

# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

As a means of communication that combines spoken sounds and written symbols, language is a sophisticated system of signaling. It plays a very important role in human live. Understanding and communicating with others is one of the language's fundamental objectives. Scholars emphasize that when individuals engage in spoken communication, they do so with distinct purposes, intending to convey messages and make statements through the utilization of language (Halliday, 1978). When someone speaks, he does it with a purpose in mind to make a statement by using that language. A person utilizes language for a variety of things, such as to convey feelings, to seek assistance, and to apologize.

People actively do a variety of tasks, including information production and information reception in their communication. The terms productive and receptive skills refer to these two active tasks. These two tasks are regarded as receptive abilities, because learners receive and absorb language through reading and listening rather than generating it. The term passive abilities is frequently used to describe these skills. They may be likened to the active or productive abilities of speaking and writing. Writing is an active process of decoding message into written form. Writing will last long but speaking will go away on the wind. Speaker can do mispronounce and use deviant grammar but not in writing (Harmer, 2004: 6).

Writing is more than just stringing together words to convey the author's

thoughts for the reader to read and comprehend. Its purposes go beyond preservation. Writing itself is a form of art. In order for the writing to be effective the writer must be able to expertly select the appropriate words.

Writer must at least take the reader into account. The writer to reader dynamic is a crucial consideration in effective communication (Zinsser, 1976). The words used by various writers to express the notion will vary. The writer must pay close attention to the words chosen as well as the use of the proper conjunctions. The writer's mind is filled with many thoughts. These concepts may be related to one another or distinct from one another. The author may use different phrases to express distinct thoughts. However, if two concepts are related, they should be combined them rather than stating them in separate phrases. If so, it might not be economically advantageous. The writer might confuse because they are required to read several sentences that all consist of the same idea and might be contained in a single sentence. To combine ideas into more than one sentences, the writer may use a conjunction. Conjunctions are language components that are used to connect words, phrases, clauses or sentences. By using the right conjunction, sentences can be strung into a coherent, more efficient and effective form, besides that, it can also be easier to understand.

Several different conjunctions do various jobs in sentence structure. They are (1) additive conjunction, (2) adversative conjunction, (3) temporal conjunction and (4) causal conjunction (Halliday & Hassan, 1976: 238). An additive conjunction serves to add a fact or an action. Adversative conjunction is telling the contrary to the expectation. The causal conjunction is used to explain how things work or why

things happen. The temporal conjunction is telling about the time and the sequence of the action. Causal conjunctions play a vital role in the English language, and when employed effectively, they can enhance virtually any form of writing.

Causal conjunctions, such as *although, as a result, because, by, consequently, despite, due to, for that reason, in case, in order, in this way, otherwise, since, so, so as to, so that, therefore, though, thus, to that end, unless, until, yet*, plays a crucial role in enhancing sentence quality across various writing genres, from business to academic. Incorrect usage or neglecting them can lead to incoherent writing, as emphasized by Halliday and Hasan (1976).

This study reveals the types and purposes of conjunctions employed in a novel with regard to the usage of conjunctions in literary production. The novel is significant in this context because it may show how language was used in the past. A novel may also serve as a vehicle for reshaping ideas and thoughts via the use of language. Novel is not the sole form of literary works; there are other works as well. The novel was picked because it is a fictional book-length prose story that often portrays character and action with a certain amount of realism (Oxford Dictionary, 2005).

It seems that conjunctions are crucial in written communication. Sentences can be easy to read because of the significance of conjunction as a tool to maintain the information in good order and the links between the facts become clearer. Conjunctions are also seen to be the most crucial component of a conversation since they help with both language creation and understanding.

According to Halliday and Hasan (1976: 242-243), there are several

categories of conjunctions, they are additive, adverse, causal, and temporal. The current study, however, only focuses at the causal conjunction. Because causal conjunction can help in the progression of a narrative or plot of a novel. Also, a conjunction is used to make the sentence arrangement logical and not ambiguous.

A novel is a form of long narrative prose literary work, usually fiction, that tells the life story of its characters. Novelists often use various literary elements such as plot, character, theme, and language style to convey a message or create an immersive reading experience (Wood, 2008). Novels have functions such as entertainment, education, human reflection and conveying ideas. In this case, conjunctions play an important role in constructing sentences and building the storyline in the novel. Appropriate and creative use of conjunctions especially causal conjunction can improve the quality of the narrative in a novel, enrich the sentence structure, and increase the appeal of the story.

Considering the importance of the causal conjunction in the literary work in such a novel. This study investigates the causal conjunction in the novel *November 9*. By studying the causal conjunction, it can be revealed how ideas and thoughts are presented in western literature which serves to explain the reason, cause and effect, which one thing can cause another thing to happen.

Analyzing conjunctions in a novel allows for an in-depth exploration of how language is used in storytelling and how causal conjunctions contribute to plot development and character interactions. *November 9* was chosen as data source of this study because it has a clear element of causal conjunction that was to be discussed in this study. Different novels may offer distinct insights on the usage of causal

conjunctions and the selection of November 9 novel suggests that by examining different novels, one can gain valuable insights into how authors use causal conjunctions to shape their narratives and how the selection of a specific novel, in this case, November 9 novel contributes to the overall meaning and impact of the story which is not found in other novels. The study aims to categorize the types of causal conjunctions used in Colleen Hoover's novel *November 9* and to analyse the function of causal conjunction in the novel *November 9*. The theoretical significance of the research is to educate readers about causal conjunction and to discuss causal conjunction in the novel *November 9*. Further investigation into the reasons why some causal conjunction types happened more frequently than others may be based on the current analysis.

### **1.2 Problems of the Study**

This study is conducted based on the following problems formulation:

1. What types of causal conjunctions are used in the novel *November 9* by Colleen Hoover?
2. What are the functions of causal conjunction in the novel *November 9* by Colleen Hoover?

### **1.3 Objectives of the Study**

The objectives of the following study are described as follows:

1. To identify the types of causal conjunctions used in the novel *November 9* by Colleen Hoover.
2. To explain the function of causal conjunction in the novel *November 9* by Colleen Hoover.

#### **1.4 Limitation of The Study**

This study focuses on the exploration of causal conjunctions within the novel *November 9* by Colleen Hoover, aiming to analyze and understand their usage through the lens of Halliday and Hassan's (1976) linguistic theory. The investigation delves into two main aspects: firstly, it aims to categorize the types of causal conjunctions employed in the novel, drawing upon the theoretical framework provided by Halliday and Hassan. This classification seeks to identify and distinguish the various linguistic connectors that indicate cause-and-effect relationships within the narrative. Secondly, the study aims to elucidate the functions of these causal conjunctions within the context of *November 9*, again relying on Halliday and Hassan's theoretical foundation. By examining how these conjunctions operate in the novel, the research seeks to uncover the specific roles they play in shaping the narrative structure and conveying meaning. Through this dual analysis, the study aspires to contribute to a deeper comprehension of the linguistic and narrative strategies employed by Colleen Hoover in utilizing causal conjunctions within *November 9*.

#### **1.5 Significance of The Study**

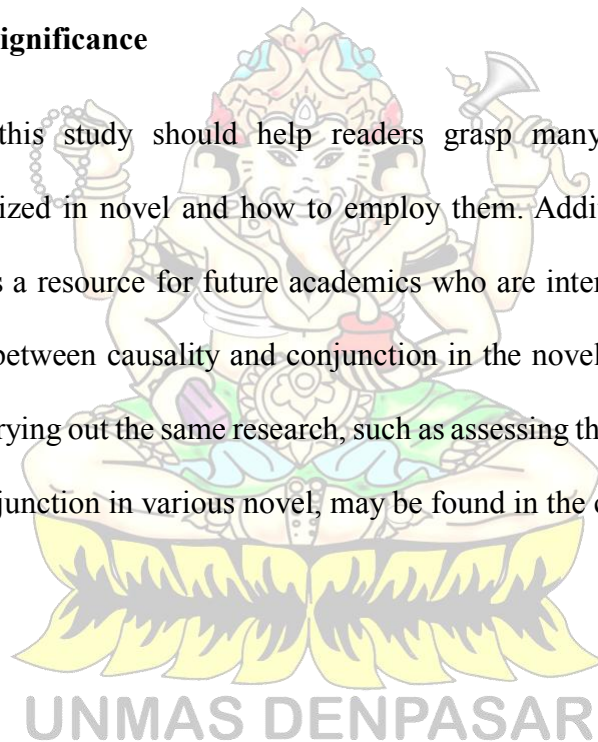
The purpose of this study is to find out the types of causal conjunction in the novel *November 9* and to analyze the function of Causal Conjunction and has the two significances, there are; theoretical and practical significance.

### 1.5.1 Theoretical Significance

Theoretically, the purpose of this research is to educate readers about causal conjunction and to discuss causal conjunction in the novel *November 9*. The current analysis also gives details on how causal conjunctions are distributed across the novel *November 9*. Further investigation also presents why some conjunction types happened more frequently than others may be based on the information supplied.

### 1.5.2 Practical Significance

Practically, this study should help readers grasp many kinds of causal conjunctions utilized in novel and how to employ them. Additionally, this work hopes to serve as a resource for future academics who are interested in exploring the relationship between causality and conjunction in the novel *November 9*. The directions for carrying out the same research, such as assessing the kind and purpose of the causal conjunction in various novel, may be found in the current study.



## CHAPTER II

### REVIEW OF LITERATURE, CONCEPTS, AND THEORIES

This part of the study consists of the Reviews of Related Literature, Concepts, and Theories. Review of relevant literature contain of two different theses and three articles. Concept discussed about the definition of keywords that used to this study, and theories explain about the theories that used in this study.

#### 2.1 Review of Related Literature

The first thesis entitled “Conjunction Analysis Found in Extremely Wicked, Shockingly Evil and Vile Movie” by Annisah (2022). The theory of Halliday and Hasan (1976) was employed by the author to analyses the various types of conjunctions used in the film as well as their functions. Four distinct various types of conjunction: additive, adversative, causal, and temporal, were revealed by the study's findings. Subsequent to completing the research, the author identified the presence of all these types of conjunctions within the movie *Extremely Wicked, Shockingly Evil, and Vile*. The script yielded a total of 281 instances, distributing across the four conjunction types. Among these, the predominant category was additive relations, constituting 155 instances (55.1%), adversative relations accounted for 77 instances (27.4%), Causal relations were identified in 44 instances (15.7%), and lastly, temporal relations were found in 5 instances (1.0%). The word "and" held a significant presence in the script of the movie, predominantly serving a narrative text function. Narrative text is characterized by its dense informational content and



a profusion of ideas. Thus, the frequent use of the conjunction ‘and’ within narrative text facilitates the connection of existing ideas and information.

Compared to this study, a recent study concentrated on the types and functions of casual conjunctions, in contrast to the previous study's concentration on all conjunction types and functions. Types of text in both data source are different. The previous study used a movie script meanwhile the recent study used a novel. The main theory of Halliday and Hassan's 1976 book *Cohesion in English* is that the earlier research and the most recent study use are comparable. The different both studies is also in term of the data source. The previous study the data source was taken from Script of *Extremely Wicked, Shockingly Evil and Vile* Movie. Meanwhile, the recent study took from *November 9* novel as the data source.

The second thesis related to this study is entitled “Grammatical Cohesion of Conjunctions in Short Story Collection Kompas March 2014 Edition” thesis by Lovenia & Ermanto (2018). The author used the theory by Halliday and Hasan (1976) to explain how conjunctions work together grammatically in Kompas March 2014 edition short story collections. The findings of this study identified various types of conjunctions, which encompassed coordinative, subordinative, correlative, intersentences, and between paragraphs conjunctions. However, within these results, it was noted that certain conjunctions were used improperly. Specifically, the instances of improper conjunction usage were observed in the contexts of inter sentences and between paragraphs conjunctions.

Compared to this study, the previous study described the types and functions of conjunctions, it is the same as the recent study. The primary commonality between the previous study and the current study lies in their reliance on Halliday and Hasan's theory presented in their book *Cohesion in English* (1976). However, the distinction between the two studies arises from the categorization of conjunctions. In the previous study, it classified conjunctions into four types there are additive, adversative, causal, and temporal, based on the mentioned theory. Meanwhile, the recent study focused more on one type, namely the causal conjunction. The data source is another distinction. The previous study in the data source was taken from short story collection *Kompas March 2014 Edition*. Meanwhile, the recent study was used from the novel *November 9* by Colleen Hoover.

The third related study taken from an article entitled “An Analysis of Conjunction Found in A Spenser Novel Entitled *Pale Kings and Princes* by Robert Parker” by Sutasoma (2022). This study used the theory by Halliday and Hasan (1976) to learn about and description the various types and functions of conjunction used in the novel entitled *Pale Kings and Princes*. The results of the investigation showed a total of 437 data points, which were split into 424 instances of conjunction types and 13 cases of conjunction functions. There were 265 of them, or 68.6% of them, that dealt with additive connections. 50 occurrences (11.7%) were characterized by antagonistic interactions, 65 instances (15.3%) by causal relations, and 18 instances (4.2%) by temporal relations. Four different functions within the data source were found. This included 1 general causal simple connection (7.7%),

2 adversative simple relations (15.3%), 4 simple additive simple relations (30.7%), and 6 simple temporal simple links (46.1%). Notably, additive conjunctions and simple temporal links were the most prevalent types and uses of conjunctions in this work.

Under the circumstance, according to the Halliday and Hasan concept, this study exclusively focused on the usage of causal conjunctions, avoiding the use of other forms of conjunctions. By limiting the usage of one type of conjunction, causal conjunction, this study spared much time to analyze the conjunction item expressed in each data taken from the story of *November 9*. Therefore, this study was aimed at obtaining types and functions of causal Conjunctions in the novel *November 9* by Collen Hoover. The current study is different from the previous study in the sense that it focuses on the causal conjunction. Compared to the previous study, the present study focused on a certain type of conjunction that is causal conjunction. The present study also differs in the analysis of the function of the causal conjunction.

The fourth study related was an article entitled “An Analysis Conjunctions Found in Selected Reading Comprehension on the TOEFL” by Dewi & Koestiani (2019). In their study the theory that the writer uses in their study comes from Wren and H. Martin (2000). In this study, a descriptive qualitative approach was employed. The data for analysis were obtained from chosen TOEFL reading comprehension materials authored by Deborah Phillips. The study's results revealed the presence of three categories of conjunctions in the data source: ten coordinating conjunctions, one correlative conjunction, and six subordinating conjunctions.

The similarity between their study and current study is the data source used novel and apply same theory from Halliday and Hassan (1976) and the current study is will focus on describing the type conjunctions and conjunction functions found in data sources. To analyzing and classifying data sources, and this study used Halliday and Hassan (1976) theory.

The last study was taken from an article entitled “The Effect of Using Conjunction as Cohesive Device on the Undergraduates Quality of Writing in Argumentative Essays of Jordanian EFL Learners” by Shamalat and Ghani (2020). In their study, the theory employed the analytical scale developed by Jacob et al. (1981) to assess the quality of argumentative essays. This mixed-method research involved a sample of sixty undergraduate students majoring in English Language and Literature at Mu'tah University in Jordan (n=60). The participants were purposefully selected for the study. Data for the research were gathered from written essays and interviews. The study's findings indicated a highly negative but inconsequential correlation between the use of conjunction devices by Jordanian EFL students and the quality of their writing. Consequently, the correlation was both negative and statistically insignificant for Jordanian EFL students.

Compared to this study, the distinction between this study and the present one lies in the source of data, in the current study, the data is derived from a novel. *November 9* by Coolen Hooper while the previous study from Argumentative Essays of Jordanian EFL Learners. The current study focused on explaining the type of causal conjunction and their function exploring the internal and external according to the data source. The theory from Halliday and Hassan (1976) is

employed in the current study to assess and categorize the data source. The commonalities between the studies are that they both employed descriptive qualitative research methods and looked at causal conjunction analysis.

## 2.2 Concepts

Several concepts are employed to support this study, which involves the idea proposed by the expert. The concepts of conjunction, causal conjunction, and novel are used in this study.

### 2.2.1 Conjunction

The conjunction is considered as part of speech. Halliday and Hassan (1976: 226) stated that the conjunction is somewhat different from the other cohesive relation, substitution, and ellipsis. Conjunctive elements communicate particular meanings that assume the presence of other discourse components; they are not primarily strategies for reaching out into the previous and following text. As a result, they indirectly contribute to coherence. Meanwhile Stern (2003: 101) explains that conjunctions are joining words.

### 2.2.2 Causal Conjunction

The causal relationship refers to the connection between sentences where what comes next is a result or outcome of what preceded it. This connection is conveyed through words like *so*, *thus*, *therefore*, *consequently*, and *accordingly* as linguistic devices that signify the cause-and-effect relationships between sentences (Halliday & Hasan, 1979). These words can serve as indicators of a causal sentence or can signify the reason behind a cause-and-effect relationship. There are five types

of causal relations: general causal relations, specific causal relations, reversed causal relations, conditional relations, and respective relations.

### 2.2.3 Novel

Novel is a fictitious prose narrative of book length, typically representing character and action with some degree of realism (Oxford Dictionary, 2005). The word "novel" is derived from the Italian word *novella*, which indicates a tiny staff. In the context, the novel evolved from other narrative nonfiction genres including letters, biographies, and history. However, as society develops, the book is not just based on factual information; the author can also alter the story to fit the intended picture. In the present study, the word novel refers to the novel *November 9* by Colleen Hoover.

### 2.3. Theories

The conjunction is rather different from the other cohesive relations, from both reference on the hand, and substitution and ellipsis on the other. It is not simply an anaphoric relation Halliday and Hasan (1976: 226)

A set of principles of cohesion where causal conjunctions are as part of the principle proposed by Halliday and Hasan (1976) is used as the base of this study. According to Halliday and Hasan, one part of the conjunction is causal conjunction, and this type of conjunction is also used in developing a good writing composition. To support this theory, other references are used such an *Outline of English Grammar with Exercise and Answer Key* by George Stern (2003) and *The Everyday English Handbook* by Leonard Rosen (1985).

### 2.3.1 Conjunction

In discourse analysis, the role of conjunctions is a subject of examination. Conjunctions are regarded as an integral part of speech. According to Halliday and Hassan (1976: 226), conjunctions exhibit a distinctive characteristic compared to other forms of cohesive relations, such as substitution and ellipsis. They operate differently by establishing cohesion indirectly through their inherent meanings. Unlike some other cohesive devices that primarily serve to reference preceding or subsequent text, conjunctive elements do not function primarily as tools for direct reference. Instead, they convey particular meanings that presuppose the existence of other elements within the discourse

### 2.3.2 Types of Conjunction

Conjunction is divided into four categories; there are additive, adversative, temporal conjunctions, and causal.

#### 2.3.2.1 Additive Conjunction

Additive relations are simply used to add more information to what is already there. The following are the subclasses of additive conjunction (Halliday and Hassan, 1976: 245).

##### a. Simple Additive Relation

Simply adding one statement to another constitutes a simple additive connection. It does not convey concepts like comparison, option, or inference. The conjunctive items that present simple additive relations are followed: and, also, and too while the negative additive relations are represented by the following

conjunctive items: *nor, and...not, not...either, and neither* (Halliday and Hassan, 1976: 245). The other alternative in using simple additive relation is by using the conjunctive items or and or else.

**b. Complex Additive Relations**

Complex additive relation describes the addition of an extra fact that is connected to the first word, phrase, clause, or sentence in the second word, phrase, clause, or sentence. The conjunctive items that represent complex additive relation are as follows: *furthermore, moreover, besides that, and in addition*. Meanwhile, the conjunctive item alternatively is used to replace one piece of information with another, as explained by Halliday and Hassan (1976: 246).

**c. Complex Additive Relation**

According to Halliday and Hassan (1976: 249), Complex additive relation is used to add a remark that is unconnected to the current subject. It usually called as an afterthought remark which is represented by the following conjunctive adverb: *incidentally and by the way*.

**d. Apposition Relation**

Apposition relation is simply used to give more information. The information given could be in the form of explanation or exemplification (Halliday and Hassan, 1976: 248). The conjunctive items used to represent explanatory relation are as follows: *that is, I mean, and in other words*. The conjunctive items used to express exemplification are as follows: *for instance, and thus*.



### e. **Comparative Relations**

According to Halliday and Hassan (1976: 247), comparative relations are employed to connect two concepts that are viewed as being comparable. Comparative relation includes the terms of *likewise*, *in the same way*, and *similarly*. Meanwhile, to indicate dissimilarly, the conjunctive items used are, as follows: *on the other hand*, and *by contrast*.

### 2.3.2.2 Adversative

According to Halliday and Hassan (1976: 250), Adversative relations are coordinating relations that are used to describe comparisons or contrasts. They are sometimes referred to as contrasting conjunctions. The component introduced by the adversative relations typically qualifies or conveys a condition about concerning the main clause of a sentence the following are types of adversative relation:

#### a. **Simple Adversative Relation**

The simple adversative relation is used to add information to provide by the simple adversative connection. The most common simple adversative relations are as follows: *yet*, *though*, and *only*.

#### b. **Contrastive Relations**

The contrastive relation is used to create a contrast to what is expected from a related word. Conjunctive items like *however*, *on the other hand*, at the same time this are used to emphasize or improve the adversative relation and often to place conjunctive items such as *but*, *yet*, *still*, *though* or *although*. A vowel: *in fact*, *actually*.

**c. Corrective Relations**

Corrective relations are used to intensify a denial of what has just been implied or stated. Corrective relations are divided into correcting of meaning, which is represented by the conjunctive items *instead*, *rather*, and *on the contrary* and correcting of wording, which is represented by the conjunctive items *at least*, *rather* and *I mean*.

**d. Dismissive Relations**

These types of relationships are used to confirm or support a point or idea that is just mentioned. Dismissive relations are divided into closed dismissal which is represented by the conjunctive items *in any case*, *in either case*, *whichever way it* and open-ended dismissal, which is represented by the conjunctive items *anyhow*, *at any rate*, and *in any case*.

**2.3.2.3 Temporal**

According to Halliday and Hassan (1978: 261), temporal conjunction is used to add a sequential idea. The specificity of the temporal relationship can be enhanced by incorporating an extra element in its meaning, along with the element of success over time.

**2.3.2.4 Causal**

Causal Conjunction is words that introduce the cause of something. Causal relation exists between two states when the occurrence of one state referred to as causes leading to the occurrence of the other state referred to like effect. The cause is normally in the subordinating or independent clause while the effect is in the

main clause or dependent clause. The simple forms of causal conjunction are because, as, since and for. Halliday and Hasan (1976: 256).

Example A: *Sara is absent today **because** she is sick.*

The above example describes two different states, first is *the absent of Sara* and the second is *Sara is sick* which mentioned in two different clauses. The sentence is a causal relation in nature. The independent clause is the effect and the dependent clause is the cause. The two clauses are bonded together by the word.

Not only that, the causal conjunctions can be used to compose a cohesive chain. It means that causal conjunction can be used to combine different sentences that describe cause and effect (Halliday and Hasan, 1976: 256).

### 2.3.3 Types of Causal Conjunction

According to Halliday and Hasan (1976: 260-256), there are four types or causal conjunction. The division is mostly based on how these cohesive devices used in the sentence. They are (1) general causal relation (2) specific causal relation, (3) general reversed causal, and (4) conditional relations, (5) respective relations. Here is a summary of relations of the causal conjunction type.

These types of causal conjunctions are described as follows:

#### 2.3.3.1 General Causal Relation

A general causal relation is the The most simple type of causal relation. Typically, a simple structure of conjunctions is used to represent it, namely: *so, thus, hence therefore, consequently, accordingly, because, because of this and because of*

*that*. The generic causal combination of simple and emphatic is covered under the area of causal interactions. The simple causal relation and emphatic differ in their degree directivities. An emphatic general causal relation is considered stronger than the simple one (Halliday and Hasan, 1976: 256). In the emphatic general causal relation, the reader will find that the effect is direct to the cause.

Look at the following sentences (Halliday and Hasan, 1976: 256).

“My mom made me cake **because** I have a birthday”(Simple causal relation)

“I have a birthday; **consequently** my mom made me a cake” (Emphatic general causal relation)

The two sentences may look similar. But the second sentence implies that the effect is directly related to the cause. No other event than a birthday that causes mom to make a cake. The first sentence otherwise may be the statement of the speakers reasoning process. Therefore, the relation between the cause and effect is debatable.

### 2.3.3.2 Specific Causal Relation

According to Halliday and Hasan (1976: 257), The specific causal relation is divided based on the meaning that the sentence carries. The causal conjunction device of *so* for example can have various meanings. It can also indicate *for this reason* , *on account of this*, *in follow*, *as a result*, *for this purpose* ,*or to this end*. If the reader uses the word *so* in this sense the reads will find difficulties to get the intended meaning. To avoid this, there is special causal relation device used to refer result, reason, and purpose specifically.

### a. Cause or Reason

These are subordinators that express causal relations in the simplest form that mean as a *result of this* or *because of this*. The conjunctive devices use are *because of, since, as, for this reason, on account of this*. Sentential examples are as follows (Halliday and Hasan, 1976: 260):

a) *He traveled home **because of** the death of his mother.*

b) ***Since** it is dark, take the torch with you.*

### b. Result or Consequence

Result and consequence, as well as cause and reason, are closely connected, with the primary subordinating conjunctions being *so* and *that*. These subordinators indicate a relationship that signifies *as a result*, which subsequently leads to another outcome. The conjunctive devices used are *so... that, as a result (of this), in consequence (of this)* (Halliday and Hasan, 1976: 260). Sentential examples are as follows: *The students studied diligently, **as a result**, their exam scores were very high.*

### c. Purpose

Purpose and cause/reason share a close relationship, and the subordinating conjunctions associated with them convey the idea of for this reason or for this purpose. These subordinators encompass terms such as *that, so that, in order that, lest, for this purpose, to this cad* and more (Halliday and Hasan, 1976: 260). Sentential examples are as follows: *I prepared the presentation well **so that** I wanted seminar participants to understand the topic clearly.*

### 2.3.3.3 General Reversed Causal

According to Halliday and Hasan (1976: 257), the reversed causal mostly talks about sentence sequence. Normally, the cause will come after the effect as it is less known to the reader. However, certain cases, the cause can come in either before or after the effect. But occurrence of this kind is less usual. In another word, it is natural to find sequence B because of A'. The sentence sequence of because A, B' is less acceptable. In other word people tend to say *Jonny is absent because he is sick* than *Because Jonny is sick, he is absent*. There is one simple conjunction with this meaning, namely *for*. The closest approximation in spoken English is the word *because* in phonologically reduced form, which is seldom ever used. Note the examples:

*"We will make a revolution," the politician proclaims through him, 'that is a revolt not only against a tyrant but against history.' For there is an enemy beyond Ayesha, and it is History herself."*(Halliday and Hasan, 1976: 257),

The above example shows that the conjunction *for* can also be found at the beginning of a sentence. It can be pointed out that in such occurrence, the clause comes after the word *for* does not have a relation with the following clauses but it is rather related to the preceding sentence.

### 2.3.3.4 Conditional Relations

This type of conditional relation uses the structure of the conditional sentences to carry the causal relation. The conditional can also be used to express a causal relationship. Linguistically they are closely related, but to some extent they are slightly different. The conditional is some kind of future prediction. The relation

between the cause and effect is still unknown as it does not happen yet. Meanwhile, the conditional causal relation, the relation between the cause and effect has already been acknowledged. The cohesive devices used to express conditional causal relation *other than, then, in that case, in such an event, that being so, and otherwise*. The cohesion must be understood as the representation of external reality (the experience of the speaker) (Halliday & Hasan, 1976: 258). Therefore, it is hard to differentiate them as the difference lies in the level of perception. Take a look at the following example (Halliday & Hasan, 1976: 258):

*“He will go **if** you give him money”*

The above sentence can be conditional in the sense that the action of giving money does not happen yet, but when the action of giving money occurs regularly and the man acts accordingly. Then the sentence is conditional causal relation. The sentence can be changed as follows (Halliday & Hasan, 1976: 260):

*“You give him money **then** he goes”*

### 1.3.3.5 Respective Relations

Respective relations, sometimes called with respect to or relations of proportion, are used to highlight the many features, functions, or individual contributions of various objects or individuals within a group (Halliday & Hasan, 1976: 261). This kind of relationship stresses how unique each object or individual within a collection or group is. The word *respectively* is frequently used to denote that the list of things or descriptions that come next match the list before in the same

order. Look at the following example words *in this respect, in this regard, with reference, in other respects, aside from this* (Halliday & Hasan, 1976: 261).

*"The team members worked collaboratively on the project, **and in this respect**, they achieved success due to their combined efforts."*

### **2.3.4 The Functions of Causal Conjunction**

The function of the causal conjunction is based on the intended meaning that the sentence carries. According to (Halliday and Hasan, 1976: 257) there are two functions of causal conjunction. Namely (1) Internal, and (2) External, The following is the summary of the relationship or n causal conjunction function.

#### **2.3.4.1 External and Internal Causal Conjunction**

Conjunctions can be divided into two categories: external conjunctions and internal conjunctions (Halliday and Hasan, 1976: 240). In both of these types, Martin and Rose (2007) states that all throughout the text, external conjunctions are used to describe what is happening. In contrast, internal conjunctions are used to organize the flow of information, and are often used when a new or different chunk of information is introduced. When a fresh or distinct item of information is introduced, they are frequently utilized to improve the information flow. Internal conjunctions often carry out textual meta functions, making it easier to organize texts and join logical sequences. External conjunction express the relationship between external phenomena and internal conjunction shows the relationship inherent in the communication process. For the example (Halliday and Hasan, 1976: 241): (1). *She was never really happy here. So she's leaving.* (2) *She'll be better off in a new place. So she's leaving?* In (1) there is a causal relation between two events



or two phenomena, let us say, since the first is a state rather than an event. The meaning is because she was not happy, she's leaving. In (2) there is also a causal relation, but it is within the communication process; the meaning is *Because you refer to her being about to be in a new place, I conclude she's leaving*. This is a very typical example of the sort of parallelism we find between the two planes of conjunctive relations, the external and the internal.

