

CONJUNCTION USED IN *TOY STORY 2* MOVIE SCRIPT

SKRIPSI

Submitted In Partial Fulfillment of The Requirements
for The Degree of Sarjana Pendidikan (S.Pd)
English Education Program

By :

MUHAMMAD ADITYA RIZKY AKBAR
NPM : 1502050217



UMSU
Unggul | Cerdas | Terpercaya

**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA**

MEDAN

2019

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I
Fakultas keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Sabtu, 05 Oktober 2019, pada pukul 07.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa :

Nama Lengkap : Muhammad Aditya Rizky Akbar
NPM : 1502050217
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Conjunction Used in Toy Story 2 Movie Script

Ditetapkan : () Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak Lulus

Dengan diterimanya skripsi ini, sudah lulus dari ujian komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd.)

PANITIA PELAKSANA

Ketua,

Sekretaris,

Dr. H. Elfrianto Nasution, S.Pd., M.Pd.

Dra. Hj. Syamsuurnita, M.Pd.

ANGGOTA PENGUJI:

1. Pirman Ginting S.Pd, M.Hum
2. Mandra Saragih, S.Pd, M.Hum
3. Khairil, S.Pd, M.Hum

1.

3.



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini yang diajukan oleh mahasiswa di bawah ini :

Nama Lengkap : M Aditya Rizky Akbar
N.P.M : 1502050217
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Conjunction Used in Toy Story 2 Movie Script
sudah layak disidangkan.

Medan, September 2019

Disetujui oleh:
Dosen Pembimbing


Khairil S.Pd., M.Hum

Diketahui oleh:

Dekan

Ketua Program Studi,


Dr. H. Elfrianto Nasution, S.Pd, M.Pd.


Mandra Saragih, S.Pd, M.Hum

Unggul | Cerdas | Terpercaya

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertanda tangan dibawah ini :

Nama Lengkap : Muhammad Aditya Rizky Akbar
N.P.M : 1502050217
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : Conjunction Used in Toy Story 2 Movie Script

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, September 2019
Hormat saya
Yang membuat pernyataan,



Aditya Rizky Akbar

Muhammad Aditya Rizky Akbar

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih

Mandra Saragih, S.Pd, M.Hum



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Webside : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

PerguruanTinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Nama Lengkap : M Aditya Rizky Akbar
N.P.M : 1502050217
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Conjunction Used in Toy Story 2 Movie Script

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
18/9/2019	Chapter I		
	Chapter II		
	Chapter III		
20/9/2019	Chapter IV		
	Chapter V		
	Table of Content		
25/9/2019	Final		

Diketahui oleh :
Ketua Program Studi


Mandra Saragih, S.Pd., M.Hum.

Medan, September 2019

Dosen Pembimbing


Khairil, S.Pd., M.Hum

ABSTRACT

M Aditya Rizky Akbar.1502050217. Conjunction Used In Toy Story 2 Movie Script. Skripsi. English Department, Faculty of Teacher's Training and Education, University Muhammadiyah Sumatera Utara. 2019.

This study deals with conjunction used in *Toy Story 2 Movie Script*. The objectives of the study were to categorize the types of conjunction in this script, to find out the difficulties of studying conjunction, the most dominant and types of conjunction used in Toy story 2 movie script. This research was carried out by using descriptive qualitative method. The data were collected by browsing and watching the movie. The researcher read the movie script to find out the data or conjunction. The techniques to analyze the data used the theory of Miles and Huberman (1994). The first is Data Reduction, the data was chosen by identifying and classifying the types of conjunction. Data Display the researcher described data by tabulating of the types of conjunction acts into table. And the last was drawn of the conclusion and verification. The conclusion can be able to answer the formulation of the problem. The researcher found the difficulties of studying conjunction are realized in the movie script and taking the percentage to get the most dominant the types of conjunction realized. There were 33 item of conjunction are realized in *Toy Story 2* movie script. The findings showed that there were three types of conjunction find in *Toy Story 2* movie script, they are correlative conjunction, coordinating conjunction and subordination conjunction. *Toy Story 2* movie was a comedy adventure genre which there were a lot of utterances to used conjunction, the problem in this research were identified as, the student' error in using subordination conjunction causes of the error in using subordination conjunction. Subordination conjunction joins a clause another on which it depends for full meaning.

Keywords : *conjunction, Toy Story 2 movie script.*

ACKNOWLEDGEMENTS



Assalammu'alaikum Wr.Wb

First of all, the researcher would like to express her greatest gratefulness to the Almighty Allah SWT and Muhammad SAW, the prophet as well as to his companion for the blessing and the chances given to her in completing of the skripsi.

The researcher also would like to thank dearest father Drs. Aliuddin and the dearest mother Lestia Hadi Winarti S.Pd for his prayers, materials and more supports, and his love during the researcher finishing her academic years in completing her study at Faculty of Teacher's Training and Education University Muhammadiyah Sumatera Utara.

The researcher intended to fulfill one of requirements in accomplishing S-1 degree at Faculty of Teacher's Training and Education University of Muhammadiyah Sumatera Utara. Furthermore in finishing the researcher entitled CONJUNCTION USED IN TOY STORY 2 MOVIE SCRIPT, the researcher faced a lot of difficulties and problems and without much help from the following people, it was impossible for her to finish it, so the researcher also would like to thank

1. Dr. Agussani M.AP. the Rector of University of Muhammadiyah Sumatera Utara.

2. Dr. Elfrianto Nasution, S.Pd., M.Pd., as the Dean of Faculty of Teacher's Training and Education University Muhammadiyah Sumatera Utara.
3. Dra.Hj.Syamsuyurnita, M.Pd., as the Vice Dean I of Faculty of Teacher's Training and Education University Muhammadiyah Sumatera Utara.
4. Dr.Hj.Dewi Kesuma Nasution, S.S., M.Hum., as the Vice Dean III Faculty of Teacher's Training and Education University Muhammadiyah Sumatera Utara.
5. Mandra Saragih, S.Pd., M.Hum., and Pirman Ginting , S.Pd., M.Hum., as the Head and Secretary of English Department in Faculty of Teacher's Training and Education University Muhammadiyah Sumatera Utara.
6. My supervisor Khariril, S.Pd., M.Hum., thanks for all guidance, knowledges, support, suggestions, time, spirit to help the researcher to finish her research.
7. My beloved reviewer Pirman Ginting,S.Pd,M.Hum thanks for all guidance, knowledges, support, suggestions.
8. My beloved sister Indah ayu Rengganis Winasa, S.P and my lovely young sister Nindita Khairin Nazwa and my beloved friend Dara Chairunnisa Am.d to give so much support, material,loves,prayers, suggestion, spirit to researcher to finishing her study.
9. My bestfriends in english department students association 2018 arif gustian zulmi, dea dwi lestari, nana nur fauziah, endang pratiwi, daniah muslim, miranda aulia, astri ginting, rini angraini, veldi hardika thanks to suggestion, and spirit to finishing this skripsi.

10. All of my friends in academic year 2015 BEM FKIP UMSU especially, veldi hardika, endang pratiwi, dea dwi lestari, nana nur fauziah, daniah muslim, irawati wa'u, giska trisu pradipta, dewi pertiwi, nisya utari, maulana syafii, febri handoko, basir, etc.
11. My family in PMB and BEM FKIP UMSU especially Nanda Pratama, bang Rahmad, bang pios, bang ferdi, bang amir, kak putri, kak fani, kak deby, bang dayat, bang ari, etc
12. All of members of English Department Students Associations 2017-2018
13. All lecturers of FKIP of University of Muhammadiyah North Sumatera, especially those at English Department for their valuable thought and knowledge and English teaching for her during Academic year at UMSU.
14. All staffs of FKIP of University of Muhammadiyah North Sumatera, especially those English Department who have helped the researcher in processing of graduating paper administration.
15. All staff of UMSU Library that helped her to do observation in this study.
16. My Classmates VII-D morning.

Wassalamu'alaikum Wr.Wb

Medan, Oktober 2019

The Reseacher

M Aditya Rizky Akbar

1502050217

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENT	iii
TABLE OF CONTENTS.....	vi
LIST OF TABLE.....	viii
LIST OF APPENDIXES	ix
CHAPTER I. INTRODUCTION	1
A. The Background of Study.....	1
B. The Identification of the Problems	2
C. The Scope and Limitation	3
D. The Formulation of the Problems	3
E. The Objectives of the Study	3
F. The Significance of the Study.....	3
1. Theoritically.....	3
2. Practically	4
CHAPTER II. REVIEW OF LITERATURE.....	5
A. Theoretical Framework	5
1. Conjunction	5
2. Types of Conjunction.....	12
2.1 Coordinating Conjunction	12
2.2 Correlative Conjunction	15
2.3 Subordinating Conjunction.....	16

3. The Difference Between Cordination and Subordination	19
4. Movie	20
5. Synopsis <i>Toy Story 2</i> Movie	21
B. The Previous of Relevant Study	23
C. Conceptual Framework	24
CHAPTER III. METHOD OF RESEARCH.....	25
A. The Research of Design	25
B. The Source of Data	25
C. The Techniques for Collecting data	25
D. The Techniques for Analyzing the Data	26
CHAPTER IV DATA AND DATA ANALYSIS.....	28
A. Data Collection	28
B. Data Analysis	28
CHAPTER V CONCLUSIONS AND SUGGESTIONS	32
A. Conclusions	32
B. Suggestions	32
REFERENCE	
APPENDIXE	

LIST OF TABLE

Table 4.1 Data Collection

LIST OF APPENDICES

- Appendix 1 Script
- Appendix 2 Tabel Data
- Appendix 3 Form K-1
- Appendix 4 Form K-2
- Appendix 5 Form K-3
- Appendix 6 Lembar Pengesahan Proposal
- Appendix 7 Lembar Pengesahan Hasil Seminar
- Appendix 8 Lembar Pernyataan Plagiat
- Appendix 9 Surat Keterangan Izin Riset
- Appendix 10 Surat Keterangan Selesai Riset
- Appendix 11 Berita Acara Bimbingan Proposal
- Appendix 12 Berita Acara Bimbingan Skripsi
- Appendix 13 Form Curriculum Vitae

CHAPTER I

INTRODUCTION

A. The Background of the Study

The grammar of a language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units (Coghill and Stacy, 2003:26). Grammar is the description of the way in which words can change their forms and can be combined into sentences in that languages. According to Crystal, part of speech is the traditional term of grammatical class of words. The main part of speech recognized by most school grammars derive from the work of the ancient Greek and Romans grammarian, primarily the noun, pronoun, verb, adverb, adjective, preposition, conjunction, and interjection, with article, participle and others often added.,

Conjunction is an important matter in English skill especially in grammar. Conjunction is a word that uses to join words, phrases, sentences or clauses. There are four types of conjunction; they are Coordinate Conjunction, Subordinate Conjunction, Correlative Conjunction and Conjunctive Adverb. The functions of conjunction are as to show addition, reason, time, contrast, alternative choice, result, condition, purpose, manner, and to connect similar ideas. Conjunction can be found in the written and spoken text.

Conjunction is one word that can to connect one word to other word or sentence to other sentence. Conjunction can we find in article , magazine, script of

movie and other. Therefore, conjunction is important to be studied because it is a very important means in a language that make sentences or clauses cohesively related. As a result, it makes the sentences or clauses clearly interpreted and easy to be understood.

The researcher chooses this movie because this movie have many conjunction because this movie is a comedy adventure movie. The researcher does not discuss generally conjunction study, but in a more specific study of the types of conjunction will be the focus of this research. Therefore, the researcher conducts research "*Toy Story 2*". From the title, the researcher would like to analyze the types of conjunction and the most dominant type of conjunction used in the movie produce by the characters of the movie.

By explaining above, the writer separate every utterances to classify the types of conjunction and the functions of conjunction because understanding English was not an easy task, even for those who educated in English. The difficulties occur when using their English, especially in understanding conjunctions, because every conjunction has different meaning in different sentences. The writer purposes to show the types of conjunction and the most dominant type of conjunction in *Toy Story 2* movie script through the research.

B. The Identification of the Problems

Related to the background, the problems in this research are identified as follows:

1. What the difficulties of studying conjunction

2. How were the conjunctions used in *Toy Story 2* movie script

C. The Scope and Limitation

The scope of this study is part of speech. This study is limited on conjunction used in *Toy Story 2* movie script.

D. The Formulation of The Problems

The problem of this research are identified as the following:

1. What types of conjunction used in *Toy Story 2* movie script?
2. How were the conjunctions used in *Toy Story 2* movie script?

E. The Objectives of The Problems

Based on the statement of the problems above, the objectives of the problems are:

1. To categorize the type of conjunction in *Toy Story 2* movie script
2. To find out the how were the conjunctions used in *Toy Story 2* movie script

F. The Significance of the Study

It is expected that the findings of the study can be useful theoretically and practically.

1. Theoretically

The finding of this research can add up new knowledge of the theories of conjunction. The findings can be references for the future study.

2. Practically

- a. The readers, it is expected that this research can help the readers to understand the theories of conjunction. It can also be one of the references for the readers to study about the types of conjunction
 - b. The teachers, the result of this research can be used by the teacher in Teaching Language of English to teach students about types of conjunction
- The next researchers, as one of the references and additional information. It can be used an additional knowledge is structure and other fields of linguistics.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Conjunction

McCarthy argued, a conjunction does not set off a search backward or forward for its referent, but it does presuppose a textual sequence, and signals a relationship between segments of the discourse (1991:46). It means a conjunction includes relationship between words, sentences, clauses, and phrases that join with a textual sequence and signals and also have a meaning as conjunctive in a sentence.

Mahendra thought, a conjunction is a way of linking different parts of text to create cohesiveness. Cohesiveness was demanding to learn and use conjunctions correctly in a foreign language (2013:2). It means conjunctions refer to the way used to create cohesiveness in different parts of text become correctly language.

A conjunction is a word that links words, phrases, or clauses. Before discussing conjunction any further, it is better to define the conjunction, which has various definitions according to some grammarians. Wren and Martin (2004:129) state that conjunction is a word which merely joins together sentences and sometimes word. Conjunction joins together sentence and often makes them more compact. Frank (1985: 206) states that conjunctions are member of small class

that have no characteristic form, their function are chiefly as non-moveable structure words that join such units as part of speech , phrases, or clauses. He also divides them into two general types of conjunction: they are coordinating conjunction and subordinating conjunction. Hartanto (1996:326) states that conjunction is a word used to join words, phrases, and clauses and not for another purpose.

Conjunction as described by Bloor and Bloor (1995:98) in Hameed (2008:92) acts as a cohesive tie between clauses or sections of text in such a way as to demonstrate a meaningful pattern between them, though Halliday and Hasan (1976:227) indicate that conjunctive relations are not tied to any particular sequence in the expression. It clearly shows that conjunctive relations has a meaningful pattern in some situation for expressed of conjunction act in clear context.

The term conjunction comes from two Latin words: con, which means “together” and jungere, which means ”join” (Warriner, 1982:76). The conjunction is a word that joins a words or group of words (Warriner, 1977:68). From the definition above, conjunction is a word or a group of words used to connect words, phrases, or clauses and derive from other parts of speech. It is very important used to write a sentence, article, story, song, poem, drama, poetry, prose etc.

By explanation above show the relation of conjunction between two clauses have meaning in one sentence and there are no relation of any particular sequence in the expression in conjunctive relation. Christariana argued, the different types

of conjunctive relations that enter into cohesion are not the same as the elementary logical relations that are expressed through the structural medium of coordination (2013:4). It means represent the generalized types of connection that its recognize as holding between sentences. It means that is the phenomena of conjunctive relations which can be grouped into four categories that may occur in either internal or external context. Through Halliday and Hasan, there were four types of conjunction: additive, adversative,causal, and temporal (1974:238).

The first type of conjunction is additive. The additive conjunction acts to structurally coordinate or link by adding to the presupposed item. The additive relation was somewhat which was different from coordination appropriate, although it was no doubt derivable from coordination appropriate which could be seen from (Halliday and Hasan, 1976:244). Although additive indicates something rather looser and less structural than what it meant by coordinate. The reason was a coordinate pair function as a single unit. It means additive relation is expression as link by adding to the proper item with purpose to get understanding to a sentence. Additive relation included, and, or, more ever, likewise, furthermore, besides that, on the other hand, for example, thus ,etc. (Halliday and Hasan, 1976:242).

The additive relation is somewhat different from coordination proper, although it is no doubt derivable from it. Considering cohesive relations, and, or, and nor type can be grouped under the heading of additive. Coordination is said to be realized in the form of a particular structural relation since it is incorporated into linguistic structure (Halliday and Hasan, 1976; 233). While

additive indicates something rather looser and less structural than what it meant by coordinate. Hence, If coordinate relation is structural, the additive relation is cohesive. The correlative pairs, such as both ... and, either ... or, and neither ... nor do not occur in general with cohesive function and they restricted to structural coordination within the sentence. The reason is that a coordinate pair functions as a single unit.

And, or, and nor may express either the external or the internal type of conjunctive relation. For example and, in the additive context, in fact, there may be no very clearly difference between the two (external or internal); but when and is used alone as a cohesive item, as a distinct from and then, etc, it often seems to have the sense of 'there is something more to be said', which is clearly internal in terms (Halliday and Hasan 1976; 245) the example is "While you're refreshing yourself," said the Queen, "I'll just take the measurements." *And* she took a ribbon out of her pocket, marked in inches...(Halliday and Hasan, 1976: 235)

The second type is adversative. The adversative was contrary to expectation as the basic meaning of the adversative relation derived from the content of what is being said or from the communication process, and the speaker-hearer situation. The adversative conjunction acts to indicated "contrary to expectation" (Halliday and Hasan, 1976:250). It means, the adversative has word as adversative relation to use for give contrary meaning in the sentences or clauses or phrases or words in any situation that doing by speaker and hearer. Adversative type was

characterize by such conjunctions as yet, though, only, but, however, nevertheless, in fact, actually, instead, rather, anyhow, etc (Halliday and Hasan, 1976:242).

Contrary to expectation as the basic meaning of the adversative relation derived from the content of what is being said or from the communication process, and the speaker -hearer situation. For example: All the figures were correct; they'd been checked. *Yet* the total came out wrong. (Halliday and Hasan, 1976: 250)

The third type of conjunction is causal. The distinction between the external and internal types of cohesion tended to be a little less in the context of causal relations than in the other contexts, because the idea of cause already involved some degrees of interpretation by the speaker. The causal conjunction expressed "result, reason and purpose" (Halliday and Hasan, 1976:256). It means, the causal relation has meaning result, reason and purpose if join with sentences, clauses, phrases, and words. So, interpretation of the speaker and hearer become proper. Causal relation expressed by conjunction such as so, then, for, because, as a result, therefor, in that case, otherwise, for this reason, in this end, etc (Halliday and Hasan, 1976:243).

So, thus, hence, consequently, accordingly, therefore and a number of expressions like as a result (of that), because of that, in consequence, are the causal relation expression. All the example of causal are regularly combined with initial and. Thus so occurs only initially, unless it is followed by and. There are three specific relations under the heading of causal relations. They are 'result, reason, and purpose'. The simple form of expression such as so means, as a result,

for this reason, for this purpose. Except, they are expressed as prepositional phrases, they are not distinguished.

The simple form thus, hence, and therefore all occur regularly in an internal sense which is implying some kinds of reasoning or argument from a premise. The word so occurs frequently in another meaning, also internal, that is shared with then; it is a statement about the speaker's reasoning processes: 'I conclude from what you say (or other evidence)' (Halliday and Hasan 1976: 257)

Other type of conjunctive relations will be under the general heading of causal that is the conditional type. The two of them are closely related, where the causal means a therefore b, while the conditional means possibly if so, then. The simple form of expression of conditional relation, meaning 'under the circumstances', is the word then.

The last conjunction type is temporal. The temporal and links which expressed signaling sequence or time (Halliday and Hasan, 1976:261). It means the temporal relations are the relations between two successive sentences and these relation in external terms as content may be simply one of the sequences in time and the one is subsequent to the other. Temporal included the sense of conclusiveness by such items as next, after that, finally, before that, at least, secondly, at once, up to now, at this point, to resume, etc (Halliday and Hasan, 1976:243).

The temporal relations are the relations between two successive sentences. Their relation in external terms, as content may be simply one of the sequences in

time. The one is subsequent to the other. This temporal cohesion is expressed in its simple form by *then*.

The other expressions of temporal relationship besides *then* and *end* *then* are *next*, *afterwards*, *after that*, *subsequently*, *following*, *later*, *since*. Halliday and Hasan (1976; 261) stated that the presence of an additional component also make temporal relation more specific in the meaning, as well as succession in time.

Temporal relation may occur in correlative form that is an anaphoric time expression in one sentence anticipating the anaphoric one that is to follow. The typical anaphoric temporal is: first, first of all, at first etc. And the expectation will follow that is an item such as next, then, second, or finally. The example is Brick tea is blend that has been compressed into a cake. It is taken mainly by the minority groups in China. First, it is ground to a dust. Then it is ‘ usually cooked in milk. (Nunan: 1993:27)

Still under the heading of temporal relation, there is included the sense of ‘to return to the point’ which is called resumptive. This resumptive relation is an internal one, expressed by phrases such as anyway, to resume, or to come to the point

The distinction between the external and the internal type of temporal relation is fairly easy to identify. In the internal type, the successivity is in the communication process, not in the events being talked about. The meaning ‘next in the course of discussion’ is typically expressed by the words next,

then, or .secondly, etc, and the culmination of the discussion is expressed by: finally, or in conclusion.

2. Types of Conjunction

Rudyanto (2011:68) said, conjunctions are words how to connect one word to other word. Conjunctions have three kinds such as coordinating conjunction, correlative conjunction, and subordinating conjunction.

Conjunctions are very essential in speech and in writing. They improve the cohesion between the different parts of the text and enable you to construct long sentences without sounding awkward. Although the concept of conjunctions may seem too simple, you should still take time and make sure that you place the punctuations properly, choose the appropriate conjunctions, and see to it that you adhere to the standard rules of grammar.

According to Warriner (1982:68) there are three kinds of conjunction. Firstly is coordinating conjunctions, secondly is correlative conjunctions and the thirdly is subordinating conjunctions. It is classified 15 based on the forms of conjunction.

2.1 Coordinating Conjunction

Rudyanto (2011:68) said, "Coordinating conjunctions, also called coordinators, are conjunctions that join two or more items of equal syntactic importance, such as words, main clauses, or sentences.

Coordinating conjunctions may join single words, or they may join groups of words, but they must always join similar elements: e.g. subject+subject, verb phrase+verb phrase, sentence+sentence. When a coordinating conjunction is used to join elements, the element becomes a compound element.

Wren and Martin (2004:130) state that coordinating conjunction are the sentences containing two independent statements of equal rank. Frank (1985:206) states that the coordinating conjunction joins structural units that is equal grammatically. The conjunction comes before the last unit and is grammatically independent of this unit. Hartanto (1996:327) states that coordinating conjunction joins clauses in equal rank; a clause does not depend on the other clause.

Among the three types of conjunctions, this is probably the most common one. The main function of coordinating conjunctions is to join words, phrases, and clauses together, which are usually grammatically equal. Aside from that, this type of conjunctions is placed in between the words or groups of words that it links together, and not at the beginning or at the end the example is : He plays squash and rugby, Andre is small but strong.

According to Gucker (1966: 72), “coordinating conjunction are normally used to connect sentence elements of the some grammatical class: nouns with nouns, adverbs with adverbs, clauses with clauses.” The examples below by no means exhaust the possible meanings of these conjunctions.

AND

To suggest that one idea is chronologically sequential to another, example: They gamble, *and* they smoke.

To suggest that one idea is the result of another example: Zack heard the weather report *and* promptly boarded up his house.

To suggest a kind of “Comment” on the first clause: Charlie became addicted to gambling *and* that surprised no one who knew him.”

To suggest that one idea is in contrast to another (Frequently replaced by but in this usage): Risky is brilliant *and* Zack has a pleasant personality.

BUT

To suggest a contrast that is unexpected in light of the first clause example: Gerry lost a fortune in the stock market, but he still seems able to live quite comfortably.

To connect two ideas with the meaning of “with the exception of” (and then the second word takes over as subject): Everybody *but* Glin trying to out from the house.” To show contrast: Tavana wants to buy a dictionary *but* she doesn’t have enough money.”

OR

To suggest that only one possibility can be realized, excluding one or the other. You may buy a newspaper or magazine.

To suggest the inclusive combination of alternatives example : are you going to the party, *or* will you stay home?”

To suggest a negative condition The New Hampshire state motto is the rather grim “Live free *or* die.”

To suggest a restatement *or* “correction“of the first part of the sentence: “ There are no rattlesnakes in this canyon, *or* so our guide tell us.”

To suggest a negative alternative without the use of an important (see use or and above) example: They must approve his political style *or* they wouldn't keep electing him mayor."

YET

But and yet show contrast. Yet is sometimes considered a conjunction adverb like however, rather than a coordinate conjunction example: Teddy is vegetarian, *Yet* she eats chicken.

2.2 Correlative conjunctions

Wishon (1980:136) said, "Correlative conjunction may be used to join two basic sentence patterns or two parallel elements of any kind. "Correlative conjunctions are more similar to coordinating conjunctions than to subordinating conjunctions because the sentence fragments they connect are usually equal. Subordinating conjunctions connect independent clauses and dependent clauses, which have very different functions. Coordinating conjunctions and correlative conjunctions, on the other hand, connect words and phrases that carry equal weight in the sentence.

For example, "both/and" connects either two subjects or two objects:

- a. Both Jon and Lauren enjoyed the movie. (subjects)
- b. Jon enjoyed both the movie and the company. (objects)

"As/as" compares nouns using an adjective or an adverb:

- a. Peter is as tall as Jeff.
- b. A lion can't run as fast as a cheetah.

"Not only/but also" can connect nouns or entire clauses:

- a. I'm not only going to the concert, but also meeting the band backstage!
- b. Not only will I see your \$10, but also raise you \$20.

Kinds of correlative conjunctions

Either.....nor...

Example :Either you will go, or I will protest

Neither...nor...

Example :Thirty years ago, people knew about neither spaceships nor astronauts.

Both...and...

Example :Both my mother and my sister are like Twilight.

Not only...but also...

Example :She is not only beautiful, but she is also clever.

2.3 Subordinating conjunctions

Rudyanto (2011:68) said, "A Subordinating Conjunction (sometimes called a dependent word or subordinator) comes at the beginning of a Subordinate (or dependent) clause and establishes the relationship between the dependent clause and the rest of the sentence. It also turns the clause into something that depends on the rest of the sentence for its meaning."

This type of conjunctions is used in linking two clauses together. Aside from the fact that they introduce a dependent clause, subordinating conjunctions also describe the relationship between the dependent clause and the independent clause in the sentence.

Subordinating conjunctions can be classified based their function, such as:

Cause or reason (sebab, alasan).

Such as: as, because, for, since, whereas, wherefor. Examples: I'm sure you will pass the final exam, as you are a clever and diligent student. Rio couldn't go to work today because her grandmother died.

Comparison (Perbandingan)

Such as: as.....as, as well as, rather...than, than.

Examples: Fred is not as tall as his older brother, Justin, This bag looks better than that one.

Concession (mengalah)

Such as: although, though, even though, however, nevertheless.

Examples: He did not defend himself even though people gave many false accusations to him, Damien will never be a famous singer however hard he tries to fulfill his dreams.

Condition (syarat)

Such as: if, unless, whether, as if, since.

Examples: James is confused whether to study art in Paris or business in London, I will not tell you my secret unless you tell me yours.

Manner (cara)

Such as: how, as, as far as, according.

Examples: The situation in Japan is still unstable, according to the news, I still can't believe how Dominic could get here in less than ten minutes.

Purpose (tujuan, maksud)

Such as: that, in order to, so that, lest.

Examples: Will is taking cooking lessons now so that he can be a chef, John studies very hard in order to be able to win a scholarship.

Time (waktu)

Such as: while, as, as soon as, since, before, after, as long as, whenever, until

Examples: I will feel safe as long as you are here with me, Brooklyn will not feel satisfied until she gets what she wants.

The Punctuation of Subordinating Conjunctions

When you attach subordinate conjunctions in front of a main clause, use a comma, like this:

Subordinate conjunctions + main clause

Example: Even though the broccoli was covered in cheddar cheese, Emily refused to eat it, when you attach a subordinate conjunctions at the end a main clause, you will generally use no punctuation, like this:

Main clause + subordinate clause

Example: Tania did poorly on her history exam because her best friend Giselle insisted on gossiping during their study session the night before.

3. The Difference Between Coordination and Subordination

A coordinating conjunction can join two main clauses that a writer wants to emphasize equally. The pattern for coordination looks like this: main clause +, coordinating conjunction + main clause. Example: 32. While I am at work, my dog Bobby sleeps on the bed *and* my cat Sisy naps in the bathtub.

Subordination, however, emphasizes the idea in the main clause more than the one in subordinate clause, generally, the pattern look like this:

Main clause + subordinate clause example: Nicky shook her head and sighed as she puzzled over the algebra problem

Subordinate clause +, + main clause, example: When the doorbell rang, Nicky slammed shut her textbook and rose to pay for her pizza.

4. Movie

Movie is a recording of moving images that tells a story and that people watch on a screen or television and movie is a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement a sequence of photographs projected onto a screen with sufficient rapidity as to create the illusion of motion and continuity (Merriam Webster, 1828)

A film or movie is one kind of entertainment that can be used to study speech act, especially illocutionary act. If we concern to the dialogue or conversation used by the characters in the film or movie, we can find there are

many utterances and sentences which are produced includes in illocutionary act. All those dialogues or conversations in the movie are written in the movie script.

The notion of film is a cultural product and an expression of art. Film here is considered as mass communication which is a combination of various technologies such as photography and sound recording, fine arts and theater arts, literature and architecture and music. The film is a moving picture. (effendi 1986)

According to him, the definition of film is a audio-visual media that combines the two elements, namely narrative and cinematic. The narrative element itself is related to the theme while the cinematic element is the flow or storyline. (himawan prasista 1988)

Film is a form of video media that begins or is produced in a real idea, then there must be elements of entertainment and meaning in it. This entertainment and meaning element lies in the conditions of filmmaking which can sometimes be in the form of comedy or history. (michael rabiger 2009)

Understanding film is a medium of entertainment that combines the storyline, pictures, and sound. These three elements are present in the elements of every filmmaking, therefore film is often used as an element of learning media. (palapah dan syamsudin 1986).

5. Synopsis of *Toy Story 2* Movie

Andy prepares to go to cowboy camp with Woody, but while playing with Woody and Buzz, he accidentally rips Woody's arm. Andy's mom puts Woody on a shelf, and Andy leaves without him. The next day, after having a nightmare of

being thrown away, Woody finds Wheezy, a squeeze toy who has been shelved for months due to a broken squeaker. When Andy's mother puts Wheezy in a yard sale, Woody rescues him, but is stolen by a greedy toy collector. From a commercial, Andy's toys identify the thief as Al McWhiggin, owner of Al's Toy Barn. Buzz, Hamm, Mr. Potato Head, Slinky Dog, and Rex set out to rescue Woody.

At Al's apartment, Woody learns that he is based on a 1950s black-and-white television puppet show called *Woody's Roundup*, and that along with Jessie, Bullseye, and Stinky Pete the Prospector, he is set to be sold to a toy museum in Tokyo, Japan. While the others are excited about going, Woody intends to return to Andy, upsetting Jessie. Stinky Pete explains that the museum is only interested in the collection if it is complete, and without Woody, they will be returned to storage.

After Woody's arm is torn off completely, his attempt to retrieve it is foiled when Al's television set turns on, and he angrily blames Jessie when he finds the TV remote in front of her, causing a fight. The next morning, Woody's arm is fixed by an elderly toy repair specialist. He learns that Jessie once belonged to a girl named Emily, who eventually outgrew and finally donated her. Stinky Pete warns Woody that the same fate awaits him when Andy grows up, whereas he will last forever in the museum. Hearing this, Woody decides to go to Japan.

Meanwhile, Buzz and the other toys reach Al's Toy Barn. While searching for Woody, Buzz is imprisoned by a Utility Belt Buzz, who believes that Buzz is a rogue space ranger; he joins the other toys, who mistake him for Andy's Buzz.

After discovering Al's plan, they go to his apartment, while Andy's Buzz escapes and pursues them, accidentally freeing an Emperor Zurg toy, which follows him with the intent of destroying him. After the toys find Woody, Buzz rejoins them and proves that he is Andy's Buzz, but Woody refuses to go home, much to Andy's toys' dismay.

Buzz reminds Woody that a toy's true purpose is to be played with, which he would never experience in a museum. After seeing a boy play with him on a *Woody's Roundup* episode, Woody changes his mind, and asks the *Roundup* gang to come home with him and the rest of the toys. However, Stinky Pete, who has never been loved or played with and wants to go to Japan, stops them, revealing that he was responsible for foiling Woody's escape attempt, and framed Jessie for it. Al then returns, takes the gang in a suitcase, and leaves for the airport.

Andy's toys pursue Al, but are caught by Zurg, who battles Utility Belt Buzz and reveals himself as Buzz's father. After Rex inadvertently knocks Zurg off an elevator, Utility Belt Buzz then chooses to remain behind with Zurg. Accompanied by three toy Aliens, Andy's toys steal a Pizza Planet delivery truck and follow Al to the airport, where they sneak into the baggage handling system and find Al's suitcase. Stinky Pete rips Woody's arm during a struggle, but Andy's toys stuff him into a little girl's backpack as punishment. They free Bullseye, only for Jessie to end up on the plane bound for Japan. Assisted by Buzz and Bullseye, Woody frees Jessie, and the toys return home in a stolen baggage carrier.

When Andy returns from camp, he accepts Jessie, Bullseye and the Aliens as his new toys, then repairs Woody's arm. Al is upset in a new commercial after losing the Roundup Gang, while Wheezy's squeaker is also fixed. Woody tells Buzz that he is no longer worried about Andy outgrowing him because, when he eventually does, they will still have each other for company.

B. The Previous Relevant Study

Dealing with the conjunction, there are several studies that I found. First is study “Conjunctions and The Grammatical Agreement” conducted by Heidi Lorimor (2008). The research focused on the factors of producing agreement that using proof from conjoined subjects in English and Lebanese Arabic. The researcher used object of American English sentences from World Wide Web explained that speakers often produce singular verbs with conjoined subject in his research. Another study has been created by M. Teresa Soliasi Aris (1991) entitled “The Category of The Conjunction in Categorical Grammar”. The research focused on the categorial types for conjunction inside of categorial grammar formalism. The aimed of this study is to find a category for conjunction that allows the grammar formalism to account for natural language phenomena and explore the categorial type for conjunctions is proposed which can account for those characteristic.

The different study between this study and previous research is this study focused to find out the types of conjunctions which appears in *Toy Story 2* movie script and found out the most dominant type used in this movie which is purposes

to know various of conjunction and to know the functions of conjunction if the conjunction to join with words, clauses, phrases, and sentences in *Toy Story 2* movie script.

C. Conceptual Framework

This study was conducted under the conjunction. It focused on type of conjunction used in *Toy Story 2* movie script. This study used two main indicators to analyze the type of conjunction. The two indicators was to analyze the conjunction used in *toy story2*, and how were the conjunction used in the movie script, to describe the reasons of the type of conjunction.

The conjunction was needed as the data of the indicators. The data explain the type of conjunction used in *toy stoory 2* movie script and how were the conjunction used in *toy story 2* movie script.

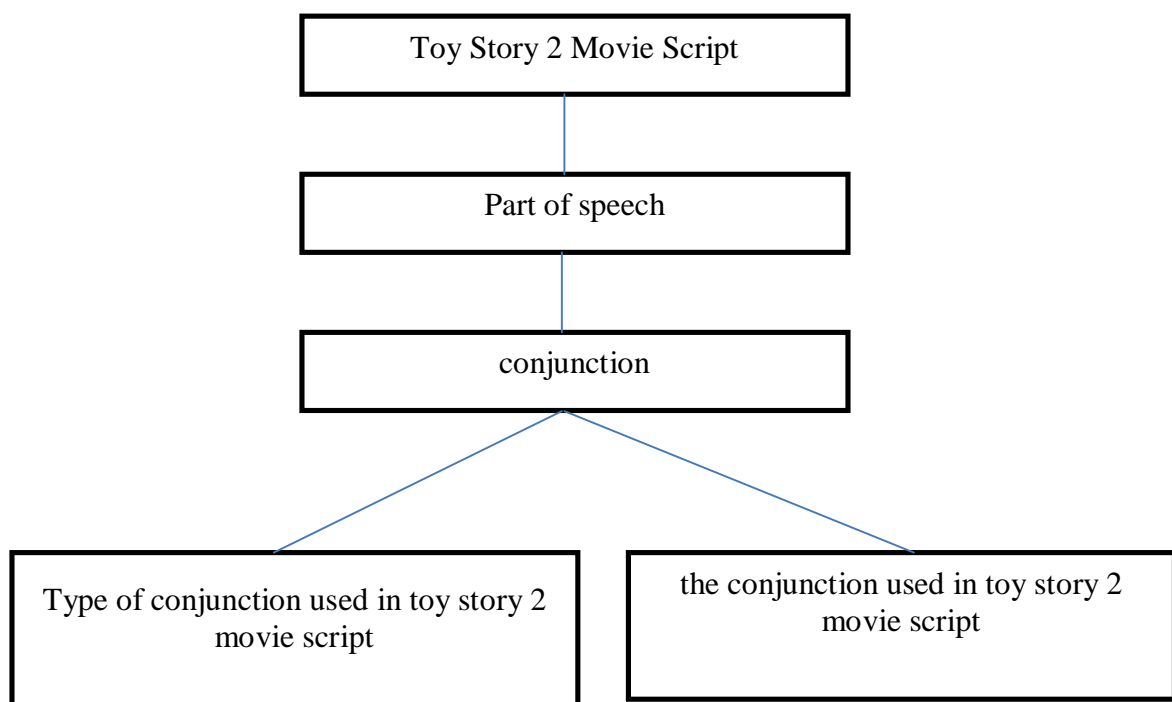


Figure 2.1 : Conceptual Framework

CHAPTER III

METHOD OF THE RESEARCH

A. The Research of Design

Qualitative research is implemented in cases where a relationship between collected data and observation is established on the basis of mathematical calculations. Theories related to a naturally existing phenomenon can be proved or disproved using mathematical calculations. Researchers rely on qualitative research design where they are expected to conclude “why” a particular theory exists along with “what” respondents have to say about it.

Qualitative design is apply in this study to analyze the phoneme of grammar, especially conjunction in *Toy Story 2* movie script that is performed by the main character.

B. The Source of Data

The data of this research are in the utterance of characters of *Toy Story 2* movie script. *Toy Story 2* is a comedy adventure movie. It was produced by Pixar Animation Studios. The source of data in this research is take *Toy Story 2* movie script. The script and movie is take from internet with duration 1 hour 20 minutes and 8 second, the script is selected as the source of data.

C. The Techniques for Collecting Data

The data of this research was presented by the following steps.

1. Browsing the movie.
2. Watching the movie.
3. Transcribing the script of the` movie.
4. Reading the script of the movie.
5. Finding out the data including conjunction in the movie script.

D. The Techniques for Analyzing the Data

In analyzing the data, theory proposed by Miles and Huberman (1994) was used that qualitative data analysis consist of three procedures. The procedures for analyzed were as the following.

1. Data Reduction

Data reduction means the process of sorting, focusing, identifying, sampling, abstracting, and transforming of the data that are considered important. In the conducting research, the researcher will select data that will give valuable information in research; the data is chosen by identifying and classifying the type of conjunction.

2. Data Display

Data display means the process to simplify the data in the form of sentences, narrative, or table. In displaying data, the researcher describes data by tabulating of the types of conjunction into table.

3. Drawing and Verifying Conclusion

The last step after doing the data display is drawn of the conclusion and verification. it is used to describe all of the data, so that it would be came clearly.

The conclusion can be able to answer the formulation of the problem that formulated from the beginning.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

In this chapter the data were collected from the script of *Toy Story 2* movie. The data were collected from juni 12 2019. There were 50 sentences which used conjunction in toy story 2 movie scripts. In this research, the researcher tried to describe some point that included describing some point which were the type of conjunction used in *Toy Story 2* movie script, and how were conjunctions used in toy story 2 movie scripts.

B. Data Analysis

1. The type of conjunction used in toy story 2 movie script

1.1 Coordinating conjunction

Coordinating conjunction may join single word, or they may join groups of word, but they must always join similar element . it was consisted of fanboys (for,and,not,but,or,yet,so)

a. AND

It used to suggest that one idea is chronologically sequential to another,example:

They gamble, *and* they smoke, to suggest that one idea is the result of another

b. BUT

it used to suggest a contrast that is unexpected in light of the first clause,example:

Gerry lost a fortune in the stock market, *but* he still seems able to live quite comfortably.”

c. OR

It used suggest that only one possibility can be realized, excluding one or the other, example :

You may buy a newspaper or magazine.

d. YET

It used suggest butt and yet show contrast. Yet is sometimes considered a conjunction adverb like however, rather than a coordinate conjunction:

4. Teddy is vegetarian, *yet* she eats chicken.

”The Punctuation of Coordinating Conjunctions” Two patterns in writing use coordinating conjunction. Add commas when required.

1.2 Subordinating conjunction

This type of conjunction is used in linking two clouses together example:
i’m sure you will pass the final exam, as you are a clever and deligent student.

This type of conjunctions is used in linking two clauses together. Aside from the fact that they introduce a dependent clause, subordinating conjunctions also describe the relationship between the dependent clause and the independent clause in the sentence. The example were :

- a. i’ll be leading crisis counseling after the ceremony.
- b. you have a greater knowledge than i can over comprehend.

1.3 Correlative conjunction

Correlative conjunction may be used to join two basic sentence patterns or two parallel elements of any kind, for example :

- a. Its either the side of a hill
- b. Me neither take me with ya buzz

2. The conjunction used in toy story 2 movie script

There were 50 sentences typr of conjunction used in toy story 2 movie script. It included coordinating conjunction,correlative conjunction, and subordinate conjunction. The example of type of conjunction used in toy story 2 movie script can be seen in picture below, and for all data, it can be seen in appendix.

Data 1: i mean his spirit as long as he pines for

In data 1, it can be seen the word is as long as, it is one of the conjunction type subordinating conjunction. It can explain the perfect sentence.

Data 2: i just want you guys to know that i love ya and i mean that

In data 2, it can be seen the word and, it is the conjunction type coordinating conjunction. It can explain the perfect sentence

Data 3, as soon as your blue book value drops

In data 3, it can be seen the word as soon as, it is the conjunction type subordinating conjunction. It can explain the perfect sentence

Data 4, but not clever enough

In data 4, it can be seen the word but, it is the conjunction type coordinating conjunction. It can explain the perfect sentence

In data 5, they are plastic and our lasers

In data 5, it can be seen the word and, it is the conjunction type coordinating conjunction. It can explain the perfect sentence

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Having analyzed the data, conclusions are stated in the following.

1. There are three types of conjunction in *Toy Story 2* movie script. They are coordinating conjunction, subordination conjunction , and correlative conjunction.
2. The conjunction used in toy story 2 movie script there are 50 words in each different sentenc. This shows that the use of conjunction in toy story 2 movie script has many example in their use.

B. Suggestions

In relation to the conclusions, suggestions are staged as in the following.

1. The readers should learn about conjunction, so that it can help them to know the conjunction and understand the utterances to be used to express what they mean.

It is suggested to other readers who are interested in conjunction to do a research focus in the same point about conjunction in the novel, movie or etc.

REFERENCES

- Allen, W. Stannard. 1995, 4th Ed. *Living English Structure*. London: Longman
- Biber, Douglas, et al. 2002. *Tata Bahasa Inggris Lengkap*, Penerbit Indah.
- Bloor, T. and Bloor, M. 1995. *The Functional Analysis of English*. London: Arnold
- Carnie, A. (2006). *Clause Types: A Descriptive Tangent into the Types of Clauses*, ppt.
- Halliday, M.A.K. and Hasan, R. 1976. *Cohesion in English*. London: Longman.
- Halliday, M.A.K. and Matthiessen, C. M.I.M. 2004. *An Introduction to Functional Grammar (3rd ed.)*. London: Arnold.
- Hartanto, J& Koentjoro, S. 2009. *ABC English Grammar*. SURABAYA: Imakila.
- Indonesia Student, 2017. *4 Pengertian Film Menurut Para Ahli, Jenis, dan Manfaatnya Lengkap*. <https://www.indonesiastudents.com/pengertian-film-menurut-para-ahli-jenis-dan-manfaatnya/>.(access at 8 mei 2018)
- John, Lasseter, et al.1995. Toy Story 2 Movie Script. [https:// www.imsdb.com/scripts /Toy-Story.html](https://www.imsdb.com/scripts/Toy-Story.html). (access at 8 mei 2019).
- Mahendra, I. P. (2013). *The Conjunction Analysis in Novel "If I Stay By Gayle Forman*. Denpasar: Udayana University.
- Pardiyanto. 2005. *Fokus Bahasa Inggris*. Jakarta: Erlangga.

Pangaribuan, Tagor & Haddina, Elisa; Manik, Sondang. 2018. *The Students' Error Using Conjunction (Because, Since, as, in Cace) in the Sentences*. Medan: Canadian Center of Science and Education

Rudyanto, Nina. 2011. *Otodidak Belajar Grammar*. Jakarta : PT. Buku Seru

Sato, Anne Treisman & Sharon. 1990. *Conjunction Search Revisited*. Berkeley: American Psychological Association

Stanton, Andrew, et al. 2019. Toy Story 2. https://play.google.com/store/movies/details/Toy_Story_2?id=fMOCCJoYTzw.(access at 8 mei 2019)

Sunny, Bright.2010. *theoretical framework (conjunction)*. <https://brightsunnygirl.wordpress.com/2010/12/18/theoretical-framework-conjunction/>.(10 mei 2019)

Wishon, E.G and Burks, J.M. 1980. *Let's Write English*. USA: New York.

No	Aspect	Type of conjunction	explanation
1	Finally a little piece and quiet	A	The sentence contains the word and which indicates a conjunction of type coordinating conjunction
2	I dont see anything except for a sign that says garage sale	B	The sentence contains the word for which indicates a conjunction of type subordinating conjunction
3	Now, if you'll excuse me, im going out for a little rest	C	The sentence contains the word if which indicates a conjunction of type subordinating conjunction
4	Lady i found that thing fair and square	A	The sentence contains the word and which indicates a conjunction of type coordinating conjunction
5	But woody,i'll never play checkers without thinking	A	The sentence contains the word whih indicates of type coordinating conjunction : but
6	Thats for woody when you see him	A	The sentence contains the word which indicates of type coordinating conjunction : for
7	But i doubt he'll enjoy it coming from me	A	The sentence contains the word which indicates of type coordinating conjunction "but"
8	I've been here a long time, woody and if there's one thing i've learned	A	The sentence contains the word which indicates of type coordinating conjunction "and"
9	Prospector and seniorita cactus	A	The sentence contains the word which indicates of type coordinating conjunction "and"
10	I mean spirit. As long as he pines for	C	The sentence contains the word which indicates of type correlative conjunction "as long as"

11	Didn't you say danny, or whatever his name is	A	The sentence contains the word which indicates of type coordinating conjunction "or"
12	They're plastic and our lasers	A	The sentence contains the word which indicates of type coordinating conjunction "and"
13	You've smitten zurg with nothing but the seer will to dominate	A	The sentence contains the word which indicates of type coordinating conjunction "but"
14	But take mine	A	The sentences contains the word which indicates of type coordinating conjunction "but"
15	But not clever enough	A	The sentences contains the word which indicates of type coordinating conjunction "but"
16	But you dont thing you can blast	A	The sentence contains the word which indicates if type coordinating conjunction "but"
17	Stay here while i get woody and dont move till i return	A	The sentence contains the word which indicates of type coordinating conjunction "and"
18	But a few days ago you said	A	The sentence contains the word which indicates of type coordinating conjunction "but"
19	Have i died and gone to fifties heaven	A	The sentence contains the word which indicates of type of coordinating conjunction "and"
20	But...how does one even begin to put a price on this masterpiece	A	The sentence contains the word which indicates of type of coordinating conjunction "but"
21	We're off to gotham and guess who's the reason?	A	The sentence contains the word which indicates of type coordinating conjunction "and"
22	I just want you guys to know that i love ya and i mean that	A	The sentence contains the word which indicates of

			type coordinating conjunction “and”
23	That’s bullseye and this is senorita cactus and the prospector	A	The sentence contains the word which indicates of type coordinating conjunction “and”
24	Oh sure, and while you’re at it	A	The sentence contains the word which indicate of type the coordinating conjunction “and”
25	Its the toynapper and his henchman	A	The sentence contains the word which indicate of type the coordinating conjunction “and”
26	Escape number four hundred and twenty one	A	The sentence contains the word which indicate of type the coordinating conjunction “and”
27	I jump off of that and i’ll be one mashed potato	A	The sentence contains the word which indicate of type the coordinating conjunction “and”
28	I can’t tell if were in the yellow country or the pink country	A	The sentence contains the word which indicate of type the coordinating conjunction “or”
29	To infinity and beyond	A	The sentence contains the word which indicates of type the coordinating conjunction “and”
30	We made smores and sang songs	A	The sentence contains the word which indicates of type the coordinating conjunction “and”
31	As soon as your blue book value drops	C	The sentence contains the word which indicates of type the correlative conjunction “as soon as”

Note:

- A = coordinating conjunction
 B = subordinating conjunction
 C = correlative conjunction

CURRICULUM VITAE

PERSONAL DATA

Name : M Aditya Rizky Akbar
Registered : 1502050217
Place/Date of Birth : Air Joman, 20 April 1998
Gender : Male
Religion : Moslem
Partial Status : Single
Nationality : Indonesia
Address : Jalan Alfalah 1 No.8
Father's Name : Drs. Aliuddin
Mother's Name : Lestia Hadi Winarti S.Pd
Mobile Phone : 081375071955
Email : rizkyakbar.aditya15@gmail.com

EDUCATION BACKGROUND

2003 – 2009 : SD Negeri 018479 Air Joman Baru
2009 – 2012 : MTs Negeri Tanjungbalai
2012 – 2015 : SMA Negeri 2 Tanjungbalai
2015 – 2019 ..: Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara