other hand, is not available for use in the same way. According

to this argument, the learner has to think much more consciously about what they want to say. Therefore, English language teaching means that the teacher gives some knowledge about English so that the learners can use English well anywhere.

There are so many languages in Ghana just as there are ethnic groups where they use their languages. As it stands, the language policy in Ghanaian schools has accepted the English Language as the medium of instruction and communication from primary class four upwards. According to Seidlhofer, Breitender, and Pitzl (2006), English was accepted as the *Lingua-Franca*-the official language for communication in Ghana after independence. Therefore, pupils in Ghana cannot be separated from the language in communication in their life and of course. Many things that they want to expressed in their communication between one another is done in English Language using sentences in written or oral forms (Shohamy, 2006). A sentence is built based on structural pattern containing words that express a certain meaning. Traditionally, a word can be classified into eight parts of speech, such as noun, pronoun, adjective, verb, adverb, conjunction, preposition, and interjection (Burton- Roberts & Noel, 2011). A conjunction is a word which merely joins together two words, phrases, and sentences (Leung, 2005). Without this, every sentence will be short and unrelated to its neighbours and will take a long time to say everything. That sentences which are related to each other in meaning may be combined using the connection that indicate the relationship between the two sentences. According to Hertwig, Ralph, Benz, Björn and Krauss, Stefan (2008), the conjunction is very important for the learners to develop a grammar skill. It implies that grammar is the most important part of the language for anyone. Pupils at all levels of education must be made to first understand this before being able to construct sentences (Shohamy, 2008). Rules-based on the grammar of the language are used to express a certain idea represented in a sentence.

By understanding the grammatical rules, the sentences can be arranged to produce the desired meaning.

English language though a second language in Ghana, is the medium of instruction in all schools and therefore, is given the necessary attention in its teaching and learning. In effect, there are four skills in the English language such as listening, speaking, reading, and writing. Students/learners are supposed to be given a lot of practice in using language because by having practices they are going to be more active and able to speak or write English well (Shohamy, 2009). It is also expected that the purpose of teaching and learning in Ghana is to imbibe in the students the ability or skill to communicate either in spoken or written English appropriately

The focus of this research is to analyze students' grammatical errors in using coordinating conjunction in compound sentences writing. As known, the conjunction is separated into three types; coordinating conjunction, subordinating conjunction, and correlative conjunction. Coordinating conjunction consists of the acronym FANBOYS (for, and, nor, but, or, yet, so). Azar and Hall (2010) describe coordinating conjunctions as words that are used to create compound structures (e.g., compound subjects, compound verbs, compound sentences). When a coordinating conjunction joins together two sentences, the resulting sentence is called a compound sentence. A compound sentence consists of at least two independent clauses. Swan (2014) indicated that coordinating conjunction joins pairs of clauses that are grammatically independent of each other. Coordinating conjunction can be used to connect phrases. If two phrases are connected there is no need for a comma. If, however, coordinating conjunction is used to connect a series of phrases, they must be separated by a comma.

The researcher found grammatical errors in students' exercises in their use of conjunction as follows:

1. I love Abena and I hate Amina.
2. She is a beautiful girl but also a lazy girl.
3. Sinta do not read a magazine or watching TV.
4. Pizza and burger are my favorite foods.

The data shows that (1) the first sentence is wrong because the student did not know that there is a contradiction situation between the first clause and the second clause. The conjunction that student used is "and", the correct conjunction is "but". So, the error is categorized as misformation (2) the second sentence is wrong because the student added "also" as categorized, correlative conjunction and "but also" should be used in pairs; for example "not only ..... but also". So, the error is categorized as an addition (3) the third sentence is wrong because the sentence is negative and there are two options on the sentence. If the sentence is negative and joining two negative options, the conjunction that the students should use is "Nor" not "Or". So, the error is categorized as misformation (4) the fourth sentence is wrong because there is no conjunction used in the sentence. So, the error is categorized as an omission. The correct sentences:

1. I love Abena but I hate Amina.
2. She is a beautiful girl but a lazy girl.
3. Sinta do not read magazine nor watching TV.
4. Pizza and burger are my favorite foods.

Based on Burt and Dulay (1982), error analysis is the study of identifying, describing, and classifying the noticeable errors that are made by the students in the learning process. The students of Junior High School still make an error in producing

grammar, in this case, of using coordinating conjunction especially And, But and Or in compound sentences writing. It happens probably because language learners still do not know into details the types of grammatical errors that exist in using coordinating conjunctions in compound sentences writing. It indicates that the students had not understood yet the concept of coordinate conjunctions in a compound sentence. This proportion of errors in using coordinate conjunction in compound sentences writing based on previous studies where students were having difficulty in learning to write conjunctions well.

## **1.2 Statement of the Problem**

Grammar is important in English because if the learners form a sentence ungrammatically, the sentence may have a different meaning from what the user meant. One part of grammar is conjunction which is one of the most important aspects of teaching English. Conjunction is a word which merely joins together two words, phrases, and sentences. Without this, every sentence will be short and unrelated to its neighbors and will take a long time to say everything.

Evidence from students' exercises shows that the students were unable to relate well with the concept of conjunctions or answer questions that bothers on conjunctions. It was also indicated from class observations students were unable to write sentences which are related to each other in meaning maybe combined using connection that indicated the relationship between the two sentences. Conjunctions are very important for learners as it aid them to develop grammar skills. Grammar is the most important part of language for anyone which must be understood first before being able to construct sentences. It implies that since rules for language are based on the way their grammar is used in representing ideas in sentences.

Most of the students observed were unable to use the grammar rules in sentences effectively. By understanding the grammatical rules, the sentences can be arranged to produce the desired meaning. The problems in this research were identified as, the students' errors in using subordinate conjunction and the errors students' commit in using subordinate conjunction especially subordinating conjunctions such as (because, since, as, in case). Secondly, the researcher did not find any previous studies that have treated into detail errors in the use of coordinating conjunctions among pupils.

### **1.3 Purpose of the Study**

Based on the background, the researcher sought to conduct a qualitative case study with the aim of aiding students to grasp the concept of coordinating conjunctions as presented in the title "Errors in the use of Coordinating Conjunctions among Pupils in the Amasaman MA "2" Junior High School".

### **1.4 Objective of the Study**

The study sought to achieve the following objectives;

1. Identify factors that have militated against the correct use of English coordinating conjunctions among students of Amasaman MA "2" Junior High School.
2. Indicate methods applicable in the use of English coordinating conjunctions in the writings of students of Amasaman MA "2" Junior High School be improved?

### **1.5 Research Questions**

The study sought to answer the following research questions;



1. What factors militate against the correct use of English coordinating conjunctions among students of Amasaman MA”2” Junior High School?
2. How can the use of English coordinating conjunctions in the writings of students of Amasaman MA”2” Junior High School be improved?

### **1.6 Significance of the Study**

The study is important and relatively significant in the following ways. The study upon completion will aid students in analysis errors in conjunctions which is helpful for learners to avoid some of the errors. The study is to aid teachers, understand students’ error and the teacher set up methods and technique based on these areas to help learners avoid making errors. The result of this research sought to make contributions to the previous theories that reviewed the topic and can be used to verify other studies on error analysis in coordinating conjunctions.

### **1.7 Limitation of the Study**

The research was limited the research on analyzing the students’ grammatical errors in using few coordinating conjunctions in compound sentences writing in the first term of the eighth grade in the academic year. According to Beason and Lester (2012), using coordinating conjunctions is the most common way to join clauses. Therefore, in the research, the writer only focused on combining clauses because based on the syllabus, these are kinds of coordinating conjunction learned by the students in the eighth grade of Junior High School. It is generally used in compound sentences writing.

### **1.8 Organization of the Study**

There are five main chapters into which the study has been organized. Chapter one captured the background of the study, problem statement, objectives, research

questions, and the significance of the study. Chapter two examines the review of both the theoretical and empirical literature. Chapter three covered the methods and techniques used in the conduct of the study. Chapter 4 dealt with the analysis and presentation of the research data. Chapter 5 concluded the study with a summary of the findings, conclusions, recommendations, and areas for further research



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

Chapter two reviewed literature with highlights on the use of conjunctions, types of conjunctions to include coordinating, subordinating, and correlative conjunctions relations, the challenges students undergo, the strategies to use in dealing with students' challenges in dealing errors in the use of conjunctions.

#### 2.1 Theoretical Framework

This study employs the system of conjunctive relations, otherwise referred to as logic semantic relations in Systemic Functional Linguistics as explicated by Halliday and Hasan (1976) as its approach. The system of conjunctive relations/logico-semantic relations is part of a larger theory of cohesion, which was propounded by Halliday and Hasan (1976). Halliday and Hasan (1976) state that cohesion occurs where the interpretation of some elements in the discourse is dependent on that of another in the sense that the latter cannot be effectively decoded, except by recourse to the former. They state that if the interpretation of one linguistic element happens to depend on another linguistic element coming before or after it, a relationship of cohesion is then set up and the two elements are thereby potentially integrated into a text (Halliday & Hasan, 1976). This, therefore, means that if a passage of English contains more than one sentence and is perceived as a text, then certain linguistic features will be present in that passage and can be identified as contributing to this unity or cohesion (Halliday & Hasan, 1976). One of such linguistic features is the conjunction. Halliday and Hasan (1976, p. 4) elucidate the concept of cohesion as a semantic one and define it as —relations of meaning that

exist within the text, and that define it as a text. It is a specification of how what is to follow is systematically connected to what has earlier been said (Halliday & Hasan, 1976). Other cohesive resources include reference, and lexical cohesion (Eggins, 2004).

## **2.2 Conceptual Framework**

### **2.2.1 What are conjunctions?**

There are many definitions of conjunctions. In the words of Murthy (1998), a conjunction is the part of speech; its primary function is to join two words, sentences, clauses, and phrases to one another. He further notes that they are words which are used to join together other words or sentences, clauses and phrases. According to Yule (2006), conjunctions are words used to make connections and indicate relationships between events. From Murthy's and Yule's definitions, the underlying factor is that conjunctions 'link' or 'join' words or sentences, phrases, clauses together in sentences. A conjunction is one of parts of speech and serves as a link between two or more words or sentences, phrases and clauses. Some conjunctions are described as transitional words. Rambo (2006) observes that the simplest transitions are coordinating conjunctions. We use conjunctions in speech and writing which indicate the link or relations between words or sentences.

In view of this, the proper use of conjunction allow for more natural flow and rhythm in speech and writing. The improper use of conjunction often results in disjoint of words and events in speech and writing. However, students of Amasaman MA'2' Junior High School often experience some challenges in the use of coordinating conjunctions properly. In the English language, one conjunction is enough to join two clauses. We do not normally use two conjunctions. Let us look at some errors that we normally see students make:

1. Although he is poor, but he is honest. (Wrong)
2. Although he is poor, he is honest or he is poor but honest. (Correct)

However, Norquist (nd), states that a sentence may employ many coordinating conjunctions by using the term “polysyndeton” (the opposite of asyndeton), a Greek word meaning “bound together”. Polysyndeton places conjunction (and, or) after every term in the list (except, of course, the last). For instance,

“He pulled the blue plastic tap off him and folded it and carried it out to the grocery cart and packed it and came back with their plates and some cornmeal cakes in a plastic bag and a plastic bottle of syrup” (Nordquist, cited in Cormac, 2006).

Although a comma is used to connect or splice together two complete thoughts, when a comma appears between two independent clauses without a coordinating conjunction the error is called a comma splice. A comma splice is the most common kind of run-ons. A comma alone is not enough to connect two complete thoughts. But a stronger connection than a comma is needed, with the coordinating conjunction making the sentence complete and a comprehensive one. Students sense that some kind of connection is needed between two thoughts and so put a comma at the dividing point. The following are some examples in cases where students used two conjunctions instead of one conjunction.

1. As he is fat, so he can't run fast (wrong)
2. He is fat, so he can't run fast (correct)
3. Because he was not ready therefore we left without him (wrong)
4. Because he was not ready we left without him (correct)
5. She did not come to school. Because she was ill (wrong)
6. She did not come to school because she was ill (correct)

The wrong use of conjunctions in the spoken and written English language by students of Amasaman MA “2” Junior High School has prompted the researcher to investigate the use of coordinating conjunctions.

### **2.2.2(1) Uses of and types of conjunctions**

Today, English is the language of internationalization. Be it in an exchange or travels, you will need to use it. It is quite an impressive perspective if we think about it. Most people of our generation have mastered at least two languages as part of their basic skills (English and mother tongue). It is usually mandatory to learn English as a second language at school. And most higher education structures require a qualification in English to become a graduate or even be accepted (Guillaume, 2018). Written and spoken English are enormously different in structure and formality (Kirk, 2007). This is common to other spoken and/or written languages in the world. Akpanglo-Nartey & Akpanglo-Nartey (2006, p. 93) states that “English language as one of the foreign languages, unlike ethnic dialects and other languages; one must know the structure of English language so as to speak and write effectively”. This implies that one must learn, follow and practice the rules governing the English language. It is strongly believed that acquisition of knowledge on the structure and grammatical concepts have great impact on the development of the individual as a learned member of English language. That was why linguists use the term FIT to describe the relationship between the graphemes (letters) and phonemes (sounds) as well as grammatical structure of English Language which indicate one to one correspondence between formed words for meaningful purposes.

Roach (2000) adds that incorrect stress placement is a major cause of intelligibility problems for foreign learners. This suggests that the rules governing any language should be learnt and followed. In effect, like any other language, one must

know the structure of English so as to speak and write effectively. It is strongly believed that acquisition of knowledge on grammatical concepts has great impact on the development of individual, the community, and the society as a whole. In a world that is increasingly independent, we can no longer afford to remain monolingual. Success depends in large measure, on the ability of an individual to function as a member of a global village whose members speak a variety of languages. Learning foreign language is no longer a pastime: it is a necessity. In order to be functional in today's global world, the Ghanaian should be well exposed to the grammatical concepts of the English language. As stated by Murthy (1998), the science of grammar teaches us how a language is spoken and written correctly and effectively. It is against this background that this study is undertaken to examine to the use of English coordinating conjunctions among students of Amasaman MA'2' Junior High School.

### **2.2.2(2) Types of conjunctions**

There are three main and widely accepted types of conjunctions. These are coordinating, subordinating, and correlative conjunctions (Gelderen, 2010). This type of conjunction is used to join or link words or phrases which one compares grammatically equal in status and complete. Coordinating conjunctions, according to Gelderen (2010), are referred to as coordinators. This is when two or more elements or items (words or sentences or phrases or clauses) of equal status are joined to make a larger complete unit by the use of coordinating conjunction. Coordinating conjunctions are the most common forms of conjunctions which are pervasive in English language; they are used in almost every sentence in one way or another. Some mistakes are encountered in the use of these coordinating conjunctions despite its frequent usage in speech and writing. There are seven coordinating conjunctions and

they can simply be remembered using their acronyms: FANBOYS where F – for, A – are, N – nor, B – but, O – or, Y – yet, and S – so. They connect two or more items of equal status or syntactic importance as grammar is concerned. These items can be words. For instance,

1. Seth and Daniel are eating fufu with groundnut soup together here. They can also be clauses. for example,
2. They could have reached here on the said time but there was a huge traffic jam. They can be phrases. For example,
3. He may come home or stay abroad). (This is the worst experience I have ever had, so I will never travel overseas)

Coordinating conjunctions should be used carefully or cautiously to avoid run-on sentences and nonsensical sentences. This is because coordinating conjunctions help us to connect not only our words but our thought. For example, when one uses the word “or,” it means “here is another possibility.”, when you use the word “so,” it means “here is something that we can conclude from what one just said,” “and” is indicating that “here is something else”. It must be noted that coordinating conjunctions act as transitions.

### **2.2.3 Subordinate conjunctions**

Subordinate conjunctions are conjunctions that join or link two clauses together where one clause is subordinate to the other. Subordinate conjunctions perform two functions: The first function is that it provides a necessary transition between the two ideas in the sentence. This transition will indicate the time, place, or cause and effect relationship. Thus, subordinate conjunctions are used to join an independent and a complete clause with a dependent clause that relies on the main



clause for meaning and relevance. The dependent clause cannot exist on its own as a sentence and often does not make sense without the main clause. Gelderen (2010) calls subordinate conjunctions complementizers. Examples of subordinate conjunctions are as follows:

In order that, that, where, If unless, why, even if, once, until, even though, so that, when, as, than, whenever, before, though, while, because, since, whether, after, rather than, whereas, although, provided that, wherever. Some have been used in sentences as follows:

1. He searched the whole room, in order that he will avoid danger.
2. Because his teeth were chattering in fear, Daniel clenched his jaw muscle while waiting for her turn to audition.

The second function of the subordinate conjunction is to reduce the importance of one clause so that a reader understands which of the two ideas is more important. The more important idea is found in the main clause, while the less important idea is in the clause introduced by the subordinate conjunction. Some examples are shown as follows:

1. Bensalem begins to sneeze violently whenever he smells onion (sneeze violently is more important than smelling onion)
2. Unless she hands over the laptop to my daughter, I shall not give the money to her. (giving out the money is more important than handing over the laptop)
3. The head teacher arrived when the students dispersed. (Arrival of the head teacher is more important than dispersal of the students)

Subordinate conjunctions always indicate the dependent clause. The dependent clause can be placed either ahead of or following the independent clause. For instance,

1. Because he had misconducted, he was given indefinite suspension from the work.

In this sentence, the dependent clause is '[because] he had misconducted' which not a complete sentence on itself is. The independent main clause is "he was given indefinite suspension from the work". These two clauses are linked by the subordinate conjunction 'because'.

#### 2.2.4. Correlative conjunction

A correlative conjunction is a pair of conjunction joined together to combine two relative parts of speech which are grammatically equal. Correlative conjunctions often function as comparative devices. For instance,

2. It was either me or him.

The correlative conjunctions are "either" and "or" which bind "me" and "him" together insinuating inclusive relationship. Here are the primary correlative conjunctions in English language:

Not only ... but also ....	He was not only disrespecting but also deviant
Neither .... nor .....	They were neither jovial nor funny
Both ..... and .....	She was both calm and precise
Whether .... Or .....	I am sure whether she will agree or disagree
Not ..... but .....	She did not waste the food but preserve it
Just .....as.....	Just as many Africans love football, Americans love cricket

Conjunctions make one's writing interesting by allowing one to combine thoughts or ideas and to compare words, phrases and clauses without having to break sentences into fragments. However, if they are not used properly, they can cause serious problem and grammatical errors.

### 2.2.5 The structure of coordinating conjunctions

Coordinating conjunctions are used to link or join words or sentences, phrases and clauses in correct grammar syntax as stated earlier. According to Cobuild (1990), when you say or write something, you often want to put together two or more clauses of equal importance. You do this by using coordinating conjunctions because of different usage, purpose and meaning of conjunctions. Table 2.1 constitutes the list of seven coordinating conjunctions, their meaning and examples (Bruno, 2013).

**Table 2.1: The coordinating conjunctions**

<b>Conjunction</b>	<b>Meaning</b>	<b>Example</b>
And	A conjunction used to join two or more items that are seen as equal or to make two or more statements that are seen as equally true	He enjoys playing football and watching football matches.
For	A conjunction used to express the cause of a cause effect relationship by explaining the cause of a fact that is stated before or after it.	Mum has gone to the market, for our kitchen was out of food staff
Or	A conjunction used to list two or more alternative of choices	You cannot bring cooked food to the beach.
So	A conjunction used to express the effect of a cause effect relationship by explaining what happened as a result of the fact that	He was hungry, so he went to the kitchen.

	was state before or after it	
But	A conjunction is used to express or introduce a word or phrase that is exempted from the statement that precedes it or a clause that contradicts the one that precedes it	You can meet her at the bus terminal, but I will meet the two of you at the house.
Yet	A conjunction, which by definition means “nevertheless” or “notwithstanding” that is used to provide additional information or another fact that would not naturally appear to follow the information that came before	First class is the most difficult class you can take, yet it is also the most rewarding
Nor	A conjunction paired with another negation (neither or not) in order to negate the second item.	Neither sickness nor problems of life will take me from the love of the Lord

We can take note of several points from Table 2.1. In the first place, it could be that words and phrases can be connected by the use of *neither so nor* or *for*. The reason being that both words have other functions in addition to being coordinating conjunctions: **so** can sometimes modify adjectives and adverbs while **for** is a preposition. We stress the extent of degree when **so** is used with an adjective or an adverb. For example, **so nice**, **so late**, or **so quickly** stresses the fact that it was nice, that something was late, or that something was quickly done, respectively. Due to this

usage, as well as other meanings of the word, **so** as a coordinating conjunction cannot be used with words or phrases. In like manner, **for** have other functions: be it a preposition, when followed by a person or something in expressing who or what receives an action, **for** can be used.

**For** shows that the action and the effect of the action were done for someone: **for**, like many other prepositions, expresses time of an action or event. (They were away for a month) or distance (it walked for two hours). Due to these other meanings, **for**, like **so**, cannot be used with words or phrases but must be used with clauses of complete thoughts.

Secondly, it is important to note that a comma is necessary when two independent clauses are combined with a coordinating conjunction. An independent clause has a complete grammatical unit and most of the time has one subject and one verb. It stands for its own independent thought, which is different from the thought that comes before and after it. Since it has its own thought, there must be a comma to separate one complete clause from the other. Consider the following examples.

1. Jude and Rose were at the wedding.

This example uses the coordinating conjunction **and** with an extra word (Rose). In this sentence, there is only one thought and one action - **and** is just adding a subject to the sentence. Instead of saying that Jude or Rose was at the wedding, the writer used **and** to stress that both were at the wedding. Since we do have two separate clauses or two separate thoughts here, we do not need a comma.

2. The cloths were washed by hand and dried in the sun.

This example uses the coordinating conjunction **and** with an extra phrase (dried in the sun). In this sentence, there are two actions but only one subject, so there are no two separate and complete thoughts or clauses. Both *washed by hand* and *dried in the sun* are describing what was done to the cloths. Since **cloths** is the subject for both of these clauses, we cannot put a comma before **and**.

3. She ordered a cup of tea, and my friend had a plate of rice.

This example uses the coordinating conjunction **and** to combine two clauses. There two subjects and two verbs in the sentence, as we can see, and each subject is paired with one of the verbs, and this makes them two complete thoughts or clauses. The first subject and verb tell the reader what the writer ordered and the second pair tells the reader what the writer's friend had. With this, we need to bring a comma before the coordinating conjunction. Other examples of the use of coordinating conjunctions are:

4. Anita does not want rice. Anita does not want tea yam. Anita does not want rice or yam.

We can see that 'or' has being used to combine the two words (rice and yam) and make a cohesive sentence. It could also be noticed that the `or' is between the two words (rice and yam).

5. She scored 2 goals in the match this year. Mansa scored 3 goals more than she this year. She scored 2 goals in the match but Mansa scored 3 more than she this year.

Here, 'but' is used in the middle to combine and show the relation between the two sentences that are both equally important and cohesive by themselves (Cobuild, 2011).

Cobuild (1990) argues that for emphasis, a coordinating conjunction can be used to join two clauses, verbs noun groups, adjectives, and adverbs, and other word groups. A coordinating conjunction can be used to link clauses which have the same subject, or clauses which have different subjects. When clauses which have the same subjects are linked, you do not need to always repeat the subject in the second clause. This is done if the conjunction `and`, or `or` has being used. For instance,

She took the sting from her hands and led her towards the room.

6. It's a long time since you bought them a flower or spoke to them.

If the conjunction is `but`, `so`, or `yet`, it is usual to repeat the subject.

7. I wanted to do it their way, but I couldn't.
8. We had no bus, so we hired one for the funeral.
9. She lost the battle, yet somehow she was our pride and joy.

When you link clauses which have subjects but which have common elements, you do not need to repeat all the elements in the second clause. For example, instead of saying `some of them went to one school and some of them went to the other school`, you can say `some of them went to one school and some went to the other`. Other examples are:

1. One police was killed **and** another wounded.
2. One of the chairs was painted brown **and** the other red.

You also use `and` to indicate that two things happened or are happening at the same time.

3. I sat **and** read a book.

‘And’ again can be used between two clauses which describe events which indicate that the event described in the first clause happens or happened before the event described in the second one. For example,

1. She was born in Canada **and** raised in Germany
2. He opened the car door **and** got out.

We usually link two negative clauses, we use ‘and’.

1. When her appointment ceased she did not return to her country and she has not been there since 2017.

However, we can use ‘or’ when the clause has the same subject and the same auxiliaries. The subject, the auxiliaries, and ‘not’, is omitted in the second clause. For example, instead of saying ‘she doesn’t eat meat and she doesn’t eat fish’. We can say

2. ‘She doesn’t eat meat **or** fish.
3. He didn’t slip **or** fall

We can use ‘and neither’, ‘and nor’, or ‘nor’, when linking negative clauses. To make sense, you put ‘**be**’ or the auxiliary at the beginning of the second clause, in front of the subject. For example, instead of saying ‘my mother doesn’t like cat and I don’t like cat’, you can say ‘my mother doesn’t like cat and neither do I’.

1. I was not home and neither were they.
2. She could not afford to buy a pair of shoes from the shop and nor could anyone else I saw.
3. Truly these girls are not late, nor are they absent.



When you want to give advice, a warning or you want to tell someone what will happen, we normally do this by using imperative clauses, followed by 'and' and a clause with a verb in the future tense. For example, instead of saying 'if you go by foot, you'll get there late', you can say 'Go by foot and you'll get there late'. 'Do what pleases you and you'll be fine'. We can also use imperative clauses, followed by 'or' and clauses with a verb in the future tense. For example, instead of saying 'leave me alone! If you don't leave me, I will scream'. You can say 'leave me alone or I will scream'. Keep quite or you'll be sent out. Coordinating conjunctions can sometimes begin a sentence in writing. This is done to make the sentence seem more dramatic or forceful. Some people think this use is not correct. The people are used to cock crow. But something strange woke them up this morning.

1. Do you think he is mad? Or you just not like him?

Coordinating conjunctions can be used to link *intransitive verbs*. For instance,

Quickly, she just stood **and** danced. They both lingered **and** laughed.

You can link two transitive verbs, when describing actions involving the same subject and object. The object must come after the second verb only. For example, instead of saying

2. She scrubbed the floor and moped the floor, you say '*she scrubbed and moped the floor*'. '*Weed*' and *trim the hedges*'.

Similarly, instead of saying

3. They walk to school or ride to school', you can say
4. They walk or ride to school.

When you are linking verb groups which contain the same auxiliary, you do not need to repeat the auxiliary in the second clause. For example,

5. Someone may be killed or seriously injured.
6. We are blessed by having known a man of such goodness and wisdom.

If you want to say that someone does something repeatedly or for a long time, you can use 'and' to link two identical verbs:

1. They screamed and screamed.
2. The man didn't give up. He walked and walked, but he had no help.

When you are talking about two people or things, you can use a coordinating conjunction to link two noun groups. In simple sentences about people or things, you use 'and':

1. There were boys and girls working in the class.
1. I'll give you a nice pie and a mango drink.

In the circumstance where both 'people' and 'things' are objects of the verb in a negative sentence, you use 'or':

2. We didn't eat fufu or banku.

When you refer to two people or things using 'and' or 'or', you usually repeat the determiner:

3. He was holding a phone and a laptop.

However, if the people or things are closely associated in some way, you do not need to repeat the determiner:

4. My sister and brother studied hard.
5. The book and pen were beautifully designed.

Both determiners are omitted sometimes:

1. Mother and father stared at each other.
2. All these had already discussed by mum and dad.

Sometimes you can use noun groups linked by ‘and’ to refer to just one person or thing:

1. *He is a teacher and a doctor.*

When linking two nouns, an adjective in front of the first noun is interpreted as applying to both nouns:

2. the old boys and girls of Asia.
3. a house painted with colorful paint and china.

When the subject of a clause has two or more nouns linked by ‘and’, you use a plural verb:

1. My sister and brother are ill.

However, a plural verb is not used if the nouns refer to the same person or thing:

2. The singer and actor disagrees.

You also do not use a plural verb with non-count nouns preceded by ‘all’, or with singular count nouns preceded by ‘each’ or ‘every’:

3. All this effort and sacrifice has not help to combat crime.
4. It became necessary to bring on board every man, woman and child who was ready to help.

When you link two or more nouns with ‘or’, you use a plural verb after plural nouns, and a singular verb after singular nouns or non-count nouns:

1. Can you say to a relative of friend who wants to insist?

You can put ‘and’, ‘or’, or ‘not’ between a pronoun and a noun group, or between two pronouns:

Harford and I are planning a trip. She and I have a very good plan. If you or your friend has paid enough contributions, you are entitled to a house. I felt that the new baby should bear his name, for he not I, had done the work.

When something is said about oneself and someone else, you usually put the pronoun or noun group referring to the other person first, and the pronoun referring to yourself second:

2. My brother and I lived totally different kinds of lives.
3. You and I must have a word together ....a difference of opinion between John and me. The first people to hear the news were the secretary and myself.

When we use two adjective to describe someone or something, we sometimes put a conjunction between them. We sometimes place Conjunctions between adverbs when we put qualitative adjectives in front of a noun, we put 'and' or a comma between the adjectives:

*an industrious and ambitious woman....an intelligent, handsome man.*

When we put two adjective which talks about colour in front of a noun, we put and between them:

1. A black and white sheep.

When we put two classifying adjectives in front of a noun, we have to decide whether the adjectives relate to the same system of classification or to different systems. For example, 'geographical' and 'geological' relate to the same system; 'Ghana and 'industrial' relate to different systems. When you put two classifying adjectives in front of a noun, and the adjective relate to the same classifying system, you put 'and' between them:

2. A social and educational crisis.

When the adjective relate to different classifying systems, you do not put ‘and’ between them, or use a comma:

1. The Ghanaian classical musicians Antwi and Amakye.
2. A small wooden table.
3. British agricultural exports.

When you put two adjective of different kinds in front of a noun, for example a qualitative adjective and a classifying adjective, you do not put ‘and’ between them or use a comma:

1. A large rectangular pool of water
2. A nice green shirt
3. Rapid technological advancement.

When you put two adjectives in front of a plural noun in order to talk about two groups of things which have different or opposite qualities, you put ‘and’ between the adjectives:

1. Both large and small companies deal with each other regularly.
2. European and Ghanaian traditions

When you use two adjective after a linking verb, you put ‘and’ between them:

1. Mrs. Amponsah’s room was large and imposing.
2. The house was large and square.

You can also put ‘but’, ‘yet’ or ‘or’ between adjectives. When you link contrasting adjectives, you put ‘but’ or ‘yet’ between them:

1. A small but comfortable place.
2. We are poor but happy.....

3. A firm yet gentle hand.

When you want to say that either of two adjectives could apply, or to ask which adjective applies, you use 'or':

1. You can use blue or white paint.
2. Call me if you feel lonely or depressed.
3. Is it right or wrong?

If you want to say that neither of two adjectives applies, you use 'or' in a negative sentence:

1. She was not exciting or good looking.

Another way of saying *neither of two adjectives applies* is to put 'neither' in front of the first one and 'nor' in the second one:

2. The English woman was neither gratified nor displeased.
3. The younger boys were careful to be too loud nor too soft in their reading.

You can put 'and' between adverbs:

1. Diana was walking slowly and gently.
2. We need to keep airports running smoothly and efficiently.
3. The walk up and down, smiling.

When contrasting adverbs are linked, you put 'but' or 'yet' between them:

1. Quickly but silently he dashed out of the room.

If you want to say that neither of two adverbs applies, you use a negative sentence with 'or' between the adverbs, or you put neither in front of the first adverb and 'nor' in front of the second one:

2. They will not come down very quickly or very far.
3. The story ends neither happily nor sadly.

Coordinating conjunctions can also be used to link prepositions, prepositional phrases, modifiers, and determiners. You can use ‘and’ to link prepositions which apply to the same nouns group:

1. We see them on their way to and from school.
2. The group has called on the government to investigate whether human rights were violated during and after the riots.

You can use ‘and’ to link prepositional phrases when you are describing similar actions, situations, or things:

1. They walk across the pavement and down the drive.
2. We had crumbs around our mouths and under our chins.

However, if the phrases, describe the same action, situation, or thing, you do not put ‘and’ between them:

1. Her father was hit over the head with a stone.
2. They walked down the drive between the cocoa plantations.
3. ...a woman of about fifty with glaring charming eyes.

You can use ‘and’ or ‘or’ to link modifiers:

1. The largest electrical equipment and electronics manufacturer in India.
2. This would not apply to a coal or oil supplier.

You can use ‘or’ to link determiners ‘his’ and ‘her’:

1. Your child’s school will play important role in shaping the rest of his or her life.

When you are using coordinating conjunctions, you sometimes want to emphasize that what you are saying applies to both the word groups linked by the conjunction.

You usually do this by putting a word such as ‘both’ or ‘neither’ in front of the first

word group. When you are using ‘and’, the most common way of emphasizing that what you are saying applies to two word groups is to put ‘both’ in front of the first word group:

2. By that time both Lydia and Robert were overseas.

## **2.3 Pre-intervention, Intervention and Post-intervention Strategies**

### **2.3.1 Pre-intervention**

The researcher has tried and defines the perceived problem before the actual intervention was carried out. The researcher has conducted an observation by looking into the pupils’ exercise books, to find out marks the pupils have been obtaining in their grammar and compositions lessons in the English language. The researcher also searches for the analyzed results of the past pupils of the Amasaman M/A ‘2’ basic school in the (BECE), to check the pupil’s general performance in the English language. Then, a pre-test was conducted to find out whether the JHS - 1 pupils of Amasaman M/A ‘2’ basic school could identify the type of conjunctions, especially the coordinating conjunctions in sentences.

### **2.3.2 Interventions**

Intervention is a set of strategies planned and implemented to solve a specific problem and also improve education practice. These are step by step procedure which is constantly followed and monitored over periods by various mechanisms. To enable the pupils of Amasaman M/A’2’ Junior High School acquires enough knowledge of the correct usage of English coordinating conjunctions. The researcher planned and presented pre-intervention, intervention and post-intervention activities.

Relevant instructional materials such as word card, chart, pictures, lined paper and conjunction vocabulary box were used by the researcher to teach the three types



of English conjunctions. To reinforce a pupil's efforts, they were motivated by the researcher through praises and encouragements. Furthermore, the researcher gave encouraging comments on tests and exercises apart from the marks and grades. There were regular provisions of prompt feedbacks to inform the pupils of their performances in given tasks soon after assignments.

### **2.3.3 Intervention Implementation Activities**

Here the researcher put in place solid measures, approaches, and strategies to help Amasaman M/A basic school pupils in the correct usage of coordinating conjunctions. In about four weeks the researcher helps the pupils to minimize and also overcome the challenges they have in using coordinating conjunctions. The intervention lessons organized during their English grammar lesson periods. To teach the conjunctions, the researcher wrote an opening sentence on the marker board. For example, 'I can fly'. The whole class was then asked to choose a conjunction from the vocabulary box and work together to complete the sentence. After modelling the use of each conjunction, the researcher wrote again a new set of opening sentences on the marker board and pupils worked individually to select conjunctions and complete the sentences. After pupils have shown signs of mastering the skills, they were asked to work in pairs. Each pupil wrote an opening sentence and then traded with their partner. They then used the skills they have developed throughout the lesson to complete the sentences they received after which students were asked to explain what they think a conjunction is.

### **2.3.4 Post Intervention Test**

The researcher conducted a post-test after the main intervention was implemented. Questions were set from the teaching and learning activities on

coordinate conjunctions, and the students had ample time to answer them. The post-test was to put the students to task and for testing the intervention strategy. The questions are indicated in (Appendix A).

### **2.3.5 Challenges for students**

The researcher observed students carefully and have realized that some students use two conjunctions where they are supposed to use one in both oral and writing works. Example: Some students will write *because she likes him, so she tries to help him* instead of *she likes him so she tries to help him*. The comma splice is one of the major problems of students. They use comma between two independent clauses without coordinating conjunctions: For example, they may say or write

*David swims, upstream, they leap over huge dams to reach their destination* instead of *David swims upstream and then they leap over huge dams to reach their destination*.

Murthy (1998) also identifies some common errors in the use of some conjunction. Some students do not take care when using correlative conjunctions to join two nouns and verbs properly. For example, you will hear a student saying “they should either come Monday or Wednesday” instead of saying “they should come either Monday or Wednesday”. The researcher does hear students saying “I know neither the father nor the mother” instead of “I know neither father nor the mother”.

### **2.3.6 Teaching approaches and strategies**

According to Celce-Murcia & Hilles (1988, p. 83), the following phases of teaching are approaches and strategies of handling any grammar lesson:

3. Presentation: Here the teacher introduces the grammar structure inductively or deductively using a variety of techniques and resources.

4. Focus practice: Here the students learn to form the structure in groups, pairs and individually.
5. Communicative practice: The students practice the grammar structure in communicative activities. Some students could be called to write their sentences on the board and also read aloud.
6. Teacher/or peer feedback and correction
7. Summary and extension.

### **2.3.7 Motivation as a teaching strategy**

Motivation is one of the strategies used in effective teaching and learning. According to Ormrod (2008, p. 452), motivation is “an internal state that arouses one to action, pushes one on a particular direction and keeps the one engaged in certain activities”. She describes learning and motivation as equally essential for performance and acquisition of knowledge and skills. Using motivation as a teaching strategy, the researcher has identified that the teacher must be aware of the motivation types, when and how to use them effectively. Intrinsic and extrinsic motivations are the main types of motivation. Intrinsic motivation is an inner stimulus in the individual such as hunger for food, thirst for knowledge and curiosity for information. The inner stimulus directs the individual to that aspect of his environment in order to reduce or satisfy hunger and thirst for knowledge and that particular information. Extrinsic motivation is kind of learning connected with artificial connection with such incentives as rewards, praise, self-motivation as part of the actual learning process but imposed by the teacher.

It is believed that a stimulus is more likely to elicit a response if similar responses have in the pass been beneficial to the learner and have been rewarded or reinforced. Reinforcement can be tangible (material rewards such as exercise book,

pen, story book, mathematical set) and intangible (praise, approval, gesture, encouraging words).

### **2.3.8 Teaching styles**

These are the ways and manner that the facilitator interacts effectively and efficiently within the learning environment to bring about quality learning of the subject matter among students (Woods, 1995). There are three categories of teaching styles identified by Wood (1995):

- Discipline-centered style: This type focuses on the subject matter, which the teacher aims at teaching the content prescribed in the syllabus regardless of the needs of the students
- Teacher-centered style: Here, the teacher is the main source of knowledge and the focal point of all activities while students are observers or passive learners.
- Students-centered style: The focus is on the students, their cognitive abilities and interest. They are allowed to play an active role in the learning process to carry out investigation, develop ideas and also share ideas with others through discussion

According to Peddiwel (1939), children like to learn through activity. He called the students centered style of teaching as “activity method of teaching”. A modern of teaching and learning are activity-oriented. McKeachie said that all the teaching styles can stimulate learning if used appropriately although the student style lead to better retention, problem solving, application of knowledge and motivation for learning.

### **2.3.9 Game and active learning method**

According to Tamakloe, Amedale and Atta (2005), games can be adapted for any subject as they can provide intense involvement and concentration. Students

derive enjoyment through games. Game playing can produce positive feelings towards the subject. Therefore, games can be used by teachers to teach English coordinating conjunctions

## **2.4 Conclusion**

Chapter two considered a review of literature related to errors in the use of coordinating conjunctions among pupils in other jurisdictions. It highlighted on the use of conjunctions in English language based on its extensive use and the various definitions described by many authors. In the words of Murthy (1998), a conjunction is the part of speech; its primary function is to join two words, sentences, clauses, and phrases to one another with the three main and widely accepted types of conjunctions to include coordinating, subordinating, and correlative conjunctions (Gelderen, 2010).

The chapter also described the system of conjunctive relations, otherwise referred to as logic semantic relations in Systemic Functional Linguistics as explicated by Halliday and Hasan (1976) as its approach. Chapter two described the challenges students undergo as some students use two conjunctions where they are supposed to use one in both oral and writing works. The chapter concluded with the strategies for use in dealing with students' challenges in dealing errors in the use of conjunctions.

## CHAPTER THREE

### METHODOLOGY

#### 3.1 Overview

Chapter three described the research methodology in terms of the logical steps used to solve the problem identified in achieving the stated objectives of the study. The study methodology has a research design, study population, sample size, sampling technique, data collection instruments, data collection procedure, the procedure for data analysis and presentation, validity and reliability of instruments, and ethical considerations.

#### 3.2 Research Design

The study design was a case study engaged to give more in-depth and comprehensive information with intervention strategies implemented to solve the problem identified. It uses subjective information and participant observation to describe the context setting of the issues under consideration as well as the interactions of the different variables in the context. It is a case study at Amasaman M/A '2' Junior High School (Form 2 students). The researcher realised that the students lacked or have no or little knowledge of coordinating conjunction. This technique produces a good amount of responses from a wide range of opinions. It gives a meaningful and accurate picture of events based on the data gathered at a point in time where the semi-structured interview was used to collect information from teachers about the rubrics associated with the teaching of grammar-English conjunctions.

### **3.3 Research Approach**

The study approach adopted in the conduct of the study was qualitative. Qualitative research is an approach that explores the understanding of individuals or groups relative to social or human problems (Yin, 2014). This approach involves the use of questions and procedures to draw data from a participant's setting and analysed inductively by building from particular to general themes, as the researcher makes interpretations of the meaning of the data. It implies that qualitative research methodologies are used for exploring reasons some phenomenon occur (Creswell, 2013).

### **3.4 Study Population**

The population is defined as a comprehensive group of individuals that has one or more characteristics in common which are of interest to the researcher according to Owu-Ewie (2012, citing Best & Kahn, 2006). These characteristics are normally determined by the purpose of the study. The population may be all the individuals of a particular type or restricted part of that group. The current population of Amasaman M/A'2' Junior High School is 456. To effectively manage cost the researcher selected only form 2 students in Amasaman M/A'2' Junior High School made up of 33 boys and 40 girls in the Ga West Municipal of Greater Accra region.

### **3.5 Sample Technique**

Based on the purpose of this study, purposive sampling technique was used to select the students. Simply because the sample selected possessed the information the researcher needed. This was discovered when the researcher gave the students pre-test that covered coordinating conjunctions. Tuckman (1999) has also added that sampling is the act, process, or technique of selecting a suitable sample or representative part of

a population to determine parameters or characteristics of the whole population. With this determining factor that has guided the researcher to choose and use the purposive sampling technique to select the group for the study.

### **3.6 Sample Size**

Sample can be defined as the small portion of a population selected for a particular study which the selected sample represents the characteristics of the intended group. According to Young a statistical sample is a miniature picture of a cross selection of the entire group or aggregate from which the sample is taken. As the name indicates, sample size is the total number of the sample selected for study regarding the research questions. To discover principles that has a universal application which is the primary purpose of research. The process of sampling makes it possible to draw valid inferences of generalizations based on careful observation of variables within a relatively small proportion of the population 73 students made up of 33 boys and 40 girls. The students were put into two main groups based on gender and age relating to the topic under study to obtain data more quickly and at a relatively low cost. The student's ages were 13 and 16 years respectively.

### **3.7 Data Collection Procedure**

The researcher used qualitative approach and the data collection strategy which is a test. McMillan and Schumacher (1989, p. 2007), consider "test", in research, as the use of test scores as data. The test includes the subject's response to either written or oral questions to measure knowledge, ability, aptitude or some other trait. A diagnostic test, according to Tamakloe (2005) is used to identify specific strengths and deficiencies of students, was used. The test instruments consisted of test items based on the Junior High School English Language Teaching Syllabus 1-3. The



researcher's test was on the topic of English conjunctions. Tests were used to diagnose and intervene in the problems the students of Amasaman M/A'2' Junior High School have about the correct use of English conjunctions.

### **3.8 Data Analysis Procedure**

The data collocated were analyzed using inductive analysis and creative synthesis approach suggested by (Patton, 2002). In this approach, there is an immersion in the details and specifics of data to discover the important pattern, themes and interrelationships. It explores and confirms; which is guided by analytical principles rather than rules and also ends with creative synthesis. The researcher looked for recurring regularities in the observation data which represent a pattern and sorted them out in categories. The researcher analyzed the data by creating a profile for the factors that hinder the correct use of English conjunction and how the situation could be improved.

### **3.9 Method of Data analysis**

Data on the pre and post-test scores were analysed with frequencies and percentages generated and graphs drawn to depict the results acquired. The discussion of results was done using the narrative logic approach. In this approach, data are arranged with an eye for storytelling which narratively makes data presentation possible moving from one subject to another without any difficulties. The researcher implored the narrative logical approach because the researcher wanted to use quotes from the participants effectively. And therefore plot out the data in a fashion which allows them to transition from one exemplar to another just as narrators arrange details to best relate the particulars for a story. Inferences were drawn on the nature of the results obtained based on literature and the researcher's perspective.

### **3.10 Ethical Considerations**

Research ethics covers several concerns that include ensuring the security and welfare of participants in the study. It includes maintaining integrity in conducting research and treating information given by participants with utmost secrecy and confidentiality (Field, 2004). Steps were taken to protect the data gathered from the study. Protecting participants' identity is a key ethical issue that must be assured in any study (O'Leary, 2013). Being truthful is an essential aspect of the study since it made the data reliable for use at any time (Coghlan and Brannick, 2014). According to Curtis and Curtis (2011), one most crucial aspect of ethical considerations is informed consent. The participants had enough briefing before being allowed to partake in the study. The opportunity to opt out was made for the participants. Participants had access to legal counsel when the need arises.

### **3.11 Validity and Reliability of Instruments**

Validity determines the extent to which the instrument measured what it intended to measure, (Ary, Jacobs, Sorensen and Walker, 2012). It is therefore an important consideration in developing and evaluating measuring instruments. Valid material means that the individual scores of an instrument are meaningful and measure what it was intended to measure to help the researcher to complete the sample under study (Creswell, 2005). In examining the validity of the tools, the validity of the content was considered very useful for this study. Creswell (2005) argues that the validity of content means that the tools and scores of these questions are representative of all the questions a researcher can ask about the content or capabilities. The researcher evaluated the validity of the content by examining the research information about the plan and practices used in building the tool, the

objectives of the tool, the content areas, and the difficulty level of the questions, the knowledge base of the respondents and the organization used.

The researcher ensured reliability by using an inter-rater reliability test where other researchers observed the research instruments which were consistent in their judgement. Barbie (2007) defines the reliability of a study as the excellence of a measurement technique that proves that similar data was gathered each time in the continual interpretation of the same phenomenon

### **3.12 Conclusion**

Chapter three concluded by indicating the study methodology that was adopted in the conduct of the entire study. The methodology in terms of the logical steps used to solve the problem identified gave insight into how the stated objectives of the study were achieved. The research design, study population, sample size, sampling technique, data collection instruments, data collection procedure, the procedure for data analysis and presentation, validity and reliability of instruments, and ethical considerations were justified.

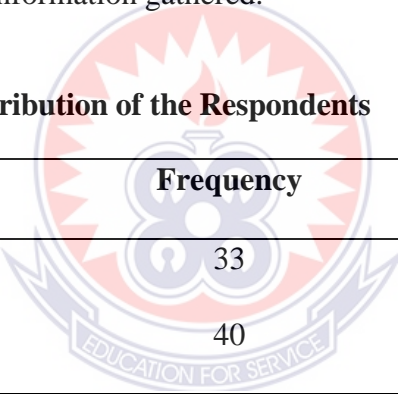
## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.0 Introduction

This chapter provides information on the presentation of study results and discussion of findings on the qualitative data collected. It was in response to structured interviews used for data collection based on which analyses and inferences were made. The researcher presented the data obtained from the respondents that were analyzed and made the necessary discussions. The data collected was presented using a frequency distribution table that has frequencies and corresponding percentages and graphs to illustrate the information gathered.

**Table 4.1: Gender Distribution of the Respondents**



<b>Gender</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Boys	33	45
Girls	40	55
<b>Total</b>	<b>73</b>	<b>100</b>

Table 4.1 shows the gender distribution of the respondents involved in the study. The sample size considered in the study was 73. Out of this number, 33 representing 45% were boys, and 40 representing 55% are girls. According to Kazeem, Jensen and Stokes, (2010), many developing societies discriminate against females in education and the labour market by restricting their access to education and employment and paying them lower wages than males. However, in this study, the data shows the opposite, therefore such economic reasoning is hiding away that certain citizenship norms are incorporating more females into the formal education system as

demonstrated. Yeboah (1997) argues that stereotyping may have underwritten decisions on whether to enrol girls into schools, but it is been ignored in recent statistics. The majority of respondents being females here represent the importance of education to both genders as they equally play their roles in the development of society.

#### 4.1 Description of Performances

Based on the marks obtained in the two tests administered, the researcher described the performances of the respondents using a performance scale. The scoring scale used had 0 – 3 marks rated as below average, from 4 – 6 was rated average, and 7 – 10 was rated above average as shown in table 4.2

**Table 4.2: Description of Performances**

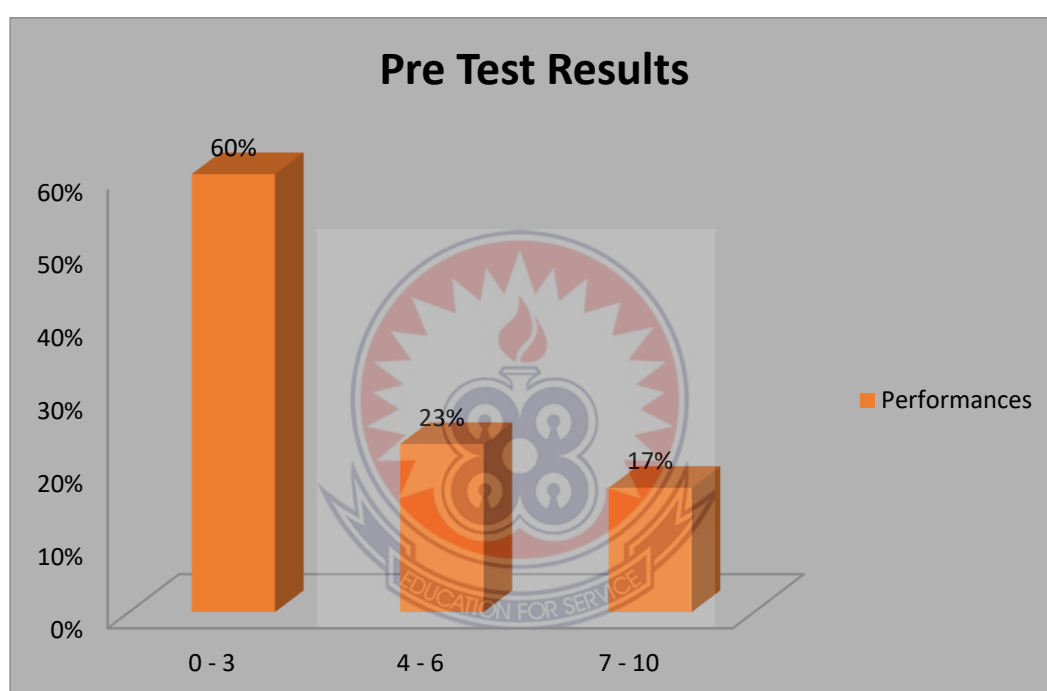
Scores	Remarks
0 - 3	Below Average
4 - 6	Average
7 - 10	Above Average

#### 4.2 Pre-Test Results

Table 4.3 shows the results obtained from the pre-test conducted by the researcher. Seventy (73) pupils took part in the test conducted and have been rated according to the marks they obtained.

**Table 4.3: Pre-Test Results (Before Intervention)**

Scores	Frequency	Percentage (%)
0 - 3	44	60
4 - 6	17	23
7 - 10	12	17
<b>Total</b>	<b>73</b>	<b>100</b>



**Figure 4.1: Bar chart showing the Pre-Test Results (Before Intervention)**

Table 4.3 and figure 4.1 show that 44 representing 60% of the respondents scored between 0 – 3 in the pre-test. Seventeen 17 representing 23% of the respondents scored between 4 and 6 marks. Twelve (12) representing 17% of the respondents scored between 7 and 10 marks in the pre-test. This score is an indication that the problem started at the beginning of the study has a history of existence in the school. Majority of the pupils who are the respondents in this study scored between 0 – 3 marks and therefore rated as below average in performance. The average

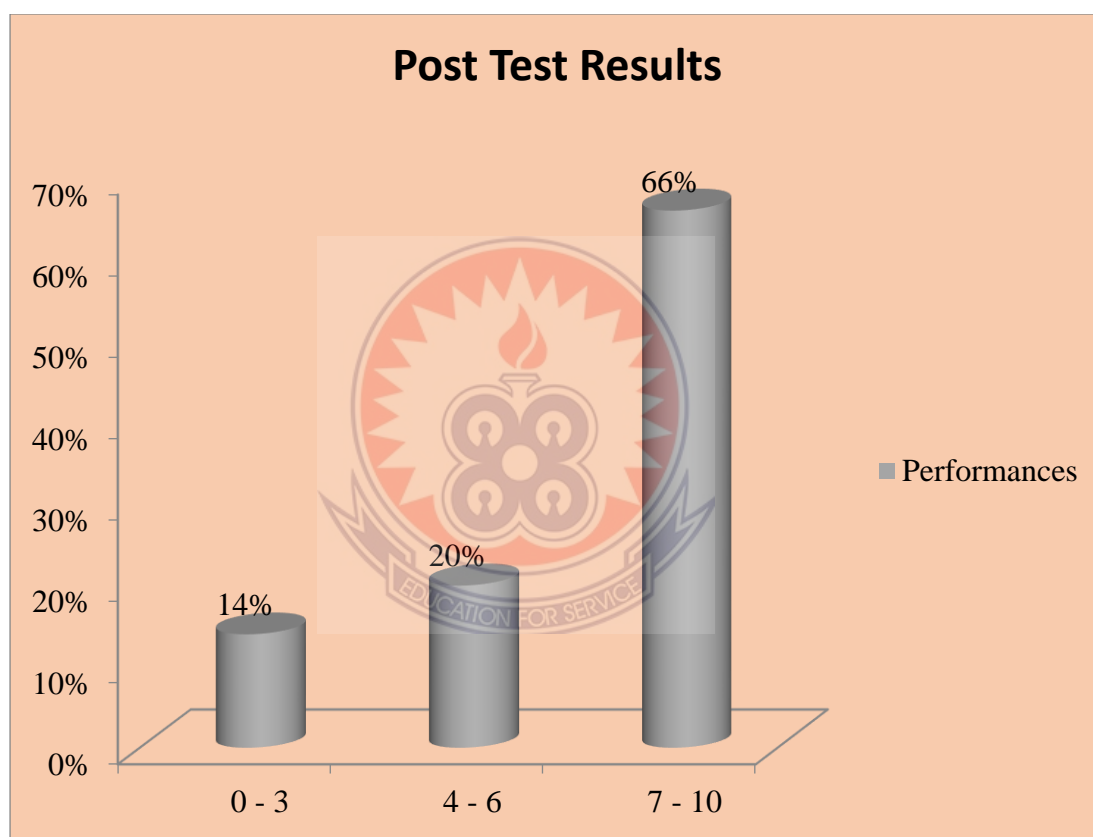
performances were equally not good as only 23% scored marks within this category. The need for the intervention was further escalated by the fact that only 17% scored above average in the pretest conducted. The pupils at this time have no basic skills in the subject matter under discussion since the English language is not their mother-tongue. Akpanglo-Nartey and Akpanglo-Nartey (2006, p. 93) states that: English language as one of the foreign languages, unlike ethnic dialects and other languages; one must know the structure of the English language to speak and write effectively. This implies that one must learn, follow and practice the rules governing the English language. In the school situation, all teachers in the school community have to involve their pupils actively in class such that they can make effective use of the instructional time. As described by Fullan (2007), a school is a community of active people where teachers engage learners in a classroom environment to convey formal education to their learners. The researcher aims to facilitate effective teaching and learning. This study has brought to the fore, problems pupils are battling within their classrooms. With the majority performing below average, there is the need for action manifested by the researchers' actions such that performances could improve.

### **4.3 Post-Test Results**

The researcher successfully implemented the intervention strategy with the 73 participating pupils as in the pretest. A second test (post-test) was rightly conducted after the successful implementation of the intervention strategy. The same questions were administered but with a slight modification. The researcher presented the result of the post-test in table 4.4.

**Table 4.4: Post-Test Results (After Intervention)**

Scores	Frequency	Percentage (%)
0 - 3	10	14
4 - 6	15	20
7 - 10	48	66
<b>Total</b>	<b>73</b>	<b>100</b>



**Figure 4.2 Bar Graph Showing the Post-Test Results (After Intervention)**

The scores presented in Table 4.4 and figure 4.2, reflect the performances of the pupils' after the post-test. The performances of the pupils have greatly improved against the performances in the pre-test. The data shows that out of the 73 pupils who took part in the post-test, ten (10) representing 14% scored below average (0 - 3). Fifteen (15), representing 20% of the pupils had scores between 4 and 6 indicating an



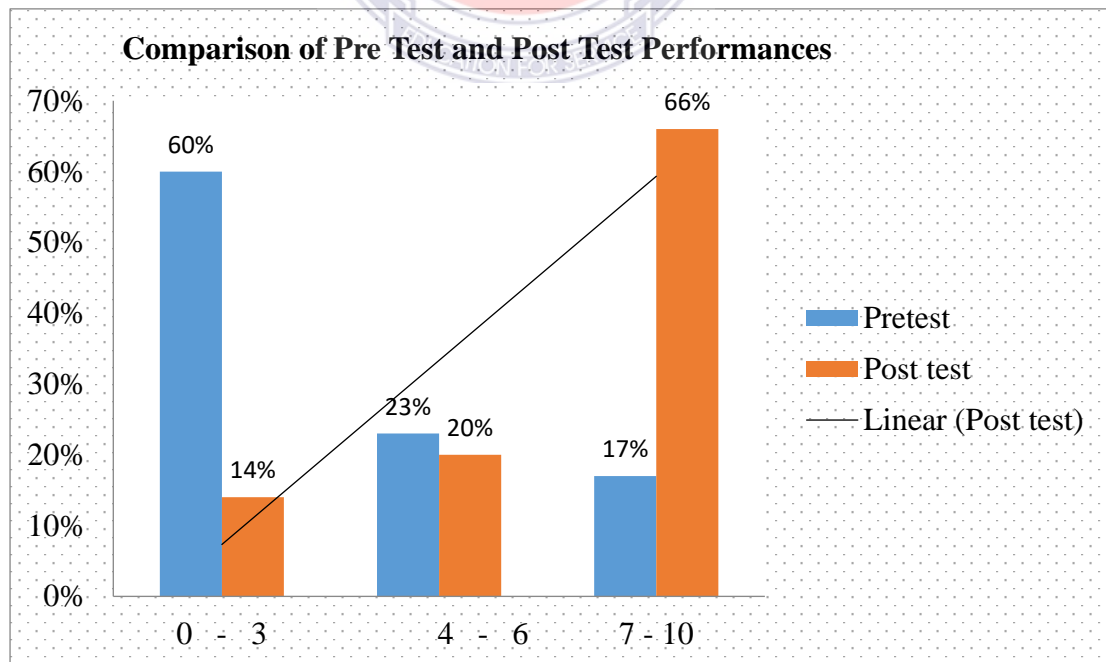
average performance. However, Forty-six (46) of the pupils representing 66% made scores between 7 and 10 marks rated as above average. The indication from this data is that the intervention strategy made a positive impact on the learning behaviour of the pupils. During the intervention period, the researcher identified some key problems in the pupils' ability to read. One of such problems is incorrect stress placement. According to Roach (2000), incorrect stress placement is a major cause of intelligibility problems for learners of English as a second language and not only foreign learners. This suggests that the rules governing any language should be learnt and followed. Since the performances have improved in the post-test, the researcher is laying more emphasis on the quality and quantity of skills and knowledge pupils must acquire at a certain stage of their learning. Kaggwa (2003) explained that academic performance is determined by the quality and quantity of knowledge, skills, techniques and positive attitudes, behaviours and philosophy that students are made to achieve through appropriate interventions by teachers. The mark or grade evaluates achievement or improvement of a student in terms of tests and examinations done at the end of the topic, term or year or education cycle. Hence, the quality of the grades and the number of students that passes in various grades or test (World Bank, 2002). The overall effect therefore is improved academic performance which is a major concern for all stakeholders in education. In any given school such as the Amasaman Cluster of schools, all stakeholders (students, parents, teachers, education officers and the entire community) have varying roles to play in enhancing academic performances. According to Dervitsiotis (2004), unless all stakeholders are involved, school achievements, including students' performance, could be hampered.

#### 4.4 Comparisons of Pre and Post-Test Results

The researcher made a comparison between the pre-test and post-test performances with the data indicated in Table 4.5 and figure 4.3 for purposes of emphasis and demonstration. It indicated the overall performance of the pupils in percentages and a linear trend line as a result of the intervention strategy the researcher implemented.

**Table 4.5: Comparison of Pre-Test and Post-Test Results**

Marks	Pre-Test	Post-Test
0 - 3	60%	14%
4 - 6	23%	20%
7 - 10	17%	66%
<b>Total</b>	<b>100</b>	<b>100</b>



**Figure 4.3: Bar Graph Comparing the Pre and Post-Test Results**

The overall performances of the scores and the performances were rated using the percentages of their scores with a linear trend line for comparative analysis. The purpose of this method is to make meaning for and show the purpose of the intervention strategy implemented. Analyzing the posttest performance based on the linear trend line, it is indicated that from a pretest below-average performance of 60%, there is a drop in the figure which directly raised the figure of the above-average performances in the post-test to 66% indicating that there is an improvement in performances in the posttest from the pretest. Also, the difference between the 0 – 3 (below average) performances was decreased by 46% after implementing the intervention strategy. Average (4 - 6) performances decreased by 3% making a relative increase in the above average (7 - 10) performances increase from 17% to 66% between the pretest and the posttest. The overall effect is that the implementation of the intervention served as a purposeful tool in the performances improvement plan of the researcher.

Kaggwa (2003) described an intervention as the systematic and explicit instruction provided to accelerate growth in an area of identified need. Aside from the intervention, the researcher motivated the pupils well enough before the implementation. Motivation is one of the strategies used in effective teaching and learning. According to Ormrod (2008, p. 452), motivation is “an internal state that arouses one to action, pushes one on a particular direction and keeps the one engaged in certain activities” She describes learning and motivation as equally essential for performance and acquisition of knowledge and skills. Using motivation as a teaching strategy, the researcher has identified that the teacher must be aware of the motivation types, when and how to use them effectively.

#### **4.5 Restatement of the Research Problem**

Humans cannot be separated from the language in communication in their life and of course, many things that want to be expressed in their communication between one people to another. A sentence is built based on a structural pattern containing a word that expresses a certain meaning. Frank (1972) notes that traditionally, a word can be classified into eight parts of speech, such as noun, pronoun, adjective, verb, adverb, conjunction, preposition, and interjection, and grammar is one of the aspects of teaching English. A conjunction is a word which merely joins together two words, phrases and sentences. Without this, every sentence will be short and unrelated to its neighbours and will take a long time to say everything. That sentences which are related to each other in meaning may be combined using a connection that indicated the relationship between the two sentences. Conjunction is very important for learners to develop a grammar skill. The wrong use of conjunctions in the spoken and written English language by the students of Amasaman MA”2” Junior High School has prompted the researcher to research into the use of coordinating conjunctions for effective communication.

#### **4.6 Discussion of Research Questions**

The researcher intended to identify the hindrances that impede the use of English coordinating conjunctions in expressions and to find out what can be done to improve the use of English coordinating conjunctions among of Amasaman MA”2” Junior High School. The research questions proposed were; 1. What factor has militated against the correct use of English coordinating conjunctions among students of Amasaman MA”2” Junior High School? 2. How can the use of English coordinating conjunctions in the writings of students of Amasaman MA ‘2’ Junior High School be improved?

## Research Question 1

What factor has militated against the correct use of English coordinating conjunctions among students of Amasaman MA”2” Junior High School?

After observing the students, the researcher realized that some students use two conjunctions where they are supposed to use one in both oral and writing works. The comma splice is one of the major problems of students. Students use a comma between two independent clauses without coordinating conjunctions: For example, they may say or write “David swims, upstream, the troops leap over huge dams to reach their destination” instead of “David swims upstream and then the troops leap over huge dams to reach their destination.”

Murthy (1998) also identifies some common errors in the use of some conjunctions. Some students do not take care when using conjunctions conjunction to join two nouns and verbs properly. For example, you will hear a student saying “they should either come Monday or Wednesday” instead of saying “they should come either Monday or Wednesday”. The researcher does hear students saying “I know neither father, the mother”. Instead of “I know neither the father nor the mother” Various research works report that beginner learners face difficulties with the use of linking words, making it an almost a universal phenomenon. Examples of such works include McClure and Steffensen (1980), Crewe (1990), Schleppegrell (1996), Cho (1998), Mudhhi and Hussein (2014), etc. Several studies have identified various factors that contribute to difficulties in the use of coordinating conjunctions (McClure and Steffensen, 1980; Cho, 1998). Cho (1998) studied the use of conjunctions in the writings of Korean learners of English and reports that mastery of the use of conjunctions is determined by the learners’ length of study the junior high school

students have three (3) years to complete the course and may not be able to have full closure and understanding of all aspects of coordinating conjunctions.

The purpose of Cho's (1998) study was to investigate the relationship between the use of connectives by learners of English and their length of study. Eighteen writing samples were collected, six from learners with two years of study of English and 12 from learners with three years of study. Cho (1998) cited Norment (1984) who also found that Chinese and Spanish learners with high proficiency employed twice as many conjunctions than those with low proficiency. This establishes a point that the length of study, in other words, how long the learner is exposed to the language is a significant factor in attaining proficiency in the use of conjunctions. This current study agrees with this assertion that the length of exposure of the learner is a significant factor in their mastery of the use of conjunctions. The subjects of this current work have had two years of contact with the teacher and, in the view of this current researcher, two years may not be enough to give an exposure to the acquisition of knowledge and skills in conjunctions. This is not considered long enough time for the learner to exhibit appreciable mastery of the use of conjunctions. It is in this light that this current work uses second-year students of the JHS as the subjects of the study instead of the first-year students who have barely been exposed to the topic or may have been presented with the concept of conjunctions. The results therefore show that (1) students' length of study is related to the overall occurrence of the range of conjunctions produced. The work suggests that (2) age and/or cognitive ability are related to the acquisition of conjunctions in the first language, and second language acquisition, (3) proficiency also affects the use of conjunctions.

## Research Question 2

How can the use of English coordinating conjunctions in the writings of students of Amasaman MA '2' Junior High School be improved?

Several teaching and learning approaches and strategies when used can improve the use of coordinating conjunctions in writing. Celce-Murci and Hilles (1988), outlined the following phases of teaching approaches and strategies of handling any grammar lesson involving conjunctions. Through presentation: Here the teacher introduces the grammar structure inductively or deductively using a variety of techniques and resources. Focus practice: Here the students learn to form the structure in groups, pairs and individually. Communicative practice: The students practice the grammar structure in communicative activities. Some students could be called to write their sentences on the board and also read aloud.

Motivation is one of the strategies used in effective teaching and learning. According to Ormrod (2008, p. 452), motivation is “an internal state that arouses one to action, pushes one on a particular direction and keeps the one engaged in certain activities” She describes learning and motivation as equally essential for performance and acquisition of knowledge and skills. Using motivation as a teaching strategy, the researcher has identified that the teacher must be aware of the motivation types, when and how to use them effectively. Intrinsic and extrinsic motivations are the main types of motivation. Intrinsic motivation is an inner stimulus in the individual such as hunger for food, thirst for knowledge and curiosity for information. The inner stimulus directs the individual to that aspect of his environment to reduce or satisfy hunger and thirst for knowledge and that particular information. Extrinsic motivation is a kind of learning connected with artificial connection with such incentives as rewards, praise, self – motivation as part of the actual learning process but imposed by



the teacher. It is believed that a stimulus is more likely to elicit a response if similar responses have in the past been beneficial to the learner and have been rewarded or reinforced. Reinforcement can be tangible (material rewards such as exercise book, pen, storybook, mathematical set) and intangible (praise, approval, gesture, encouraging words).

The type of teaching style adopted can help in improving the use of conjunctions in writing. There are three (3) teaching styles that are adopted in teaching that when emphasized, help in improving the use of conjunctions in writing. Teaching styles are the ways and manner that the facilitator interacts effectively and efficiently within the learning environment to bring about quality learning of the subject matter among students; according to Woods (1995). There are three categories of teaching styles identifies by Wood (1995): Discipline – centred style: This type focuses on the subject matter, which the teacher aim at teaching the content prescribed in the syllabus regardless of the needs of the students. Teacher centred style: Here the teacher is the main source of knowledge and the focal point of all activities while students are observers or passive learners. Students centred style: The focus is on the students, their cognitive abilities, and interest. They are allowed playing an active role in the learning process to carry out an investigation, develop ideas, and also share ideas with others through discussion.

According to Peddiwel (1939) stated that children like to learn through activity. He called the students centred style of teaching as “activity method of teaching”. A modern of teaching and learning are activity-oriented. McKeachie said that all the teaching styles can stimulate learning if used appropriately although the student style leads to better retention, problem-solving, application of knowledge and motivation for learning. Games and the activity learning methods are used in



improving the use of conjunctions in writing. According to Tamakloe, Amedale and Atta (2005), games can be adapted for any subject. Since games can provide intense involvement and concentration. Students in the course of the study were exposed to most of the games described in this study as a deliberate inducement to learn through games. Game playing can produce positive feelings lower the anxiety surrounding the learning of some topics. It therefore implies that games could be used by teachers to teach English coordinating conjunctions.

#### **4.7 Issues Emerging**

Conjunctions are a crucial aspect of English grammar where students learn to put two sentences together using link words. This is why this current researcher finds it more convenient to adopt the theory of cohesion, in a system of conjunctive relations/logico-semantic relations is as part of the theories propounded by Halliday and Hasan (1976) to shape the discourse is dependent on that of another in the sense that the latter cannot be effectively decoded, except by recourse to the cohesive theory framework for this study. Despite these propositions, there are emerging issues that came to the fore in the conduct of this study. Since the study and its analysis are limited to factors militating against the correct use of English coordinating conjunctions and measures of improving it among students in the Amasaman '2' Junior High School, the review gave no much details with the many other aspects involved in the use of conjunctions. Conjunctions are resources for making a transition in the unfolding of text. Conjunctive relations specify how what follows in a text is linked to what has gone before, based on their specific meanings. Halliday and Hasan (1976, p. 239) adopt a scheme of four categories to distinguish between the several types of conjunctive elements but this was not fully covered by this study. In some conjunctive relations, the semantic relation is felt to be present but is

unexpressed, possibly as a result of the presence of other cohesive elements that have not been covered in this study. In English, the presence or absence of explicit conjunction is one of the principal variables of English discourse, both as between registers and as between texts in the same register. Thus variation is obscured if the conjunction is assumed where it is not expressed. Halliday (1996, p. 349) proposes some headings that may be useful for analysis purposes included opposition, classification, additive, adversative, verificative, temporal, comparative, causal, conditional and concessive conjunctions that were omitted in this study. Finally, the analysis of the performances of the pupils in the pre-test and post-test reveals the challenges, expressed in the use of conjunctions in writing. The other emerging issues that are typical of all other researches in all aspects of grammar are the curriculum design that does not allow for any additional activity besides the packed coursebook which increases the workload of the English Language teacher.

#### **4.8 Conclusion**

Chapter four presented and analysed the research data gathered. The study made findings based on the perspective of the respondents with some supporting evidence from other researchers and the views of researcher' conducting this study. The analysis shows that the research questions were answered in line with the purpose of the study. Situating this study in its right context, teaching, and learning of topics in the English language must be taught through the use of modern teaching and learning methods that puts the child at the centre of classroom activities to discover for themselves knowledge. This study can be used to further the knowledge in several other schools within the study area and beyond.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.1 Introduction

Chapter five presented the summary of research findings, conclusions, and recommendations made by the researcher in line with the study. The researcher conducted a case study at Amasaman M/A'2' Junior High School with the aim of aiding students to grasp the concept of coordinating conjunctions. It is imperative that students identify the hindrances that impede the use of English coordinating conjunctions in expressions and methods of improving the use of English coordinating conjunctions. Purposive sampling technique was used to select a sample size of 73 students from the school made up of 33 boys and 40 girls on whom two tests (pretest and posttest) based on a question on conjunctions from their English textbook. The data collocated were analyzed and presented on tables and figures for purposes of clarity.

#### 5.2 Summary of Findings

The researcher found that the overall performances of the students have improved based on the scores attained in the post test. The scores were based on the rating scale that used percentages of students' scores and a linear trend line, in the data presentation. There is enough evidence to support that the posttest performance had a majority of the students rated above average considering the linear trend line. From a pretest below-average performance of 60% to a posttest above-average performance of 66% in the post-test the indication was that there is an improvement in the performances of students. It came out that several teaching and learning approaches and strategies when used can improve the use of coordinating

conjunctions in writing. Celce-Murcia and Hilles (1988), which have been outlined as phases of teaching approaches and strategies of handling any grammar lesson involving conjunctions.

The study concluded based on the evidence gathered that students have several problems in their daily engagement with teachers in the teaching and learning of coordinating conjunctions but there are equally vital strategies to overcome these problems to improve their writing skills. The overall effect is that the implementation of the intervention served as a purposeful tool in enhancing the school performance improvement plan of the Amasaman '2' Junior High School.

### **5.3 Recommendations**

Conjunctions are a crucial aspect of English grammar where students learn to put two sentences together using link words upon which the study was conducted. Based on the findings and conclusions drawn, the researcher made the following recommendations:

1. Since the study and its analysis are limited to factors militating against the correct use of English coordinating conjunctions, measures of improving other aspects of English Coordinating conjunctions are advised.
2. The workload on the English Language curriculum must be reduced to enable teachers to gain maximum time in teaching all other aspects of the English Language.
3. Technical committees must be constituted by governments to give in-service trainings to English Language teachers annually such that they can effectively and efficiently handle their classes.

#### **5.4 Suggestions for future research**

This study was limited in scope hence suggestions are made for future research to be carried out on the following topics:

1. Minimizing students' error in the use of conjunctions in sentences in the upper primary
2. Facilitating the use of computer games in the teaching and learning of coordinate conjunctions in more compound sentences at the junior high schools.



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## APPENDICES

### PRE-TEST

#### Coordinating Conjunctions (for, and, nor, but, or, yet, so)

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1. We can go out for dinner now ... later.  
A) or B) yet C) but
2. John can't speak Japanese, ... he can speak Spanish.  
A) so B) nor C) but
3. I was late, ... I decided to take a taxi to work.  
A) for B) yet C) so
4. My classmate didn't study for the test, ... she still passed.  
A) yet B) nor C) or
5. In the end, the company didn't make money ... did it lose money.  
A) for B) nor C) so
6. My pet cat is cold and hungry ... it didn't come back home last night.  
A) for B) or C) nor
7. Seoul is a large city, ... it is located in Asia.  
A) but B) but C) so
8. The universe is a big place, ... there may be intelligent life out there.  
A) or B) for C) so

Answer Key: 1: A 2: C 3: C 4: A 5: B 6: A 7: B 8: C

## POST-TEST

### Coordinating Conjunctions (for, and, nor, but, or, yet, so)

---

1. I have some free time ... an extra ticket. Do you want to see a movie?  
A) and B) for C) yet
2. I'm not really hungry, ... that apple pie looks delicious!  
A) so B) yet C) nor
3. Elephants are big, ... blue whales are even bigger.  
A) or B) so C) but
4. The capital city of the United States is not New York, ... is it Los Angeles.  
A) and B) nor C) yet
5. Can you help me carry these books, ... are you busy right now?  
A) yet B) and C) or
6. I need a pen ... some paper to write some notes.  
A) and B) but C) for
7. Sam lived in France for two years, ... he can speak French.  
A) so B) nor C) or
8. Coordinating conjunctions are interesting ... useful.  
A) or B) and C) but

Answer Key: 1: A 2: B 3: C 4: B 5: C 6: A 7: A 8: B