

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Text refers to the clauses and sentences that relate to one another, and it is considered to be well-formed. The formation of a well formed text will result from the text's mutual relevance to one another and show key elements of the norms of textuality. The purpose of the text is to convey an idea or experience through writing (Hartman & Hartman, 1996). Cohesion is one of the seven qualities of textuality, according to De Beaugrande and Dressler's thesis as stated in (Rohim, 2009:2). The coherence of the text is the set of semantic relationships of meaning that characterize the text as a text (Halliday and Hasan, 1976:4). Halliday and Hassan (1976) divided this concept into grammatical and lexical groups. Text is a work of language composed for a specific audience and context, either orally or in writing. Written texts, such as novels, are usually more structured and use neat grammar. According to Karatay (2007:17), text consists of language elements that are interconnected and form meaning. A novel as a form of written text contains elements such as characters, plot, and setting that support each other to build a story. Understanding the relationship between these elements is important so that the meaning in the novel can be understood as a whole. Therefore, this study focuses on the analysis of structure and meaning in the novel as a form of complete and meaningful text.

A novel is a long prose work that contains detailed narratives on each page. according to Napitulu (2010:1), this allows readers to understand the complex truth

of a character or event. In addition, long prose stories with complex plots, many characters, and diverse settings are classified as literary works (Sumardjo, 1998:29). Because the story in a novel is the result of imagination that describes the conflicts and problems in the character's life, the novel is included in the work of fiction. In relation to that, a novel can also be understood as a cohesive text, where every element of the sentence, paragraph, and idea is interconnected. One of the linguistic tools that builds this cohesion is the cohesive device, especially conjunctions such as but, therefore, because, and although. These conjunctions help connect events, character development, and themes logically in the novel. Thus, understanding the role of conjunctions in a novel not only shows the integration of the structure, but also strengthens the meaning of the fictional world conveyed by the author. A novel is a long narrative text consisting of various elements such as plot, characters, and settings that are interrelated. To maintain the integration between these elements, cohesive devices are needed, especially conjunctions. Conjunctions function to connect ideas or events logically. The use of appropriate conjunctions makes the storyline clearer, more coherent, and easier for readers to understand. Therefore, in analyzing a novel, examining the use of cohesive devices is important to understand how the story is built in a complete and meaningful way.

Conjunctions are part of grammar that connect words, clauses, or sentences to make the text clear and unified. Halliday and Hasan (1976) explain that conjunctions form logistic relationships such as addition (and), opposition (but), cause and effect (because), and sequence (then). This study focuses on the use of conjunctions in the conversations of the characters in the novel *This Wicked Fate*

to determine their types and functions. The choice of conjunctions can reflect ideas, emotions, or conflicts between characters. Fraser (1999) calls conjunctions discourse markers that help readers understand the relationships between utterances in dialogue. Bloor and Bloor (1995) also state that conjunctions make texts more coherent and easier to understand because they connect sentences and paragraphs logically. Thus, the analysis of conjunctions in this novel not only discusses the language structure, but also helps to understand the characters and storyline more deeply. Conjunctions play an important role in building meaning and coherence in literary works.

This study chose the novel “This Wicked Fate by Kalynn Bayron” as the object of study because this novel has many dialogues between characters that use conjunctions expressively and meaningfully. The story contains complex emotional conflicts and is expressed through meaningful conversations between characters. Conjunctions in this novel not only function as grammatical sentence connectors, but also reflect emotions, attitudes, and conflicts between characters. For example, the use of conjunctions but or however can indicate agreement or change in attitude, while because and thus reveal the reasons or consequences of the character's actions. Therefore, analyzing the types and functions of conjunctions is important to understand the relationship of meaning in dialogue and to reveal the character and dynamics of the story. In line with that, Ehrlich's theory (1991) supports that grammatical structures, including conjunctions, help convey complex ideas in the text. This strengthens the reason why conjunctions are worth explaining, because they not only construct sentences, but also form hidden meanings in the character's

speech. Thus, the analysis of conjunctions in this novel not only helps to understand the grammatical structure of language, but also deepens the understanding of the plot, characters, and moral messages in the story. This approach bridges linguistic and literary studies simultaneously, making it relevant and significant in the study of narrative texts.

1.2 Problems of the Study

According to the background above there are two problems are analysed in this study that can be seen as follows:

1. What types of conjunctions are used in This Wicked Fate by “Kaylnn Bayron” Novel?
2. What are the functions of conjunction in the narative and dialogue of “This Wicked Fate” novel by Kaylnn Bayron?

1.3 Objectives of the Study

The study aims to analyze and describe the use of conjunctions in the Novel “This Wicked Fate.”

1. To identify the types of conjunctions used in “This Wicked Fate” by Kaylnn Bayron Novel.
2. To explain the functions and meanings of conjunction used in narrative and dialogue of “This Wicked Fate”, a novel by Kalynn Bayron.

1.4 Limitations of the Study

The limitation of this research discusses the types and functions of conjunctions in the novel entitled “This Wicked Fate”, where the types and

functions of conjunctions will have different meanings based on the context of this research and the background of the situation. “This Wicked Fate” novel has 24 chapters, the author has marking all of the conjunctions found in all of chapters. The writer used the Halliday and Hassan (1976) theory to examine the type of conjunction in this study.

1.5 Significance of the study

There are two kinds of the significance of the study, they are theoretical and practical significance.

1.5.1 Theoritical Significance

By using this research theoretically, hopefully this research be used as a relevant reference by readers where reader can develop knowledge and also the idea of conjunctions. Besides that, it is hoped that this research can provide more extensive information about the types and functions of conjunctions in “This Wicked Fate” by Kaylnn Bayron Novel.

1.5.2 Practical Significance

By writing this paper, it is hoped that the readers can easily understand this research, especially those who are interested in learning more about the types and functions of conjunctions in Bayron’s Novel “This Wicked Fate”. Thus, later this study can teach readers how to use conjunctions properly in their daily communication using english.

CHAPTER II

REVIEW OF RELATED LITERATURE, CONCEPT, AND THEORIES

This chapter contains a review of related literature, concepts and theories. Related literature can help contribute to the way of conducting their research, and the relevant theories can also be used to answer the problems. Besides that, this part consists of the concept of conjunction and movie.

2.1 Review of Related Literature

A review of related literature connected with the previous studies is done in order to determine the difference between this study and previous studies by comparing them. There are three different thesis to reviewed. The research that is related to this topic was done by:

The first thesis from Christine (2021), this study entitled “An Analysis of Conjunction Used in The Fault Our Stars Novel by Jhon Green”. The aims of this study are to identify the types and functions of the conjunction. The data for this study were taken from The Fault Our Stars Novel by Jhon Green. The author used theory from Halliday & Hasan (1976) to describe the types and function of conjunction found in The Fault Our Stars Novel. This research has used a qualitative method. The result of the study is that 415 data were found. Therefore, 27 data were analysed as representative data, and the total amount of data that was obtained was only 4 data functions found from conjunctions.

There are similarities and differences between the previous research and the current research. The similarity of both studies is using the theory from Halliday and Hasan (1976), and qualitative is the method used by these two authors. The

difference between this research and the previous is in the problem of the study which the research from Christine (2021) analysed the types and function of conjunctions only, while this research analyses the types and function of conjunctions by finding the meaning contained in the data from the novel *This Wicked Fate*.

The second thesis reviewed is from Yestha (2020), “An Analysis of Conjunction in Script of *Avenger End Game* Movie”. The aim of this study is to identify the types and functions of conjunction. The data of this study is taken from the *Avenger End Game* script movie. The author used theory from Halliday & Hasan (1976) to describe the types and functions of conjunction found in *The Script of Avenger End Game* Movie. This research has used a qualitative method. The result of the research study 4 types are found in his research, contain the additive, adversative, causal, and temporal. This type has been classified in various functions in the conjunction based on his research.

The parallels and discrepancies between earlier and present studies. Similarities between the two studies include their use of descriptive and qualitative methodologies as well as the theory of Halliday & Hasan (1976). The distinction is that this study employed theory from Halliday & Hassan (1967) and Ehrlich (1991) to analyze the types and function by determining the meaning contained in the data from the novel *This Wicked Fate*, the earlier research used theory from Halliday and Hassan (1976) to identify only the types and function of the conjunction.

The third was an article entitled “Conjunction Found in Speech Ivanka Trump 2020 *Republika* National Convention” by Panjaitan, all (2024). The aims

of this study are to identify the types of Conjunction in Speech. The writer used the theory of the types of Conjunction proposed by Halliday and Hasan (1976). The findings showed four types of Conjunction found in Speech Ivanka Trump 2020 Republika National Convention; those were: Additive conjunction found in 72 data, Adversative conjunction in 11 data, Causal conjunction in 19 data, and Causal conjunction in 24 data.

Related to the study above, there are similarities and differences between previous and current research. The similarities are both used the theory from Halliday & Hasan (1976). The difference between this previous research and current research is in the problem study; the previous research only identified the types of conjunction, while this study analyzes the types and functions.

Fourth, the reviewed article was entitled An Analysis of Conjunction in “Descriptive Text of English Textbook Used in Tenth Grade of Senior High School” by Sianturi et al. (2021). This research aims to analyse conjunctions in a tenth-grade senior high school textbook’s descriptive text, the existing SMA N 20 Medan English Textbook. The kinds and roles of conjunctions have been analysed in their study using Harris’s (2009) theory. The kinds and purposes of conjunctions from the Senior High School textbook used in the tenth grade were examined using a qualitative descriptive technique. The most common conjunctions found in English textbooks are the outcome of their study. That the Coordinating Conjunction is the most common kind of conjunction seen in descriptive texts included in the English textbook.

The similarities and differences between previous and current research. Both share a similarity in their reliance on qualitative research methods. Numerous differences exist between older and more recent research. The type and function of conjunctions were analysed in the previous study using Harris's (2009) theory, while this study utilized Halliday and Hassan's (1976) theory to evaluate the type of conjunction and Halliday and Hassan's (1985) theory to assess the function of conjunction. The kind and function of conjunctions are the main emphasis of the prior research. However, this study also examines these aspects but concentrates on their meaning.

Fifth is an article entitled "Analysis of Conjunction on Jimmy Fallon the Tonight Show with Gigi Hadid" by Saragih et al (2024). The aim of this study is to identify the function of Conjunction in sentences from Jimmy Fallon's The Tonight Show with Gigi Hadid. The writer used the theory of the types of Conjunction proposed by Halliday and Hasan (1976). The results show that the types and function of conjunction by analysis of Jimmy Fallon the Tonight Show with Gigi Hadid there were only three types of conjunction found in this study, which means there are other types that did not appear in this study.

There are similarities and differences between previous research and this research. The similarities between these two studies are from the theory used by Halliday & Hasan (1976). The difference between previous research and this research is only the data source.

2.2 Concepts

In this research, there are three concepts that are used to support and strengthen the study. Conjunction, novel, and “This Wicked Fate” are concepts that were applied to this research. Below are explained the concept of this study.

2.2.1 Conjunction

Because it creates a connection or relationship between clauses, conjunction is crucial to communication. The particular pattern of expression affects conjunctive connections. In certain circumstances, the conjunction's link has a noteworthy pattern that clearly conveys motion. Halliday and Hasan (1976:227) The conjunction provides coherence to the phrase by connecting the words. Novels and other literary works use conjunction to connect one word to another or to other texts. According Mather and Jaffe's (2022: 1) viewpoint also addresses conjunctions. A conjunction is a semantic connection that explains how a sentence or relation is related, meaning to a previous clause or statement, using a specific linking word or phrase. Novels and other literary works use conjunction to connect one word to another or to other texts.

2.2.2 Novel

A literary work that tells a story as a narrative is referred to as a novel (Wallek and Warren, 1948: 2). Reader entertainment is the goal of the tale. However, even though experiences and problems from everyday life are frequently the focal points of the story, fiction still needs to be an engaging tile with a clear plot and aesthetic goal. A novel can be characterized as a story with several events,

a character-driven plot, a setting, a theme, a point of view, and a character's worldview

2.3 Theories

The theory presented by Halliday and Hassan in their 1976 book “Cohesion in English” is applied as the main theoretical framework to explain all of the types and functions of conjunctions that students employ. The main theory explains the types of conjunctions used by the authors in this study. The novel “This Wicked Fate” by Kaylyn Bayron, like many works of literature, uses conjunctions to connect ideas, actions, and characters’ emotions. However, the structure of these conjunctions and their placement within sentences can contribute to either clarity or confusion. This study aims to investigate how sentence structure issues particularly in the use of conjunctions can impact the meaning conveyed to the reader. Specifically, it will explore how conjunctions, when misused or deliberately structured in certain ways, can lead to misinterpretation or confusion, ultimately affecting the overall meaning of the text the theory from Ehrlich Eugene (1991).

2.3.1 Types of Conjunction

According to Halliday and Hasan (1976:238), various criteria could be taken up for classifying the phenomena of grouping under the heading of conjunction. There is no single, uniquely correct inventory of the types of conjunctive relation; different classifications are possible, each of which would highlight the different aspects of the facts. There are four types of conjunction, they are: additive, adversative, causal, and temporal. Here is an example of each:

- a. Ah, that's the great puzzle! **And** she began thinking over all the children she knew that were of the same age as herself, to see if she could have been changed for any of them. (additive)
- b. All the figures were correct; they'd been checked. **Yet** the total came out wrong. (adversative)
- c. She felt that there was no time to be lost, as she was shrinking rapidly, **so** she got to work at once to eat some of the other bit. (causal)
- d. Alice began by taking the little golden key, **and** unlocking the door that led into the garden. Then she set to work nibbling at the mushroom. (temporal).

(Halliday and Hasan, 1976:245;250;256;261)

The words *and*, *yet*, *so*, and *then* can be taken as typifying these four very general conjunctive relations, which they express in their simplest form. the different types of conjunctions are the purpose of using in connecting words, phrases, clauses or sentences. Those types of conjunction have their function such as indicating show additional fact or idea, showing a contrary

2.3.1.1 Additive

The additive relation is somewhat different from coordination proper, although it is no doubt derivable from it. The additive conjunction is embodied in the form of coordination. The principle is the difference between structural relations that hold within a sentence, whereas cohesive relations hold between sentences. The word *and*, *or*, and *nor* are all used cohesively as a conjunction, and all of them are classified as additive. This happens since a coordinate pair functions as a single

unit, in some higher structure, and so can be delineated as a constituent. Meanwhile, a cohesive pair is not a pair at all, but a succession of two independent elements the second of which happens to be tied to the first (Halliday and Hasan, 1976:244-245).

Consider the cohesive relations, which are a collection of both the *and* type and the *or* type, two relations that are In terms of structure, through coordination, and which are grouped together under the category of additive. Although these two categories can be found beside each other in coordinating, their differences are not particularly important for the purpose of textual cohesiveness (Halliday & Hasan). Here is one example of additive.

- a. “I said you looked like an egg sir ‘Alice gently explained’ **And** some eggs are very pretty, you know”.
- (Halliday and Hasan 1976: 245)

The sentence in the example above uses *and* for the conjunctive word because the sentence shows something more to be said.

2.3.1.2 Adversative

The meaning of Adversative relation is contrary to expectation. The expectation may be derived from the content of what is being said, or from the communication process, the speaker hearer situation (Halliday and Hasan, 1976:250). The function of Adversative conjunction itself is that the conjunction can be used to show the contrastive and factual thing. Adversative is a relationship that runs counter to what is expected; the type is, *however*, *yet*, *but*. It differs from others, though. However, the words *yer* and *but* can also appear later in the phrase common with the terms *and*, *or*, *but*, *but not yet*. And it usually manifests as a

distinct tone group. (Halliday and Hassan 1976: 250). Here is one example of adversative.

- b. *The total came out wrong. **Yet** all the figures were correct; they'd been checked.*

(Halliday and Hasan 1976: 252)

The example above uses *yet* for the conjunctive word, yet here is used to give contrary expectations.

2.3.1.1 Causal

In general, the causal relation indicates the relation between sentences that express what follows is the result of a consequence of the previous. The simple form of the causal relation is expressed by *so, thus hence, therefore, consequently, accordingly*, and a number of expressions like *as a result of that, in consequence (of that), because of that*. The function of causal conjunction is that it can be used as a sign of the causal sentence or used to indicate the reason for cause-effect.

Under the heading of causal relations are included the specific ones of result, reason, and purpose. These are not distinguished in the simplest form of expression; so for example, *means as a result of this, for this reason, and for this purpose*. The words *so, thus, therefore, in line with, and consequently* are used to express causal. Prepositional phrases like *outcome (of this)* as a whole have the same potential for emergence as those that have a sense of antagonism. Adverbs resemble other adverbs like adverbs. All of them frequently combine with the start. (Halliday & Hasan 1967) Here is one example of causal.

- c. *But they have their tails in their mouths, and the reason is that they would go with the lobster to the dance. **So** they got thrown out to sea*

(Halliday and Hasan 1976: 256)

The sentence in the example above is using *so* for the conjunctive word. And the word *so* here has a function as an expression for the reason.

2.3.1.3 Temporal

The introduction of a second meaning component and the progression of time may make the temporal relationship more specific. According to Halliday and Hasan (1976), the order of the sentences reflects an external temporal sequence, mirroring the actual progression of events in reality. In addition to *then* and *finish* then, other the words *following*, *after*, *after that*, *next*, and *since* are examples of expressions of temporal connection. Halliday and Hassan (1976: 261), also the presence of an additional component clarifies the meaning of temporal linkages and time succession. When expressing the kinds of conjunction of temporal, a form is used. The relation between the theses of two successive sentences that is, their relation in external terms, as content may be simply one of sequence in time: the one is after the other. The function is used for the time signal in the following sentence.

- d. *Alice began by taking the little golden key, and unlocking the door that led into the garden. **Then** she set to work nibbling at the mushroom*

(Halliday and Hasan 1976: 261)

The example above is using *then* for the conjunctive word. And the word *then* here has function to indicate the sequence of time.

2.3.2 The Function of Conjunction

According to Halliday and Hasan (1976), conjunctions are a form of grammatical cohesion that function to connect one part of a text to another. In their theory, conjunctions are categorized into two main types: external conjunctions and internal conjunctions. External conjunctions are used to indicate logical relationships between real world events or phenomena, such as cause-effect, chronology, or contrast. These relationships occur factually and often reflect the connection between events in a narrative plot. On the other hand, internal conjunctions operate within the communication process itself, helping to organize the flow of information in discourse, such as introducing new ideas, expressing opinions, or drawing conclusions. In other words, internal conjunctions are rhetorical in nature and are used to guide the reader's understanding of the structure and intent of the text. Martin and Rose (2007) further explain that external conjunctions are generally used to describe what is happening in the narrative, while internal conjunctions serve to manage the information so that readers can follow the writer's reasoning or argumentative structure more clearly. Additionally, Bloor and Bloor (1995:227) state that conjunctions play a crucial role as cohesive devices, as they unify sentences or paragraphs into a coherent and organized whole, both logically and textually. Therefore, conjunctions not only function as grammatical connectors but also serve as tools for conveying meaning and shaping the narrative structure within a text.

In the context of discourse analysis, including in literary works such as novels, distinguishing between internal and external conjunctions becomes

essential. This is because the same conjunctions such as *so*, *but*, or *then* can perform different functions depending on their context. For instance, the conjunction *so* may indicate a cause-effect relationship based on real events (external), but it can also function as a marker of conclusion within a communicative exchange (internal). Understanding this distinction enables researchers to observe how writers construct meaning, guide the flow of the story, and develop characters and conflicts through their use of conjunctions.

