



CONJUNCTIVE ADVERBS IN UNDERGRADUATE STUDENTS' ARTICLES

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ABSTRACT

The main purpose of this study was to investigate conjunctive adverbs in undergraduate students' articles. This study employed descriptive quantitative design which focused on the corpus analysis. The samples of the study were 73 articles selected from English department students' articles at State University of Malang in the graduation academic year 2012/2013. After collecting all the articles, the researcher used the data that were classified into four types and the function was described using theory of conjunctive adverbs proposed by Halliday and Hasan; they are additive, adversative, causal and temporal. The method of the research is quantitative. It means that the data which is obtained from the field of research then analyzed statistically by means of number by using Ant.conc 3.41w Software. Then, the techniques of collecting data are; documents and interview. The results showed that there were 20 conjunctive adverbs in articles; causal categories (37%) were the mostly used by students writing, and then followed by adversative categories (26%), temporal categories (22%) and the last were additive categories (15%). The most frequent conjunctive adverbs was *Because* in causal categories which got 603 times (55.37%). Furthermore, the reason of students to choose conjunctive adverb *Because* as the most connectors used in the articles was because they think these conjunctive adverbs were the simplest and easiest connectors.

Keywords: conjunctive adverbs, articles

1. INTRODUCTION

One of the problems faced by the students in writing English as a Foreign Language is in using connectors. Connectors become considerable attention to how EFL learners write and what problems they encounter in writing. (Trebets, 2009) stated that for non-native speakers of English, to form cohesive academic texts is not an easy task because interference of mother tongue gives effect on rhetorical selections for their writing. (Gazzar, 2006) indicated that the students' writing demonstrates weak cohesion due to lacking use of connectors, inappropriate use of connectors, long distance between cohesive relation in a structure, and uncertain opinion that led to several interpretations. Some problems which are usually faced by the students occur when the students use a conjunctive adverb (e.g. *however, moreover, therefore, thus,*

consequently, furthermore, unfortunately) in the middle of sentence when a coordinating connector is actually needed. They get confused with the usage of coordinating connectors (*and, but, or, nor, so, for, yet*). In short, connectors are very crucial for the students to develop their competence in text production. Biber, Chafe, and Morrow (1989) cited in (Biesenbach-Lucas, S & Wesenforth, 2001) documented that cohesion has been the focus of numerous studies investigating the nature of written discourse. (Can, 2011) stated "Since the most reliable empirical evidence for the authentic use of conjunctive adverbs come from related corpora, EFL teachers should rely on those sources to present a dependable and complete introduction to these adverbs". (Tanko, 2004) suggested that teachers give valuable feedback concerning the number of conjunctive adverbs used in students' texts as well as make explicit, relevant and therefore effective comments based on particular instances taken from students' texts concerning the questions of when to use and when not to use the conjunctive adverbs.

More specifically, although connectors plays an important role in ELT and students find any difficulties when using them, the fact shows that there has been lack of studies devoted to the analysis of connectors particularly, conjunctive adverbs in the Indonesian academic setting. Therefore, the present research was conducted to investigate the conjunctive adverbs in some articles written by Indonesian students.

The present study provided a continuum of how a corpus-based analysis design provides valuable information on the conjunctive adverbs used in students texts. The frequency of conjunctive adverbs derived from the corpus then is analyzed based on the theory by (Halliday and Hasan, 1976)

2. METHOD

This was a descriptive quantitative research which to investigate the use of conjunctive adverbs in student' articles of English Department Students at State University of Malang. Besides, this study was focused on the corpus analysis and conducted by using the concordance software called [AntConc 3.4.1w](#) to investigate the number of occurrences of these connectors.

Corpus linguistics utilize bodies of electronically processed texts, implementing a more quantitative methodology, for example using frequency information about occurrences of particular linguistic phenomena to see language patterns which can become clearer in the medium of concordance (Kim, 2007). The usage corpus data as source is characterized by a more widespread relevant linguistic data and quantitative/statistical tools as one of the central

methodologies (Ellis, 2002). The data is based on the documents and is analyzed quantitatively to investigate the frequency of conjunctive adverbs in students' articles.

The data sources of this study were conjunctive adverbs found in articles written by the undergraduate students at State University of Malang. There were 73 articles used as the corpus in this study. Those articles were available in PDF that can be easily converted into plain text, which was required for concordance analysis. To create the article corpus, the researcher downloaded the articles (in PDF) and converted them to TXT file.

The instruments used in this study were *Ant Conc 3.4.1w* software and Interview Guide. In accordance with the research design, the researcher herself obtained the data and analyzed the data. The researcher collected the data from the students' articles of the English Department Students in State University of Malang and analyzed the data by using *AntConc3.4.1w*. The interview was developed for interviewing the students who participated in this study. The interview started with an introduction to the general aims of the study. The interview guide consisted of 6 questions. The first and the second question were general questions about the knowledge and the use of conjunctive adverbs. The third and the fourth questions were the reason and the function of the conjunctive adverbs. The fifth and the sixth questions were about the expectation and the effect of the conjunctive adverbs. Interview was conducted to get deeper information about students' understanding dealing with conjunctive adverbs. Since the interviewees have already graduated from the University, the interview was conducted by phone. The interview session was held for about 15 minutes.

The data sources were collected in an authentic way, in which the data were produced by the subjects without any intervention from the researcher. The steps taken to collect the data were: 1). collecting the students' articles by downloading them all, 2). reading the students' articles 3). finding/checking out the conjunctive adverbs in paragraph by using KWIC concordance and File View. The *KWIC* concordance was to know how the word and phrases commonly used in a corpus of texts while File View showed the text of individual files. This allowed the researcher to investigate conjunctive adverbs in more detail results generated in other tools of *AntConc*. 4). measuring the word frequency of the text by wordlist features. This tool counts all the words in the corpus and presents them in an ordered list. This tool was used to find which words are the most frequent in a corpus, 5). analyzing the findings by classifying the conjunctive adverbs into several categories based on the theory of (Halliday and Hasan, 1976) The conjunctive adverbs consisted of additive, adversative, temporal and casual, 6).

interviewing the participants who made the most frequent in using conjunctive adverbs, and the last was 7). drawing some conclusions from the findings and analyses.

3.FINDINGS AND DISCUSSION

3.1 FINDINGS

From the data source, the elements that were analyzed were the words categorized as conjunctive adverbs. In presenting the data (Halliday and Hasan, 1976) theory was used. Based on the articles written by English Department students, the conjunctive adverbs were *and, in other words, besides, furthermore, in addition, in fact, but, however, yet, on the other hand, so, because, therefore, consequently, finally, in conclusion, next, and then*. It was found that sometimes the students used the same conjunctive adverbs frequently which appeared more than 5 times in the articles.

This high frequency indicated that students had their own favorite conjunctive adverbs and they also believe those conjunctive adverbs were the means to improve the organization of ideas in sentence and paragraph level to provide a smooth flow. Furthermore, (Gilquin et al., 2007) Stated that with a lower frequency, learners' confusion is a part of the process of acquiring a foreign language as it is part of the process of becoming an expert writer. (Chen, 2006) suggested that 10 repetitions or more have greater impact on learners' productive knowledge than 3 or 7 repetitions. However, (Matsuoka & Hirsh, 2010) quoted that "no set number of repetition of a word guarantees its learning". The findings of this study were based on some facts found in the data. The data were taken from the articles written by undergraduate students of English Department at State University of Malang submitted in academic year of 2012/2013.

3.1.1 Additive

Among the 20 conjunctive adverbs, there are 5 conjunctive adverbs which are categorized as additive. The conjunctive adverbs *In addition, Besides, Furthermore, And, and In other words* are used to add new information, examples or to make restatement supporting previous argument. The highest percentage in this category is *In addition* which got the percentage (5.80%) and the lowest percentage is *In other word* (0.07%). It can be seen in Table 3.1.1:

Table 3.1.1 Frequency of Additive Category

Semantic Categories	Conjunctive Adverb	Frequency	Percentage
ADDITIVE	In addition	172	5.80
	Besides	146	31.40
	Furthermore	115	3.88
	And	30	1.01
	In other words	2	0.07
	TOTAL	465	100

3.1.2 Adversative

The conjunctive adverbs *But*, *However*, *Yet*, *On the other hand*, and *In fact*, contrast two arguments and generally bring out another important message. The usage of conjunctive adverb *But* (41.74%) in this adversative category is the most frequent while the usage of conjunctive adverb *In fact* (3.52%) is the less frequent. This can be seen in Table 3.1.2:

Table 3.1.2 Frequency of Adversative Category

Semantic Categories	Conjunctive Adverb	Frequency	Percentage
ADVERSATIVE	But	320	41.72
	However	291	37.94
	Yet	93	12.13
	On the other hand	36	4.69
	In fact	27	3.52
	TOTAL	767	100

3.1.3 Causal

Causal categories *Because*, *Therefore*, *So*, *Consequently*, and *Otherwise*, signify a cause-effect relationship between two arguments. *Because* (55.37%) is the highest percentage while *Otherwise* is the lowest percentage in this category (0.46%). It can be seen in Table 3.3:

Table 3.1.3 Frequency of Causal Category

Semantic Categories	Conjunctive Adverb	Frequency	Percentage
CAUSAL	Because	603	55.37
	Therefore	275	25.25
	So	182	16.71
	Consequently	24	2.20
	Otherwise	5	0.46
	TOTAL	1089	100

Temporal

Temporal categories like *Then*, *Next*, *Finally*, *Meanwhile*, and *In conclusion* link two arguments in time sequence as well as the time of great change. The most frequent adverb used by the students in this category is *Then* (51.00%) and the less frequent is *In conclusion* (1.08%). It can be seen in Table 3.1.4:

Table 3.1.4 Frequency of Temporal Category

Semantic Categories	Conjunctive Adverb	Frequency	Percentage
TEMPORAL	Then	330	51.00
	Next	201	31.07
	Finally	61	9.43
	Meanwhile	48	7.42
	In conclusion	7	1.08
	Total	647	100

In general percentage, causal categories were the mostly used by students writing (37%), and then it was followed by adversative categories (26%), next was temporal categories which the percentage of (22%) and the last was additive categories which only (15%). As it can be seen in the figure 3.1 in the following:

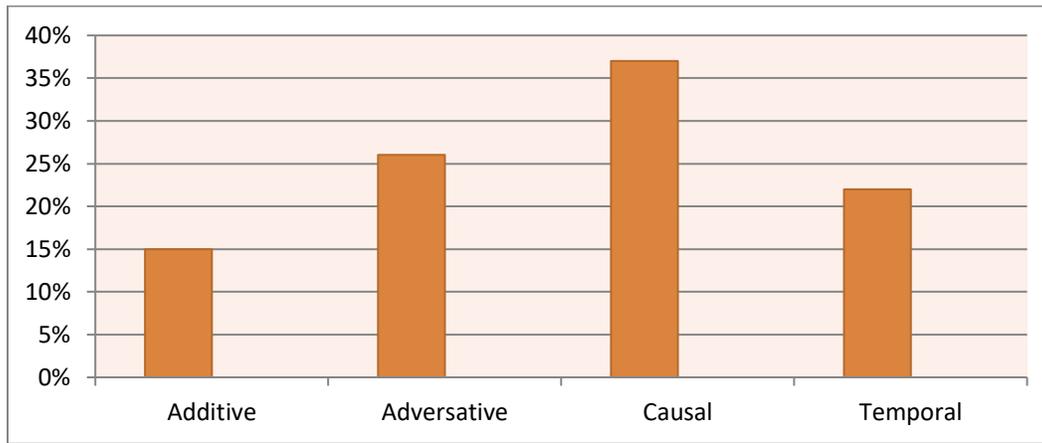


Figure 3.1 The Frequency of Four Types of Conjunctive Adverbs

3.2 Discussion

This discussion is derived from the data analysis that explained in the previous section. Based on the findings, the results of this study showed that there were a lot of conjunctive adverbs used in the articles written by undergraduate students. These conjunctive adverbs take important place to make cohesive relation in each word, phrase, sentence and even paragraph of the articles and link them together. Then types of conjunctive adverbs, the frequency and reasons of choosing conjunctive adverbs were discussed further in the following discussion:

3.2.1 Types of Conjunctive Adverbs

The types of conjunctive which were found consisted of four categories, additive (*In addition, Besides, Furthermore, And, and In other words*), adversative (*But, However, Yet, On the other hand, and In fact*), causal (*Because, Therefore, So, Consequently, and Otherwise*), and temporal (*Then, Next, Finally, Meanwhile, and In conclusion*).

The conjunctive adverb *In addition* was used by the students to give explanation of the steps they did to obtain something. The other conjunctive adverb such as *Besides* was used to introduce a final point or argument. Similar to *Besides*, *Furthermore* has also an emphatic sense and was also used to include confirmation. The conjunctive adverb *Furthermore* similar to *Besides* has an emphatic sense and was also used to include information, which to reinforce what has been mentioned before. The conjunctive adverbs *And* had function to indicate an addition of facts or idea. And the other conjunctive adverb *In other word* had an expository function which was used to introduce explanation or something.

The conjunctive adverb *But* was used to connect two contradictory facts. The other adversative category such as *However* has a contrastive relation that could be used to show dissimilarity between two clauses or two sentences. *Yet*, in general, has contrary to the expectation used to indicate opposition or concession. *On the other hand* has a different

comparative relation. It was used to introduce different point of view, ideas etc, especially when they opposite. *In fact* similar to *Yet*, in general, has contrary to the expectation which was used to indicate opposition or concession. In general, the function of adversative is to indicate opposition or concession. This finding supports (Cook, 1989) that conjunction may contrast new information with previous information expressed by *however*.

The causal categories were used to show cause-effect relationship like giving reason, result, or purpose from a statement. This findings also support (Cook, 1989) theory that conjunctive adverbs may relate new information to what has already been given in term of causes. The example of *Because* from causal categories in the following below:

The term blog means the writing activity in an internet application in which the result of the writings can be accessed by everyone whom has internet connection and blog of her/his own. Because weblog provides special features to learn writing, it is also possible to improve students' ability in writing.

The conjunctive adverb *Because* showed the cause and effect relationship as there was something and there would be something happen. As it was demonstrated in the excerpt, it could be inferred that the cause was the benefit of internet which had special feature, the effect was that, it could be used to improve students' writing skill. Furthermore, *Therefore* and *So* implied some kind of reasoning or argument from a premise. It means the "logical result", *Consequently* expressed an emphatic reason-result, and *Otherwise* was used to indicate condition namely conditional relation.

The last was temporal, one of the examples of causal categories was also commonly used by students to indicate time order expressed by *Next*. It can be seen in the example below:

Based on the results of reliability analysis from the first re-administration, the midterm English test of the 2nd semester of the academic year 2012/ 2013 of 7th grade accelerated class at SMPN 3 Malang have adequate reliability. **Next**, based on the result of the second re-administration, the test can be assumed to have a high reliability.

The conjunctive adverb *Then* was used to make sequence in time, next was *Finally* used to indicate a conclusion or summary, *Meanwhile* was used to indicate time order. This findings support (Halliday and Hasan, 1976) that this relation may be simply one of sequence in time: that one is subsequent to the other. Moreover, these conjunctive adverbs also can be used to indicate a conclusion or summary expressed by *In conclusion* and *Finally* which has conclusive function to sum up something.

3.2.2 Frequency of Conjunctive Adverbs

This finding showed the percentage of additive such as *In addition* (5.80%), *Besides* (4.92%), *Furthermore* (3.88%), *And* (1.01) and *In other word* (0.07%) next adversative they are *But* (10.79%), *However* (9.81%), *Yet* (3.13%), *On the other hand* (1.21%), *In fact* (0.91%), then *Because* (20.32%), *Therefore* (9.27%), *So* (6.10), *Consequently* (0.81%), *Otherwise* (0.17) the last was from temporal e.g. *Then* (11.12%), *Next* (6.77%), *Finally* (2.06%), *Meanwhile* (1.62%) and *In conclusion* (0.24).

From all the frequencies the conjunctive adverb *Because* from causal category was obtained to be the first rank as the most frequently used conjunction in the articles as (20.32%). This result revealed that cause-effect was also commonly used in the articles. The conjunctive adverb *Because* was one of the cohesive ties that can be used to show cause-effect relationships. In short, the causal indicated that there is a preceding segment of text presenting a cause or reason, and a following segment presenting a result”, as (Ramasawmy, 2004) pointed out.

Furthermore, the conjunctive adverb *Then* (11.12%) was found to be the second rank after *Because*. This finding suggested that temporal conjunctive adverbs were also commonly used in the articles to indicate sequences of logic, time and event. Such conjunction was mostly derived from procedure/narrative essays to meet chronological sequence of the ideas regarding logic, event, and time (Durian, 1998). The third rank which got the frequency (10.79%) was adversative conjunctive *But* to indicate two contradictory facts.

In addition to provide data on the most frequent used conjunctive adverbs, it was important to give information on the least frequently used conjunctive adverbs to show readers comparative-contrastive findings. This findings were also analyzed from the most rarely conjunctive adverbs used in the articles, the first less frequently to be in the first rank was *In other word* (0.07%) and second rank which got (0.17%) was *Otherwise*. Further, *In conclusion* (0.24%) was the third rank in this present study.

In conclusion, the result of analysis showed that conjunctive adverbs that were mostly used in the articles by undergraduate students were: causal (1089 or 37%), and then followed by adversative (767 or 26%), next temporal (647 or 22%) and the last additive was (465 or 15%). This finding is in line with (Trebits, 2009) finding stated that a causal category was the most frequently used in the students' writing. According to (Moreale& Vargas-Vera, 2003) causal category is one of that should be extracted in essay or articles since causal conjunction to show reason, purpose, cause and effect in sentence. Compared to (Zulkarnain, 2008) finding, additive category was the most frequently type used in the articles of the world view section of Newsweek magazine. This was because the text type has different with the present study. In the

present study the researcher used research articles while in the previous study it used non research articles.

Finally, it can be concluded that conjunctive adverbs are important in language to make the words, phrases, and clauses cohesively related. Since conjunctive adverbs can be clearly interpreted and easy to understand, students should not only be taught to identify the role of conjunctive adverbs as lexical terms in semantic relational realizations, but exercises should also be set to help them produce effective and appropriate functional relations.

3.2.3 Reasons for Choosing Conjunctive Adverbs

The reason of students to choose conjunctive adverb *Because* as the most connectors used in the articles was because they thought these conjunctive adverbs were the simplest and easiest connectors. On the other hand, it becomes odd when we read articles with the overuse conjunctive adverbs. It is better to avoid a repetitive conjunctive when combining sentences and used some various conjunctive adverbs. In line with this, (Hamed, 2014) stated that it is explicit that the appropriate use of conjunctions contributes to the clarity and comprehensibility of a text.

4. CONCLUSIONS

This study was aimed to answer three research questions dealing with the conjunctive adverbs in articles written by undergraduate students of English department at State University of Malang. Based on the findings and discussion, there are three conclusions presented here.

First, there were 20 conjunctive adverbs used in the articles, those were (from the most to the least) *Because* with the highest percentage (20.32%) and it followed by *Then* (11.12%), *But* (10.79%), *However* (9.81%), *Therefore* (9.27%), *Next* (6.77%), *So* (6.10%), *In addition* (5.80%), *Besides* (4.92%), *Furthermore* (3.88%), *yet* (3.13%), *Finally* (2.06%), *Meanwhile* (1.62%), *On the other hand* (1.21%), *And* (0.01%), *In fact* (0.91%), *Consequently* (0.81%), *In conclusion* (0.24%), *Otherwise* (0.17%), and the last was *In other word* got the low percentage (0.07%).

Secondly, the result showed that there were four categories; *additive, adversative, causal and temporal*. Causal category was the most frequent type used in the articles written by undergraduate students of English department at State University of Malang. It produced 1089 causal categories (37%) which were bigger than the others and the most frequently was *Because*. Then it was 767 adversative categories (26%) the most frequently used was *but*, 647 for temporal categories (22%) the most frequent was *Then* and only 456 additive categories with the percentage was (15%) with the most apparent was *In addition*.

Thirdly, from the result of interview it was derived that sometimes some of the students still did not know how to use the conjunctive adverbs appropriately in sentence. Therefore, it is necessary for the students to write coherent, cohesive and appropriate conjunctive texts if they wish to prove to be qualified English writers, whether they are EFL or ESL students. This is the case especially in EFL contexts in which there is little direct exposure to English.

The reason for the high frequency of causal categories (e.g. *Because*) was understandable. Students thought that it was the simplest and easiest conjunctive adverbs. However, as (Eunice Tang and Chirstina Ng, 1995) stated sometimes this simplicity of course might lead the writer to be too general.

The results of this study showed that there were a lot of conjunctive adverbs found in the articles. Each type of them had different functions. Moreover, this study has demonstrated that causal category (e.g., *because, so, therefore, consequently and otherwise*) showed a cause-effect relation which was the most frequent type used in the articles. Therefore, this study has some suggestions for the English learners, lecturers, and the future researchers who are interested in analyzing a similar topic of research.

For the English learners, they are expected to increase their understanding on conjunctive adverbs and their function. This is because, there are many types of conjunctive adverbs which have different functions. In other words, every type of conjunctive adverb has function which is different from one to another. Therefore, by having more understanding about it, they are expected to be able to use them appropriately as well as their function.

For lecturers or teachers of discourse analysis especially on conjunctive adverb, they are expected to provide the students with sufficient explanation of respective conjunction and their function. Hence, cohesive devices had different syntactic functions and positions and the use of mechanic properties (punctuations).

For future researchers who have the same interest to analyze conjunctive adverbs, the result of this study is expected to lead the next researchers, who conduct a similar topic of research as the reference or comparison that might be relevant to their researches. Furthermore, they are expected to focus their study on the simple causal categories because these kinds of categories were found to be the highest in usage.

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