

CONJUNCTION USED IN *ICE AGE 3* MOVIE SCRIPT

SKRIPSI

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

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**FACULTY OF TEACHER TRAINING AND EDUCATION
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1/09-2018	Chapter II Conceptual Framework	
1/03-2018	Chapter III Source of Data	
1/09-2018	Chapter IV Data Analysis Research Finding	
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ABSTRACT

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This study deals with conjunction used in *Ice Age 3* 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 *Ice Age 3* movie script. This research was carried out by using descriptive qualitative method. The data were collected by browsing and watching the movie. Then, 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. Next, 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. Finally, 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 117 item of conjunction are realized in *Ice Age 3* movie script. The findings showed that there were three types of conjunction found in *Ice Age 3* movie script, they are coordinating conjunction, correlative conjunction and subordination conjunction. Followed by the most dominant type is Coordinating Conjunction with the amount of 83 (70,94 %), Correlative Conjunction with the amount of 1 (0,86%) and Subordination Conjunction 33 (28,20 %) found in the movie script. *Ice Age 3* 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, *Ice Age 3* movie script.

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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.

A noun is a word used to identify any of class for a person (*Rio Wiranata Pios*), place (*Kalimantan*), or things (*book*) common noun, or to name a particular one of these proper noun. Nouns make up the largest class of waords in most languages, including english. A pronoun is a word used in place of a noun or a word that can function by itself as a noun phrase and that refers either to the participants in the discourse (*e.g., I, you*) or to someone or something mentioned elsewheere in the discourse (*e.g., she, it, this*). The verb in a sentence expresses action or a word used to describe an action, state, or occurrance, and forming the main part of the predicate of a sentence (*e.g.,*

hear, become, run, happen, swim). An adjective is a word used to modify or describe a noun or a pronoun or phrase naming an attribute, added to or grammatically related to modify or describe it (*e.g., beautiful, smart, diligent*). An adverb describes or modifies a verb, an adjective, or another adverb, but never a noun or a word or phrase that modifies or qualifies an adjective, verb, or other adverb or a word group, expressing a relation of place, time, circumstance, manner, cause, degree, etc (*e.g., gently, quite, then, there*). It usually answers the questions of when, where, how, why, under what conditions, or to what degree. A preposition is a word placed before a noun or pronoun to form a phrase modifying another word in the sentence or a word governing, and usually preceding, a noun or pronoun and expressing a relation to another word or element in the clause (*e.g., the man on the platform, she arrived after dinner*). An interjection is a word used to express emotion or an abrupt remark, made especially as an aside or interruption (*e.g., ah! Okey!*). It is often followed by an exclamation point. Article marks a phrase as uniquely identifiable and can be used with any common noun (*e.g., the, a*).

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 "*Ice Age 3*". 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.

Based on the explanation above, the writer separated 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 wants to find out the types of

conjunction and the most dominant type of conjunction in *Ice Age 3* 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 are the difficulties of studying conjunction
2. What types of conjunction used in *Ice Age 3* movie script
3. What is the most dominant conjunction found in study

C. The Scope and Limitation

This study was focused on conjunction used in *Ice Age 3* movie script. This script of this study focused on part of speech which was limited on conjunction used in *Ice Age 3* movie script.

D. The Formulation of the Problems

Based on this research, the problem of this research are identified as the following.

1. What types of conjunction used in *Ice Age 3* movie script ?
2. What's the most dominant type of *Ice Age 3* movie script ?
3. What are the difficulties of studying conjunction ?

E. The Objectives of the Problems

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

1. to find out the type of conjunction in *Ice Age 3* movie script.
2. to find out the most dominant type of conjunction used in *Ice Age 3* movie script.
3. to find out the problem why study conjunction is difficult

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 can add up new knowledge the theories of conjunction. The findings can be references for future study. This study was concerned in cohesion device especially in the conjunction.

2. Practically

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 and it can be used as additional knowledge in structure and other fields of linguistics. The result of this research can be used by the teacher in Teaching Language of English to teach students about

types of conjunction The result also can be used as one of the references and additional information for next researchers.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

2.1 Cohesion

The concept of cohesion was a semantic, it refers to relations of meaning that existed within the text, and that defined it was a text. Cohesion occurs where the interpretation of some elements in the discourse is dependent on that of another. The one presupposes the other, in the sense that it cannot be effectively decoded except by recourse to it. When this happens, a relation of cohesion is set up, and the two elements, the presupposing and the presupposed, are there by at least potentially integrated into a text. Cohesion is part of the system of a language. The potential for cohesion lies in the systematic resources of references, ellipsis and so on that are built into the language itself. The actualization of cohesion in any given instance, however, depends not merely on the selection of some option from within these resources, but also on the presence of some other element which resolves the presupposition that this sets up. It is obvious that the selection of the word *apples* has no cohesive force by itself; a cohesive relation is set up only if the same word, or a word related to it such as *fruit*, has occurred previously. It is less obvious, but equally true, that the word *them* has no cohesive forces either

unless there is some explicit referent for it within reach. In both instances , the cohesion lies in the relation that is set up between the two.

Cohesion is deemed to be outside of the structure of text because structure in text is provided by grammar. The design of cohesion in text is connected to semantic ties or “relations of meanings that exist within the text, and that define it as a text” (Halliday and Hasan, 1976). The study discusses an analysis done on two Malaysian newspaper articles from the New Straits Times. The study investigates the discourses apparent in the texts and the methods in which discourses are represented through particular linguistic choices. The purpose of the study is to identify discourses that stand for universally held assumptions about how different texts are created and how these discourses signify connection of specific practices and/or encompass a policy for change. Halliday & Hasan (1976) convey texture to the method in which diverse fundamentals in a text are connected or attached jointly to shape a cohesive unity, which also conveys the fact that the texts express completely to the setting in which it is located. Both articles project several connections in the field, in the theme and in the method of writing which are reflected in their corresponding ritual of structural and lexico-grammatical resources.

A further aspect of cohesion was the ways in which words such as “one” and “do” were use to substitute for other words in a text (substitution) and the ways in which words or phrases were left out, or ellipsed, from a text (ellipsis) (Paltridge, 2006:131). It means that cohesion is shows the ways in other aspect of words in text of substitution and words in text of ellipsis.

2.2 Part of Speech

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.

A noun is a word used to identify any of class for a person (*Rio Wiranata Pios*), place (*Kalimantan*), or things (*book*) common noun, or to name a particular one of these proper noun. Nouns make up the largest class of words in most languages, including English. A pronoun is a word used in place of a noun or a word that can function by itself as a noun phrase and that refers either to the participants in the discourse (*e.g., I, you*) or to someone or something mentioned elsewhere in the discourse (*e.g., she, it, this*). The verb in a sentence expresses action or a word used to describe an action, state, or occurrence, and forming the main part of the predicate of a sentence (*e.g., hear, become, run, happen, swim*). An adjective is a word used to modify or describe a noun or a pronoun or phrase naming an attribute, added to or grammatically related to modify or describe it (*e.g., beautiful, smart, diligent*). An adverb describes or modifies a verb, an adjective, or another adverb, but never a noun or a word or phrase that modifies or qualifies an adjective, verb, or other adverb or a word group, expressing a relation of place, time circumstance, manner, cause, degree, etc (*e.g., gently, quite, then, there*). It usually answers the questions of when, where, how, why, under what

conditions, or to what degree. A preposition is a word placed before a noun or pronoun to form a phrase modifying another word in the sentence or a word governing, and usually preceding, a noun or pronoun and expressing a relation to another word or element in the clause (*e.g., the man on the platform, she arrived after dinner*). An interjection is a word used to express emotion or an abrupt remark, made especially as an aside or interruption (*e.g., ah! Okey!*). It is often followed by an exclamation point. Article marks a phrase as uniquely identifiable and can be used with any common noun (*e.g., the, a*).

2.3 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.

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.

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, beside that, on the other hand, for example, thus ,etc. (Halliday and Hasan, 1976:242).

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 used 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, through, only, but, however, nevertheless, in fact, actually, instead, rather, anyhow, etc (Halliday and Hasan, 1976:242).

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).

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).

2.4 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.

2.4.1 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.

Example:

- 1.He plays squash and rugby
- 2.Andre is small but strong.
- 3.You like apple or watermelon

Pardiyono (2005:37) said, “Coordinating conjunctions work to connect subject, predicate, and object like adjective or noun. Among the coordinating conjunctions, the most common of course are and, but, and or. To show contrast, to link with any some choice. The examples below by no means exhaust the possible meanings of these conjunctions:

AND

To suggest that one idea is chronologically sequential to another:

- 3.They gamble, *and* they smoke.

To suggest that one idea is the result of another:

- 4.Zack heard the weather report *and* promptly boarded up his house.

To suggest a kind of “Comment” on the first clause:

- 5.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):

- 6.Risky is brilliant *and* Zack has a pleasant personality.

BUT

To suggest a contrast that is unexpected in light of the first clause,

7. 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):

8. Everybody *but* Glin trying to out from the house.”

To show contrast:

9. 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.

10. You may buy a newspaper *or* magazine.

To suggest the inclusive combination of alternatives:

11. are you going to the party, *or* will you stay home?”

To suggest a negative condition

12. “ 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: “

13. 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):

14.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:

15.Teddy is vegetarian,*Yet* she eats chicken.”

The Punctuation of Coordinating Conjunctions

Two patterns in writing use coordinating conjunction. Add commas when required.

Pattern 1 – Connecting two main clauses

When you connect two main clauses with a coordinating conjunction, use a comma. The pattern looks like this:

Main clause +, coordinating conjunction + main clause

Example:

16.While he is at work, her cat Gerry sleeps on the bed, and my mouse eat it cheese.

Pattern 2 – connecting two items

You can also use a coordinating conjunction to connect any two items. These items can be any grammatical unit except. The pattern looks like this:

Item + coordinating conjunction + item

Example:

17.My cat Gerry has too many fleas and too much hair.

2.4.2 Correlative conjunctions

Wishon (1980:136) said, “Correlative conjunction may be used to join two basic sentence patterns or two parallel elements of any kind.”

Kinds of correlative conjunctions

Either.....nor...

Example

18. Either you will go, or I will protest

Neither...nor...

Example

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

Both...and...

Example

20. Both my mother and my sister are like Twilight.

Not only...but also...

Example

21. She is not only beautiful, but she is also clever.

2.4.3 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.”

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

Cause or reason (sebab, alasan).

Such as: as, because, for, since, whereas,wherefor.

Examples:

22.I'm sure you will pass the final exam, as you are a clever and diligent student.

23.Rio couldn't go to work today because her grandmother died.

Comparison (Perbandingan)

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

Examples:

24.Fred is not as tall as his older brother, Justin

25.This bag looks better than that one.

Conession (mengalah)

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

Examples:

26.He did not defend himself even though people gave many false accusations to him.

27.Damien will never be a famous singer however hard her tries to fulfill his dreams.

Condition (syarat)

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

Examples :

28.James is confused whether to study art in Paris or business in London.

29. I will not tell you my secret unless you tell me yours.

Manner (cara)

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

Examples:

30. The situation in Japan is still unstable, according to the news.

31. 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:

32. 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 :

33. I will feel safe as long as you are here with me.

34. Brooklyn will not feel satisfied until she gets what she wants.

The Punctuation of Subordinating Conjunctions

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

Subordinate conjunctions + main clause

Example:

35. Even though the broccoli was covered in cheddar cheese, Emily refused to eat it.

36. When you attach a subordinate conjunction at the end of a main clause, you will generally use no punctuation, like this :

Main clause + subordinate clause

Example:

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

2.5 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 :

38. 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 looks like this :

Main clause + subordinate clause

39. Nicky shook her head and sighed as she puzzled over the algebra problem

Subordinate clause +, + main clause

40. When the doorbell rang, Nicky slammed shut her textbook and rose to pay for her pizza.

2.6 Movie and Movie Script

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.

Movie script is a written text that provides the basis for a film production. Movie script usually includes not only the dialogue spoken by the characters but also a shot-by-shot outline of the film's action. Movie script may be adapted from novels or stage plays or developed from original ideas suggested by the screenwriters or their collaborators. In this research, I analyze *Ice Age 3* movie script.

Ice Age 3 is a 2009 American computer-animated comedy adventure film produced by Blue Sky Studios. It is the third installment in the *Ice Age* series and the sequel to *Ice Age: The Meltdown* (2006). It was directed by

Carlos Saldanha and co-directed by Mike Thurmeier. Ray Romano, John Leguizamo, Denis Leary, and Queen Latifah reprise their roles from the first two films, with Simon Pegg joining them in the role of a weasel named Buck. The story has Sid the Sloth being taken by a female *Tyrannosaurus* after stealing her eggs, leading the rest of the herd to rescue him in a tropical lost world inhabited by dinosaurs beneath the ice. The film was released on July 1, 2009, by 20th Century Fox.

2.7 Synopsis *Ice Age 3* Movie

Ellie (Queen Latifah) and Manny (Ray Romano) are pregnant with their first child, and Manny is making life obsessed perfectly and safely for the family, because the first experience as a husband and father goes bad when his family is killed by hunters. At the same time, Diego (Denis Leary) finds himself incapable of catching the arrogant deer (Bill Hader) he has been hunting and decides to leave the herd, believing that he loses natural predators as a tiger. Sid (John Leguizamo) grows envious of Manny and Ellie and "adopts" three abandoned eggs apparently he finds in a cold underground cave and calls them Eggbert, Shelly, and Yoko. Manny tells him to put them back, but Sid instead looks after the egg, which hatches into a baby *Tyrannosaurus* the next day.

Although Sid tries his best to raise three dinosaurs, their rough behavior scares away all the other young animals and the ruins of Manny Ellie's playground are built for babies. A *Tyrannosaurus* woman, Momma,

who stole Sid's egg, immediately returned and brought both Sid and her children underground, with Diego in pursuit. Manny, Ellie, Crash, and Eddie (Seann William Scott, Josh Peck) also follow and find that the ice cave leads to a huge forest inhabited by an extinct dinosaur. Here, an Ankylosaurus threatens Diego's flock despite attempts to fend it off; they are rescued from a crowd of angry reptiles by a crazy, single-eyed weasel named Buckminster, or Buck (Simon Pegg). Buck has been living in this forest for some time and is chasing after Rudy, the great albino Baryonyx, with the intention of avenging the loss of his left eye in Rudy's hands. He agrees to lead the herd through the jungle it's a danger to Lava Falls, where has Momma Sid and her babies. At one point, they had to cross the "abyss" filled with gas smoke (a mixture of helium and laughing gas, so anyone breathing in it to laugh out of control while speaking in a high-pitched voice). Meanwhile, Sid and Mama try to defeat each other in breastfeeding his offspring, he lost this contest, but will soon be accepted into any family. The next day, however, Sid is separated from the family and attacked by Rudy. Sid is tapped onto a loose slab of rock that floats in the lava river and will drop over the waterfall. As the flock moves toward Lava Falls, Ellie goes into labor and packs Guanlong strikes, causing a rocky avalanche that separates him from Manny and Diego. Manny doubles back to protect himself and Diego fends off a further attack, while Buck takes Crash and Eddie ahead to rescue Sid. Just as he walked over the waterfall, all three of the swoops in Pteranodon were confiscated only to be chased by Quetzalcoatlus's flock in the middle of the road and save his

life. Manny reaches Ellie, and suddenly there is a reaction, the cry of a newborn, then he sees that it is a girl. He wants to name her Ellie, or Little Ellie, but instead names her Ellie Peaches after the fruit (and the codeword they have chosen for Ellie to use if he goes to labor during the trip). Sid is saddened at the fact that he never had a chance to say goodbye to his "children" as he returned to the herd and learned of the Peach 'birth.

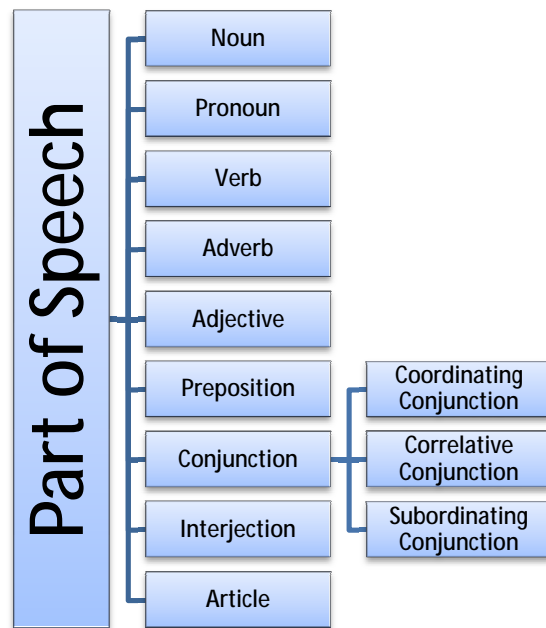
When they dare to return to the tunnel, they are surprised to find Rudy lurking at the entrance. Rudy gets out of the tunnel and attacks on full force; Buck feeds Rudy away from the group and almost eaten himself, before Diego rescues him at the last second. Manny, Sid, Diego, and Buck manage to snare Rudy and knock him unconscious, but when they start to leave, Sid travels over one of the ropes and breaks it. Rudy quickly recovers and escapes, and will attack Sid when Mama arrives at the scene, filling in Rudy and knocking him off a cliff before roaring his victory. When he and his sons wish Sid well, Buck - now aimlessly in life, as Rudy is gone - decides to join the herd and live on the surface. However, a deep roar tells him that Rudy is still alive, he changes his mind and sends a herd of houses, blocking from the road to the forest underground at the same time so that no one else can go there. Manny and Ellie Persik are welcome into the frozen world and admit that Sid does a good job of taking care of Momma's children (though Manny Diego says that he'll never let Sid keep the Peaches). Diego decides to stick with the herd, while Buck lives where he wants to be: underground, fighting out with Rudy.

B. The Previous of Relevant Study

Dealing with the conjunction, there are several studies that I found. First study is “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 *Ice Age 3* movie script and find 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 *Ice Age 3* movie script.

C. Conceptual Framework



CHAPTER III

METHOD OF THE RESEARCH

A. The Research of Design

Qualitative design is apply in this study to analyze the phonemena of grammar, especially conjunction in *Ice Age 3* movie script that is performed by the main character.

Descriptive research is apply to solve the problem by collecting, classifying, analyzing and describing a certain situation objectively.

B. The Source of Data

The data of this research are in the utterance of characters of *Ice Age 3* movie script. *Ice Age 3* is a comedy adventure movie. It was produced by Blue Sky Studios was released in 2010. The source of data in this research is take *Ice Age 3* movie script. The script and movie is take from internet with duration 1 hour 53 minutes and 48 second, the script are take 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 include 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, simplifying, 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 describe 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.

And to finding out the most dominant type from the percentage in the script of *Ice Age 3* movie are used this formula.

$$\mathbf{X = \frac{f}{n} \times 100\%}$$

Where :

X = the percentage of the obtained items

F = frequency

N = total number of the items

100% = the standard percentage

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

In this chapter the data was collected from the script of *Ice Age 3* movie. The data was collected from August 18 2018. There were three types of conjunction namely coordinating conjunction, correlative conjunction and subordination conjunction. In this research, the researcher tried to describe some point that included : firstly, the type of conjunction used in *Ice Age 3* movie script, second the dominant type of conjunction in *Ice Age 3* movie script and the last, what the difficulties of studying conjunction.

Table 4.1
Data Collection

No	Data Collection
1.	Daddy fall down cliff, and go boom, boom, boom.
2.	Manny, I know you're excited. I am, too. But you're getting a little carried away.
3.	Of course, it's still a work in progress. A few rough edges here and there
4.	Okay, Big Daddy. I can't wait to see, how you handle the teen years.
5.	Okay. So I'll just tell her that you're fine.
6.	Having a family, that's huge, and I'm happy for you.
7.	but that's your adventure, not mine.
8.	Yeah, but we're a herd, a family
9.	Face it, Sid. We had a great run, but now it's time to move on.
10.	Crash and Eddie are coming with us?
11.	Stay here. Stay here. And you, you take care of your brother, now.
12.	Now, I want you to meet your Uncle Manny and your Aunt Ellie.
13.	no real options or sense of smell
14.	You have your family, and I'm better off alone, by myself.
15.	I'm your baby and this is my milk

16.	I'm sorry, but you can't go in.
17.	If you don't spit out Little Johnny,
18.	Well, better than nothing
19.	This place is totaled, And we didn't wreck it.
20.	And those three.
21.	And her
22.	I told you to take them back, and you kept them!
23.	But he spit them out.
24.	Well, I put in the blood, sweat and tears to raise them!
25.	and you're gonna have to go through me to get them!
26.	You, Crash and Eddie, back to the village.
27.	Great. After we save Sid,
28.	Age before beauty.
29.	Okay, look, if you feel anything,
30.	even if it's nothing, you gotta tell me,
31.	and then we're out of here.
32.	How about, "The baby's coming!"
33.	Too long. We need something short and punchy,
34.	They're sweet and round and fuzzy,
35.	We've been living above an entire world, and we didn't even know it.
36.	I'm looking for Sid, same as you.
37.	It's either this dinosaur or that one!
38.	How do you think I feel?
39.	If you go in there, you'll find your friend.
40.	O Great and Wisely Weasely One?
41.	Mommy dinosaur carrying her three babies and some floppy green thing
42.	like "Sheldon" or "Tim."
43.	Wait. You mean there's something bigger than Mommy Dinosaur?
44.	Doom and despair, yada, yada, yada.
45.	I wouldn't do that if I were you.
46.	Do that, and it will clamp shut forever
47.	I'll have them out of there before they're digested.
48.	They'll be nothing but bones in three minutes.
49.	But I got rules.
50.	Nice mucus, And I don't say that to everyone.
51.	If you eat me, it will send a bad message.
52.	And the score's all tied up.
53.	Or more importantly, us?
54.	I knew that guy when he was a caterpillar.
55.	You know, before he came out.
56.	Well, we tried "Big Smelly Crack," but that just made everybody giggle.
57.	Now, eyes forward, back straight, and
58.	Oh, yes, breathe in the toxic fumes and you'll probably die.
59.	And now I'm breathing it!
60.	All right, all right. And a one, and a two
61.	and now we're all gonna die!

62. And I don't even like Sid!
 63. I'm not sure how much of that you could hear.
 64. How are you gonna become big, strong dinosaurs?
 65. It's way too feathery and fleshy and...
 66. And alive!
 67. This is how you resolve conflict?
 68. But it's even worse at night.
 69. And his feet smell.
 70. And give Rudy a midnight snack?
 71. But I lived!
 72. Never had I felt so alive than when I was so close to death.
 73. I hung onto that sucker, and I swung back and forth,
 74. and back and forth, and back and forth, and back and forth, and back
 75. until finally, I let go
 76. and I shot right out of his mouth!
 77. I may have lost an eye that day, but I got this!
 78. Well, it's an old saying, but it's not a very good one.
 79. and now you're in the most dangerous place in the world.
 80. It's bigger than both of us. We have to get Sid.
 81. Yeah, but if I had been a better friend to him,
 82. You risked your life, your mate and your baby to save your buddy.
 83. Not the best husband or father,
 84. but a darn good friend!
 85. and then got sprayed on by a bunch of skunks.
 86. Are you nuts? Sid's not violent Or coordinated.
 87. Yeah. And where's the dinosaur?
 88. But I loved her.
 89. Well, your friend might be alive, but not for long.
 90. Or whatever's left of them.
 91. Never heard that kind of dino before
 92. 'Cause sometimes
 93. I imagine it in my head, but...
 94. Manny, you take care of Ellie until we get back.
 95. if there's a female involved,
 96. or possibly a cute dog.
 97. Yeah, but, but she's... You have to...
 98. You stop those guys, But...
 99. Manny, if they reach her, it'll be too late.
 100. No, not really, but Manny's coming.
 101. How about we get Sid first and then go back for Roger?
 102. And me!
 103. I don't want to panic anybody, but who's flying this thing?
 104. Why not? She's sweet and round and covered with fuzz.
 105. No, no. That last dino caught my eye with a claw, and...
 106. Never thought I would say this, but I missed you, buddy.
 107. Right! Right. Yes, because of all the mortal peril, of course.

108.	Well, obviously. But good times, just the...
109.	Why don't you come and get it!
110.	And I'm sure you're going to grow up to be giant, horrifying dinosaurs
111.	And momma...
112.	but whatever you decide to do...
113.	But I got a whole speech here.
114.	How can I show you
115.	that I'm strong and sensitive?
116.	Noble yet caring?
117.	Seems like they were born one day and then gone the next.

B. Data Analysis

After collecting the data, it was classified based on the type of conjunction from all scenes. They are coordinating conjunction, correlative conjunction and subordinating conjunction. The representative data on the types of conjunction were drawn in the following table.

Table 4.2
Representative data of the types of conjunction

No.	Utterence	The Types Of Conjunction		
		A	B	C
1.	Daddy fall down cliff, and go boom, boom, boom.	ü		
2.	Manny, I know you're excited. I am, too. But you're getting a little carried away.	ü		
3.	Of course, it's still a work in progress. A few rough edges here and there	ü		
4.	Okay, Big Daddy. I can't wait to see, how you handle the teen years.			ü
5.	Okay. So I'll just tell her that you're fine.			ü
6.	Having a family, that's huge, and I'm happy for you.	ü		
7.	but that's your adventure, not mine.	ü		
8.	Yeah, but we're a herd, a family	ü		
9.	Face it, Sid. We had a great run, but now it's time to move on.	ü		
10.	Crash and Eddie are coming with us?	ü		
11.	Stay here. Stay here. and you, you take care of your brother, now.	ü		
12.	Now, I want you to meet your Uncle Manny and your	ü		

	Aunt Ellie.			
13.	no real options or sense of smell	ü		
14.	You have your family, and I'm better off alone, by myself.	ü		
15.	I'm your baby and this is my milk	ü		
16.	I'm sorry, but you can't go in.	ü		
17.	If you don't spit out Little Johnny,			ü
18.	Well, better than nothing			ü
19.	This place is totaled, and we didn't wreck it.	ü		
20.	And those three.	ü		
21.	And her	ü		
22.	I told you to take them back, and you kept them!	ü		
23.	But he spit them out.	ü		
24.	Well, I put in the blood, sweat and tears to raise them!	ü		
25.	and you're gonna have to go through me to get them!	ü		
26.	You, Crash and Eddie, back to the village.			
27.	Great. After we save Sid,			ü
28.	Age before beauty.			ü
29.	Okay, look, if you feel anything,			ü
30.	even if it's nothing, you gotta tell me,	ü		ü
31.	and then we're out of here.			ü
32.	How about, "The baby's coming!"	ü		
33.	Too long. We need something short and punchy,	ü		
34.	They're sweet and round and fuzzy,	ü		
35.	We've been living above an entire world, and we didn't even know it.			
36.	I'm looking for Sid, same as you.			ü
37.	It's either this dinosaur or that one!		ü	
38.	How do you think I feel?			ü
39.	If you go in there, you'll find your friend.	ü		ü
40.	O Great and Wisely Weasely One?	ü		
41.	Mommy dinosaur carrying her three babies and some floppy green thing			
42.	like "Sheldon" or "Tim."	ü		ü
43.	Wait. You mean there's something bigger than Mommy Dinosaur?			
44.	Doom and despair, yada, yada, yada.	ü		
45.	I wouldn't do that if I were you.			ü
46.	Do that, and it will clamp shut forever	ü		ü
47.	I'll have them out of there before they're digested.			ü
48.	They'll be nothing but bones in three minutes.	ü		
49.	But I got rules.	ü		
50.	Nice mucus, And I don't say that to everyone.	ü		ü
51.	If you eat me, it will send a bad message.			
52.	And the score's all tied up.	ü		
53.	Or more importantly, us?	ü		

54.	I knew that guy when he was a caterpillar.			ü
55.	You know, before he came out.			ü
56.	Well, we tried "Big Smelly Crack," but that just made everybody giggle.	ü		
57.	Now, eyes forward, back straight, and	ü		
58.	Oh, yes, breathe in the toxic fumes and you'll probably die.	ü		
59.	And now I'm breathing it!	ü		
60.	All right, all right. And a one, and a two	ü		
61.	and now we're all gonna die!	ü		
62.	And I don't even like Sid!	ü		
63.	I'm not sure how much of that you could hear.			ü
64.	How are you gonna become big, strong dinosaurs?			ü
65.	It's way too feathery and fleshy..	ü		
66.	And alive!	ü		
67.	This is how you resolve conflict?			ü
68.	But it's even worse at night.			
69.	And his feet smell.	ü		
70.	And give Rudy a midnight snack?	ü		
71.	But I lived!	ü		
72.	Never had I felt so alive than when I was so close to death.	ü		ü
73.	I hung onto that sucker, and I swung back and forth,	ü		
74.	and back and forth, and back and forth, and back and forth, and back			
75.	until finally, I let go			ü
76.	and I shot right out of his mouth!	ü		
77.	I may have lost an eye that day, but I got this!	ü		
78.	Well, it's an old saying, but it's not a very good one.	ü		
79.	and now you're in the most dangerous place in the world.			
80.	It's bigger than both of us. We have to get Sid.			ü
81.	Yeah, but if I had been a better friend to him,	ü		
82.	You risked your life, your mate and your baby to save your buddy.	ü		
83.	Not the best husband or father,	ü		
84.	but a darn good friend!	ü		
85.	and then got sprayed on by a bunch of skunks.	ü		
86.	Are you nuts? Sid's not violent Or coordinated.	ü		
87.	Yeah. And where's the dinosaur?	ü		
88.	But I loved her.	ü		
89.	Well, your friend might be alive, but not for long.	ü		
90.	Or whatever's left of them.	ü		
91.	Never heard that kind of dino before			ü
92.	'Cause sometimes			ü
93.	I imagine it in my head, but ...	ü		

94.	Manny, you take care of Ellie until we get back.			Ü
95.	if there's a female involved,			Ü
96.	or possibly a cute dog.	Ü		
97.	Yeah, but she's... You have to...	Ü		
98.	You stop those guys, But ...	Ü		
99.	Manny, if they reach her, it'll be too late.			Ü
100.	No, not really, but Manny's coming.	Ü		
101.	How about we get Sid first and then go back for Roger?			Ü
102.	And me!	Ü		
103.	I don't want to panic anybody, but who's flying this thing?	Ü		
104.	Why not? She's sweet and round and covered with fuzz.	Ü		
105.	No, no. That last dino caught my eye with a claw, and ...	Ü		
106.	Never thought I would say this, but I missed you, buddy.	Ü		
107.	Right! Right. Yes, because of all the mortal peril, of course.			Ü
108.	Well, obviously. But good times, just the...	Ü		
109.	Why don't you come and get it!	Ü		
110.	And I'm sure you're going to grow up to be giant, horrifying dinosaurs			
111.	And momma...	Ü		
112.	but whatever you decide to do...	Ü		
113.	But I got a whole speech here.	Ü		
114.	How can I show you			Ü
115.	that I'm strong and sensitive?	Ü		
116.	Noble yet caring?			Ü
117.	Seems like they were born one day and then gone the next	Ü		
Total		83	1	33

Note :

A = Coordinating Conjunction

B = Correlative Conjunction

C = Subordination Conjunction

The table above showed the types of conjunction in the script of *Ice Age 3*, it was found that there were two types of conjunction found in the script of the movie, they were coordinating conjunction (83), subordination conjunction (33), and correlative conjunction (1) the total member of conjunction was 117.

Table 4-3
The percentage of the types of conjunction in the *Ice Age 3* movie script.

No	The type of conjunction	Frequency	Percentage
1.	Coordinating Conjunction	83	70,94 %
2.	Correlative Conjunction	1	0,86 %
3.	Subordination Conjunction	33	28,20 %
	Total	117	100%

The table above showed that there were 117 conjunction found in the script of *Ice Age 3* movie, from those findings, the percentage of each type of conjunction can be take by using the formula.

$$X = \frac{f}{n} \times 100\%$$

There was two types of conjunction are realized in *Ice Age 3* movie script, they are coordinating conjunction with the amount of 83 (70,94%), subordination conjunction with the amount of 33 (28,20%), and correlative conjunction with the amount of 1 (0,86 %).

The most dominant type of conjunction in *Ice Age 3* movie script is coordinating conjunction with the percentage 70,94 % .

C. Findings

After analyzing the data, it was found that

1. the three types of conjunction are found in the selected the script of *Ice Age 3* movie, they are coordinating conjunction, correlative conjunction and subordination conjunction.
2. the percentage of each types of conjunction are coordinating conjunction 83 (70,94%), correlative conjunction 1 (0,86%), and subordination conjunction 33 (28,20%). Coordinating conjunction is the most dominant found in the script *Ice Age 3* movie (83 items or 70,94%).
3. *Ice Age 3* movie was a comedy adventure genre which there were a lot of utterances to used conjunction.

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 *Ice Age 3* movie script. They are coordinating conjunction with the amount of 83 (70,94%), correlative conjunction with the amount of 1 (0,86 %) and subordination conjunction with the amount of 33 (28,20%) .
2. The most dominant type of conjunction act in *Ice Age 3* movie script is coordinating conjunction with the amount of 83 (70,94%).
3. 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.

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.

2. It is suggested to other readers who are interested in conjunction to do a research focused in the same point about conjunction in the novel, movie or etc
3. The student of English Language Studies may learn conjunction. This can minimize the misunderstanding occurred in communication since the study of conjunction gives knowledge about the intended meaning behind the utterances. Also, there are many types of conjunction found in daily conversation. Therefore, this study may smooth the communication process.

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