# **CHAPTER IV**

# FINDINGS AND DISCUSSION

In this chapter, the writer presents the findings and discussion. The writer focuses on the types and function of conjunction which appear in the "Little Annie's Ramble" short story. This research focusing on the conjunctions, it makes the writer able to answers the statement of problems in this study which consist of two issues. The first is to answer the types of conjunction which appear in "Little Annie's Ramble" short story. The second is to answer the functions of the conjunction are used in "Little Annie's Ramble" short story.

## 4.1 Findings

The writer showed types of conjunction which appear in "Little Annie's Ramble" short story by Nathaniel Hawthorne. The writer also showed the functions of conjunction used in "Little Annie's Ramble" short story by Nathaniel Hawthorne.

## 4.1.1 The Types of Conjunction

There are 27 the conjunctions that consists in the short story "Little Annie's Ramble" by Nathaniel Hawthorne, 8 additive, 6 adversative, 6 causal, and 7 temporal as apparent in the appendix. The conjunctions of additive expression are dominated in the short story, because there are 8 additive expressions that occur in the short story.

In this part, the writer found the types of conjunction that occur in the "Little Annie's Ramble" by Nathaniel Hawthorne. As stated in the scope and limitation that all the data is found out by the writer itself. The writer provides interpretation based on the findings in relation of the types of conjunction which appear in short story.

The writer analyze based on the types of conjunction relation proposed by Halliday and Hasan (1976) in page 242-243. It explains the relation from the types of conjunction is the expression has meaning in proper situations and proper conditions. It means in relation from the types of conjunction is defines language appropriate within situation and condition certain of the conjunction expression.

The writer also analyzes the data of conjunction relation according to description of what the relation in the types of conjunction to give brief understanding about the short story.

# 4.1.1.1 Additive Relation

The additive relation was somewhat which was different from coordination appropriate, although it was not doubt derivable from coordination appropriate which could be seen from (Halliday and Hasan, 1976:244). It means the additive relation is expression as link by adding to the proper item with purpose to get understanding to a sentence. The explanation to additive relation which appear in "Little Annie's Ramble" short story by Nathaniel Hawthorne is below:

## 1. And (Simple Additive Relation)

The conjunction *and* was simple form of additive relation as explained previously by Halliday and Hasan, the *and* relation as it is embodied in the form of coordination, *and* suggested that the cohesive relation expressed by *and* at a beginning of new sentence (1976:244). It means the conjunction *and* as expression to add in the form of coordination which appear in beginning of new sentence can help a narrative flows smoothly and can draw attention to the sentence. But, the other sentence, *and* often uses in end of sentence to complete of understanding from the sentence before. It can be seen clearly in the following sentences:

## Data 1

The town crier has rung his bell, at a distant corner, *and* little Annie stands on her father's doorsteps, trying to hear what the man with the loud voice is talking about. (Hawthorne, 2015:1)

The data above show *and* as conjunction relation to connect one clause to join with another clause to get a proper sentence. The conjunction *and* in data above show one idea contrast with another clause because the first clause show the town crier is doing the job in different situation than little Annie. The second clause show little Annie is doing her activities in different situation than the town crier but both of clauses in the same times.

#### Data 2

O, he is telling the people that an elephant, *and* a lion, *and* royal tiger, *and* a horse with horns, and other strange beasts from foreign countries, have come to town, *and* will receive all visitors who choose to wait upon them! (Hawthorne, 2015:1)

The data 2, it shows "an elephant", "a lion", "royal tiger", and "a horse", their have same meaning as animals. The conjunction *and* in data above as additional of expression from simple additive relation to correlate one phrase which has same meaning as animals with another phrase.

### 2. Or (Simple Alternative Additive)

The conjunction *or* was simple alternative form of additive relation as explained previously by Haliday and Hasan, the basic meaning of the conjunctive *or* relation is alternative (1976:246). It was external sense, the offering of a range of objective alternatives, *or* together with its expansion *or else* was largely confined to questions, requests, permissions and predictions (realized in the grammar as interrogative, imperative and modalized clauses) (Halliday and Hasan, 1976:246). It clarifies the conjunction *or* as expression of simple alternative from additive relation to show some other choices or possibilities to get a proper correlation sentence. It can be seen clearly in the following sentences:

# Data 3

Some have the gout in their toes, *or* the rheumatism in their joints; some are stiff with age; some feeble with disease; some are so lean that their bones would rattle, and others of such ponderous size that their agility would crack the flagstones; but many, many have leaden feet, because their hearts are far heavier than lead. (Hawthorne, 2015:2)

The conjunction *or* in data above show the possibility of two phrases and both of phrases have different possibility. In first phrase has possibility that the gout in their toes while in the second phrase has possibility that the rheumatism in their joints. So, in data above the conjunction *or* is as an alternatively of their illness.

#### Data 4

It is a question with me, whether this giddy child, *or* my sage self, have most pleasure in looking at the shop-windows. (Hawthorne, 2015:2)

The data 4, it shows two possibilities are use *or* as expression of conjunction relation. The first phrase "this giddy child" has meaning the ball is up child and the second phrase "my sage self" has meaning wisdom of myself. Because the data above use *or* as to connect both of phrases to show as possibility and choices.

## 3. Neither....nor (Simple Negative Additive)

The conjunction *neither....nor* as negative form of simple additive as expression with more or less the same meaning. Previously, Halliday and Hasan argued, the negative form of additive relation is expressed simply as *nor* (1976:245). The correlation pair *both....and, either....or, neither....nor* do not in general occur with cohesive function, they are restricted to structural coordination within the sentence (1976:244-245). It clearly mentioned that the conjunction *neither.....nor* is negative form of additive relation has more or less same meaning to be structural coordination within the sentence:

# Data 5

But what cares Annie for soldiers? No conquering queen is she, *neither* a Semiramis *nor* a Catharine, her whole heart is set upon that doll, who gazes at us with such a fashionable stare. (Hawthorne, 2015:3)

The data 5, it shows the conjunction *neither....nor* as negative expression to clarify set seal to answer of question above, because the data above there is "No" as explanation in the beginning answers of sentence and *neither....nor* which can relate as answer amplifier of the sentence. So, the sentence above has a meaning as negative sentence.

#### Data 6

But they are choosing *neither* a king *nor* a president; else we should hear a most horrible snarling! They have come from the deep woods, and the wild mountains, and the desert sands, and the polar snows, only to do homage to my little Annie. (Hawthorne, 2015:4)

The data above show *neither....nor* as negative possibility. It means the conjunction *neither....nor* as negative meaning in data above. The conjunction *neither....nor* in data above has a meaning to show negative possibility as a suggestion "they did not choose between a king or a president" because *neither....nor* above as negative form to give more meaning which both of them have same position in their meaning as leader and master of a country or certain area.

#### 4. And.....not (Simple Negative Additive)

The conjunction *and.....not* included in negative form of simple additive as explained previously by Halliday and Hasan, beside *nor* there are various composite expression with more or less the same meaning (of: *or else* as expansion of *or*, *and.....not*, *not.....either*, *and.....not....either*; and the form *neither*, *and.....neither* (1976:245). Because a coordinate pair has function as a single unit, in some higher structure and so can be delineated as a constituent (Halliday and Hasan, 1976:244). It clearly mentioned the conjunction *and....not* as negative form of simple additive because has function as single unit in coordination of sentence. It can be seen clearly in the following sentence:

## Data 7

His golden feathers are all tarnished in this smoky sunshine; he would have glistened twice as brightly among the summer islands; but still he has become a citizen in all his tastes and habits, *and* would *not* sing half so well without the uproar that drowns his music. (Hawthorne, 2015:4)

The data above show the conjunction *and....not* as negative expression which correlates with modal "would" because *and....not* in sentence above as the complement of conjunction which has negative meaning. The negative meaning appears in the data above. It can be seen from the functions of the conjunction *and....not* above has more same meaning to get correct purpose of the sentence above.

# Data 8

Well, let us hasten homeward; *and* as we go, forget *not* to thank Heaven, my Annie, that, after wandering a little way into the world, you may return at the first summons, with an untainted and unwearied heart, and be a happy child again. (Hawthorne, 2015:6)

The conjunction and....not above as correlation between words or phrases

or clauses, it has more same meanings but if both of them joined with and.....not

so, they have negative meaning.

5. That is (Apposition Expository Additive)

*That is* was the conjunction as expository form of apposition additive, as explained previously by Halliday and Hasan, the exposition is corresponds, structurally, not to coordination but to apposition (1976:248). It clearly mentioned that the conjunction *That is* as expository as conclusion in end of sentence before that has been explained some problems or declaration that appear in sentence before. It can be seen clearly in the following sentence:

# Data 9

All *that is* bright and gay attracts us both. (Hawthorne, 2015:2)

The data 9, it shows the conjunction *that is* as expository to the sentence before. So, the message of writer can be understood. The relation the conjunction *that is* above is to explain "bright and gay" are attractive. It means *that is* as connective to explain the sentence before and after which has correlation in meaning. So, it became a proper coordination.

6. I mean (Apposition Expository Additive)

Previously has been explained about the conjunction *that is* as expository was form of apposition additive. Conjunction *I mean* also sense being function as expository form of apposition same like explanation by Halliday and Hasan said, the items which occur frequently in this function are, in the expository sense, *I mean, that is, that is to say, (or) in other words, (or) to put it another way* (1976:248). It clearly mentioned that the conjunction *I mean* has meaning as expository in a sentence but, more specific expository like to give clarification to

someone about the other people thinking. It can be seen clearly in the following sentence:

#### Data 10

What would Annie think, if, in the book which *I mean* to send her, on New Year's day, she should find her sweet little self, bound up in silk or morocco with gilt edges, there to remain till she become a woman grown with children of her own to read about their mother's childhood! That would be very queer. (Hawthorne, 2015:3)

The data above show the conjunction *I mean* as expository about the thinking of Annie. The conjunction *I mean* has a relation to give clarify about something which someone thinking. The sentence above, *I mean* as to connected some words to combine become one sentence. It has a meaning as expository of Annie's think.

# 7. I guess (Apposition Expository Additive)

The conjunction *I guess* was the other alternative name of the conjunction from *I mean* so, the conjunction *I guess* has same definition meaning and function like the conjunction *I mean* as explained previously by Halliday and Hasan said, the items which occur frequently in this function are, in the expository sense, *I mean*, (*or*) *I guess, that is, that is to say, (or) in other words, (or) to put it another way.* 

The word (or) also occurred alone as a marker of structural apposition, the sense being by another alternative name (1976:248). It clearly mentioned that the conjunction I guess is also part of expository form of apposition additive, because *I guess* has function as expository, but *I guess* has more specific as supposition of someone. It can be seen clearly in the following sentence:

#### Data 11

Will he tell us of an auction, or of a lost pocketbook, or a show of beautiful wax figures, or of some monstrous beast more horrible than any in the caravan? *I guess* the latter. (Hawthorne, 2015:5)

The data above show the conjunction *I guess* as supposition. The conjunction *I guess* as expository about a supposition of people to the other people. The conjunction *I guess* to connected with some possibilities become a supposition in end of the data above.

# 8. On the other hand (Comparison Dissimilar Additive)

On the other hand was the conjunction as dissimilar form of comparison additive. Previously, it also explained by Halliday and Hasan, corresponding to similarity is the negative comparison where the meaning is dissimilarity in contradistinction. This is frequently expressed by the phrase on the other hand; there are other forms such as by contrast, as opposed to this, and so on (1976:247). It is clear that On the other hand as the conjunction has meaning is dissimilarity in contradistinction with previous statement. It can be seen clearly in the following sentence:

#### Data 12

If I pride myself on anything, it is because I have a smile that children love; and, *on the other hand*, there are few grown ladies that could entice me from the side of little Annie; for I delight to let my mind go hand in hand with the mind of a sinless child. (Hawthorne, 2015:1)

The data 12, it shows *On the other hand* as conjunction to connect one statement to join with another statement which has different meaning. *On the other hand* above clarifies that there are some statements to join with the conjunction *On the other hand*. So, the data above has meaning as dissimilarity statement but in the same contexts.

#### 4.1.1.2 Adversative Relation

Previously, It had been explained by Halliday and Hasan, the basic meaning of the adversative relation is contrary to expectation (1976:250). It means the adversative relation is opposite to expectation. The expectation derives from the context of what is being said or from the communication process of the speaker and hearer situation. The explanation to adversative relation which appears in "Little Annie's Ramble" short story by Nathaniel Hawthorne is below:

# 1. Yet (Proper Simple Adversative)

The conjunction *yet* was simple form of adversative proper. It was also explained by Halliday and Hasan, an external adversative relation is expressed in its simple form by the word "yet" (1976:250). It clearly mentioned that *yet* is simple form of adversative proper and *yet* similar with *but*, but different in context of meaning. It can be seen clearly in the following sentence:

#### Data 13

Yet there is sympathy between us.(Hawthorne, 2015:1)

The data above show *yet* in beginning of sentence and *yet* above similar function with *but*. The conjunction *yet* has different meaning with *but* so, there is

no reason from explanation above that the conjunction *yet* has the same meaning with the conjunction *but*.

## 2. Though (Proper Simple Adversative)

Though was the conjunction simple form of adversative proper as explained previously by Halliday and Hasan, *though* as a conjunctive is always phonologically reduced (1976:250). It means the conjunction *though* in normal position as a part at the end of the clause. But, often *though* as subordination in a sentence has meaning as *although* but is not the right meaning. The conjunction *though* if has meaning like *although* when the conjunction *though* in a sentence after full stop. It can be seen clearly in the following sentences:

# Data 14

Is Annie a literary lady? Yes; she is deeply read in Peter Parley's tomes, and has an increasing love for fairy-tales, *though* seldom met with nowadays, and she will subscribe, next year, to the Juvenile Miscellany. (Hawthorne, 2015:2-3)

The data above show *though* as subordination in the sentence above and the conjunction *though* has meaning as *although* but, it is not the right meaning. So, in the data above *though* as relation to give a meaning is being a comparison in same context. The conjunction *though* always to reduce a phonology in a sentence but, *though* will give equivalence position in the sentence above.

## Data 15

This is the little girl's true plaything. *Though* made of wood, a doll is a visionary and ethereal personage, endowed by childish fancy with a peculiar life; the mimic lady is a heroine of romance, an actor and a sufferer in a thousand shadowy scenes, the chief inhabitant of that wild world with which children ape the real one. (Hawthorne, 2015:3)

The conjunction *though* in the data 15, it is cohesive only because, *though* is occurring in a sentence after a full stop so, *though* has same meaning with *although* and has a correct meaning like *although* too.

## 3. Only (Proper Simple Adversative)

The conjunction *only* was simple form of adversative proper. *only* has same positions like *however* but different in meaning as explained previously by Halliday and Hasan, the word *only* occurs frequently in this sense in spoken English and always in initial position and phonologically reduced, like *however* (1976:251). It clarifies the conjunction *only* is simple form of adversative and it has same position and phonologically reduced like however. It can be seen clearly in the following sentence:

## Data 16

So, come, Annie; but if I moralize as we go, do not listen to me; *only* look about you, and be merry! (Hawthorne, 2015:1)

The conjunction *only* above show the clarification of the statement before. So, the reader can understand what is the message sent by writer in end of the sentence. The conjunction *only* has meaning as adversative relation and it has an alternative name is "if only" or "in the event that".

## 4. But (Contrastive Simple Adversative)

*but* was the conjunction as simple form of contrastive adversative. Whereas *yet* and *but* are normally spoken as reduced syllables and become tonal only for purposes of contrast (Halliday and Hasan, 1976:250). It means the conjunction but uses to clarify some differences of statement in one sentence as a

purpose of contrast. It can be seen clearly in the following sentence:

### Data 17

Is not little Annie afraid of such a tumult? No; she does not even shrink closer to my side, *but* passes on with fearless confidence, a happy child a midst a great throng of grown people, who pay the same reverence to her infancy that they would to extreme old age. (Hawthorne, 2015:1)

The data above show *but* as contrastive relation between one statement with the other statement. The conjunction *but* in data above also uses to clarify some difference of statements. The differences of statement clearly mention in data above to show *but* is correlation with some statement to explain some different statement to be one unit of a proper sentence.

## 5. In fact (Contrastive Avowal Adversative)

There was another form of the adversative relation in internal. It means that the conjunction internal if combined with the contrastive sense can we called against. This expressed by a number of very frequent items such as *in fact, as a matter of fact, actually, to tell (you) the truth* (Halliday and Hasan, 1976:253). It means the conjunction *In fact* is conjunction as avowal form of contrastive adversative but, in adversative relation *in fact* is often equivalents of the contrastive sense as against. It can be seen clearly in the following sentence:

### Data 18

Here sits a great white bear, whom common observers would call a very stupid beast, though I perceive him to be only absorbed in contemplation; he is thinking of his voyages on an iceberg, and of his comfortable home in the vicinity of the north pole, and of the little cubs whom he left rolling in the eternal snows. *In fact*, he is a bear of sentiment. (Hawthorne, 2015:4)

The data above show *In fact* is the conjunction expression of contrastive relation which has definition as against because *In fact* above has been put into words. The distinction of the avowal type, such as *In fact*, the latter is an assertion of the facts in the form of a real or imaginary resistance as against. The conjunction *In fact* in data above gives a meaning as against because in previous sentence is explained that he is a great white bear, but in the real or *In fact* is in contrastive relation that he is a bear of sentiment.

## 6. At least (Correction of Wording Adversative)

The characteristic expression of correction adversative relation were instead (*of that*), *rather*, *on the contrary, at least, I mean* (Halliday and Hasan, 1976:254). It means the conjunction *at least* is phrase of wording form of correction adversative. The conjunction *at least* has a meaning as against of correction adversative. It can be seen clearly in the following sentence:

#### Data 19

Their influence on us is at least reciprocal with ours on them.(Hawthorne, 2015:6)

The data above show *at least* as against of wording because *at least* is the influence should has been become reciprocal to someone of the other people. The conjunction *at least* has a meaning as of wording to correction adversative of the wording before.

# 4.1.1.3 Causal Relation

The causal relation had been explained previously by Halliday and Hasan, the heading of causal relation is included the specific ones of result, reason

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and purpose (1976:256). It means the causal relation is to show the specific of result, reason and purpose. The explanation to causal relation which appear in "Little Annie's Ramble" short story by Nathaniel Hawthorne is below:

# 1. So (General Simple Causal)

This study had been explained by Halliday and Hasan, the simple form of causal relation is expressed by *so, thus, hence, therefore, consequently, accordingly* (1976:256). It means the conjunction *so* is simple form of the general causal and *so* for example it means as a result of this, for this reason and for this purpose. It can be seen clearly in the following sentence:

## Data 20

O, my mouth waters, little Annie, and so doth yours; but we will not be tempted, except to an imaginary feast; *so* let us hasten onward, devouring the vision of a plum-cake. (Hawthorne, 2015:2)

The data above show *so* as result of this statement before. The conjunction *so* shows a result like a solution of data above where some statements have been stated to take a conclusion is result like a solution for the problem happened in data above.

## 2. Therefore (General Simple Causal)

The conjunction *therefore* was the simple form of the general causal. Halliday and Hasan argued, the simple forms *thus, hence* and *therefore* all occur regularly in an internal sense, implying some kinds of reasoning or argument from a premise (1976:257). It means the conjunction *therefore* has a meaning as implying the reasoning or argument and also *therefore* has the same potentialities as *however*. It can be seen clearly in the following sentence:

## Data 21

What a company of dancers should we be! For I, too, am a gentleman of sober footsteps, and *therefore*, little Annie, let us walk sedately on. (Hawthorne, 2015:2)

The data above show *therefore* as relation of a reason. In data above *therefore* has a meaning as *because*. The conjunction *therefore* as relation to connect some words. So, getting conclusion is the explanation of someone reason doing something.

# 3. With the mind (Specific Purpose Causal)

The specific form of the purpose causal in mainly external were include for this purpose, with the mind (or) view with this intention (Halliday and Hasan, 1976:260). It means with the mind is the conjunction expression includes in specific form of the purpose causal and with the mind has a meaning as a purpose. It can be seen clearly in the following sentence:

#### Data 12

If I pride myself on anything, it is because I have a smile that children love; and, on the other hand, there are few grown ladies that could entice me from the side of little Annie; for I delight to let my mind go hand in hand *with the mind* of a sinless child. (Hawthorne, 2015:1)

The data 12, it shows *with the mind* is meaning as a purpose. The conjunction *with the mind* has a meaning to describe a mind of someone as a purpose. The purpose of *with the mind* in data above is he wants Annie becomes a sinless little girl.

#### 4. Because (Reversed Simple Causal)

The reversed form of the causal relation, in which the presupposing sentence expressed *because* was less usual as a form of cohesion (Halliday and Hasan, 1976:257). It means the conjunction *because* is the reversed form of the simple causal. The conjunction *because* has a meaning as the presupposing a reason. It can be seen clearly in the following sentence:

## Data 22

Their ugliness shocks her pure, instinctive delicacy of taste, and makes her mind unquiet, *because* it bears a wild and dark resemblance to humanity. (Hawthorne, 2015:5)

The data 22, it shows *because* is presupposing a reason of the sentence above. To show of presupposing a reason in data above is visible in the end of the sentence. So, *because* in data above has a meaning as result of presupposing a reason that is "the bears is a wild and dark resemblance to humanity".

## 5. For (Reversed Simple Causal)

The conjunction *for* was the simple form of reversed causal. While by Halliday and Hasan, there is one simple conjunction with this meaning namely *for* (1976:258). It means *for* as the simple conjunction has a meaning is reversed. It can be seen clearly in the following sentence:

#### Data 23

We love the silks of sunny hue, that glow within the darkened premises of the spruce dry goods' men; we are pleasantly dazzled by the burnished silver, and the chased gold, the rings of wedlock and the costly love-ornaments, glistening at the window of the jeweler; but Annie, more than I, seeks *for* a glimpse of her passing figure in the dusty looking-glasses at the hardware stores. (Hawthorne, 2015:2)

The conjunction *for* in the data above uses in an internal definition meaning. The internal definition meaning of *for* is *for the sake of* because in data above *for* uses as conjunction expression to connect some reasons to get the result of a purpose.

#### 6. Then (General Simple Causal)

The conjunction *then* was the simple causal as explained previously by Halliday and Hasan, the simple form of expression of the conditional relation, meaning under these circumstances was the word *then* (1976:258). It means *then* is the simple form of the general causal and also *then* has a meaning as *so* in certain condition. It can be seen clearly in the following sentence:

## Data 24

*Then* the mighty treasures of sugar-plums, white and crimson and yellow, in large glass vases; and candy of all varieties; and those little cockles, or whatever they are called, much prized by children for their sweetness, and more for the mottoes which they enclose, by love-sick maids and bachelors! (Hawthorne, 2015:2)

The conjunction *then* above shows as a purpose of the result of data above. The conjunction *then* above has a meaning as *so* because to show the result. The result of the data above is a purpose to give a brief explanation about statement before *then*. And *then* is as conjunction relation to connect some statements of result becomes a purpose of a sentence.

#### **4.1.1.4 Temporal Relation**

The temporal and links which expressed signaling sequence or time (Halliday and Hasan, 1976:261). It means the temporal relation is the relation between two successive sentences and this relation in external terms as content

may be simply one of the sequences in time and the one is subsequent to the other. The explanation to temporal relations which appears in "Little Annie's Ramble" short story by Nathaniel Hawthorne is below:

# 1. Next (Simple Sequential Temporal)

In this sequential sense the readers had not only *then* and *then* but also *next, afterwards, after that, subsequently* and a number of other expressions (Halliday and Hasan, 1976:261). It means the conjunction *next* as sequential form of simple temporal and *next* often has a meaning as *then*. It can be seen clearly in the following sentence:

## Data 25

Here stands a turbaned Turk, threatening us with his Sabre, like an ugly heathen as he is. And *next* a Chinese mandarin, who nods his head at Annie and myself. (Hawthorne, 2015:3)

The conjunction *next* in the data above has a meaning as *then* because *next* in data above to join with *and* in one sentence. The conjunction *next* in data above has a meaning as *then* as to clarify another statement still has correlation with previous statement.

## 2. At first.....then (Correlative Sequential Temporal)

It previously had been explained by Halliday and Hasan, in one respect temporal conjunction differs from all types, namely in that it does occur in a correlative form, the typical cataphoric temporal is *first; also at first, at first...then, first of all, to begin with,* etc (1976:263). It means *at first...then* is sequential form of correlative temporal and also *at first...then* as relation to sequential for statement before. It can be seen clearly in the following sentence:

#### Data 26

See how he uplifts the bell in his right hand, and shakes it slowly *at first, then* with a hurried motion, till the clapper seems to strike both sides at once, and the sounds are scattered forth in quick succession, far and near (Hawthorne, 2015:5)

The data above show *at first....then* as sequential in begin and then it is doing in appropriate of the sequential before. The conjunction *at first....then* in data above, gives explanation and example before where someone to do something. So, in the end, people get the result.

## 3. At once (Complex immediate Temporal)

The temporal relation had a meaning as more specific of succession in time, for example *then* + immediately (*at once, thereupon, on which*) (Halliday and Hasan:1976:261). It means *at once* is the conjunction includes in immediate form of the complex temporal and often has a meaning as immediate. The temporal relation makes more specific by presence of an additional component in the meaning, as well as the of succession in time. It can be seen clearly in the following sentence:

## Data 26

See how he uplifts the bell in his right hand, and shakes it slowly at first, then with a hurried motion, till the clapper seems to strike both sides *at once*, and the sounds are scattered forth in quick succession, far and near. (Hawthorne, 2015:5)

The data above show *at once* as immediate because *at once* above join with *then*. When *then* joins *at once* it has a relation in one sentence of succession

in time, because they make the temporal relation more specific by presence of an additional component in the meaning.

## 4. Next year (Complex Specific Temporal)

The temporal relation *then* + a specific time interval (*next day, next year, five minutes later*) included in specific temporal (Halliday and Hasan, 1976:262). It means the clause *next year* is the conjunctions include in the specific time interval of the complex temporal. It can be seen clearly in the following sentence:

## Data 14

Is Annie a literary lady? Yes; she is deeply read in Peter Parley's tomes, and has an increasing love for fairy-tales, though seldom met with nowadays, and she will subscribe, *next year*, to the Juvenile Miscellany. (Hawthorne, 2015:3)

The data 14, it shows conjunction *next year* above a means a specific time, because *next year* above to show a specific time in sequence of the time which is to show when Annie will subscribe Juvenile Miscellany and also to show a time where Annie will subscribe to Juvenile Miscellany.

# 5. An hour (Complex Specific Temporal)

It previously had been explained by Halliday and Hasan, *an hour* include in the specific form of the complex temporal (1976:266). It means *an hour* is the specific time includes the complex temporal especially in time. *an hour* as the conjunction has a meaning like *at once* but different meaning when it is joined with *then* in one sentence. It can be seen clearly in the following sentence:

### Data 27

When our infancy is almost forgotten, and our boyhood long departed, though it seems but as yesterday; when life settles darkly down upon us, and we doubt whether to call ourselves young any more, then it is good to steal away from the society of bearded men, and even of gentler woman, and spend *an hour* or two with children. (Hawthorne, 2015:6)

The conjunction *an hour* above shows the specific time which is about how long they will spend time with children. The conjunction *an hour* is also as one of choices or possibility for them to determine how long they will spend time with children.

6. Meantime (Complex Durative Temporal)

The temporal relation as explained previously by Halliday and Hasan, the simple time relation might be accompanied by some other component, example *then* + in the interval (*meanwhile, meantime, all this time*) (1976:262). It means *meantime* is as durative form of the complex temporal. The conjunction *meantime* is the specific duration in a time and include as the simple time relation if it is joined with *then*. It can be seen clearly in the following sentence:

#### Data 28

We will invite her home with us as we return. *Meantime*, good by, Dame Doll! A toy yourself, you look forth from your window upon many ladies that are also toys, though they walk and speak, and upon a crowd in pursuit of toys, though they wear grave visages. (Hawthorne, 2015:3)

The data 28, it shows *meantime* as specific a time in durative of the complex temporal. It is include as complex temporal because *meantime* is the external relation is paralleled by the sequence of the sentences. The second

sentence refers to a later event, still by means of temporal cohesion, through an indication that it is together in time or even previous.

#### 7. Soon (Complex Interrupted Temporal)

The conjunction *soon* was the interrupted of complex temporal. Similarly Halliday and Hasan said, the temporal relation made more specific by the presence of an additional component in the meaning like *then* + after an interval (*soon, presently, later, after, a time*) (1976:261). It means the temporal relation like *soon* can make more specific an additional component of the sentence. It can be seen clearly in the following sentence:

#### Data 29

As the pure breath of children revives the life of aged men, so is our moral nature revived by their free and simple thoughts, their native feeling, their airy mirth, for little cause or none, their grief, *soon* roused and *soon* allayed. (Hawthorne, 2015:6)

The conjunction *soon* above shows the implicit relation as interruption from the reality of children life, because in the data above *soon* a means, quickly. So, the children must "roused and allayed" of their life.

#### 4.1.2 The Functions of Conjunction Found in Short Story

The writer found expressions from the functions of conjunction which appeared in "Little Annie's Ramble"short story by Nathaniel Hawthorne. Besides, based on Stern (2003:101) proposed that the functions of conjunction is to join any of the following language units such as word, clause, sentence, and phrase to another. It clearly mentioned the functions of conjunction used tojoin words to form phrases and join phrases to form clauses and also to join clauses to each other to form compound and complex sentences. The writer interpreted the functions of conjunction used explanation herself.

#### **4.1.2.1** Conjunction Joins One Word to Another

In English, as in many other languages in the world, individual words can function as nouns, verbs, adjectives, adverbs, pronouns, articles, prepositions, conjunctions, interjections, and so on (Zapata, 2008:1). It means, the words have function as part of speech in English academic of writing. The conjunctions are used to join one word to another are present below:

# 1. And (Simple Additive Relation)

The conjunction *and* was simple form of additive relation as connected one word to another. The conjunction *and* has function to show or to join or add word of the same meanings or same function as part of speech. Another function of *and* such as to join or to add words or similar idea together. Below is the data used to join one word to another with *and* which appeared in short story "Little Annie's Ramble" by Nathaniel Hawthorne:

## Data 30

Here are hacks with two horses, and stage-coaches with four thundering to meet each other, and <u>truckandcarts</u> moving at a slower pace, being Noun Noun heavily laden with barrels from the wharves, and here are rattling gigs, which perhaps will be smashed to pieces before our eyes. (Hawthorne, 2015:1)

Between "truck" and "carts" have same meaning as transportation and also same position in genre as noun. The function *and* above as conjunction between "truck" and "carts" as adding expression to make word have equivalent meaning because *and* has function to join in similar meaning together.

#### Data 9

# All that is **<u>bright</u>***and***<u>gay</u>** attracts us both. (Hawthorne, 2015:2) Adjective Adjective

The data above show the same meanings of both words to joined with conjunction *and*. The word "bright" and "gay" have same position in genre and same meaning with happy as adjective. The conjunction *and* above has function to connect between two words to join in similar meaning together.

## Data 31

O, my stars! Is this a toy-shop, or is it fairy-land? For here are gilded chariots, in which the king and queen of the fairies might ride side by side, while their courtiers, on the small horses, should gallop in triumphal procession <u>before</u> and Adverb <u>behind</u>the royal pair. (Hawthorne, 2015:3)

The data above show the same position in genre as adverb. The conjunction *and* in data above has function as connection in relation between "before" and "behind" because their word have same position in genre as adverb. *and* also has function to join two or more word in similar position together.

#### Data 28

Meantime, good by, Dame Doll! A toy yourself, you look forth from your window upon many ladies that are also toys, though they <u>walk</u> and <u>speak</u>, and upon a Verb Verb crowd in pursuit of toys, though they wear gave visages. (Hawthorne, 2015:3) The data above show "walk" and "speak" have same position in genre as verb. The conjunction *and* as connection between "walk" and "speak" because *and* has function to join and to add words in similar meaning.

# 2. Or (Simple Alternative Additive)

The conjunction *or* was the simple of alternative additive. The conjunction oras expression to show some other choices to get proper correlation sentence and has function as alternative statement between two words or more to get a proper meaning in a sentence. Another function of *or* as conjunction to show choice and possibility. Below is the data used to join one word to another with *or* which appeared in short story "Little Annie's Ramble" by Nathaniel Hawthorne:

# Data 32

How delightful to let the fancy revel on the dainties of a confectioner; those pies, with such white and flaky paste, their contents being a mystery, whether rich mince, with whole plums intermixed, or piquant apple, delicately rose-flavored; those cakes, <u>heart-shaped</u>or<u>round</u>, piled in a lofty pyramid; those sweet little Noun Noun circlets, sweetly named kisses; those dark, majestic masses, fit to be bridal-loaves at the wedding of an heiress, mountains in size, their summits deeply snow-covered with sugar! (Hawthorne, 2015:2)

The words "heart-shaped" and "round" are the words as noun in the sentence above, meanwhile *or* as conjunction to join with the words "heart-shaped" and "round" as to show choices between two words or more to get a proper sentence.

#### Data 29

As the pure breath of children revives the life of aged men, so is our moral nature revived by their free and simple thoughts, their native feeling, their airy mirth, for little <u>cause</u>*or*<u>none</u>, their grief, soon roused and soon allayed. (Hawthorne, Noun Adverb 2015:6)

The data above show the words "cause" and "none" have different meaning in position of genre. The word "cause" as noun and the word "none" as adverb in the data above. The function of *or* as conjunction to indicate a negative condition in data above, because the word "none" has possibility as negative word which has meaning "no one" or " no cause". So, this is why the conjunction *or* is shows to indicate a negative condition in data above.

#### 3. But (Simple Contrastive Adversative)

The conjunction *but* was simple contrastive adversative. The function of *but* as conjunction to show a contrastive meaning. Another function of *but* is to show in a positive way what the first part of sentence implied in a negative way. Below is the data used to join one word to another with *but* which appeared in short story "Little Annie's Ramble" by Nathaniel Hawthorne:

#### Data 33

Who heeds the poor organ-grinder? <u>Nonebutmyself</u> and little Annie, whose feet Adverb Noun begin to move in unison with the lively tune, as if she were loath that music should be wasted without a dance. (Hawthorne, 2015:2) The words "none" and "myself" are different position of part of speech. The word "none" as adverb and the word "myself" as noun in the sentence above. The function of *but* in the sentence above is as conjunction to show a contrastive meaning and implied in a negative meaning, because the word "none" is meaning "no body" or "no one", meanwhile the word "myself" is meaning just me. So, this is why the conjunction *but* has function to show a contrastive meaning and negative meaning.

## 4.1.2.2 Conjunction Joins One Phrase to Another

As we can see, words are not often used alone. They are usually combined into larger syntactic units called phrases. That is to say, a word used in combination with one or more other words is a phrase (Zapata, 2008:2). It means, a phrase is two or more words that do not contain the subject and verb pair necessary to form a clause. Phrases can be very short or quite long a proper the situation and condition of sentence. The conjunctions are used to join one phrase to another are present:

# 1. And (Simple Additive Relation)

The conjunction *and* was simple form of additive relation. The conjunction *and* has function to join or to show or to add word in one phrase to another phrase. Another function of *and* such as to show one idea comes after another, to show one idea is the result of an another, to show one idea contrast to another, and to joins or to add words or similar idea together. Below is the data

used to join one phrase to another phrase with "And" which appeared in short story "Little Annie's Ramble" by Nathaniel Hawthorne:

## Data 2

O,he is telling the people that <u>an elephant</u>, and<u>a lion</u>, and<u>a royal tiger</u>, and Noun Phrase Noun Phrase Noun Phrase <u>a horse</u> with horns, and other strange beasts from foreign countries, have come to Noun Phrase town, and will receive all visitors who choose to wait upon them! (Hawthorne, 2015:1)

The phrases "an elephant", "a lion", "a royal tiger" and "a horse" basically they have same meaning as animals and their as noun phrase in the sentence above, meanwhile *and* as conjunction has function to join two phrase or more phrase in similar meaning to get correlation sentence.

# Data 34

Here comes a big, rough dog, a countryman's dog in search of his master;

smelling at everybody's heels, and touching little Annie's handGerund PhraseGerundnose, but hurrying away, though she would fain have patted him. (Hawthorne,

2015:4)

The data 34, it shows there are two gerund phrases is join with and. The

**Adjective Phrase** 

function of and above as conjunction to join or to add words in similar function.

The function of *and* also to connect the similar phrase.

## Data 35

And there sits a great yellow cat upon a window-sill, <u>a very corpulent</u> and

#### <u>comfortable cat</u>, Noun Phrase

gazing at this transitory world, with owl's eyes, and making pithy comments, doubtless, or what appear such, to the silly beast. (Hawthorne, 2015:4)

The data above show the conjunction *and* is use to join with two phrases. The first phrase as adjective phrase and the second phrase as noun phrase. So, in data above the conjunction *and* has function to show that one phrase contrast to another phrase in positive sentence.

## 2. Or (Simple Alternative Additive)

The conjunction *or* is the simple of alternative additive. The conjunction *or* has function as alternative statement between two phrases or more to get the proper meaning in a sentence. Another function of *or* to indicated a negative condition, to show choice or possibility, and to suggest the inclusive combination of alternatives. Below is the data used to join one phrase to another phrase with *or* which appeared in short story "Little Annie's Ramble" by Nathaniel Hawthorne:

#### Data 3

But where would Annie find a partner? Some have the gout in their toes, Noun Phrase or<u>the rheumatism in their joints</u>some are stiff with age; some feeble with Noun Phrase disease; some are so lean that their bones would rattle, and others of such ponderous size that their agility would crack the flagstones; but many, many have leaden feet, because their hearts are far heavier than lead. (Hawthorne, 2015:2)

The conjunction *or* in data above has function to show the possibility of two phrase, both of phrases have different possibility. In first phrase has possibility that "the gout in their toes" while in the second phrase has possibility

that "the rheumatism in their joints". So, in data above the conjunction *or* also has function as alternatively of their illness.

### Data 36

The royal tiger, the beautiful, the unnameable, keeps pacing his narrow cage with

a haughty step, <u>unmindful of the spectators</u>, or <u>recalling the fierce deeds</u>en Prepositional Phrase Gerund Phrase he was wont to leap forth upon such inferior animals, from the jungles of Bengal. (Hawthorne, 2015:4)

The data above there are two phrases to join with *or*. The first phrase "unmindful of the spectators" as prepositional phrase. The second phrase "recalling the fierce deeds" as gerund phrase. So, the conjunction *or* has function to show choice or possibility about it happen before.

## 4.1.2.3 Conjunction Joins One Clause to Another

In turn, words and phrases could be combined into much larger syntactic units called clauses. The clauses usually consist of subjects and verb. However, clauses were almost introduced in every condition by relative pronouns (*who*, *what*, *which*, *that*, etc.) or subordinating conjunctions (*how*, *where*, *when*, *if*, *before*, etc.) (Zapata, 2008:3). It clearly mentioned the clauses consist of subject and verb, and the pattern it called main clause. The main clause is the highest clauses. The clauses often used relative pronouns and subordinating conjunction in one sentence. The conjunctions are used to join one clause to another are present below:

1. And (Simple Additive Relation)

The simple form of additive relation is *and*. The conjunction *and* has function to join or to show same meanings or same functions as part of speech to get a proper meaning in a sentence. Another function of the conjunction *and* such as to show an opinion or comment about the first clause, to show some surprise or degree of amazement, to show that one clause is independent upon another conditionally where the first clause is often use as an imperative, to show that one idea comes after another, to show that one idea is the result of an another, to show that one idea contrast to another, and to join or to add words or similar idea together. Below is the data used to join one clause to another clause with *and* which appeared in short story "Little Annie's Ramble" by Nathaniel Hawthorne:

# Data 1

# The town crier has rung his bell, at a distant corner, and little Annie stands Independent Clause

on her father's doorsteps trying to hear what the man with the loud voice is Clause talking about. (Hawthorne, 2015:1)

The data above show the conjunction *and* join with two independent clause. If two independent clause to join with *and*, so it is called compound sentence. The function of *and* in data above is as conjunction to join and add word in similar function. Another function of the conjunction *and* is to show that one clause contrast with another clause but in the same times. Because the first clause shown that "The town crier has rung his bell, at a distant corner". Meanwhile, the second clause shown that "little Annie stands on her father's doorsteps". And also,

they are doing their activity in the same times. So, the conjunction *and* has function to show the one clause contrast with another clause but in the same times.

# Data 2

O, he is telling the people that an elephant, and a lion, and a royal tiger, and a horse with horns, and **other strange beasts from foreign countries have come to** Main Clause

town and will receive all visitors who choose to wait upon them! (Hawthorne, 2015:1)

The data above show the conjunction *and* join with two clauses. The first clause as main clause and the second clause as relative clause. The function of the conjunction *and* in data above is to show that one idea is the result of an another, because the second clause is the result of the first clause.

# Data 37

She feels that impulse to go strolling away—that longing after the mystery of the great world— <u>which many children feel</u>, and <u>which I felt in my childhood</u>. Relative Clause Relative Little Annie shall take a ramble with me.(Hawthorne, 2015:1)

The data above show the conjunction *and* join with two relative clauses. The function of *and* in data above is as conjunction to show a statement in first clause and a degree about the first clause, because the first clause shown as a statement "many children feel". Meanwhile, the second clause shown as a degree about the statement in the first clause, with statement "I felt in my childhood".

### Data 38

Here, too, are dishes of china-ware, fit to be the dining set of those same princely personages, <u>when they make a regal banquet in the stateliest ball of their</u> Relative Clause

# palace, full five feet high, and behold their nobles feasting a down the long Noun Clause

### perspective of the table. (Hawthorne, 2015:3)

The data above show the conjunction *and* join with two clauses. The function of *and* in data above is as conjunction to show that one idea comes after another to chronological order, because the first clause they make a regal banquet and the second clause they feasting. So, the conjunction *and* has function to show that one idea comes after another to chronological order.

## 4.1.2.4 Conjunction Joins One Sentence to Another

A sentence is a complete set of words that conveys meaning and a sentence can communicate a statement, a command, an exclamation, and a question (Anderson, 2014:1). It means, the sentences is one or more words, phrases and clauses can be combined into much larger syntactic units. The sentences also can be classified based on their purpose such as a declarative or declaration sentence, an interrogative sentence or question, an exclamatory or exclamation sentence, and an imperative or command sentence. The conjunctions are used to join one sentence to another are presented:

1. And (Simple Additive Relation)

The conjunction and was simple form of additive relation. The conjunction and had function to join one sentence to another sentence. Another function of *and* such as to show that one idea comes after another, to show that one idea is the result of an another, to show one idea contrast to another, and to join or to add words or similar idea together. Below is the data used to join one sentence to another sentence with and is appeared in short story "Little Annie's Ramble" by Nathaniel Hawthorne:

# Data 39

Smooth back your brown curls, Annie; and let me tie on your bonnet, and

**Imperative Sentence** 

we will set forth! (Hawthorne, 2015:1) **Exclamatory Sentence** 

The data show the two sentences join with and. The conjunction and in data above has function to show that one idea is the result of an another, because the first sentence has purpose as imperative sentence or give a command. Meanwhile, the second sentence has purpose as exclamatory sentence or to show the strong felling all at once as the result of the first sentence. The conjunction and in data above also has function to join and to show the sentences have similar meaning, because both of sentence used implied purpose to give strong felling with a command.

# Data 40

Little Annie is weary of pictures, and pulls me onward by the hand, **Declarative Sentence** Imperative till suddenly we pause at the most wondrous shop in all the town. (Hawthorne, 2015:3)

The data above show the two sentences join with *and* as the conjunction. The conjunction *and* in data above has function to show that one idea contrast to another. The sentence "little Annie is weary of pictures" has purpose as declarative sentence, because it sentence implied meaning as statement. Meanwhile, the sentence "pulls me onward by hand" has purpose as imperative sentence, because it sentence implied meaning as to give a command.

# Data 26

### See how he uplifts the bell in his right hand, and shakes it slowly at first,

Imperative Sentence with a hurried motion, till the clapper seems to strike both sides at once, and the sounds are scattered forth in quick succession, far and near. (Hawthorne, 2015:5)

The data above show the conjunction *and* to join with two sentence. Both of sentence has purpose as imperative sentence or to give a command. The conjunction *and* in data above has function to show and to join one sentence to another sentence in similar purpose.

## 2. Or (Simple Alternative Additive)

The conjunction *or* was the simple of alternative additive. The conjunction *or* had function such as to show choice or possibility, to indicate a negative condition, to show a negative alternative without using imperative, to suggest restatement or correction of the first part in the sentence, and to suggest the inclusive combination of alternatives. Below is the data used to join one

sentence to another sentence with *or* which appeared in short story "Little Annie's Ramble" by Nathaniel Hawthorne:

## Data 31

O, my stars! <u>Is this a toy-shop</u>, *or* <u>is it fairy-land</u>? or here are gilded chariots, Interrogative Sentence

in which the king and queen of the fairies might ride side by side, while their courtiers, on these small horses, should gallop in triumphal procession before and behind the royal pair. (Hawthorne, 2015:3)

The data show the conjunction *or* join with two interrogative sentences. The function of *or* in data above is to join and to show choice or possibility of the two sentence. And also *or* has function as conjunction to give alternative in the sentence as interrogative sentence.

# 3. But (Simple Contrastive Adversative)

The conjunction *but* was simple contrastive adversative. The function of *but* was such as to showed a positive way which the first part of the sentence implied in negative way, to take the place of with the exception and to show join a contrasting idea. Below is the data used to join one sentence to another sentence with *but* which appeared in short story "Little Annie's Ramble" by Nathaniel Hawthorne:

# Data 41 <u>Little Annie does not understand what I am saying</u>, *but* Declaration Sentence <u>looks wishfully at the proud lady in the window</u>. (Hawthorne, 2015:3)

Imperative Sentence

The data 41, it shows conjunction *but* join with two sentences. The function of *but* in data above is as the conjunction to show a positive way which the first part of the sentence implied in negative way, because the first sentence has purpose as declaration sentence or a statement but has implied meaning as negative way. Meanwhile, the second sentence has purpose as imperative sentence or to give a command but indirectly and it is sentence has implied meaning as positive way.

#### 4. So (General Simple Causal)

The conjunction *so* was simple form of the general causal and *so* for example means as a result of this, for this reason and for this purpose. The conjunction *so* had function to show a result of the sentence, to show a reason of the sentence and to show a purpose of the sentence. Below is the data used to join one sentence to another sentence with *so* which appeared in short story "Little Annie's Ramble" by Nathaniel Hawthorne:

# Data 42

Are there any two living creatures who have so few sympathies that they Interrogative Sentence

# <u>cannot possibly be friends</u>(Hawthorne, 2015:4) Sentence

The data above show the conjunction *so* join with two interrogative sentence. The function of *so* in data above is to show a reason of the sentence but has purpose as interrogative sentence. Because the interrogative sentence has

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implied meaning to suggest that what are there any two living creatures who have few sympathies because that they cannot possibly be friends.

## 4.2 Discussion

"Little Annie's ramble" by Nathaniel Hawthorne was one of example short story which was contains of the types conjunction and the function of conjunction. The types of conjunction and the functions of conjunction which appeared and used in "Little Annie's Ramble" is the interest topic to discuss, because it contains of the conjunctions meaning and function. The types of conjunction expressions had been written in findings based on Halliday and Hasan theory and interpretation by reading the some theories and some previous study in this research.

The writer found 27 conjunction which appeared in the short story "Little Annie's Ramble" by Nathaniel Hawthorne. There were consists of 8 additive, 6 adversative, 6 causal, and 7 temporal. The additive expressions were namely *and*, *neither....nor*, *and.....not*, *or*, *that is*, *I mean*, *I guess*, *and on the other hand*. The adversative expressions were namely *yet*, *though*, *only*, *but*, *In fact*, *and at least*. The causal expressions were namely *so*, *therefore*, *with the mind*, *because*, *for*, *and then*. The temporal expressions were namely *next*, *at first....then*, *at once*, *next year*, *an hour*, *meantime*, *and soon*.

Moreover, the writer also found the functions of conjunction used in the short story "Little Annie's Ramble" by Nathaniel Hawthorne. The functions of conjunction consisted of the conjunction joins one word to another, the conjunction joins one phrase to another, the conjunction joins one clause to another, and the conjunction joins one sentence to another. Based on the functions of conjunction which found by the writer in the short story, the writer also gave some explanations to clarify the functions of conjunction pass through to separated of similarity and dissimilarity from every word, phrase, clause, and sentence were to join with the conjunction.

Meanwhile, the functions of conjunction used in the short story "Little Annie's Ramble" by Nathaniel Hawthorne, which consisted of the conjunction joined one word to another, the conjunction joined one phrase to another, the conjunction joined one clause to another, and the conjunction joined one sentence to another. The functions of conjunction had been written in findings based on Stern theory, it was equip with some theories by Zapata theory and Anderson theory and interpretation by the writer itself.

The explanation about the types of conjunction and the functions of conjunction an important role in order to decide the meaning and the functions of conjunction. It helped the reader understood about the meanings and functions of those conjunctions exactly because sometimes the same conjunctions had different meaning and function in one sentence and also in different situation. People subconsciously often used some conjunctions in written or spoken without regarded any context at the time because it could make misunderstanding and disagreement. The supplementary information of the types and functions of conjunction, people to got understanding how to use the conjunction in proper sentence and proper situation. In addition, the previous research was conducted by M. A. K. Halliday and Ruqaiya Hasan entitled "Cohesion in English" is totally useful, because their research could give some understanding for this study exactly in analysis of this study where they provided a straightforward categories of English conjunctions and the four types of conjunction to reflect four semantic relations between sentences. It thus helped people to understand the role of conjunctions in organizing discourse.

The other research by David Hume entitled "Enquiries Concerning The Human Understanding and Concerning The Principles of Morals" was totally different, because he focused on the modern tradition of regularity models of causation by defining causation in terms of repeated in the conjunction on one sentence or some situations. He explained that causal was the conjunction that highly influential in the social sciences.

The next research by Leila Sayah and Azar Hosseini Fatemi entitled "The Role of Conjunctions in EFL Learners' Narrative Development" which included the application of conjunctions in narrative organization using the story telling. They explained thatthe over applications of certain types of conjunctive adverbs while overlooking conjunctions as adversative and casual types could significantly affect the cognitive and communicative skills of language learners.

From the previous research the writer understood that the study of the types and functions of conjunction were important in organizing discourse, in the cognitive and communicative skills of language learners, and in the social sciences. The types of conjunction could help the people understanding the logic meaning of conjunction and the functions of conjunctions could help the people comprehend the whole text. The conjunction consists of more than one meaning and one function which was depended on the certain situation. It was inspired the writer to conduct this research in the types and functions of conjunction in short story.

The writer hoped this study become useful reference and this study could give contribution is especially to linguistic students to learn about discourse in cohesive device namely conjunction. The writer also hoped to the readers a better understanding of the types and functions of conjunction in words, clauses, phrases, and sentences. It also could be related in the social life where understand the types and functions of conjunction was important to avoid misunderstanding and disagreement and this study also could give benefit to lot of people.

