

**AN ANALYSIS OF CONJUNCTION USED IN *I AM MALALA* NOVEL BY  
MALALA YOUSAFZAI AND CHRISTINA LAMB**

**THESIS**



**By**

**SHOFIA MAR'ATUS SHOLIKHAH**

**NIM. 210917088**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

**JUNE 2022**

**P O N O R O G O**

## ABSTRACT

**Sholikhah, Shofia Mar'atus. 2022.** *An Analysis of Conjunction Used in I Am Malala Novel by Malala Yousafzai and Christina Lamb*. Thesis. English Education Department, Tarbiyah and Teacher Training Faculty, State Institute of Islamic Studies Ponorogo. Advisor: Winantu Kurnianingtyas, S. A., S. S., M. Hum.

**Keywords:** *Conjunction, Types of Conjunction, Novel*

Literary works especially novel sometimes is used in English teaching and learning process. Learning conjunction that was applied in novel helps someone to understanding the meaning of relationship between the ideas. Hence, they can create cohesion in a text when using appropriate connecting word. The researcher chosen I Am Malala novel as a subject to be analyzed because contains types of conjunction with the different functions, so that the conjunctions make the text in the novel become alive and attract the reader attention. The novel also can use as reference to learning English language especially understanding conjunction. Furthermore, the objectives of this research to identify the types of conjunction and to analysis the usage of conjunction in I Am Malala novel.

The researcher employed a descriptive qualitative research method to find the data. The data source was I Am Malala Novel that consist of 5 parts and 310 pages. The researcher collected the data used documentation technique. The process of collecting data involved taking notes and classification. Furthermore, the researcher used content analysis as a technique for helping that obtained the information about conjunction in I Am Malala novel.

The findings of data analysis showed that the researcher found four types of conjunction which propose by Aan Hogue. They were coordinating conjunction, correlative conjunction, subordinating conjunction, and conjunctive adverb in I Am Malala novel. Then, each type of conjunctions that applied in I Am Malala novel had some functions. The functions of coordinating conjunction such as: addition in a positive sentence, addition in a negative sentence, contrast, result, choice, surprise, and addition of a negative clause. The function of correlative conjunction such as: addition, positive choices, negative choices, and one of two choices. The function of subordinating conjunction such as: time, place, reason, result, contrast, opposition, manner, distance, purpose, condition, to refer to human, to refer to nonhuman and things, to refer to a time or a place, and to report information such as what someone thinks or says. The function of conjunctive adverb such as: to add a similar idea, to add a partial contrast, to list ideas in order of time, to give an example, to indicate “the first statement is not true; the second statement is true”, to give another possibility, and to make a stronger statement.

Thus, it is can be concluded that four types of conjunction in I Am Malala novel is used in the text. They show some functions when applied in the sentences. Additionally, I Am Malala novel can be used as reference to learning English language especially understanding the types of conjunction and its functions, in order to they can write a good text.

P O N O R O G O



MINISTRY OF RELIGIOUS AFFAIRS  
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

APPROVAL SHEET

This is to certify that *Sarjana*'s thesis of:

Name : **SHOFIA MAR'ATUS SHOLIKHAH**  
Student Number : 210917088  
Faculty : Tarbiyah and Teacher Training  
Department : English Education  
Title : An Analysis of Conjunction Used in *I Am Malala* Novel by Malala  
Yousafzai and Christina Lamb

has been approved by the advisor and is recommended for approval and acceptance.

Advisor

**Winantu K.S.A., S.S., M.Hum**  
NIP. 198211072011012009

Ponorogo, 24 May 2022

Acknowledge by,

Head of English Education Department of  
Tarbiyah and Teacher Training Faculty  
State Institute of Islamic Studies Ponorogo



**Dr. Dhinuk Puspita Kirana, M.Pd**  
NIP. 19830327201102007



**MINISTRY OF RELIGIOUS AFFAIRS**  
**STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

**RATIFICATION**

This is to certify that *Sarjana's* thesis of:

Name : Shofia Mar'atus Sholikhah  
Student Number : 210917088  
Faculty : Tarbiyah and Teacher Training  
Department : English Education  
Title : An Analysis of Conjunction Used in *I Am Malala* Novel by Malala Yousafzai and Christina Lamb

has been approved by the board of examiners on:

Day : Thursday  
Date : 16 June 2022

and has been accepted as the requirement for the degree of the *sarjana* in English Education on:

Day : Monday  
Date : 20 June 2022

Ponorogo, 20 June 2022

Certified by

The Acting Dean of The Faculty  
of Tarbiyah and Teacher Training

State Institute of Islamic Studies Ponorogo



**Dr. H. Moh. Miftachul Choiri, M.A**  
NIP. 197404181999031002

Board of Examiners:

1. Chairman : Dr. Tintin Susilowati, M.Pd (.....)
2. Examiner I : Wiwin Widyawati, M.Hum (.....)
3. Examiner II : Winantu K.S.A., S.S., M.Hum (.....)

## SURAT PERSETUJUAN PUBLIKASI

Yang Bertanda tangan di bawah ini:

Nama : Shofia Mar'atus Sholikhah  
NIM : 210917088  
Fakultas : Tarbiah dan Ilmu Keguruan  
Program Studi : Tadris Bahasa Inggris  
Judul Skripsi/Tesis : An Analysis of Conjunction Used in I Am Malala Novel by Malala Yousafzai and Christina Lamb

Menyatakan bahwa naskah skripsi / tesis telah diperiksa dan disahkan oleh dosen pembimbing. Selanjutnya saya bersedia naskah tersebut dipublikasikan oleh perpustakaan IAIN Ponorogo yang dapat diakses di [etheses.iainponorogo.ac.id](https://etheses.iainponorogo.ac.id). Adapun isi dari keseluruhan tulisan tersebut, sepenuhnya menjadi tanggung jawab dari penulis

Demikian pernyataan saya untuk dapat dipergunakan semestinya.

Ponorogo, 30 Juni 2022

Penulis



---

Shofia Mar'atus Sholikhah

## LETTER OF AUTHENTICITY

Saya yang bertanda tangan dibawah ini:

Nama : Shofia Mar'atus Sholikhah  
NIM : 210917088  
Jurusan : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan IAIN Ponorogo  
Judul Skripsi : An Analysis of Conjunction Used in *I Am Malala* Novel by Malala Yousafzai  
and Christina Lamb

Dengan ini, menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya aku sebagai hasil tulisan atau pikiran saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Ponorogo, 24 Mei 2022

Yang Membuat Pernyataan

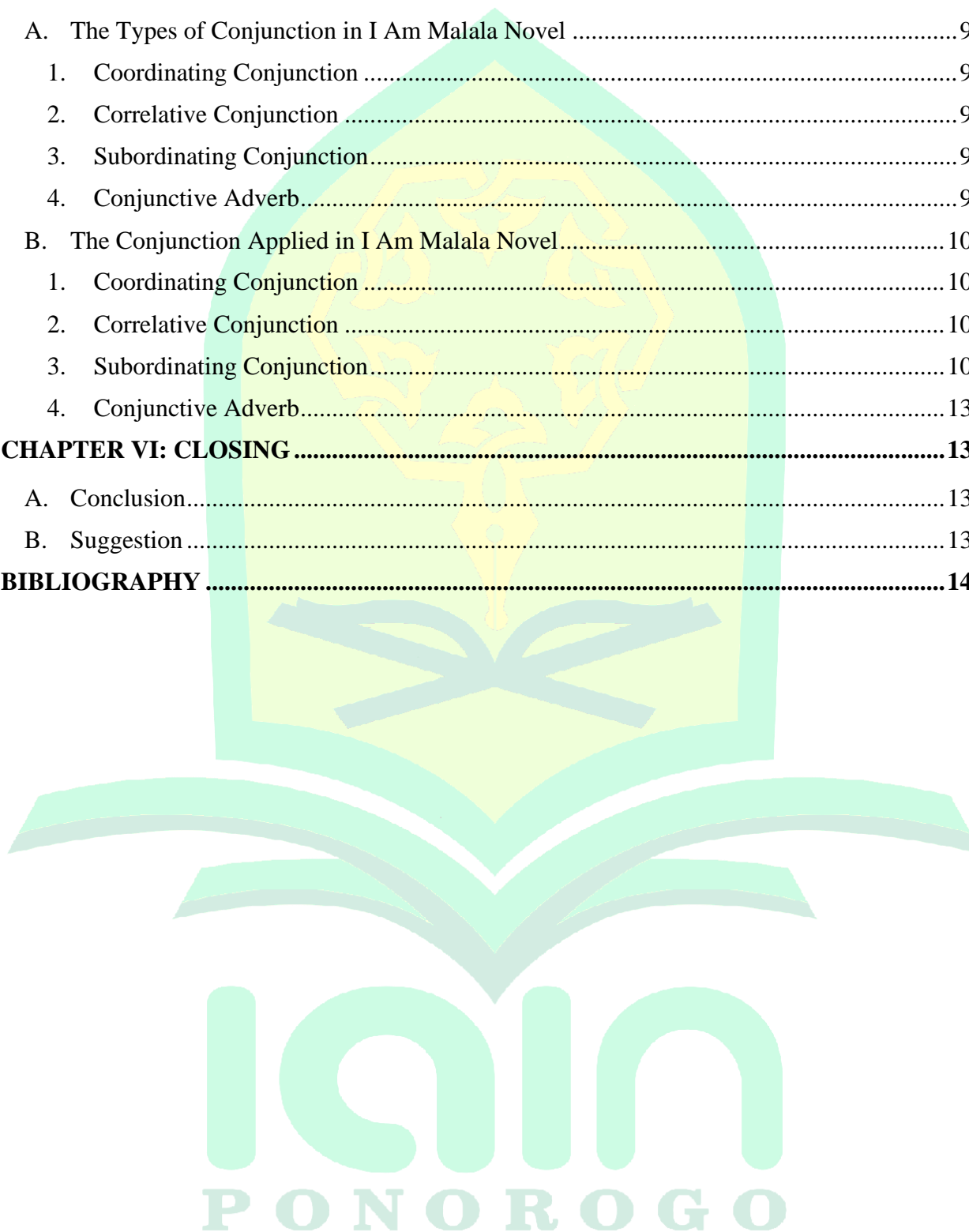


Shofia Mar'atus Sholikhah  
NIM. 210917088

## TABLE OF CONTENTS

|  |            |
|--|------------|
| <b>COVER PAGE</b>  |            |
| <b>ABSTRACT</b> .....  | <b>ii</b>  |
| <b>APPROVAL SHEET</b> .....  | <b>iii</b> |
| <b>RATIFICATION SHEET</b> .....  | <b>iv</b>  |
| <b>LETTER OF AUTHENTICITY</b> .....                                      | <b>vi</b>  |
| <b>TABLE OF CONTENTS</b> .....   | <b>vii</b> |
| <b>LIST OF TABLES</b> .....  | <b>ix</b>  |
| <b>LIST OF SCHEME</b> .....  | <b>x</b>   |
| <b>CHAPTER I: INTRODUCTION</b> .....                                     | <b>1</b>   |
| A. Background of the Study .....   | 1          |
| B. Statement of the Problem .....  | 5          |
| C. Objectives of the Study .....   | 5          |
| D. Significances of the Study .....                                      | 5          |
| E. Organization of the Study .....                                       | 6          |
| <b>CHAPTER II: PREVIOUS RESEARCH FINDINGS AND THEORETICAL REVIEW</b> ... | <b>8</b>   |
| A. Previous Research Findings .....                                      | 8          |
| B. Theoretical Review .....  | 10         |
| 1. Cohesion .....  | 11         |
| 2. Conjunction .....   | 13         |
| 3. Types of Conjunction .....  | 15         |
| 4. Novel .....   | 21         |
| 5. I Am Malala Novel .....   | 29         |
| <b>CHAPTER III: RESEARCH METHOD</b> .....                                | <b>33</b>  |
| A. Research Design .....   | 33         |
| B. Data and Data Source .....  | 35         |
| C. Data Collection Technique .....                                       | 36         |
| D. Data Analysis Technique .....   | 36         |
| <b>CHAPTER IV: FINDINGS</b> .....  | <b>40</b>  |
| A. General Data.....   | 40         |
| B. Specific Data .....   | 44         |

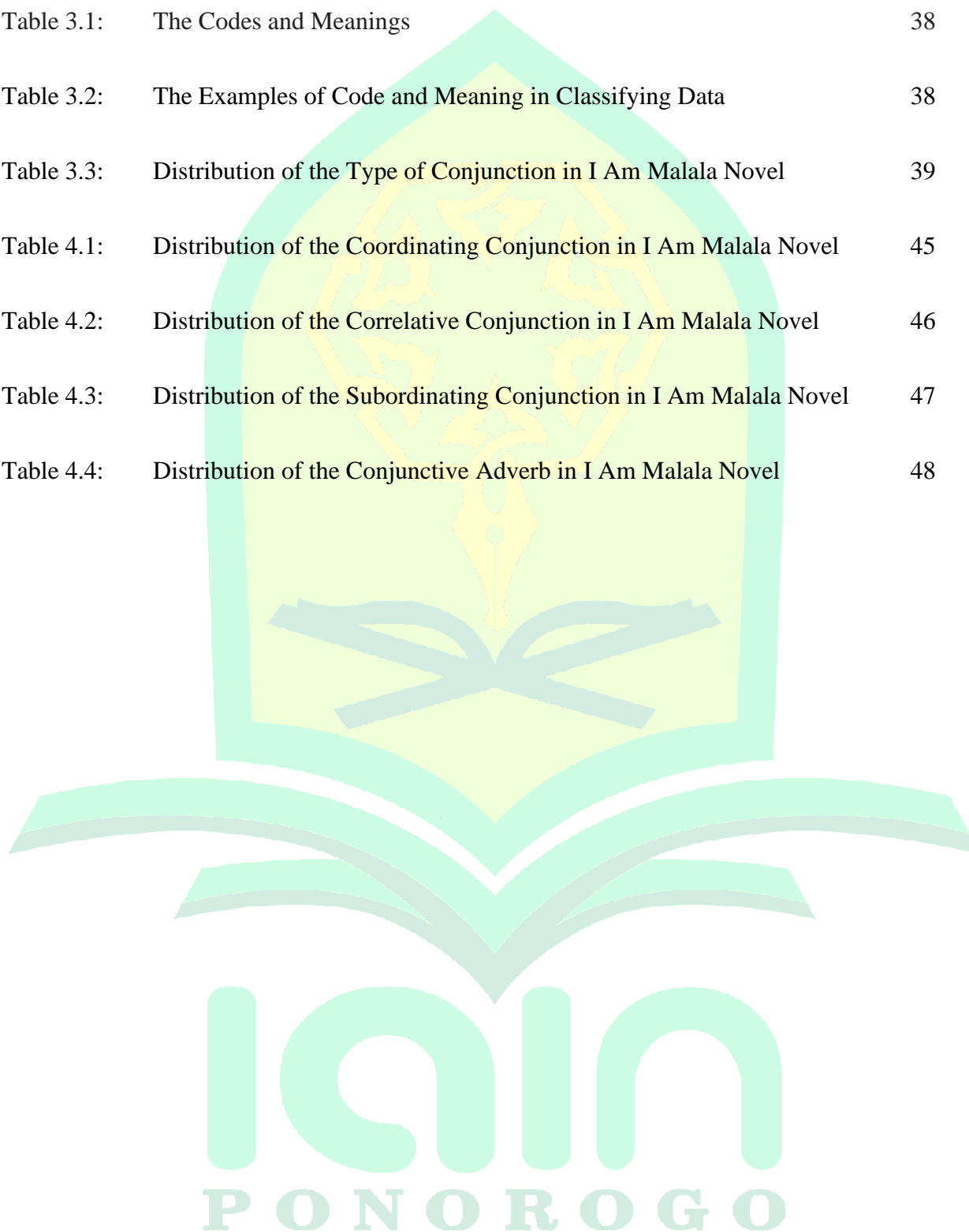
|  |            |
|--|------------|
| 1. The Types of Conjunction in I Am Malala Novel.....  | 44         |
| 2. The Conjunction Applied in I Am Malala Novel .....  | 49         |
| <b>CHAPTER V: DISCUSSION.....</b>                      | <b>93</b>  |
| A. The Types of Conjunction in I Am Malala Novel ..... | 93         |
| 1. Coordinating Conjunction .....                      | 93         |
| 2. Correlative Conjunction .....                       | 94         |
| 3. Subordinating Conjunction.....                      | 95         |
| 4. Conjunctive Adverb.....                             | 98         |
| B. The Conjunction Applied in I Am Malala Novel.....   | 100        |
| 1. Coordinating Conjunction .....                      | 100        |
| 2. Correlative Conjunction .....                       | 103        |
| 3. Subordinating Conjunction.....                      | 106        |
| 4. Conjunctive Adverb.....                             | 132        |
| <b>CHAPTER VI: CLOSING .....</b>                       | <b>138</b> |
| A. Conclusion.....                                     | 138        |
| B. Suggestion .....                                    | 139        |
| <b>BIBLIOGRAPHY .....</b>                              | <b>140</b> |





## LIST OF TABLES

|            |  |    |
|------------|--|----|
| Table 3.1: | The Codes and Meanings   | 38 |
| Table 3.2: | The Examples of Code and Meaning in Classifying Data               | 38 |
| Table 3.3: | Distribution of the Type of Conjunction in I Am Malala Novel       | 39 |
| Table 4.1: | Distribution of the Coordinating Conjunction in I Am Malala Novel  | 45 |
| Table 4.2: | Distribution of the Correlative Conjunction in I Am Malala Novel   | 46 |
| Table 4.3: | Distribution of the Subordinating Conjunction in I Am Malala Novel | 47 |
| Table 4.4: | Distribution of the Conjunctive Adverb in I Am Malala Novel        | 48 |



## LIST OF SCHEME

Scheme 2.1: Types of cohesion

13



# CHAPTER I

## INTRODUCTION

The first chapter is introduction that covers background of the study, statements of the problem, objectives of the study, significances of the study, and organization of the study.

### A. Background of the Study

Literature has an important role for people. Literature is useful to indirect communication which has written form. People can use it to convey their idea towards reader. Literature is a personal expression of feeling in the concrete description by using language, that including experience, idea, motivation, and confidence.<sup>1</sup> Besides, literary works are the idea of a person's story about the problems around them that have the values to tell.<sup>2</sup> Therefore, literature is used by people to express and share their idea. In addition, it is very useful in daily life to support people's activities read the texts.

Using literature is one of component to improve knowledge to support people's thinking. Commonly, people use literature in their activity especially in teaching and learning process. Literature has a role for reference as reading source that work to building of creative imagination. Literature has relation toward teaching and learning process. Therefore, the subject has to pick appropriate literature to support in that process both in middle schools, high schools, and universities.

In English teaching and learning process, literature has contributions to improve skill, for example in reading, which tries to increase comprehending of the text. Furthermore, it is a subject that must learn in learning English to support comprehension about understanding the grammatical structure inside text.

---

<sup>1</sup> Yuliani *et al*, "An Analysis The Main Characters and The Plot in the Novel of Bacharuddin Jusuf Habibie's Habibie and Ainun," *e-Journal of English Language Teaching Society (ELTS)*, Vol. 1 No. 1 (2013), 1. <http://jurnal.untad.ac.id/jurnal/index.php/ELTS/article/view/1684>

<sup>2</sup> Qanita Putri Imara, "An Analysis of Educational Values in the Novel I Am Malala," (Thesis, STKIP Bina Bangsa Getsempena, Banda Aceh, 2019), 7. <https://repository.bbg.ac.id/handle/784>

One of the literary works is novel that tells story which written into several episodes. Novel tells about human activities and describes what happened in surrounding that including some aspects of human's love, life and existence.<sup>3</sup> Many stories that can found in the novel and it contain a value. Meanwhile, the reader should understand the meaning inside of the text there to achieve intended purpose the writer.

According to Halliday and Hasan, they assert that the word text as "any passage, spoken or written, of whatever length, that does form a unified whole".<sup>4</sup> Text divided into two forms, spoken and written. Novel is categorized written text. A good paragraph or writing should indicate three main types; *unity*, *cohesion*, and *coherence*.<sup>5</sup> It means those are the important items to produce a good written text. Meanwhile, to creating a good written is not easy task.

The one of important thing that must be noticed in the text is cohesion. Zainuddin argues "Cohesion refers to relation of meaning which exists within the Text".<sup>6</sup> Moreover, Cohesion is a part of system of language that is related to semantic meanings within a text.<sup>7</sup> It shows the scope of language which grammar and related to semantic meaning are mostly integrated is in types of cohesion in text. Halliday and Hasan argued there are two categories cohesion namely lexical and grammatical cohesion. Lexical cohesion divided into two categories such as reiteration and collocation. Meanwhile, grammatical cohesion divided into four categories such as reference, substitution, ellipsis, and conjunction.<sup>8</sup>

---

<sup>3</sup> Yuliani *et al*, *Ibid.*, 2.

<sup>4</sup> M. A. K. Halliday and R. Hasan, *Cohesion in English* (London: Longman, 1976), 1.

<sup>5</sup> Zia Hisni Mubarak, "An Analysis of Cohesion Devices In Political News Of The Jakarta Post: A Discourse Analysis Approach," *Jurnal Basis UPB*, Vol.1 No.2 (2014), 14. <https://ejournal.upbatam.ac.id/index.php/basis/article/view/316>

<sup>6</sup> Zainuddin S.S, "An Analysis of Cohesion in Short Story "The Gift of Magi", " *English Education*, Vol. 06 No. 1 (Juni, 2018), 2. <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/view/1213>

<sup>7</sup> Ni Made Ayu Cynthianingrum, "Grammatical Analysis of Causal Conjunctions with Reference to," *Jurnal Humanis, Fakultas Ilmu Budaya Unud*, Vol. 20 (Agustus, 2017), 246. <https://ojs.unud.ac.id/index.php/sastra/article/download/33108/20004/>

<sup>8</sup> M.A.K Halliday and R. Hasan, *Cohesion in English* (London: Longman, 1976), 6.

Conjunction is part of grammatical cohesion that helps build cohesion in a text. Conjunction has a function to connecting word, phrase and clause in a text. According Ni Made states conjunction is a connector system that connects word, phrase, and clause which contains information of a sentence.<sup>9</sup> Additionally, Stern asserts that the function of conjunction is to link any of the following language units such as word, clause, sentence, and phrase to another.<sup>10</sup> It means that if the conjunction connects with words, phrases, clauses, and sentences then can be distinguishable the function of conjunction become some categories which have a certain meaning.

Furthermore, conjunctions connect words and word groups and show the relationship between the connected elements.<sup>11</sup> According to Hogue argued that conjunction divided into some of types, there are coordinating, correlative, subordinating, and conjunctive adverbs.<sup>12</sup> Each type of conjunction shows relationship ideas that contain in a text. Therefore, using the appropriate conjunction is important to connecting ideas in a text, which it makes a related idea.

Writing is the activity which someone needs to express ideas or the concepts in a text by using the appropriate language rules. Hence, understanding the grammar especially conjunction will create a logical relationship in a sentence. Conjunction is like a chain which connecting one with the others, so that they become one. Additionally, using conjunction in a text will influential toward clarity of meaning and the purpose of a text.

Based on explanation above, the researcher chooses *I Am Malala* novel as an object of the research because it has the interesting plot and compact sentence. The novel also contains types of conjunction with the different functions, so that the conjunctions make the text in the novel become alive and attract the reader attention.

---

<sup>9</sup> Ni Made Ayu Cynthianingrum, *Ibid.*,

<sup>10</sup> G. Stern, *An Outline of English Grammar with Exercises and Answer Key* (Singapore: Learners Publishing Ltd, 2003), 101.

<sup>11</sup> Ann Hogue, *The Essentials of English* (USA: Longman, 2003), 12.

<sup>12</sup> *Ibid.*,

The kinds of conjunction that found in *I Am Malala* novel exist in every chapter. This is the example of the sentence in the novel “*My father didn’t have any money for the hospital or for a midwife so a neighbor helped at my birth*”.<sup>13</sup> From the sentence before, it applied the connecting words of conjunction “or” and “so”. Those conjunctions connect words in there and every conjunction has different use to giving the meaning in the sentence. So, it can be concluded that knowing the types of conjunction and its functions is important thing. Hence, understanding the types and functions of conjunction is useful for learners in order to write a good text.

The object in this research is entitled “*I Am Malala: The Girl Who Stood Up for Education and was Shot by the Taliban*” which is written by Malala Yousafzai and Christina Lamb. The novel told the story about an intrepid girl that named Malala who lives in Swat Valley, Pakistan. She come to public attention when writing for BBC Urdu about her life under the Taliban and often spoke about her family’s fight for girls’ education in her community.<sup>14</sup> She targeted and shot by the Taliban, a regime that taken over the Pakistan and had the opinion about differences position for female and male. Taliban also had taken over the country and was burning girls’ schools.<sup>15</sup> Meanwhile, Taliban forbade the girls to go to school, but Malala doesn’t afraid about it and always spirit to go to school and get the education.

This novel is an inspired book that from Malala’s life story. The goal of this novel is to raise Malala’s voice on behalf of the millions of girls around the world who are being denied the right to go to school and realize their potential.<sup>16</sup> Hopefully, the story of Malala will inspire girls to raise their voices and embrace the power within themselves.<sup>17</sup>

---

<sup>13</sup> Malala Yousafzai and Christina Lamb, *I Am Malala: The Girl Who Stood Up For Education And Was Shot By The Taliban*, (New York: Little, Brown and Company, 2013), 13.

<sup>14</sup> *Ibid.*, 309.

<sup>15</sup> *Ibid.*, 64.

<sup>16</sup> *Ibid.*, 307.

<sup>17</sup> *Ibid.*,

Furthermore, the story in *I Am Malala* novel being written with clearly texts. The story is easy to be understood because the authors present the story neatly. The authors arrange the texts of the story using appropriate conjunction. The novel also uses the correct English language both the grammar and the vocabulary. Therefore, the story is easy to understand for English learners, so that the novel can use as reference to learning English language especially understanding conjunction.

Based on the explanation above, the novel contains attractive story and can be used a reference to study English language. So, the researcher interests analyzed the types of conjunction and the usage of conjunction in *I Am Malala* novel. Knowing that, the researcher conducts research under the title “An Analysis of Conjunction Used in *I Am Malala* Novel by Malala Yousafzai and Christina Lamb”.

## **B. Statement of the Problem**

The researcher formulates the problems based on the background above as follows:

1. What are types of conjunction used in *I Am Malala* novel?
2. How do the conjunctions apply in *I Am Malala* novel?

## **C. Objectives of the Study**

Based on the problem of the research, there are two objectives that are going to be achieve in this research. Those present as below:

1. To identify the types of conjunction in *I Am Malala* novel
2. To analysis the usage of conjunction in *I Am Malala* novel

## **D. Significances of the Study**

The significant of the study can be showed from both theoretically and practically. Those can be described below:

### 1. Theoretically

The researcher hopes this research give more information about conjunction applied in *I Am Malala* novel for the readers. Also, this research will give contribution as a reference for students and teachers in the teaching and learning process, especially in conjunction part.

### 2. Practically

- a. For the readers, this study is expected that can help to understand theories of conjunction in literature. Also, it will be a reference to study types of conjunction for readers.
- b. For the teachers, this study will be useful to teach the students about types of conjunction in teaching English language.
- c. For the students, this study can give the information for understanding types of conjunction when they learning using other literature.
- d. For the other researchers, this study can be a reference or secondary data to the other researcher who interest to conduct study about analysis conjunction used in others movie for the future study.

## **E. Organization of the Study**

The researcher should arrange the thesis to be a good and clearly. This thesis is divided into six chapters which has related to other. Therefore, the readers will easy to read this thesis. The organization of this thesis as follows:

The first chapter is introduction that covers background of the study, statements of the problem, objectives of the study, significances of the study, and organization of the study.

The second chapter discusses previous research findings and theoretical review. Previous research finding explains related different perspective in researches. Then,



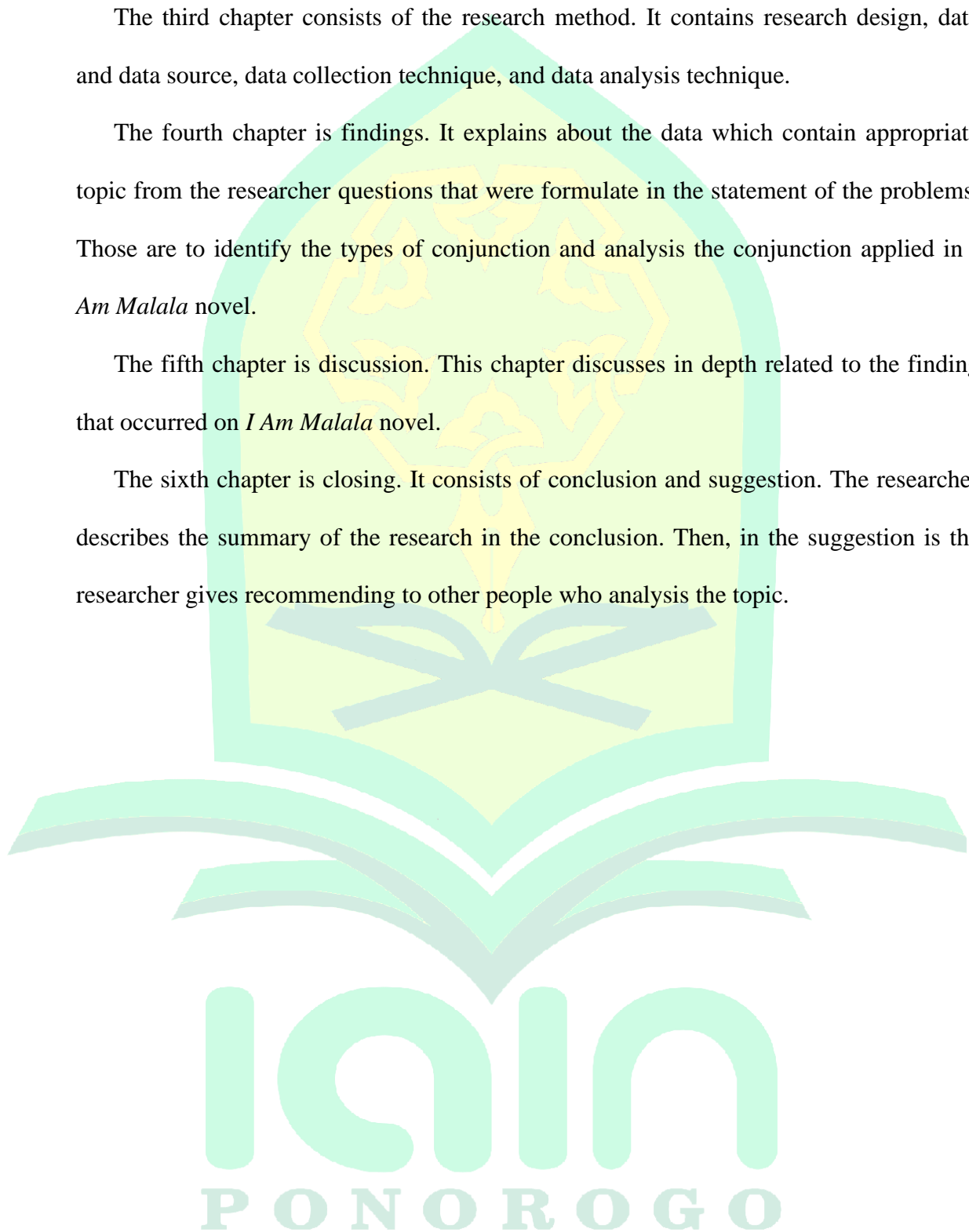
theoretical review explains about all theories that included in this research, such as conjunction, types of conjunction, novel, and *I Am Malala* novel.

The third chapter consists of the research method. It contains research design, data and data source, data collection technique, and data analysis technique.

The fourth chapter is findings. It explains about the data which contain appropriate topic from the researcher questions that were formulate in the statement of the problems. Those are to identify the types of conjunction and analysis the conjunction applied in *I Am Malala* novel.

The fifth chapter is discussion. This chapter discusses in depth related to the finding that occurred on *I Am Malala* novel.

The sixth chapter is closing. It consists of conclusion and suggestion. The researcher describes the summary of the research in the conclusion. Then, in the suggestion is the researcher gives recommending to other people who analysis the topic.



## CHAPTER II

### PREVIOUS RESEARCH FINDINGS AND THEORETICAL REVIEW

The second chapter discusses previous research findings and theoretical review. Previous research finding explains related different perspective in researches. Then, theoretical review explains about all theories that included in this research, such as cohesion, conjunction, types of conjunction, novel, and *I Am Malala* novel.

#### A. Previous Research Findings

This research is not the first study analyzing conjunction in Novel. There are several researches that conduct a research about conjunction. Here, the researcher took several previous researches which related this research to ensure the authenticity of the study.

The first is written by Rio Wiranata Pios in his thesis that under the title “Conjunction Used in *Ice Age 3* Movie Script”. The purposes of this research are to find out the difficulties of studying conjunction, the most dominant and types of conjunction used in *Ice Age 3* movie script. This research used descriptive qualitative method.

The conclusion of this research can be able to answer the formulation on the research questions. From the results of this research, the writer found 117 items of conjunction in *Ice Age 3* movie script. There showed three types of conjunction, 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%). So, the most dominant type of conjunction there is coordinating conjunction. Meanwhile, this research identified the problem of studying conjunction is from the student’ error in using subordination conjunction causes of the error in using subordination conjunction.<sup>1</sup>

---

<sup>1</sup> Rio Wiranata Pios, “Conjunction Used In *Ice Age 3* Movie Script,” (Thesis, University of Muhammadiyah Sumatra Utara, Medan, 2018). <http://repository.umsu.ac.id/handle/123456789/3633>

This research has similarity related Rio's research. It is dealing with type of conjunction. However, this research has difference focus with Rio's research. In Rio's, the focus of the research is to find out the difficulties of studying conjunction, the most dominant and types of conjunction used in Ice Age 3 movie script. There identified the type of conjunction in Ice Age 3 movie script used three kinds of conjunction such as coordinating conjunction, correlative conjunction, and subordinating conjunction. Meanwhile, this research focuses on types of conjunction and how it is used of conjunction used in I Am Malala novel. Also, to identifying the types of conjunction use four kinds of conjunction from Hogue. Those are coordinating, correlative, subordinating, and conjunctive adverbs.

The second related research is a thesis which was written by Helmi Fauzi Situmorang entitled *An Analysis of Conjunction in Eka Kurniawan's Man Tiger: A Systemic Functional Analysis*. Helmi's research aims to discover the types and the dominant type of conjunctions in Eka Kurniawan's novel Man Tiger. After analyzed the data, Helmi found there were 4 types of conjunction used in the data namely additive, adversative, causal, and temporal conjunctions. Moreover, the dominant type was found adversative type with 839 occurrences (41.66%) which was successively followed by additive type with 637 occurrences (31.63%), temporal type with 350 occurrences (17.38%), and the last one is causal type with 188 occurrences (9.33%).<sup>2</sup>

The similarities between Helmi's research and this research is analysis the types of conjunction in a novel. The differences both are aims and theory to analyze the types of conjunction in a novel. In helmi's research has aims to discover the types and the dominant type of conjunctions in Eka Kurniawan's novel Man Tiger. Meanwhile, this research has aims to discover the types of conjunction and how it is used of conjunction

---

<sup>2</sup> Helmi Fauzi Situmorang, "An Analysis of Conjunction in Eka Kurniawan's Man Tiger: A Systemic Functional Analysis," (Thesis, University of Sumatera Utara, Medan, 2019). <https://repositori.usu.ac.id/handle/123456789/22169>

used in I Am Malala novel. Moreover, Helmi's research used Halliday and Hasan theory while this research use Hogue theory to analyze the types of conjunction.

The third research is written by Irawati Anita Dewi and Septi Koestiani, their journal under the title was "Analysis Conjunction found in Selected Reading Comprehension on the TOEFL". Their research aimed to find the types of conjunction on the selected reading comprehension on TOEFL proposed Deborah Phillips. Their research used descriptive qualitative method. The result of their research showed three types conjunction found. Those were coordinate conjunction which was found 10 times (58.82 %), correlative conjunction which was found 1 time (5.88 %), and subordinating conjunction found 6 times (35.3 %).<sup>3</sup>

The similarity between their research and this research is the researches analyze to find the types of conjunction. The differences between their research and this research are the theory to analyze the types of conjunction and the object as source that analyzed.

Therefore, from some of previous study above, the researcher showed that this research is difference with other research. There is no other researches which show the research to analysis the conjunction used in I Am Malala Novel by Yousafzai and Christina Lamb.

## **B. Theoretical Review**

In this section, the researcher discusses the theoretical review which contains the theories from some experts. Those theories relevant to the topic are present in this research. Those consist of five theories that are explained, such as theory about Cohesion, Conjunction, Types of Conjunction, Novel, and I Am Malala novel.

---

<sup>3</sup> Irawati Anita Dewi and Septi Koestiani, "Analysis Conjunction found in Selected Reading Comprehension on the TOEFL," *JournE*, Vol. 1 No. 1 (June, 2019). <http://ejournal.stkipgri-sidoarjo.ac.id/index.php/journe/article/view/60>

## 1. Cohesion

When learning language, there are some interesting to study. For the example like the way language is used, components or structure of language. Structure of language is crucial thing in order to make understand both in oral or written form. Moreover, in written form like in a text, there are some important rules to be considered in order to establishing a good text. Zia explains a good paragraph or writing should indicate three main types; *unity*, *cohesion*, and *coherence*.<sup>4</sup> It means that there is three items that used to categorize a text is good or not.

Cohesion is an important part that included in the system of a language to building a good text. Enni and Siti state that the term of cohesion is familiar in the study of language because the representation of cohesion processes is very important in a text.<sup>5</sup> Besides, according to Azzouz that cohesion is the first standard of textuality because it refers to the surface relations between the sentences that create a text. It purposes to create connected sentences within a sequence.<sup>6</sup> Moreover, cohesion refers to connectivity the sentences or clauses in a text that has interrelatedness the ideas each other. It is revealed by Hinkel, she asserts the cohesion refers to the connectivity of ideas in discourse and sentences to one another in text, thus, creating the flow of information in a unified way.<sup>7</sup> In other word, cohesion in a text is concerned the connectivity of ideas between sentences, so that the ideas can be integrated and understood the sense.

---

<sup>4</sup> Zia Hisni Mubarak, "An Analysis of Cohesion Devices in Political News of The Jakarta Post: A Discourse Analysis Approach," *Jurnal Basis UPB*, Vol.1 No.2 (2014), 14. <https://ejournal.upbatam.ac.id/index.php/basis/article/view/316>

<sup>5</sup> Enni Erawati Saragih and Siti Nuraeni Septiani, "An Analysis of The Cohesion and Coherence of Students' Descriptive Writing," *English Journal*, 2017: 37. <http://ejournal.uika-bogor.ac.id/index.php/ENGLISH/article/download/1514/1092>

<sup>6</sup> Besma Azzouz, "A Discourse Analysis of Grammatical Cohesion in Student's Writing," (Dissertation, Mentouri University-Constantine, Algeria, 2009), 18. <https://bu.umc.edu.dz/theses/anglais/AZZ1086.pdf>

<sup>7</sup> Eli Hinkel, *Teaching Academic ESL Writing: Practical Technique in Vocabulary and Grammar*, (New Jersey: Lawrence Erlbaum Associates, 2004), 279.

Furthermore, Halliday and Hasan (1976) state that the concept of cohesion is a semantic one, it refers to relations of meaning that exist within the text, and that define it as a text.<sup>8</sup> Thus, the cohesion allows each element have related meaning in a text. So that if the elements in discourse relate to each other on that of another so cohesion will be formed. Besides, Bailey asserts that defines the cohesion as the phrases which is linking together to make the whole text clear and readable.<sup>9</sup> So that a text is agreed with the cohesion standard if it is arranged clearly by fused ideas so it can be considered communicative.

Besides, according to Richards as cited in Ani and Sulis provides that the cohesion is a grammatical and lexical relationship between various different elements in one text that can take the form of relationships between different or different sentences in one sentence.<sup>10</sup> In line with the opinion of him, Halliday and Hasan classify cohesion into two types namely grammatical cohesion and lexical cohesion.<sup>11</sup> Helmi argues that the differences type of cohesion because both of them are established by two different elements, they are grammar and words.<sup>12</sup> Moreover, grammatical cohesion elements consist of four aspects, such as reference, substitution, ellipsis, and conjunction.<sup>13</sup> Whereas lexical cohesion consists of two aspects, they are reiteration and collocation.<sup>14</sup> Therefore, a text is called cohesion when there is contained a grammatical and lexical relationship in the sentences. To easy classify the types of cohesion needs a scheme of it that can be described as following:

---

<sup>8</sup> M. A. K. Halliday and R. Hasan, *Cohesion in English* (London: Longman, 1976), 4.

<sup>9</sup> Stephen Bailey, *Academic Writing: A Practical Guide for Students*, (New York: RoutledgeFalmer, 2003), 55.

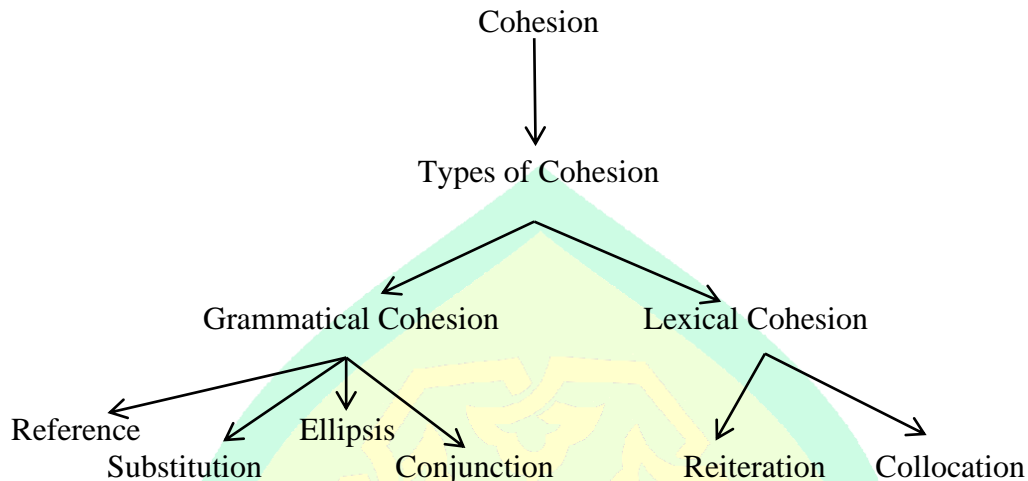
<sup>10</sup> Ani Latifah and Sulis Triyono, "Cohesion and Coherence of Discourse in the Story of "Layangan Putus" on Social Media Facebook," *Indonesian Journal of EFL and Linguistics*, Vol. No. (2020), 46. <https://indonesian-efl-journal.org/index.php/ijefll/article/view/215>

<sup>11</sup> M. A. K. Halliday and R. Hasan, *Ibid*, 4.

<sup>12</sup> Helmi Fauzi Situmorang, *Ibid.*, 10.

<sup>13</sup> M. A. K. Halliday and R. Hasan, *Ibid*, 6.

<sup>14</sup> *Ibid.*, 288.



**Scheme 2.1 Types of cohesion**

## 2. Conjunction

According to James argued that conjunction is regarded as the simplest of connectives that merely conjoining or joining together words, phrases, or sentences. The term of conjunction is from Latin *conjungo* meaning join.<sup>15</sup> Besides, conjunction is from the Latin word that is *con* meaning ‘together’ and *jungere* meaning ‘to join’.<sup>16</sup> According to Dykes argues that a conjunction useful to join two or more parts of speech of a similar kind or two or more parts in a sentence”.<sup>17</sup> Furthermore, conjunction has a function as word structure that can’t movable which join such units as part of speech, phrases, or clauses.<sup>18</sup> Therefore, it means the conjunction is a chiefly part which use as a connector so that between the ideas has the relationship.

According to Ni Made stated conjunction is a connector system that connects word, phrase, and clause which contains information of a sentence.<sup>19</sup> Meanwhile, the words which making connections and indicate relationships used among events are

<sup>15</sup> James C. Fernald, *Connectives of English Speech* (New York and London: Funk and Wagnalls Company, 1904), 195.

<sup>16</sup> Barbara Dykes, *Grammar for Everyone: practical tools for learning and teaching grammar* (Victoria: ACER Press, 2007), 73.

<sup>17</sup> Ibid.,

<sup>18</sup> Marcella Frank, *Modern English a practical reference guide*, (New Jersey: Prentice-Hall, Inc, 1972), 206.

<sup>19</sup> Ni Made Ayu Cynthianingrum, "Grammatical Analysis of Causal Conjunctions with Reference to," *Jurnal Humanis, Fakultas Ilmu Budaya Unud*, Vol. 20 (Agustus, 2017), 246. <https://ojs.unud.ac.id/index.php/sastra/article/download/33108/20004/>

conjunctions.<sup>20</sup> In addition, Stern asserts that conjunction used to linking any of the following language units such as word, clause, sentence, and phrase to another.<sup>21</sup> From the explanation above, the conjunction has important part to making link in language units and useful for making connection. It is also useful to creating a relation in a text.

According to McClure and Steffensen which is cited by Febru, Teguh and Acep in their journal, conjunctions act as clues drawing attention to and making explicit the logical relationship between propositions. Hence, conjunctions can be used in the two forms, such as oral and written form.<sup>22</sup> Conjunction is extremely important for both. Using conjunction will help people to connecting the context that deliver to unity toward their creative ideas. Commonly, the conjunction can be found like in daily conversation. Moreover, it can find in the literature too, such as magazine, newspaper, short story, novel, and other. From the statement, when the reader or listener fail to comprehending the position of conjunction it will create misunderstanding toward sense from the ideas that convey. Therefore, picking the conjunction is so important so that making their important role in a language.

In addition, Hogue states that the conjunctions connect words and word groups and show the relationship between the connected elements.<sup>23</sup> Good connections in the language units caused the relationship among ideas clear. So, connecting ideas is an important thing to choosing appropriate types of conjunction based on each function.

---

<sup>20</sup> George Yule, *The Study of Language* (New York: Cambridge University Press, 2006), 75.

<sup>21</sup> G. Stern, *An Outline of English Grammar with Exercises and Answer Key* (Singapore: Learners Publishing Ltd, 2003), 101.

<sup>22</sup> Febru Setimaji *et al*, "The Use of Conjunction: Elaboration in Donald Trump's Speech," *PROJECT*, Vol. 2 No. 4 (July, 2019), 476. <https://journal.ikipsiliwangi.ac.id/index.php/project/article/view/2730>

<sup>23</sup> Ann Hogue, *The Essentials of English* (USA: Longman, 2003), 12.



Mahendra asserts a conjunction is the way of connecting different parts of text which create cohesiveness is a conjunction.<sup>24</sup> Cohesiveness also known as cohesion is counted in the part of grammatical cohesion. It is an important component for making a good writing. Therefore, to building cohesion in a text need a conjunction.

In the cohesion, conjunction is not only linking two or more sentences, but relating two events semantically too. It means the conjunction makes linguistics elements related each other become sequence in a text. Besides, if using the word conjunction not suitable, it will not create cohesion in a text too. So, using the words conjunction correctly is useful to building cohesion. Here, learning and understanding types of conjunction is one of important thing for making cohesion in a text.

### 3. Types of Conjunction

Many theories discuss about the types of conjunction but each expert has different dissent. Aarts argued that there are two types of conjunction, they are coordinate and subordinate.<sup>25</sup> Besides that, according to Halliday and Hasan states that there were four types of conjunction: additive, adversative, causal, and temporal.<sup>26</sup> In this research, the researcher analysis the type of conjunction that uses Hogue's theory. According to Hogue, there were four types of conjunction, such as coordinating, correlative, subordinating, and conjunctive adverbs.<sup>27</sup> Hence, each type of conjunction has signal words.

#### a. Coordinating Conjunction

According to Garner states that coordinating conjunctions connect words or groups of words of equal grammatical rank, that is elements of independent and

<sup>24</sup> I Putu Mahendra, "The Conjunction Analysis in Novel *"If I Stay By Gayle Forman,"* (Denpasar: Udayana University, 2013), 2. <https://ojs.unud.ac.id/index.php/sastra/article/view/8758>

<sup>25</sup> Bas Aarts, *English Syntax and Argumentation* (New York: Palgrave, 2001), 46.

<sup>26</sup> M. A. K. Halliday and R. Hasan, *Ibid*, 242-267.

<sup>27</sup> Ann Hogue, *Ibid*.

equal rank, such as two nouns, two verbs, two phrases, or two clauses.<sup>28</sup> Besides, coordinate conjunction can connect more than two elements but using commas to separates thus elements. It is appropriate with Robin argued that if a coordinating conjunction connects more than two elements, it is generally placed between the last two elements of the series while the other elements are separated by commas.<sup>29</sup> From the sentence before can be concluded that coordinating conjunction is a type of conjunction which join any two or more units that are the same type.

Evelyn and Robert in their book assert the commonly used way to remember the coordinating conjunctions is to think of FANBOYS: F (for), A (and), N (nor), B (but), O (or), Y (yet), S (so).<sup>30</sup> So, in coordinating conjunction have seven key words that can be called “FANBOYS” for easy to remember.

Furthermore, each connecting word in coordinating conjunction will give a relationship when it used. There were some functions of coordinating conjunction in each connecting word that stated by Hogue’s theory such as addition in a positive sentence, addition in a negative sentence, contrast, result, choice, surprise, reason, and addition of a negative clause.

There are some examples the conjunction which classified as coordinating conjunction in I Am Malala novel by Yousafzai and Christina Lamb as below:

- 1) When I was born, people in our village commiserated with my mother **and** nobody congratulated my Father.<sup>31</sup>

---

<sup>28</sup> Bryan A. Garner, *The Chicago Guide to Grammar, Usage, and Punctuation* (Chicago and London: The University of Chicago Press, 2016), 146.

<sup>29</sup> Robin Torres-Gouzerh, *Intermediate English Grammar for ESL Learners Second Edition* (United States : McGraw-Hill Education, 2016), 129.

<sup>30</sup> Evelyn P. Altenberg and Robert M.Vago, *English Grammar understanding the Basics* (New York: Cambridge University Press, 2010), 70.

<sup>31</sup> Malala Yousafzai and Christina Lamb, *I Am Malala: The Girl Who Stood Up For Education And Was Shot By The Taliban*, (New York: Little, Brown and Company, 2013), 13.

2) My father didn't have any money for the hospital **or** for a midwife so a neighbor helped at my birth.<sup>32</sup>

3) Not a single lie **nor** a single penny.<sup>33</sup>

### b. Correlative Conjunction

According to Wishon which is cited by Aditya in his thesis, correlative conjunction is used to join two basic sentence patterns or two parallel elements of any kind.<sup>34</sup> Correlative conjunctions are conjunctions used in pairs and often to connect successive clauses that depend on each other to form a complete thought. Besides that, correlative conjunctions have to frame structurally matching or identical sentence parts.<sup>35</sup> Hence, it means the correlative conjunction is a type of conjunction that working in pairs to join items.

In addition, Hogue argued correlative conjunctions connect grammatically equal words and word groups. Besides, it can connect only two items while coordinating conjunction can connect more than two.<sup>36</sup> So, correlative conjunction is different from coordinating conjunction because it has two parts as a conjunction that works together to connecting no more two items.

Furthermore, Hogue states the correlative conjunction includes: *Both... and*, *not only...but also*, *either...or*, *neither...nor*, and *whether...or*. Each connecting word of correlative conjunction also has function when applied in a sentence. The functions such as addition, positive choices, negative choices, and one of two

<sup>32</sup> *Ibid.*,

<sup>33</sup> *Ibid.*, 67.

<sup>34</sup> Muhammad Aditya Rizky Akbar, "Conjunction Used In Toy Story 2 Movie Script," (Thesis, University of Muhammadiyah Sumatera Utara, Medan, 2019), 15. <http://repository.umsu.ac.id/handle/123456789/3271>

<sup>35</sup> Bryan A. Garner, *Ibid.*, 146-147.

<sup>36</sup> Ann Hogue, *Ibid.*, 13.

choices.<sup>37</sup> There are the examples of correlative conjunction in I Am Malala novel by Yousafzai and Christina Lamb as below:

- 1) **Neither** the students **nor** the teachers were supposed to have their own opinions.<sup>38</sup>
- 2) My father 's dislike of *Baba*'s frugality has made him a very generous man **both** materially **and** in spirit.<sup>39</sup>
- 3) He made Afghanistan a rallying point **not only** for the West, which wanted to stop the spread of communism from the Soviet Union, **but also** for Muslims from Sudan to Tajikistan, who saw it as a fellow Islamic country under attack from infidels.<sup>40</sup>

### c. Subordinating Conjunction

Subordinating conjunctions connect sentences, but the two parts that are connected are not of equal value in terms of the meaning of the whole sentence.<sup>41</sup> Also according to Abraham, subordinating conjunctions are words which are used to link subordinate clauses with the main clauses in a complex sentence.<sup>42</sup> Hence, the subordinate clauses meaning dependent clause while main clause meaning the independent clause. Furthermore, the dependent clause cannot stand alone while the independent clause can stand alone without presence subordinate clauses. Therefore, the dependent clause to create a complex sentence needs a subordinating conjunction to join with independent clause.

<sup>37</sup> *Ibid.*, 389.

<sup>38</sup> Malala Yousafzai and Christina Lamb, *Ibid.*, 44.

<sup>39</sup> *Ibid.*, 36.

<sup>40</sup> *Ibid.*, 31.

<sup>41</sup> Evelyn P. Altenberg and Robert M.Vago, *Ibid.*, 73.

<sup>42</sup> Abraham Sunday Unubi, "Conjunctions In English: Meaning, Types and Uses," *International Journal of Social Science and Humanities Research*, Vol. 4 No. 3 (2016), 205.  
[https://www.academia.edu/43525484/CONJUNCTIONS\\_IN\\_ENGLISH\\_MEANING\\_TYPES\\_AND\\_USES](https://www.academia.edu/43525484/CONJUNCTIONS_IN_ENGLISH_MEANING_TYPES_AND_USES)

The subordinating conjunction is always the first word of the dependent clause.<sup>43</sup> Moreover, a dependent clause always begins by a subordinate conjunction.<sup>44</sup> It means that to connecting dependent clause must putting the position of the subordinating conjunction on the beginning or before a dependent clause. Additionally, some connecting words of subordinating conjunction can introduce different kinds of dependent clauses, such as adverb, adjective, and noun clauses.<sup>45</sup>

Hogue states the subordinating conjunction includes some connecting words that include: *After, as, just as, as long as, as soon as, before, since, until, when, whenever, while, where, wherever, anywhere, everywhere, because, although, even though, though, whereas, as if, as though, as often as, so that, in order that, if, unless, who, whom, whose, that, which, whether, whether or not, whether...or not, if...or no, whoever, what, why, how, how much, how many, how long, and how often.* Furthermore, subordinating conjunction also has some patterns that indicate the connecting words, such as *so + adjective + that, so + adverb + that, such a(n) + noun + that, so much/many/little/few + noun + that, and as + adverb + as.*<sup>46</sup>

Each of the connecting word showed the different function when appearing in the sentence to make a relationship. According to Hogue that subordinating conjunction are divided into fifteen relationships.<sup>47</sup> The functions include: time, place, reason, result, contrast, opposition, manner, distance, frequency, purpose,

<sup>43</sup> Evelyn P. Altenberg and Robert M. Vago, *Ibid.*, 74.

<sup>44</sup> Robin Torres-Gouzerh, *Ibid.*, 138-139.

<sup>45</sup> Ann Hogue, *Ibid.*, 19.

<sup>46</sup> *Ibid.*, 391-393.

<sup>47</sup> *Ibid.*, 14.

condition, to refer to humans, to refer to nonhumans and things, to refer to a time or a place, and to report information such as what someone thinks or says.<sup>48</sup>

There are the examples of subordinating conjunction in I Am Malala novel by Yousafzai and Christina Lamb as below:

- 1) **If** it was anything serious they would have to make the long bus journey to Mingora **unless** they were lucky enough to know someone with a car.<sup>49</sup>
- 2) One of my father's friends is a Shia and he cries **whenever** he talks about Hussein's death at Karbala.<sup>50</sup>
- 3) The temples are long gone, but almost **anywhere** you go in Swat, amid all the primroses and other wild flowers, you find their remains.<sup>51</sup>

#### d. Conjunctive Adverbs

According to Hogue, conjunctive adverbs are special adverbs that acting like a conjunction; however, they show the relationship between independent clauses.<sup>52</sup> Besides, Robin states that conjunctive adverbs are also considered conjunctions and can be used to connect independent clauses.<sup>53</sup> Therefore, conjunctive adverbs are as adverbs that also one of type conjunction that useful to joining independent clauses to create a relationship with other.

In addition, Hogue argues the conjunctive adverbs have different position in the second clause, such as: at the beginning, after the subject, and at the end. The words include: *also, besides, furthermore, in addition, moreover, however, nevertheless, nonetheless, still, in contrast, on the other hand, as a result, consequently, therefore, thus, meanwhile, afterward, then, subsequently, for*

<sup>48</sup> *Ibid.*, 391-393.

<sup>49</sup> Malala Yousafzai and Christina Lamb, *Ibid.*, 60.

<sup>50</sup> *Ibid.*, 86.

<sup>51</sup> *Ibid.*, 17.

<sup>52</sup> Ann Hogue, *Ibid.*, 15.

<sup>53</sup> Robin Torres-Gouzerh, *Ibid.*, 144.

*example, for instance, similarly, likewise, instead, on the contrary, rather, on the other hand, alternatively, otherwise, in other words, that is, indeed, and in fact.*<sup>54</sup>

Conjunctive adverb creates some relationships because it has some function that contain in the connecting words. The functions of conjunctive adverb such as to add a similar idea, to add a partial contrast, to add a complete contrast, to show a result, to list ideas in order of time, to give an example, to compare and show similarities, to indicate “the first statement is not true; the second statement is true”, to give another possibility, to add an explanation, and to make a stronger statement.<sup>55</sup>

The examples of adverbial conjunctives in I Am Malala novel by Yousafzai and Christina Lamb as below:

- 1) **Besides**, my father knew this could be our megaphone to the outside world.<sup>56</sup>
- 2) **However**, my father and his friends said there was nothing to celebrate as Swat had only suffered since it had merged with Pakistan.<sup>57</sup>
- 3) One theory was that the devastation had been created by the Americans using something called HAARP (High Frequency Active Auroral Research Program) technology, which causes huge waves under the ocean, **thus** flooding our land.<sup>58</sup>

#### 4. Novel

##### a. Definition of Novel

Literature has some forms like poetry, drama, and novel. Novel is a literary work which has written form. It appears through long history for centuries. Ian

<sup>54</sup> Ann Hogue, *Ibid.*, 389-391.

<sup>55</sup> *Ibid.*,

<sup>56</sup> Malala Yousafzai and Christina Lamb, *Ibid.*, 148.

<sup>57</sup> *Ibid.*, 52.

<sup>58</sup> *Ibid.*, 188.

Watt is a literary historian, in *The Rise of the Novel*, argued that the modern novel was born in the early 18th century.<sup>59</sup> The term novel is a truncation of the Italian word *novella* that from the plural of Latin *novellus*, a late variant of *novus*, meaning “new”.<sup>60</sup> The novel was originally developed in the region from other forms of narrative nonfiction, such as letters, biographies, and history.<sup>61</sup>

Novel is one of parts of literature work which being written as length work of narrative fiction. It is related with Yerdi argued that novel is any relatively long work of narrative fiction in prose and published as a book.<sup>62</sup> Hence, Kenney states novel is commonly thought of as containing about forty-five thousand words or more”.<sup>63</sup> Besides, novel is one of literature that has longer narrative than novella or short story. According to Abrams and Geoffrey asserts novel applied to great variety of writing that have in general only to attribute of being extended works of fiction written in prose.<sup>64</sup> Hence, Novel includes the prose narrative has that arranged imaginatively.

Novel is invented a prose narrative of a considerable long and certain complexity that related imaginatively with human experience, there found a connected sequence of events in specific setting involving a group of persons.<sup>65</sup> Besides, novel is a fiction of literature which presents an experience by a fictitious presentation from ideas, persons, and events. It is appropriate with Yerdi’s argued that stated novel is narrative text in forming of prose with a long

---

<sup>59</sup> Wikipedia, “Novel”, in <https://en.wikipedia.org/wiki/Novel>, (accessed on June, 15<sup>th</sup> 2021 at 18.50)

<sup>60</sup> Anthony Burgess, “Novel literature”, in <https://www.britannica.com/art/novel/Character>, (accessed on June, 15<sup>th</sup> 2021 at 19.00)

<sup>61</sup> Septiyana Sari, “An Analysis of Moral Values in “Gulliver’s Travel” Novel,” (Thesis, State Islamic University of Raden Intan, Lampung, 2019), 14. <http://repository.radenintan.ac.id/id/eprint/6177>

<sup>62</sup> Yerdi Yasmara, “Coordinate Conjunction in the Happy Prince Novel By Oscar Wilde,” (Thesis, University of Muhammadiyah Sumatera Utara, Medan, 2018), 17. <http://repository.umsu.ac.id/handle/123456789/517>

<sup>63</sup> W. Kenney, *How to Analyze Fiction (A Critical Guide to Appreciation of Short Stories, Novellas and Novels)* (New York: Monarch Press, 1966), 103.

<sup>64</sup> M.H. Abrams and Geoffrey Galt Harpham, *A Glossary of Literary Terms (9<sup>th</sup> edition)* (USA: Wadsworth Cengage Learning, 2009), 226.

<sup>65</sup> Anthony Burgess, *Ibid.*,



shape that including some figures and fiction event.<sup>66</sup> In a novel, the author tries to create a story that is familiar to the reader. It means in order to make them comprehend and understand the story easily.

The novel is also be interpreted as a form of prose essay contains a series of stories a person's life with others around them by accentuating the character and nature of the perpetrators.<sup>67</sup> So, the story in the novel is a representation of human live condition that around the writer. Sometimes, the inspiration to writing novel based on true story. Besides that, novel tells about human activities and describes what happened in surrounding. It can express some of human's aspect like life, love, social, and something that related them. However, authors of novels can create the story according to imagination that they want. Therefore, the story in the novel is not only based on data nonfiction but also it can from data fiction.

According to Sumardjo and Saini which is cited by Andriani in her thesis, literature is a human individual expression consisting experience, idea, consideration, spirit, feeling, and conviction in form of concrete description that arouse attraction by using language.<sup>68</sup> From the statement before can be said that literature is one of some ways to express an experience that happened around through the language in the purpose people attract with authors' words. Meanwhile, Eagleton states literary work is a reflection of human thoughts and feelings that supported by experience and observation.<sup>69</sup> Therefore, novel as literary work contains many things about language to convey many messages on the text. In the novel, the authors express their experiences, ideas, feeling,

---

<sup>66</sup> Yerdı Yasmara, *Ibid.*, 18.

<sup>67</sup> Nurul Azmi Hikmayana, "An Analysis Types of Deixis in Novel " Catharsis" By Anastasia Aemilia," (Thesis, Muhammadiyah University of Mataram, Mataram, 2020), 16. <http://repository.ummat.ac.id/id/eprint/1212>

<sup>68</sup> Dewi Purwati and Rizqi Claudia Wardani, "The Moral Value Analysis As Reflected in Novel " Akeelah And The Bee", " *Journal Interaction*, Vol. 6 No. 1 (2019), 41. <https://unimuda.e-journal.id/jurnalinteraction/article/view/280>

<sup>69</sup> Terry Eagleton, *Literary Theory An Introduction* (2<sup>nd</sup>ed) (Great Britain: Blackwell, 1996), 22.

morality, and so on by their imagination. Hence, the authors play by their imagination to convey their messages in the novel through the texts to reader.

Novel has some functions as literary work. According to Hoove which is cited by Asrul and Jagat in their journal described novel has four functions, they are (1) As an expression of an interpretation of life entertainer or escape, (2) As propaganda, (3) As an agent of change in the language and thought of a culture, and (4) As creator of life style and an arbiter of taste.<sup>70</sup> However, the function of novel is based on the goal each author to write the novel.

Novel is an object that interesting for reading because it aims to entertain and inform something toward readers. Moreover, according to Dewi and Rizqi argue Novel is a medium of education that can demonstrate to the human also one of the tools used to deliver the event.<sup>71</sup> Thus, reading novel is one of easier way to getting education. Novel is also one of supporting tools in teaching and learning activities especially at the language lesson. Sometimes, teachers and lecturers ask their students to read, analyze and understand certain novels. It has many purposes, one of the examples in order to understand the grammar inside texts. Besides, the students also can get a lesson from the story. Meanwhile, they can choose the novel which appropriate with their favorite because novel has some types.

#### **b. The elements of Novel**

In order will to be an interesting and enjoyable thing to be read, novel has certain elements. According to Nurgiyantoro, novel is a work of fiction that built

---

<sup>70</sup> M. Asrul Hasby and M. Jagat Islami, "The Analysis Of Moral Value And Character In Novel "Negeri 5 Menara" By Ahmad Fuadi," *Jurnal Ilmu Sosial dan Pendidikan*, Vol. 4 No. 3 (2020), 466. <http://ejournal.mandalanursa.org/index.php/JISIP/index>

<sup>71</sup> Dewi Purwati and Rizqi Claudia Wardani, *Ibid.*, 42.

by builder elements, namely the intrinsic elements and extrinsic elements.<sup>72</sup> Extrinsic elements are the elements which outside the literary work, but indirectly affect the building or the system of literary organisms.<sup>73</sup> In others source states the extrinsic element is an element that is outside the text of literary that affects the text itself, they consist of psychology, sociology, philosophy, and biography of the author.<sup>74</sup> Each expert has the theory about extrinsic elements in literary work, but it is concluded that elements from outside the text of literary work but indirectly affect the building its.

Meanwhile, Semi argues that the intrinsic element of a literary work includes elements which establish a literary work inside, such as theme, plot, setting, character and characterization, and figure of speech.<sup>75</sup> Besides, according to Asrul and Jagat in their journal, the structure of the novel is theme, plot, setting, point of view and character.<sup>76</sup> The following are presented intrinsic elements:

#### 1) Theme

According to Staton, a theme presents strong explained about the unity of what is happening in the story, and tells about the story of life in a common context.<sup>77</sup> Based on Nurgiyantoro as cited by Nurul, Siti and Herlina in their journal, the theme is the basis for the development of the whole story, so it is animating all parts of the story.<sup>78</sup> Moreover, Arfila proposed in her thesis, themes are interpreted as certain feelings or certain life views about life or a set of certain values that construct or form the basic or main ideas of a literary

<sup>72</sup> Burhan Nurgiyantoro, *Teori Pengkajian Fiksi* (Yogyakarta: UGM Press, 2010), 10.

<sup>73</sup> Burhan Nurgiyantoro, *Ibid.*, 23.

<sup>74</sup> Nurul Azizah, Siti Gomo Attas, and Herlina, "Structures in the Novel of *Bidadari-Bidadari Surga* By Karya Tere Liye ( Structuralism Analysis)," *Journal BAHTERA*, Vol. 17 No. 2 (2018), 127. <http://journal.unj.ac.id/unj/index.php/bahtera/article/view/7638/5469>

<sup>75</sup> A. Semi, *Anatomi Sastra* (Bandung: Angkasa, 1998), 31.

<sup>76</sup> M. Asrul Hasby and M. Jagat Islami, *Ibid.*,

<sup>77</sup> Staton, *Theory of Theme and Plot in Intrinsic Element* (Yogyakarta: Pustaka Pelajar, 2007), 7.

<sup>78</sup> Burhan Nurgiyantoro, *Ibid.*, 68.

work.<sup>79</sup> Therefore, theme contains a main idea that the writer expresses. Furthermore, theme must interpret or represent the whole of the story. In a text, theme also has an important position that to development the ideas or messages of texts in the whole of story. So, the story in the literary work will unlive or unclear without theme.

## 2) Plot

Plot is plan, design, scheme or pattern of events in a poem or work of fiction which to organize the incident and the character until induce curiosity and suspense in the reader.<sup>80</sup> According to Staton explained that plot is a series of the events in a story.<sup>81</sup> Hence, Plot is one of important elements of literary work which tells an important event to be designed in a story. It means the story will not to be a good without a plot. Commonly the author used plot to arrangement the events that happen in a story in order to make the reader easier to comprehending or understanding the story in a novel.

In addition, Eti states Plot gives information about the details of a story in the novel.<sup>82</sup> Plot has to present an action, event, or turning point that creates conflicts or raise a dramatic question in the literary work.<sup>83</sup> Moreover, the author must pay attention in arrangement the plot to creating a story in a novel. In fiction, the plot divided into several stages, they are the initial stage

---

<sup>79</sup> Arfila Lestari, "An Analysis on Intrinsic and Extrinsic Elements of Sir Arthur Conan Doyle's "The Adventure of Sherlock Holmes"," (Thesis, Muhammadiyah University of Purwokerto, Purwokerto, 2019), 9. <http://repository.ump.ac.id/9661/>

<sup>80</sup> J.A Cuddon, *A Dictionary of Literary Terms and Literary Theory (5th edition)* (UK: Willey-Blackwell Ltd, 2013), 540.

<sup>81</sup> Staton, *Ibid.*, 26.

<sup>82</sup> Eti Kusumawati, "An Analysis on Intrinsic Elements of Agatha Christie's "The Pale Horse"," (Thesis, State Islamic University "Syarif Hidayatullah", Jakarta, 2007), 8. <https://repository.uinjkt.ac.id/dspace/handle/123456789/8960>

<sup>83</sup> Literary devices, Plot, in <https://literarydevices.net/plot/>, (accessed on June 24<sup>th</sup> 2021)

of the story, the middle stage of the story, and the final stage of the story.<sup>84</sup>

Besides that, according to Nurgiantoro which is cited by Umirien's thesis, every story in literary work has the following parts: exposition (inciting incident), rising action, climax (turning point), falling action, and denouement (resolution).<sup>85</sup>

### 3) Setting

Setting is the particular physical location which an episode or scene within the work takes place that includes the general locale, historical time, and social circumstances in which its action occurs.<sup>86</sup> Thus, plot is an intrinsic element which related place, time and social in a story. Place like location in the story, a village, a city, a country, or so on that related where a story happened. Time related when the event in a story occur, such as hour, day, month, year, or so on that related when the event in a story occur. Furthermore, the social circumstances like social life of the community in a place of the story or daily lifestyle of the characters that contains many problems in complex scope and so on that occur in a story. Setting in fiction is not just a background, it means not just showing where the incident happened and when.<sup>87</sup>

### 4) Point of view

Point of view in a novel, is about who tells the story, from what position this actor and action can be seen.<sup>88</sup> According to Abrams and Geoffrey states that point of view signifies the way a story gets told with the mode (or modes)

---

<sup>84</sup> Ni Wayan Yuli Andari, "Intrinsic Elements and Moral Values in Novel Tarian Bumi Karya Oka Rusmini (2007)," *RETORIKA: Jurnal Ilmu Bahasa*, Vol. 5 No. 1 (2019), 42. <https://www.ejournal.warmadewa.ac.id/index.php/jret/article/view/769>

<sup>85</sup> Umirien Elisron Banunaek, "An Analysis on Intrinsic Elements of Agatha Christie's "Death on The Nile"," (Thesis, Citra Bangsa University, Kupang, 2020), 11.

<sup>86</sup> M.H. Abrams and Geoffrey Galt Harpham, *Ibid.*, 330.

<sup>87</sup> Nurul Azizah, Siti Gomo Attas, and Herlina, *Ibid.*, 128.

<sup>88</sup> M. Asrul Hasby and M. Jagat Islami, *Ibid.*,

established by an author utilizing which the reader is presented with the characters, dialogue, actions, setting, and events which constitute the narrative in a work of fiction.<sup>89</sup> Abrams and Geoffrey determine the point of view into three forms, they are third person points of view, first person points of view, and second person points of view.<sup>90</sup> From point of view, the author can permit the reader to observe the story and then the reader will know the position of the author there.

#### 5) Character and characterization

Abrams and Geoffrey argued that characters are the persons represented in a dramatic or narrative work, who are interpreted by the reader as possessing particular moral, emotional, and intellectual qualities by inferences from what the persons say and their distinctive ways of saying it in the dialogue and from what they do in the action.<sup>91</sup> Besides, Cuddon states that character is the person portrayed in a narrative or dramatic work and also a short prose sketch of a particular individual type.<sup>92</sup> Therefore, character is an element which related to person of a story that has a certain characterization.

While, DiYanni states characterization is the means by which writers present and reveal character.<sup>93</sup> In addition, according to Steven Martin which is cited by Eti in her thesis described characterization means how the writer tells the readers about the physical and nonphysical characteristics of the

<sup>89</sup> M.H. Abrams and Geoffrey Galt Harpham, *Ibid.*, 271-272.

<sup>90</sup> *Ibid.*, 272-274.

<sup>91</sup> M.H. Abrams and Geoffrey Galt Harpham, *Ibid.*, 42.

<sup>92</sup> J.A Cuddon, *Ibid.*, 116.

<sup>93</sup> Robert DiYanni, *Literature: Reading Fiction, Poetry and Drama* (McGraw: Hill Higher Education, 2001),

person in the story.<sup>94</sup> So, the story will be alive and good when the authors pay attention to establish the character and characterization there.

## 5. I Am Malala Novel

*I Am Malala: The Girl Who Stood Up for Education and was Shot by the Taliban* is a title of novel that written by Yousafzai and Christina Lamb. *I Am Malala* novel was published in Great Britain in 2013 that consists five parts. The first part until the last part told different ideas, they were “before the Taliban”, “the valley of death”, “three girls, three bullets”, “between life and death”, and “a second life”.

This novel is an autobiography that was a true story from the writer, Malala Yousafzai. Malala was born on 12 July 1997 in Mingora.<sup>95</sup> She came to public attention at the age of eleven by writing for BBC Urdu about life under the Taliban which was often spoken about her family’s fight for girls’ education in her community.<sup>96</sup> Meanwhile, Christina Lamb is one of the world’s leading foreign correspondent and works for *The Sunday Times*. Educated at Oxford and Harvard, she is the author of five books and has won a number of awards, including Britain’s Foreign Correspondent of the Year five times, as well as the Prix Bayeux-Calvados, Europe’s most prestigious award for war correspondents.<sup>97</sup> Amazingly, the novel that was she wrote, *I Am Malala* Novel, became an international bestseller.

The story of this novel in part one begins from Malala’s life before the Taliban. She and her family lived in Mingora that is the biggest town in the Swat Valley which is one of region in Pakistan country.<sup>98</sup> Swat Valley is a heavenly kingdom of mountains, gushing waterfalls and crystal-clear lakes which is a beautiful place that

<sup>94</sup> Eti Kusumawati, *Ibid.*, 12.

<sup>95</sup> Malala Yousafzai and Christina Lamb, *I Am Malala: The Girl Who Stood Up For Education And Was Shot By The Taliban*, (New York: Little, Brown and Company, 2013), 52.

<sup>96</sup> *Ibid.*,

<sup>97</sup> *Ibid.*, 309-310.

<sup>98</sup> *Ibid.*, 16.

Pakistanis often called Switzerland of the East.<sup>99</sup> She lived there with her parents that named is Ziauddin Yousafzai as father and Tor Pekai as mother. Then, she also lived with her two younger brothers, they are Khusnal and Atal. Moreover, in this part also told the story about the condition of Malala when she was born which nobody in her village congratulated her parents where it is a gloomy day when a daughter born for the Pashtuns.<sup>100</sup> The other story in this part that was Ziauddin believed schooling should be available for all, rich and poor, boys and girls.<sup>101</sup> Then, Malala's father with a partner named Naeem built Khusnal School. Furthermore, in this part told in Pakistan happened some attacks because there were the changing political regimes. The first attack on Pakistan came by a US drone.<sup>102</sup>

In part two told "The Valley of death" that related to the Taliban that existed in Swat. The leader of Taliban was Maulana Fazlullah. Fazlullah gave broadcast in the Radio Mullah in Valley.<sup>103</sup> In the beginning he was very wise which he encouraged people to adopt good habits and abandon practices he said were bad, such as stop smoking and using heroin. He also gave advice on such matters such as how to do the correct players even how wash the private parts.<sup>104</sup> Furthermore, his broadcast progressed into the warning people to stop listening music, watching movies and dancing, and gave instruction to women for staying in the home. In this part also describe the Taliban destroyed the Buddhist statues and stupas that they believed it was haram. They also did the attack in Pakistan which made people in Pakistan were obedient by Taliban and had to follow the rules of this regime. Taliban send a suicide bomber and shoot Benazir Bhutto who was the first women prime minister in

---

<sup>99</sup> *Ibid.*, 15.

<sup>100</sup> *Ibid.*, 13

<sup>101</sup> *Ibid.*, 39.

<sup>102</sup> *Ibid.*, 93.

<sup>103</sup> *Ibid.*, 104.

<sup>104</sup> *Ibid.*,



Pakistan, and killed Shabana who was a famous dancer in Swat. During the Battle of Swat, Malala began to write a BBC Urdu blog under the pseudonym "Gul Mukai" that about her life under the Taliban.<sup>105</sup> Her school closed by Taliban on January 2009. Then, Malala and family were forced to leave the Valley and moved to Shangla for their safety.

The part three told the story about "Three Girls, Three Bullets" which in this part Malala and family back to Swat Valley after the prime minister had announced that the Taliban had been cleared out.<sup>106</sup> Malala's school also re-opens on 1 August, and then she went to Islamabad with her friends one week. They also met with Major General Athar Abbas, the chief spokesman for the army and its head of public relations.<sup>107</sup> In this part also told that Malala included one of five nominees for the international peace prize of KidsRights that was a children's advocacy group based in Amsterdam.<sup>108</sup> She also got had awarded as Pakistan's first ever National Peace Prize, so she became a famous girl and received other awards. Besides that, Malala and her father had received the threats seriously from Taliban were killed. In the way when back to school, two young man stopped the Khushal bus and ask "Who is Malala?". Then, one of them lifted up a pistol to Malala and fired three shots.

The part four of novel was written "Between Life and Death". After Malala was shot, Usman Bhai Jan drove Malala to Swat Central Hospital at top speed.<sup>109</sup> At that time, her father was at the Swat Press Club for a meeting of the Association of Private Schools and her mother was having her reading lesson with Miss Ulfat. At 3 p.m. the local commander arrived and announced they were sending an army helicopter to

---

<sup>105</sup> *Ibid.*, 143-144.

<sup>106</sup> *Ibid.*, 176.

<sup>107</sup> *Ibid.*, 180-181.

<sup>108</sup> *Ibid.*, 198.

<sup>109</sup> *Ibid.*, 229.

take Malala and her father to Peshawar.<sup>110</sup> She was taken to CMH, the Combined Military Hospital and was examined by Colonel Junaid. While Malala was hovering between life and death, the Taliban issued a statement assuming responsibility for shooting her but denying it was because of her campaign for education.<sup>111</sup> Taliban shoot Malala because they assumed she was promoting Western culture in Pashtun areas. Then, she was airlifted to an army hospital in Rawalpindi to get the best intensive care. On October, she was to be flown out of Pakistan for the first time in her life to Queen Elizabeth Hospital in Birmingham without her family.

In part five told the story about “A Second Life”. Malala woke up on 16 October in Birmingham, a week after the shooting.<sup>112</sup> She thought about the location of her father and not being able to afford medical treatment. Furthermore, Dr. Fiona met Malala and explained that the bullet had entered through the side of Malala’s left eye where there was a scar, travelled eighteen inches down to Malala’s left shoulder and stopped there.<sup>113</sup> Ten days later, Malala’s parents came to Birmingham. Besides that, thousands and millions of people and children around the world had supported her and prayed for her.<sup>114</sup> Malala received many presents and 8000 cards. The United Nations announced they were designating 10 November, one month and a day after the shooting, Malala Day.<sup>115</sup> In Birmingham, Malala received surgery to repair her facial nerve and to get a cochlear implant. She and her family decided to live in Birmingham and had plans to continue her activism, though she extremely missed Valley.

---

<sup>110</sup> *Ibid.*, 231.

<sup>111</sup> *Ibid.*, 239.

<sup>112</sup> *Ibid.*, 257.

<sup>113</sup> *Ibid.*, 263.

<sup>114</sup> *Ibid.*, 270.

<sup>115</sup> *Ibid.*, 274.

## CHAPTER III

### RESEARCH METHOD

The third chapter consists of the research method. It presents research design, data and data source, data collection technique, and data analysis technique. So, there are four parts in this chapter.

#### A. Research Design

In this research, the researcher used library research. According to Triana, library research is a research that conducted by analyzing documents, such as: books, poetry, novels, magazines, articles, etc.<sup>1</sup> Therefore, library research can be said that one of the research materials or data is found from the library. The researcher used library research to collect and identify the data, theoretical sources, and related information that needs so that all of them would achieve the goal of the research.

Additionally, this research employed a descriptive qualitative research method to found the data. Angrosino cited in Latief argued that qualitative research is a process of inquiry aimed at understanding human behavior by building complex, holistic pictures of the social and cultural settings in which such behavior occurs. It does so by analyzing words rather than numbers, and by reporting the detailed views of the people who have been studied such inquiry is conducted in settings where people naturally interact, as opposed to specially designed laboratories or clinical experimental settings.<sup>2</sup> Generally, qualitative research is appropriate used when primary purpose is to explore, describe, or explain.<sup>3</sup> Besides, according to Patricia that qualitative research is particularly useful to

---

<sup>1</sup> Triana Diah Harnovitasari, "An Analysis of Metaphor and Simile in Jane Eyre Novel By Charlotte Bronte," (Thesis, States of Islamic Studies of Ponorogo, Ponorogo, 2017), 10. <http://etheses.iainponorogo.ac.id/id/eprint/2109>

<sup>2</sup> Mohammad Adnan Latief, *Research Methods on Language Learning: An Introduction* (Malang: UM Press, 2013), 75-76.

<sup>3</sup> Patricia Leavy, *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches* (New York: The Guilford Press, 2017), 9.

learn inductively about a social phenomenon from the perspective of individuals and small groups. Qualitative research allows to unpack the meanings people ascribe to activities, situations, events, people, or artifacts, build a depth of understanding about some dimension of social life, or to study the meanings embedded in texts.<sup>4</sup>

In addition, the purpose of qualitative research is more *descriptive* than *predictive* so that the goal is to understand, in depth, the viewpoint of a research participant.<sup>5</sup> It means qualitative research is a method that has procedure to describe the data into written or oral form from subject rather than numbers form.

In addition, qualitative descriptive includes type of qualitative research. According to Eka, qualitative descriptive is research that interprets and describes events or facts, circumstances that occur when research takes place by presenting what really happened.<sup>6</sup> In line with the statement, Azwarsaid as cited by Rani argued that the researcher in a descriptive method analyzed and presents the fact systematically therefore it can be understood and concluded easily.<sup>7</sup> Therefore, the researcher has used this method that had the reason to found the research problem which related with conjunction that contained in the text.

In this research, the researcher purposed to describe the types of conjunction and the conjunction applied in the *I Am Malala* novel. Descriptive qualitative was used as a method to show the information of conjunction that was contained in the novel.

---

<sup>4</sup> Ibid, 159.

<sup>5</sup> Scott W. Vanderstoep and Deirdre D. Johnston, *Research Methods For Everyday Life* (San Francisco: Jossey-Bass A Wiley Imprint, 2009), 167.

<sup>6</sup> Eka Franciska, "Analysis of Plot in Captain Fantastic Film," (Thesis, States of Islamic Studies of Ponorogo, Ponorogo, 2017), 34. <http://etheses.iainponorogo.ac.id/2436/1/THESIS%20EKA%20FRANCISKA%20PBI.pdf>

<sup>7</sup> Rani Violeta, "Speech Acts Analysis of The Main Character in Maleficent Movie Script By Jane McTee," (Thesis, University of Islamic State Raden Intan Lampung, Lampung, 2019), 29. <http://repository.radenintan.ac.id/id/eprint/7009>

## B. Data and Data Source

According to Moleong in Fara argues that data source is word and action, written sources, photographs, and statistics.<sup>8</sup> Moreover, Sugiono as cited by Ani and Sulis explains that data sources are all things that can provided information about data.<sup>9</sup> In this research, the researcher used the data source that classified into two kinds, there were:

### 1. Primary data

The primary data are those which are collected afresh and for the first time, and thus happen to be original in character.<sup>10</sup> In line with statement, primary data sources are original documents (correspondence, diaries, reports, etc.), relics, remains, or artifacts.<sup>11</sup> The primary data in this research was I Am Malala novel that used for to analysis. I Am Malala novel was written by Yousafzai and Christina Lamb which contained the story from true experience of Malala Yousafzai. So, this novel categorized an autobiography novel that consisted of 5 parts and 310 pages. This novel was used to analysis conjunction from the texts in there.

### 2. Secondary data

The secondary data are those which have already been collected by someone other person and which have already been passed through the statistical process.<sup>12</sup> Additionally, secondary data means data that are already available that is they refer to the data which have already been collected and analyzed by someone else.<sup>13</sup> Moreover, secondary data support the researcher to analyze the primary data. The

---

<sup>8</sup> Fara Syafira Indriana, "An Error Analysis of Using Conjunction in Students' Writing Cause and Effect Sentence," (Thesis, State Institute for Islamic Studies (IAIN) of Salatiga, Salatiga, 2020), 37. <http://e-repository.perpus.iainsalatiga.ac.id/8469/>

<sup>9</sup> Ani Latifah and Sulis Triyono, "Cohesion and Coherence of Discourse in the Story of "Layangan Putus" on Social Media Facebook," *Indonesian Journal of EFL and Linguistics*, Vol. 5 No. 1 (2020), 47. <https://indonesian-efl-journal.org/index.php/ijefll/article/view/215>

<sup>10</sup> C. R. Kothari, *Research Methodology: Methods and Techniques (2<sup>nd</sup> Revised Edition)*, (New age international Publishers: New Delhi, 2004), 95.

<sup>11</sup> Donald Ary, *Introduction to Research in Education*, (Australia, Wadsworth-thomsonLearning, 2010), 467.

<sup>12</sup> C. R. Kothari, *Ibid*.

<sup>13</sup> *Ibid*, 111.

secondary data was taken from some sources which related to this research. The secondary data of this research were taken from books, E-books, journals, article, thesis, and websites.

### **C. Data Collection Technique**

In this research, the method of collecting data was library research. The researcher collected the data used documentation technique. Documentation is finding data which are notes, transcript, books and other printed media.<sup>14</sup> It means, documentation has written form that is used to collecting the sources that need in the research data. The process of collecting data involved taking notes and classification. The data was collected from I Am Malala novel by Yousafzai and Christina Lamb. The data collect the analysis based on conjunction applied in novel. In this research, the processes of collecting data taken of the following steps:

1. The first step, the researcher read the story of the I Am Malala novel.
2. Second, the researcher identified the conjunction found in the I Am Malala novel.
3. Third was the researcher taken note and made a list the conjunction which appeared in I Am Malala novel.
4. Fourth, the researcher classified all the conjunctions that found in the I Am Malala novel into types of conjunction based on Hogue's theory.

### **D. Data Analysis Technique**

Data analysis is an integral part of qualitative research and constitutes an essential stepping-stone toward both gathering data and linking one's findings with higher order

---

<sup>14</sup> Muh Fatkhul Karim, "An Analysis of The Intrinsic Elements and Moral Values of "The Swamp" in A.K Srikumar Novel," (Thesis, State Institute For Islamic Studies (IAIN) Salatiga, Salatiga, 2016), 37. <http://e-repository.perpus.iainsalatiga.ac.id/1221/>

concepts.<sup>15</sup> In some books that explain about qualitative research, there are some processes which commonly applied by the researcher for analysis of data. Creswell explained that data analysis in qualitative research consists of preparing and organizing the data for analysis that is text data such as in transcripts, or image data as in photographs. The next process reducing the data into themes through a process of coding and condensing the codes, and finally representing the data in figures, tables, or a discussion.<sup>16</sup> Hence, Data analysis is carried out through the stages after collecting the data was done.

In this research, the researcher did analysis the data through content analysis. Content analysis focuses on analyzing and interpreting recorded material to learn about human behavior.<sup>17</sup> Additionally, Cohen defined that content analysis takes texts and analyses, reduces and interrogates them into summary form through the use of both pre-existing categories and emergent themes in order to generate or test a theory. It uses systematic, replicable, observable and rule-governed forms of analysis in a theory dependent system for the application of those categories.<sup>18</sup> Content analysis can be undertaken with any written material, from documents to interview transcriptions, from media products to personal interviews.<sup>19</sup> Besides, the material may be public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents.<sup>20</sup> Thus, it means that the content analysis is a technique to analysis a document which has written form. Therefore, the researcher used content analysis as a technique for helping that obtained the information about conjunction in the I Am Malala novel.

---

<sup>15</sup> Lisa M. Given, *The SAGE Encyclopedia of Qualitative Research Methods* (USA: SAGE Publications Inc, 2008), 186.

<sup>16</sup> John W. Creswell, *Qualitative Inquiry and Research Design Choosing Among Five Approaches 2<sup>nd</sup> Edition* (USA: SAGE Publications Inc, 2007), 148.

<sup>17</sup> Donald Ary *et al*, *Introduction to Research in Education 8<sup>th</sup> Edition* (USA: Wadsworth Cengage Learning, 2010), 29.

<sup>18</sup> Louis Cohen *et al*, *Research Methods in Education 6<sup>th</sup> Edition* (New Work: Routledge, 2007), 476.

<sup>19</sup> *Ibid.*, 475.

<sup>20</sup> Donald Ary *et al*, *Ibid.*,

Here were the steps to analyzing the data in this research:

1. The first step was the researcher read the novel carefully and then identified the text to knowing the types of conjunction and how conjunction applied there.
2. The second step was the researcher classified the types of conjunction in I Am Malala novel based on Hogue's theory. Moreover, the researcher used the coding that had purposed to make easier when analysis the types of conjunction in I Am Malala novel. There are some codes with their meaning such the following:

**Table 3.1**

**The Codes and Meanings**

| <b>Code</b> | <b>Meaning</b>            |
|-------------|---------------------------|
| OC          | Coordinating Conjunction  |
| RC          | Correlative Conjunction   |
| SC          | Subordinating Conjunction |
| CA          | Conjunctive Adverb        |
| P           | Part                      |
| SP          | Sub Part                  |
| S           | Sentence                  |
| PG          | Page                      |

The formulation of the coding in this research was made to understand the data that found. The example of formulation the coding that made in the data as following:

**OC/and/P1/SP1/S.05/PG.13:** I popped out kicking **and** screaming.

From the form above, it could be explained of each code as following:

**Table 3.2**

**The Examples of Code and Meaning in Classifying Data**

| <b>Code</b> | <b>Meaning</b>                                       |
|-------------|--|
| OC          | The data was categorized as coordinating conjunction |
| And         | The word connector in coordinating conjunction       |
| P1          | The data located in part 1                           |
| SP1         | The data located in sub part 1                       |
| S.05        | The sentence was number 5                            |
| PG.13       | The data located in page 13                          |



3. The third step was the researcher made a table that purpose to present the data of each type of conjunction in each part of I Am Malala novel. The table would be drawn as follows:

**Table 3.3**  
**Distribution of the Type of Conjunction in I Am Malala Novel**

| No | Words | Parts |   |   |   |   |
|----|-------|-------|---|---|---|---|
|    |       | 1     | 2 | 3 | 4 | 5 |
| 1. | For   | -     | - | - | - | - |
| 2. | And   | ✓     | ✓ | ✓ | ✓ | ✓ |
| 3. | Nor   | ✓     | - | - | - | ✓ |
| 4. | But   | ✓     | ✓ | ✓ | ✓ | ✓ |
| 5. | Or    | ✓     | ✓ | ✓ | ✓ | ✓ |
| 6. | Yet   | ✓     | ✓ | ✓ | ✓ | ✓ |
| 7. | So    | ✓     | ✓ | ✓ | ✓ | ✓ |

4. The fourth step, the researcher analyzed the types of conjunction and the conjunction applied in the I Am Malala novel.
5. The fifth step, the researcher described and interpreted the types of conjunction and the conjunction applied in the I Am Malala novel.
6. The last step, the researcher made conclusion as result of the analysis the data.

## CHAPTER IV

### FINDINGS

The fourth chapter is findings. It explains about the data which contain appropriate topic from the researcher questions that were formulate in the statement of the problems. Those are to identify the types of conjunction and analysis the conjunction applied in I Am Malala novel.

#### A. General Data

I Am Malala: The Girl Who Stood Up for Education and was Shot by the Taliban is a title of novel that written by Yousafzai and Christina Lamb. I Am Malala novel was published in Great Britain in 2013 that consists five parts. The first part until the last part told different ideas, they were “before the Taliban”, “the valley of death”, “three girls, three bullets”, “between life and death”, and “a second life”.

This novel is an autobiography that was a true story from the writer, Malala Yousafzai. Malala was born on 12 July 1997 in Mingora.<sup>1</sup> She came to public attention at the age of eleven by writing for BBC Urdu about life under the Taliban which was often spoken about her family’s fight for girls’ education in her community.<sup>2</sup> Meanwhile, Christina Lamb is one of the world’s leading foreign correspondent and works for The Sunday Times. Educated at Oxford and Harvard, she is the author of five books and has won a number of awards, including Britain’s Foreign Correspondent of the Year five times, as well as the Prix Bayeux-Calvados, Europe’s most prestigious award for war correspondents.<sup>3</sup> Amazingly, the novel that was she wrote, I Am Malala Novel, became an international bestseller.

---

<sup>1</sup> Malala Yousafzai and Christina Lamb, *I Am Malala: The Girl Who Stood Up For Education And Was Shot By The Taliban*, (New York: Little, Brown and Company, 2013), 52.

<sup>2</sup> *Ibid.*,

<sup>3</sup> *Ibid.*, 309-310.

The story of this novel in part one begins from Malala's life before the Taliban. She and her family lived in Mingora that is the biggest town in the Swat Valley which is one of region in Pakistan country.<sup>4</sup> Swat Valley is a heavenly kingdom of mountains, gushing waterfalls and crystal-clear lakes which is a beautiful place that Pakistanis often called Switzerland of the East.<sup>5</sup> She lived there with her parents that named is Ziauddin Yousafzai as father and Tor Pekai as mother. Then, she also lived with her two younger brothers, they are Khushal and Atal. Moreover, in this part also told the story about the condition of Malala when she was born which nobody in her village congratulated her parents where it is a gloomy day when a daughter born for the Pashtuns.<sup>6</sup> The other story in this part that was Ziauddin believed schooling should be available for all, rich and poor, boys and girls.<sup>7</sup> Then, Malala's father with a partner named Naeem built Khushal School. Furthermore, in this part told in Pakistan happened some attacks because there were the changing political regimes. The first attack on Pakistan came by a US drone.<sup>8</sup>

In part two told "The Valley of death" that related to the Taliban that existed in Swat. The leader of Taliban was Maulana Fazlullah. Fazlullah gave broadcast in the Radio Mullah in Valley.<sup>9</sup> In the beginning he was very wise which he encouraged people to adopt good habits and abandon practices he said were bad, such as stop smoking and using heroin. He also gave advice on such matters such as how to do the correct players even how wash the private parts.<sup>10</sup> Furthermore, his broadcast progressed into the warning people to stop listening music, watching movies and dancing, and gave instruction to women for staying in the home. In this part also describe the Taliban destroyed the Buddhist statues and stupas that they believed it was haram. They also did

---

<sup>4</sup> *Ibid.*, 16.

<sup>5</sup> *Ibid.*, 15.

<sup>6</sup> *Ibid.*, 13

<sup>7</sup> *Ibid.*, 39.

<sup>8</sup> *Ibid.*, 93.

<sup>9</sup> *Ibid.*, 104.

<sup>10</sup> *Ibid.*,

the attack in Pakistan which made people in Pakistan were obedient by Taliban and had to follow the rules of this regime. Taliban send a suicide bomber and shoot Benazir Bhutto who was the first women prime minister in Pakistan, and killed Shabana who was a famous dancer in Swat. During the Battle of Swat, Malala began to write a BBC Urdu blog under the pseudonym "Gul Mukai" that about her life under the Taliban.<sup>11</sup> Her school closed by Taliban on January 2009. Then, Malala and family were forced to leave the Valley and moved to Shangla for their safety.

The part three told the story about "Three Girls, Three Bullets" which in this part Malala and family back to Swat Valley after the prime minister had announced that the Taliban had been cleared out.<sup>12</sup> Malala's school also re-opens on 1 August, and then she went to Islamabad with her friends one week. They also met with Major General Athar Abbas, the chief spokesman for the army and its head of public relations.<sup>13</sup> In this part also told that Malala included one of five nominees for the international peace prize of KidsRights that was a children's advocacy group based in Amsterdam.<sup>14</sup> She also got had awarded as Pakistan's first ever National Peace Prize, so she became a famous girl and received other awards. Besides that, Malala and her father had received the threats seriously from Taliban were killed. In the way when back to school, two young man stopped the Khushal bus and ask "Who is Malala?". Then, one of them lifted up a pistol to Malala and fired three shots.

The part four of novel was written "Between Life and Death". After Malala was shot, Usman Bhai Jan drove Malala to Swat Central Hospital at top speed.<sup>15</sup> At that time, her father was at the Swat Press Club for a meeting of the Association of Private Schools and her mother was having her reading lesson with Miss Ulfat. At 3 p.m. the local

---

<sup>11</sup> *Ibid.*, 143-144.

<sup>12</sup> *Ibid.*, 176.

<sup>13</sup> *Ibid.*, 180-181.

<sup>14</sup> *Ibid.*, 198.

<sup>15</sup> *Ibid.*, 229.

commander arrived and announced they were sending an army helicopter to take Malala and her father to Peshawar.<sup>16</sup> She was taken to CMH, the Combined Military Hospital and was examined by Colonel Junaid. While Malala was hovering between life and death, the Taliban issued a statement assuming responsibility for shooting her but denying it was because of her campaign for education.<sup>17</sup> Taliban shoot Malala because they assumed she was promoting Western culture in Pashtun areas. Then, she was airlifted to an army hospital in Rawalpindi to get the best intensive care. On October, she was to be flown out of Pakistan for the first time in her life to Queen Elizabeth Hospital in Birmingham without her family.

In part five told the story about “A Second Life”. Malala woke up on 16 October in Birmingham, a week after the shooting.<sup>18</sup> She thought about the location of her father and not being able to afford medical treatment. Furthermore, Dr. Fiona met Malala and explained that the bullet had entered through the side of Malala’s left eye where there was a scar, travelled eighteen inches down to Malala’s left shoulder and stopped there.<sup>19</sup> Ten days later, Malala’s parents came to Birmingham. Besides that, thousands and millions of people and children around the world had supported her and prayed for her.<sup>20</sup> Malala received many presents and 8000 cards. The United Nations announced they were designating 10 November, one month and a day after the shooting, Malala Day.<sup>21</sup> In Birmingham, Malala received surgery to repair her facial nerve and to get a cochlear implant. She and her family decided to live in Birmingham and had plans to continue her activism, though she extremely missed Valley.

---

<sup>16</sup> *Ibid.*, 231.

<sup>17</sup> *Ibid.*, 239.

<sup>18</sup> *Ibid.*, 257.

<sup>19</sup> *Ibid.*, 263.

<sup>20</sup> *Ibid.*, 270.

<sup>21</sup> *Ibid.*, 274.

## **B. Specific Data**

This chapter explained about types of conjunction that found in I Am Malala novel to answering the research problem. From this research, the researcher found 4 types of conjunction based on Hogue's theory in this novel. They were coordinating conjunction, correlative conjunction, subordinating conjunction and conjunctive adverbs.

### **1. The Types of Conjunction in I Am Malala Novel**

The researcher analyzed the types of conjunction in I Am Malala Novel by Yousafzai and Christina Lamb that consist of 310 pages. It had five parts and twenty-four sub-parts which each part had different amount of sub part. Part one consisted eight sub parts, part two consisted seven sub parts, part three consisted five sub parts, part four consisted two sub parts, and part five consisted two sub parts.

Furthermore, the conjunction that contained in the novel was analyzed. It used the conjunction theory that purposed by Hogue. Hogue's theory divided the types of conjunction into four types such as coordinating, correlative, subordinating, and conjunctive adverbs.

From analyzed, the researcher found four types of conjunction based on Hogue's theory that used at part one until part five of I Am Malala novel. However, each type of conjunction was different appearance in each part. In addition, there were the connecting words in each types of conjunction not appeared in the part of novel.

The researcher found the type of conjunction that found in part one until part five completely that was four types. They were coordinating conjunction, correlative conjunction, subordinating conjunction, and conjunctive adverb in I Am Malala novel. Although, the amount of each type was not found completely at each part of novel. It meant that the connecting words that found were spread randomly in the novel.

### a. Coordinating Conjunction

Coordinating conjunctions connect two or more grammatically equal words and word groups.<sup>22</sup> Generally, it used to link the same grammatical class in a sentence together. Coordinating conjunction also have seven key words that can be called “FANBOYS” for easy to remember. They consist of F (for), A (and), N (nor), B (but), O (or), Y (yet), and S (so). After analyzed, the researcher found six connecting words of them that used the author in I Am Malala novel. The result from analyzed of coordinating conjunction can be shown in the following table:

**Table 4.1**

**Distribution of the Coordinating Conjunction in I Am Malala Novel**

| No | Words | Parts |   |   |   |   |
|----|-------|-------|---|---|---|---|
|    |       | 1     | 2 | 3 | 4 | 5 |
| 1. | For   | -     | - | - | - | - |
| 2. | And   | ✓     | ✓ | ✓ | ✓ | ✓ |
| 3. | Nor   | ✓     | - | - | - | ✓ |
| 4. | But   | ✓     | ✓ | ✓ | ✓ | ✓ |
| 5. | Or    | ✓     | ✓ | ✓ | ✓ | ✓ |
| 6. | Yet   | ✓     | ✓ | ✓ | ✓ | ✓ |
| 7. | So    | ✓     | ✓ | ✓ | ✓ | ✓ |

### b. Correlative Conjunction

Correlative conjunctions are sometimes called “paired conjunctions” because they always occur in pairs. Paired conjunctions give special emphasis to the words and word groups they connect.<sup>23</sup> There were five connecting words of correlative conjunction, such as Both... and, not only...but also, either...or, neither...nor, and whether...or. Each connecting word that appeared was found in the novel. Hence, the connecting words of correlative conjunction which appeared in I Am Malala novel could be showed as below:

<sup>22</sup> Ann Hogue, *The Essentials of English* (USA: Longman, 2003), 13.

<sup>23</sup> Ann Hogue, *Ibid.*, 38.

Table 4.2

## Distribution of the Correlative Conjunction in I Am Malala Novel

| No | Words               | Parts |   |   |   |   |
|----|---------------------|-------|---|---|---|---|
|    |                     | 1     | 2 | 3 | 4 | 5 |
| 1. | Both...and          | ✓     | ✓ | ✓ | - | - |
| 2. | Not only...but also | ✓     | ✓ | - | - | - |
| 3. | Either...or         | ✓     | ✓ | ✓ | ✓ | - |
| 4. | Neither...nor       | ✓     | ✓ | ✓ | - | - |
| 5. | Whether...or        | -     | ✓ | - | ✓ | ✓ |

### c. Subordinating Conjunction

Subordinating conjunction is the first word in a dependent clause and shows the relationship of the clause to the rest of the sentence.<sup>24</sup> In other words, subordinating conjunction is used to join an independent or main (principal) clause with a dependent (subordinate) one that relies on the main clause for meaning and relevance.<sup>25</sup> Furthermore, the connecting words of subordinating conjunction use to connect the different kinds of dependent clauses. There are three kinds of dependent clauses: adverb, adjective, and noun clauses.<sup>26</sup> Hence, some subordinating conjunction can introduce different kinds of dependent clauses.<sup>27</sup>

Furthermore, there are some subordinating conjunctions had connecting words which arranged based on a pattern. The connecting words of subordinating conjunction could be found in I Am Malala novel, but it showed not completely. The subordinating conjunction which appeared in I Am Malala novel that was showed as follows:

<sup>24</sup> *Ibid.*, 14.

<sup>25</sup> Abraham Sunday Unubi, "Conjunctions In English: Meaning, Types and Uses," *International Journal of Social Science and Humanities Research*, Vol. 4 No. 3 (2016), 205. [https://www.academia.edu/43525484/CONJUNCTIONS\\_IN\\_ENGLISH\\_MEANING\\_TYPES\\_AND\\_USES](https://www.academia.edu/43525484/CONJUNCTIONS_IN_ENGLISH_MEANING_TYPES_AND_USES)

<sup>26</sup> Ann Hogue, *Ibid.*, 19.

<sup>27</sup> *Ibid.*, 393.



Table 4.3

## Distribution of the Subordinating Conjunction in I Am Malala Novel

| No  | Words                                 | Parts |   |   |   |   |
|-----|---------------------------------------|-------|---|---|---|---|
|     |                                       | 1     | 2 | 3 | 4 | 5 |
| 1.  | After                                 | ✓     | ✓ | ✓ | ✓ | ✓ |
| 2.  | As                                    | ✓     | ✓ | ✓ | ✓ | ✓ |
| 3.  | Just as                               | ✓     | ✓ | ✓ | - | - |
| 4.  | As long as                            | ✓     | ✓ | ✓ | - | - |
| 5.  | As soon as                            | ✓     | - | ✓ | ✓ | - |
| 6.  | Before                                | ✓     | ✓ | ✓ | ✓ | ✓ |
| 7.  | Since                                 | ✓     | ✓ | ✓ | ✓ | - |
| 8.  | Until                                 | ✓     | ✓ | ✓ | ✓ | ✓ |
| 9.  | When                                  | ✓     | ✓ | ✓ | ✓ | ✓ |
| 10. | Whenever                              | ✓     | ✓ | ✓ | - | ✓ |
| 11. | While                                 | ✓     | ✓ | ✓ | ✓ | ✓ |
| 12. | Where                                 | ✓     | ✓ | ✓ | ✓ | ✓ |
| 13. | Wherever                              | ✓     | - | ✓ | ✓ | - |
| 14. | Anywhere                              | ✓     | - | - | - | - |
| 15. | Everywhere                            | ✓     | ✓ | - | - | - |
| 16. | Because                               | ✓     | ✓ | ✓ | ✓ | ✓ |
| 17. | So + adjective + that                 | ✓     | ✓ | ✓ | ✓ | ✓ |
| 18. | So + adverb + that                    | -     | - | ✓ | - | - |
| 19. | Such a(n) + noun + that               | ✓     | ✓ | - | - | - |
| 20. | So much/many/little/few + noun + that | ✓     | ✓ | ✓ | ✓ | - |
| 21. | Although                              | ✓     | ✓ | ✓ | ✓ | ✓ |
| 22. | Even though                           | ✓     | ✓ | ✓ | ✓ | ✓ |
| 23. | Though                                | ✓     | ✓ | ✓ | ✓ | ✓ |
| 24. | Whereas                               | -     | - | ✓ | - | - |
| 25. | As if                                 | ✓     | ✓ | ✓ | ✓ | ✓ |
| 26. | As though                             | ✓     | ✓ | ✓ | - | - |
| 27. | As + adverb + as                      | -     | - | - | ✓ | - |
| 28. | As often as                           | -     | - | - | - | - |
| 29. | So that                               | ✓     | ✓ | ✓ | - | ✓ |
| 30. | In order that                         | -     | - | - | - | - |
| 31. | If                                    | ✓     | ✓ | ✓ | ✓ | ✓ |
| 32. | Unless                                | ✓     | - | - | - | - |
| 33. | Who                                   | ✓     | ✓ | ✓ | ✓ | ✓ |
| 34. | Whom                                  | ✓     | ✓ | - | ✓ | ✓ |
| 35. | Whose                                 | ✓     | ✓ | ✓ | ✓ | - |
| 36. | That                                  | ✓     | ✓ | ✓ | ✓ | ✓ |
| 37. | Which                                 | ✓     | ✓ | ✓ | ✓ | ✓ |
| 38. | Whether                               | -     | ✓ | ✓ | - | ✓ |
| 39. | Whether or not                        | -     | - | - | - | - |
| 40. | Whether...or not                      | -     | - | - | ✓ | - |
| 41. | If...or not                           | -     | - | ✓ | - | - |
| 42. | Whoever                               | -     | ✓ | - | - | ✓ |

|     |           |   |   |   |   |   |
|-----|-----------|---|---|---|---|---|
| 43. | What      | ✓ | ✓ | ✓ | ✓ | ✓ |
| 44. | Why       | ✓ | ✓ | ✓ | ✓ | ✓ |
| 45. | How       | ✓ | ✓ | ✓ | - | ✓ |
| 46. | How much  | - | ✓ | - | ✓ | ✓ |
| 47. | How many  | - | - | ✓ | - | - |
| 48. | How long  | - | - | - | - | - |
| 49. | How often | - | - | - | - | - |

#### d. Conjunctive Adverb

Conjunctive adverbs are special adverbs that act like conjunctions.<sup>28</sup> They show the relationship between independent clauses and have different position in the second clause such as at the beginning, after the subject or at the end.<sup>29</sup> Moreover, the conjunctive adverb had some of the connecting words which was spread in I Am Malala novel. However, there were some the connecting words of conjunctive adverb could not find in I Am Malala novel. After analyzed, the connecting words of conjunctive adverb that found in each part of I Am Malala novel could be shown as follows:

**Table 4.4**

#### **Distribution of the Conjunctive Adverb in I Am Malala Novel**

| No  | Words             | Parts |   |   |   |   |
|-----|-------------------|-------|---|---|---|---|
|     |                   | 1     | 2 | 3 | 4 | 5 |
| 1.  | Also              | ✓     | ✓ | ✓ | ✓ | ✓ |
| 2.  | Besides           | ✓     | ✓ | ✓ | - | - |
| 3.  | Furthermore       | -     | - | - | - | - |
| 4.  | In addition       | -     | - | - | - | - |
| 5.  | Moreover          | -     | - | - | - | - |
| 6.  | However           | ✓     | ✓ | ✓ | - | - |
| 7.  | Nevertheless      | -     | - | - | - | - |
| 8.  | Nonetheless       | -     | - | - | - | - |
| 9.  | Still             | ✓     | ✓ | ✓ | ✓ | ✓ |
| 10. | In contrast       | -     | - | - | - | - |
| 11. | On the other hand | -     | - | - | - | - |
| 12. | As a result       | -     | - | - | - | - |

<sup>28</sup> *Ibid.*, 15.

<sup>29</sup> *Ibid.*

|     |                   |   |   |   |   |   |
|-----|-------------------|---|---|---|---|---|
| 13. | Consequently      | - | - | - | - | - |
| 14. | Therefore         | - | - | - | - | - |
| 15. | Thus              | - | - | ✓ | - | - |
| 16. | Meanwhile         | - | ✓ | ✓ | ✓ | - |
| 17. | Afterward         | ✓ | ✓ | ✓ | ✓ | ✓ |
| 18. | Then              | ✓ | ✓ | ✓ | ✓ | ✓ |
| 19. | Subsequently      | - | - | - | - | - |
| 20. | For example       | ✓ | - | - | - | ✓ |
| 21. | For instance      | - | - | - | - | - |
| 22. | Similarly         | - | - | - | - | - |
| 23. | Likewise          | - | - | - | - | - |
| 24. | Instead           | ✓ | ✓ | ✓ | ✓ | ✓ |
| 25. | On the contrary   | - | - | - | - | - |
| 26. | Rather            | - | - | - | - | - |
| 27. | On the other hand | - | - | - | - | - |
| 28. | Alternatively     | - | - | - | - | - |
| 29. | Otherwise         | - | - | - | ✓ | - |
| 30. | In other words    | - | - | - | - | - |
| 31. | That is           | - | - | - | - | - |
| 32. | Indeed            | - | - | - | - | - |
| 33. | In fact           | ✓ | ✓ | - | - | ✓ |

## 2. The Conjunction Applied in I Am Malala Novel

The researcher found the conjunction words that applied in each part in I Am Malala novel. Each conjunction word had the meaning to create relationship between word, phrase, clause, and sentence to another. Therefore, it had a function when connecting the ideas with another.

### a. Coordinating Conjunction

The coordinating conjunction had some functions that used to show the relationship. Each connecting word in coordinating conjunction will give a relationship when it used. The relationship divided into eight based on the connecting word. There were some functions of coordinating conjunction in each connecting word that stated by Hogue's theory as follows:

- 1) Addition in a positive sentence

According to Hogue, the coordinating conjunction had the function to addition in a positive sentence.<sup>30</sup> It meant this conjunction give some explanation in the positive sentences to extend explanation. Furthermore, the connecting word that had this function is “and”. The connecting word “and” used to join something that related in some way to add another of information or ideas in the positive sentence. The following were some examples of the connecting word “and” that had the function to addition in a positive sentence that found in I Am Malala novel. Furthermore, all the complete data can be seen in the appendix sheet.<sup>31</sup>

**OC/and/P1/SP1/S.16/PG.13:** He even asked friends to throw dried fruits, sweets **and** coins into my cradle

**OC/and/P1/SP1/S.44/PG.15:** I loved hearing the story **and** the songs

**OC/and/P1/SP2/S.06/PG.26:** A stutter was a terrible thing for a man who so loved words **and** poetry.

**OC/and/P1/SP3/S.25/PG.39:** The school that my father dreamed of would have desks **and** a library

**OC/and/P2/SP9/S.02/PG.103:** Moniba **and** I had been reading the Twilight books

**OC/and/P2/SP10/S.06/PG.114:** Some of us had cameras **and** took photographs.

**OC/and/P2/SP11/S.03/PG.125:** We hid our school bags **and** our books in our shawls.

**OC/and/P3/SP17/S.06/PG.190:** I measured myself on my bedroom wall with a ruler **and** a pencil.

---

<sup>30</sup> Ann Hogue, *Ibid.*, 388.

<sup>31</sup> Appendix

**OC/and/P4/SP21/S.02/PG.229:** The other girls were screaming **and** crying.

**OC/and/P5/SP23/S.07/PG.257:** The nurses **and** doctors were speaking English

2) Addition in a negative sentence

The coordinating conjunction that had a function to addition in a negative sentence is the word “or”.<sup>32</sup> Its function gives more explanation to be extending explanation in negative sentences. Hence, the connecting word “or” was used to agree with statement with added other statement in a negative sentence. The following showed some examples of the connecting word “or” in I Am Malala novel. The complete data of the coordinating conjunction “or” can be seen in appendix sheet.<sup>33</sup>

**OC/or/P1/SP1/S.04/PG.13:** My father didn’t have any money for the hospital **or** for a midwife so a neighbor helped at my birth.

**OC/or/P1/SP3/S.144/PG.45:** We Pashtuns cannot turn away relatives **or** friends, however inconvenient.

**OC/or/P1/SP4/S.98/PG.61:** They did not realize people from Islamabad **or** even Peshawar would think me very backward.

**OC/or/P2/SP11/S.133/PG.131:** We didn’t have a car, so we went by rickshaw, **or** one of my father’s friends would take us to the interviews.

**OC/or/P2/SP11/S.191/PG.134:** We couldn’t play cricket in the street **or** on the roof like we used to.

**OC/or/P2/SP14/S.160/PG.160:** Islam does not allow democracy **or** elections.

---

<sup>32</sup> Ann Hogue, *Ibid.*,

<sup>33</sup> Appendix

**OC/or/P2/SP15/S.24/PG.164:** I didn't take any of my school awards **or** photos or personal belongings as we were travelling in someone else's car and there was little room.

**OC/or/P3/SP17/S.25/PG.191:** The women could not get information; they didn't know if their husbands and sons were dead **or** alive.

**OC/or/P5/SP24/S.52/PG.273:** 'You didn't send Malala out thieving **or** killing or to commit crimes.

**OC/or/P5/SP24/S.197/PG.282:** It wasn't about the awards **or** the money.

### 3) Contrast

The coordinating conjunction that had the function to present contrast is the word "but".<sup>34</sup> The function gave a contrast relationship between the important ideas in the sentence. Furthermore, the connecting word "but" refers a meaning that had opposite from expectation or the fact. It means this connecting word used to connect the ideas that appearing the contrast meaning. Here were the examples of connecting word "but" that had function to present the contrast relationship between the ideas or statements. All the data that presented in the appendix sheet.<sup>35</sup>

**OC/but/P1/SP1/S.05/PG.13:** My parents' first child was stillborn, **but** I popped out kicking and screaming.

**OC/but/P1/SP1/S.31/PG.14:** Malalai was killed under fire, **but** her words and bravery inspired the men to turn the battle around.

**OC/but/P1/SP2/S.130/PG.33:** My father often used to recite the poem to me when I was a child **but** I didn't know then what it meant.

---

<sup>34</sup> Ann Hogue, *Ibid.*,

<sup>35</sup> Appendix.

**OC/but/P1/SP3/S.82/PG.42:** Like my mother, Akbar Khan may not have had much of a formal education, **but** he had another kind of wisdom.

**OC/but/P2/SP9/S.22/PG.104:** He said men should keep their beards **but** give up smoking and using the tobacco they liked to chew.

**OC/but/P2/SP10/S.43/PG.116:** My father tried to counter their propaganda, **but** it was hard.

**OC/but/P3/SP16/S.31/PG.176:** I felt so sad for my brothers, **but** I had to check on something of my own.

**OC/but/P3/SP19/S.70/PG.214:** My father spoke like a lion, **but** I could see in his heart he was worried and scared.

**OC/but/P4/SP22/S.19/PG.245:** They wanted to move me **but** suggested that in the meantime a top doctor be brought in.

**OC/but/P5/SP23/S.29/PG.258:** The nurse told me I was in Birmingham, **but** I had no idea where that was.

#### 4) Result

The coordinating conjunction that had function to present a result was the word “so”.<sup>36</sup> It meant that this function had purpose to give a result of the matter which happened in sentence to finding the solution. Hence, the connecting word “so” is the conjunction word to appearing the result from certain ideas. The following come of examples of the data that found in I Am Malala novel that related with this function. Furthermore, the complete data can be seen in the appendix sheet.<sup>37</sup>

<sup>36</sup> Ann Hogue, *Ibid.*,

<sup>37</sup> Appendix.

**OC/so/P1/SP3/S.06/PG.38:** There seemed no point in going to school just to end up cooking, cleaning and bringing up children, **so** one day she sold her books for nine annas, spent the money on boiled sweets and never went back.

**OC/so/P1/SP6/S.37/PG.76:** Then he would find she was at the hospital visiting someone who was ill, or had gone to help a family, **so** he could not stay cross.

**OC/so/P2/SP10/S.110/PG.119:** The Americans were worried that their ally General Musharraf was too unpopular in Pakistan to be effective against the Taliban, **so** they had helped broker an unlikely power-sharing deal.

**OC/so/P2/SP15/S.35/PG.164:** We didn't have a car, **so** we were lucky that our neighbors, Safina and her family, were also leaving and could fit some of us in their car while the rest would go with Dr Afzal.

**OC/so/P3/SP16/S.23/PG.176:** Our home was near Circuit House, the army headquarters, **so** we were worried it might have been destroyed in the shelling.

**OC/so/P3/SP18/S.114/PG.208:** Their previous home had a mud roof which leaked in the rain and we had two spare rooms, **so** they stayed with us for a nominal rent and their children went to our school for free.

**OC/so/P4/SP21/S.16/PG.230:** As president of their association, my father felt he couldn't let all those people down, **so** he delivered his speech as planned.

**OC/so/P4/SP22/S.26/PG.245:** I wasn't passing urine any more, **so** my kidneys were failing and my lactate levels had risen.

**OC/so/P5/SP23/S.27/PG.258:** Dr Javid brought me an alphabet board **so** I could point to the letters.



**OC/so/P5/SP24/S.73/PG.274:** The doctors had done tests with electrical impulses and it had not responded, **so** they concluded it was cut and they needed to operate soon or my face would remain paralyzed.

#### 5) Choice

The connecting word “or” is one of word in coordinating conjunction that had function to present a choice relationship.<sup>38</sup> The connecting word “or” may be used with part of speech, phrases, clauses in order to rename, clarify or rectify a preceding item.<sup>39</sup> Therefore, the appropriate connecting word to appearing the possibility of things or ideas is the word “or” as a connecting word of coordinating conjunction in a certain sentence. The examples of the coordinating conjunction that had the function as choice can be seen in the appendix sheet.<sup>40</sup> Some of them in the following bellows:

**OC/or/P1/SP3/S.140/PG.45:** Every day his fellow activists came to the shack **or** the school for lunch.

**OC/or/P1/SP5/S.131/PG.70:** They get kickbacks on government contracts from friends **or** the companies they award them to.

**OC/or/P1/SP8/S.70/PG.98:** Most of the volunteers came from Islamic charities **or** organizations, but some of these were fronts for militant groups.

**OC/or/P2/SP9/S.180/PG.112:** At Eid we usually sacrifice animals like goats **or** sheep.

**OC/or/P2/SP10/S.82/PG.118:** Many of the militants in the mosque had fought in Afghanistan **or** Kashmir.

**OC/or/P2/SP15/S.110/PG.168:** He ran a boys’ hostel in Swat and was taking seven **or** eight boys to Kohistan by coach.

<sup>38</sup> Ann Hogue, *Ibid.*,

<sup>39</sup> Marcella Frank, *Modern English a practical reference guide*, (New Jersey: Prentice-Hall, Inc, 1972), 209.

<sup>40</sup> Appendix.

**OC/or/P3/SP16/S.07/PG.175:** It made me think of old war movies **or** the video games my brother Khushal loves to play.

**OC/or/P3/SP18/S.13/PG.203:** She had to be living with a husband, brother **or** parents.

**OC/or/P3/SP19/S.83/PG.214:** The pictures were supposed to show the equality of the sexes **or** highlight discrimination against women.

**OC/or/P4/SP22/S.164/PG.252:** He told my father that he absolutely had to travel with me **or** I might not be taken at all.

#### 6) Surprise

The coordinating conjunction had a function to presenting surprise that showed by the word “yet” as a connecting word.<sup>41</sup> It means this function showed something unexpected that happen the ideas in the sentence. Furthermore, the connecting word “yet” used for introducing a word or idea that is surprising after what has just been mentioned.<sup>42</sup> The researcher found the data of the coordinating conjunction that had this function in I Am Malala novel. The data that found can be seen in appendix sheet.<sup>43</sup> The following bellows are some examples:

**OC/yet/P1/SP1/S.182/PG.22:** My father came from a backward village, **yet** through education and force of personality he made a good living for us and a name for himself.

**OC/yet/P1/SP5/S.128/PG.70:** They are rich and we are a poor country **yet** they loot and loot.

<sup>41</sup> Ann Hogue, *Ibid.*,

<sup>42</sup> Macmillan dictionary, Yet, in <https://www.macmillandictionary.com/dictionary/british/yet>, (accessed on October, 4<sup>th</sup> 2021 at 15.00)

<sup>43</sup> Appendix.

**OC/yes/P2/SP9/S.93/PG.108:** She was forty, fifteen years older than him, and she had been married before, **yes** he still married her.

**OC/yes/P2/SP11/S.36/PG.127:** The army had stayed in Swat and were everywhere in the town, **yes** Fazlullah still broadcast every day on the radio and throughout 2008 the situation was even worse than before with bomb blasts and killings.

**OC/yes/P2/SP13/S.160/PG.150:** I spoke of the irony of the Taliban wanting female teachers and doctors for women **yes** not letting girls go to school to qualify for these jobs.

**OC/yes/P2/SP14/S.131/PG.158:** Faqir had a \$200,000 bounty on his head **yes** there he was sitting in a government official's house having dinner.

**OC/yes/P3/SP16/S.118/PG.180:** Shiza introduced us to women who were lawyers and doctors and also activists, which showed us that women could do important jobs **yes** still keep their culture and traditions.

**OC/yes/P3/SP18/S.11/PG.203:** In Pakistan we had had a woman prime minister and in Islamabad I had met those impressive working women, **yes** the fact was that we were a country where almost all the women depend entirely on men.

**OC/yes/P5/SP23/S.295/PG.269:** One was even addressed, 'The Girl Shot in the Head, Birmingham', **yes** it had got there.

**OC/yes/P5/SP24/S.46/PG.273:** **Yes** every time they came to the hospital and I laughed or tried to smile, my mother's face would darken as if a shadow had crossed it.

## 7) Reason

The coordinating conjunction that had the function to appearing a reason is the connecting word “for”.<sup>44</sup> Reason makes something to be clearly that why it can happen/does. Hence, the connecting word “for” is used to connect the reason toward something that happened in the sentence. Although, the coordinating conjunction “for” that had this function did not find in I Am Malala novel.

## 8) Addition of a negative clause

The coordinating conjunction that had function to addition of a negative clause is the connecting word “nor”.<sup>45</sup> The connecting word “nor” means *and not* that may appear not only after a negative clause but after a positive clause.<sup>46</sup> From explanation before, it is proved that the coordinating conjunction "nor" add the ideas or information in the sentence include to present the negative clause. All the data can be seen in appendix sheet.<sup>47</sup> Some examples of the data as follows:

**OC/nor/P1/SP3/S.180/PG.47:** Pashtuns cannot stand anyone belittling them, **nor** was he about to pay a bribe for something he was entitled to.

**OC/nor/P1/SP5/S.76/PG.67:** Not a single lie **nor** a single penny, not even the coins my father leaves around the house, which we’re allowed to buy snacks with.

**OC/nor/P5/SP23/S.74/PG.259:** But my brain was telling me, *You don’t have the money to pay for the call, **nor** do you know the country code.*

<sup>44</sup> Ann Hogue, *Ibid.*,

<sup>45</sup> *Ibid.*,

<sup>46</sup> Marcella Frank, *Ibid*, 213.

<sup>47</sup> Appendix.

## b. Correlative Conjunction

Correlative conjunction is always in pairs that connect grammatically equal elements and express equal ideas.<sup>48</sup> There are some functions of correlative conjunction toward the ideas that are connected, so it will create a meaning from the relationship. The function of correlative conjunction divided into four based on the conjunction word. According to Hogue's theory that Some functions that found in this conjunction as follows:

### 1) Addition

The correlative conjunction that had function as addition are conjunction "both...and" and "not only...but also".<sup>49</sup> Those connecting words used to add the information or idea in the sentence which has purpose support the information or idea before, so that create the proper sentence. Meanwhile, they are always in pairs to connect the ideas or information to another. Furthermore, the complete data that was found by researcher can be seen in appendix.<sup>50</sup> There were some examples of correlative conjunction that had that function in I Am Malala novel as follows:

**RC/both...and/P1/SP1/S.26/PG.14:** When she was a teenager, **both** her father **and** the man she was supposed to marry were among thousands of Afghans fighting against the British occupation of their country.

**RC/both...and/P1/SP2/S.99/PG.31:** So our blood boiled over the Soviet invasion for **both** religious **and** nationalist reasons.

**RC/both...and/P1/SP2/S.177/PG.36:** My father's dislike of *Baba's* frugality has made him a very generous man **both** materially **and** in spirit.

<sup>48</sup> Ann Hogue, *Ibid*, 389.

<sup>49</sup> Ann Hogue, *Ibid*.

<sup>50</sup> Appendix.

**RC/both...and/P2/SP12/S.106/PG.142:** **Both** the army **and** the Taliban were powerful.

**RC/both...and/P2/SP12/S.119/PG.142:** The Taliban bulldozed **both** our Pashtun values **and** the values of Islam.

**RC/both...and/P3/SP18/S.51/PG.205:** It was **both** odd **and** wonderful to see my name on a school just like my namesake Malalai of Maiwind, after whom so many schools in Afghanistan are named.

**RC/both...and/P3/SP19/S.104/PG.216:** People used to say **both** Zahid Khan **and** my father were on the Taliban radar and both would be killed; the only thing they didn't know was which would be killed first.

**RC/not only...but also/P1/SP2/S.96/PG.31:** He made Afghanistan a rallying point **not only** for the West, which wanted to stop the spread of communism from the Soviet Union, **but also** for Muslims from Sudan to Tajikistan, who saw it as a fellow Islamic country under attack from infidels.

**RC/not only...but also/P1/SP7/S.182/PG.93:** **Not only** did our army and ISI have long links with some of the militants, **but it also** meant our troops would be fighting their own Pashtun brothers.

**RC/not only...but also/P2/SP10/S.187/PG.123:** The Taliban targeted **not only** politicians, MPs and the police, **but also** people who were not observing purdah, wearing the wrong length of beard or the wrong kind of shalwar kamiz.

## 2) Positive choices

To show the positive choices is a function of the correlative conjunction "either...or".<sup>51</sup> The connecting word "either...or" used to refer to a situation

---

<sup>51</sup> Ann Hogue, *Ibid.*,

in which there is a choice between two different plans of action, but both together are not possible.<sup>52</sup> Furthermore, it used to give a choice from the possibilities in the positive sentence. The following are some examples from the data that had function to give positive choices in correlative conjunction. Meanwhile, all the data can be seen in the appendix sheet.<sup>53</sup>

**RC/either...or/P1/SP4/S.128/PG.62:** ‘**Either** he leaves from poverty **or** he leaves for love.’

**RC/either...or/P1/SP6/S.116/PG.81:** He said they had told him, ‘**Either** you are with us, **or** you are with the terrorists,’ and threatened to ‘bomb us back to the Stone Age’ if we stood against them.

**RC/either...or/P2/SP11/S.59/PG.128:** Ten members of Moniba’s family were there and were **either** killed **or** injured.

**RC/either...or/P2/SP11/S.213/PG.135:** My father replied that people would die **either** of thirst **or** bombings.

**RC/either...or/P3/SP17/S.139/PG.196:** The director of the CIA said Pakistan was **either** involved **or** incompetent.

**RC/either...or/P4/SP21/S.97/PG.233:** She thought I would think it strange that she hadn’t come to me, but people told her not to go as I was **either** dead **or** about to be moved.

### 3) Negative choices

The correlative conjunction that had function to show negative choices is “neither...nor”.<sup>54</sup> The connecting word “neither...nor” used for showing that something is not true of two or more people, things, actions, qualities, or

<sup>52</sup> Cambridge dictionary, Either-or, in <https://dictionary.cambridge.org/dictionary/english/either-or>, (accessed on October, 4<sup>th</sup> 2021 at 15.00)

<sup>53</sup> Appendix.

<sup>54</sup> Ann Hogue, *Ibid.*,

ideas.<sup>55</sup> Therefore, it aims to connect the negative possibilities in the sentence, so that appearing a choice from them. The following are the examples of the correlative conjunction that had this function in I Am Malala novel. For complete data that found in novel can be seen in appendix sheet.<sup>56</sup>

**RC/neither...nor/P1/SP3/S.119/PG.44:** **Neither** the students **nor** the teachers were supposed to have their own opinions, and the owners' control was so tight they even frowned upon friendship between teachers.

**RC/neither...nor/P1/SP5/S.101/PG.68:** One is 'The stone of Pashto does not rust in water,' which means we **neither** forget **nor** forgive.

**RC/neither...nor/P1/SP7/S.220/PG.94:** 'I have a school, but I am **neither** a khan **nor** a political leader.

**RC/neither...nor/P2/SP13/S.167/PG.151:** Education is **neither** Eastern **nor** Western, it is human.

**RC/neither...nor/P3/SP17/S.33/PG.191:** But now I'm **neither** a widow **nor** a wife.

#### 4) One of two choices

The correlative conjunction also has the function to indicate one of two choices in the sentence by using the connecting word "whether...or".<sup>57</sup> It means this conjunction used when there are two choices in the sentence which one them is choice that is taken. So, one of two choices or options that will use in a sentence can link by the connecting word "whether...or", so that will create proper sentence. In I Am Malala novel the correlative conjunction that

<sup>55</sup> Macmillan dictionary, neither...nor (...nor), in <https://www.macmillandictionary.com/dictionary/british/neither-nor-nor>, (accessed on October, 6<sup>th</sup> 2021 at 11.00)

<sup>56</sup> Appendix.

<sup>57</sup> Ann Hogue, *Ibid.*,



had this function was found and can be seen in the appendix.<sup>58</sup> The following are the examples of them:

**RC/whether...or/P2/SP15/S.147/PG.169:** People in the audience seemed surprised and I wondered **whether** they thought I was showing off **or** whether they were asking themselves why I wasn't wearing a veil.

**RC/whether...or/P4/SP21/S.317/PG.243:** 'This is Malala's, but I don't know **whether** it's to go abroad **or** to the heavens,' he said.

**RC/whether...or/P5/SP24/S.104/PG.276:** **Whether** the men are winning **or** losing the battle, O my country

### c. Subordinating Conjunction

A subordinating conjunction is the first word in a dependent clause and shows the relationship of the clause to the rest of the sentence.<sup>59</sup> Therefore, this conjunction is always at the beginning of the dependent clause. Some subordinating conjunction can introduce different kinds of dependent clauses that included for adverb clauses, adjective clauses, and noun clauses.<sup>60</sup> Each of them showed the different function when appearing in the sentence to make a relationship. The functions that show are bellows:

#### 1) Time

Subordinating conjunction has a function to refers to a time that introduce for adverb clauses by some connecting words.<sup>61</sup> They include "after", "as", "as just", "as long as", "as soon as", "before", "since", "until", "when", "whenever", and "while".<sup>62</sup> All the connecting words showed a time

<sup>58</sup> Appendix.

<sup>59</sup> Ann Hogue, *Ibid*, 14.

<sup>60</sup> *Ibid*, 393.

<sup>61</sup> Ann Hogue, *Ibid*, 391.

<sup>62</sup> *Ibid*.,

relationship toward the ideas in the sentence. The following some of the data that indicate with this function in I Am Malala novel. The complete data can be seen in the appendix sheet.<sup>63</sup>

**SC/after/P3/SP18/S.107/PG.208:** She was a Pakistani journalist living in Alaska and wanted to meet me **after** she had seen the documentary about us on the *New York Times* website.

**SC/as/P1/SP6/S.01/PG.75:** As the Khushal school started to attract more pupils, we moved again and finally had a television.

**SC/just as/P3/SP16/S.258/PG.187:** First the earthquake, then the Taliban, then the military operation, and now, **just as** we were starting to rebuild, devastating floods arrived to wash all our work away.

**SC/as long as/P1/SP4/S.15/PG.56:** The journey usually took about five hours, **as long as** the road had not been washed away by rains or landslides, and the Flying Coach left early in the morning.

**SC/as soon as/P4/SP21/S.18/PG.230:** **As soon as** he had finished, my father did not wait to take questions from the audience and instead rushed off to the hospital with Ahmad Shah and another friend, Riaz, who had a car.

**SC/before/P2/SP14/S.179/PG.161:** People said he had looked uneasy on stage **before** he spoke.

**SC/since/P2/SP10/S.114/PG.120:** Benazir had been in exile **since** I was two years old, but I had heard so much about her from my father and was very excited that she would return and we might have a woman leader once more.

---

<sup>63</sup> Appendix.

**SC/until/P1/SP5/S.154/PG.71:** General Zia had promised to be in power for ninety days and had stayed more than eleven years **until** he was killed in an air crash.

**SC/when/P2/SP11/S.08/PG.125:** **When** we decorated our hands with henna for holidays and weddings, we drew calculus and chemical formulae instead of flowers and butterflies.

**SC/whenever/P1/SP4/S.136/PG.63:** Women in the village hid their faces **whenever** they left their purdah quarters and could not meet or speak to men who were not their close relatives.

**SC/while/P2/SP12/S.36/PG.139:** My father told me about a woman who had donated generously to the Taliban **while** her husband was working abroad.

## 2) Place

Subordinating conjunction introduce adverb clauses that had the function to refers a place.<sup>64</sup> It appears when use the connecting words: “where”, “wherever”, “anywhere”, and “everywhere”.<sup>65</sup> All of this word refers to a place that use at the beginning of the dependent clause. Meanwhile, the connecting word “anywhere” was not applied in I Am Malala novel after the analyzed by the researcher. The researcher found the data of this function in the novel then it presents completely in the appendix sheet.<sup>66</sup> The following are some of the examples:

**SC/where/P1/SP2/S.193/PG.37:** There was not much to do in the area **where** they lived, so when the day arrived there was a huge gathering.

<sup>64</sup> Ann Hogue, *Ibid*,

<sup>65</sup> *Ibid.*,

<sup>66</sup> Appendix.

**SC/where/P2/SP9/S.59/PG.106:** Fazlullah was particularly popular in remote areas **where** people remembered how TNSM volunteers had helped during the earthquake when the government was nowhere to be seen.

**SC/where/P3/SP20/S.11/PG.220:** I was particularly scared of the steps leading up to our street **where** the boys used to hang out.

**SC/where/P4/SP21/S.136/PG.235:** Then the colonel called my father into his office, **where** he had the scans up on a screen.

**SC/where/P5/SP24/S.80/PG.275:** He found two centimeters of my nerve completely missing **where** it leaves the skull and rerouted it in front of my ear from its normal passage behind the ear, to make up for the gap.

**SC/wherever/P1/SP1/S.52/PG.15:** And so did many foreigners, all of whom we called *angrezan* – ‘English’ – **wherever** they came from.

**SC/wherever/P1/SP6/S.39/PG.76:** **Wherever** we lived my mother filled our house with people.

**SC/wherever/P3/SP17/S.87/PG.194:** The mujahideen will find you **wherever** you go.

**SC/everywhere/P2/SP11/S.173/PG.133:** He went **everywhere** he could demanding the reconstruction of both schools.

**SC/everywhere/P2/SP13/S.115/PG.148:** That wasn’t easy with a camera trained on me **everywhere** I went even as I brushed my teeth.

### 3) Reason

The subordinating conjunction words had the function to refer a reason in the sentence that was presented by some of connecting words.<sup>67</sup> The connecting words include “as”, “because”, and “since”.<sup>68</sup> If a dependent

<sup>67</sup> Ann Hogue, *Ibid*,

<sup>68</sup> *Ibid*,

clause uses one of these connecting words at the beginning, so the sentence indicated a reason relationship. The data that related with this function can be seen in the appendix sheet.<sup>69</sup> Some examples of the data as follows:

**SC/as/P1/SP1/S.181/PG.22:** My father was out a lot, **as** he was busy, not just with his school, but also with literary societies and *jirgas*, as well as trying to save the environment, trying to save our valley.

**SC/as/P1/SP3/S.02/PG.38:** She was unusual in the village **as** she had a father and brothers who encouraged her to go to school.

**SC/as/P3/SP17/S.26/PG.191:** Some of them were in desperate situations, **as** they had no way to support themselves.

**SC/as/P5/SP23/S.87/PG.260:** It was only later I learned that people were not allowed to bring in newspapers or tell me anything, **as** the doctors were worried it could traumatize me.

**SC/because/P2/SP15/S.11/PG.163:** I wanted to cry **because** I felt in my heart I might never see my home again.

**SC/because/P3/SP18/S.30/PG.204:** On the plane we noticed that some people could not find their seats **because** they could not read letters and numbers.

**SC/because/P4/SP22/S.68/PG.247:** He was very concerned **because** at that time Khushal was still in Mingora, although later he was brought down to Rawalpindi to join them.

**SC/because/P5/SP24/S.31/PG.272:** The people in charge of the hospital thought it might be difficult for them to stay at the hospital **because** they

---

<sup>69</sup> Appendix.

would be besieged by journalists, and they wanted to protect us at this critical stage in my recovery.

**SC/since/P1/SP3/S.292/PG.52:** However, my father and his friends said there was nothing to celebrate, as Swat had only suffered **since** it had merged with Pakistan.

**SC/since/P3/SP17/S.62/PG.193:** **Since** Musharraf had allowed satellite television, we now had lots of channels.

**SC/since/P3/SP20/S.119/PG.225:** Around that time my mother was probably just going through the doorway into our school for her first lesson **since** she had left school at age six.

#### 4) Result

Another function of subordinating conjunction is appearing a result.<sup>70</sup> This function is marked by some expression of subordinating conjunction that including the patterns “so + adjective + that”, “so + adverb + that”, “such a(n) + noun + that”, “so much/many/little/few + noun + that”.<sup>71</sup> Therefore, when one of patterns before is at the beginning of the dependent clause, so it shows a result from matter in the ideas indeed. Moreover, the researcher found the subordinating conjunction that contained this function in I Am Malala novel and the data that found can be seen in the appendix.<sup>72</sup> The following are the examples of the data that found.

**SC/so+adjective+that/P1/SP1/S.33/PG.14:** The Afghans were **so proud that** the last Afghan king built a Maiwand victory monument in the center of Kabul.

<sup>70</sup> Ann Hogue, *Ibid*, 392.

<sup>71</sup> *Ibid.*,

<sup>72</sup> Appendix,

**SC/so+adjective+that/P2/SP9/S.09/PG.103:** They looked **so dark and dirty that** my father's friend described them as 'people deprived of baths and barbers'.

**SC/so+adjective+that/P4/SP22/S.02/PG.244:** By Thursday morning my father was **so convinced that** I would die that he told my uncle Faiz Mohammad that the village should start preparing for my funeral.

**SC/so+adverb+that/P3/SP19/S.184/PG.219:** I shouted at him **so angrily that** he stopped.

**SC/such a(n)+noun+that/P1/SP2/S.135/PG.34:** *Baba* was **such a popular and passionate speaker that** he could have been a great leader if he had been more diplomatic and less consumed by rivalries with cousins and others who were better off.

**SC/such a(n)+noun+that/P1/SP2/S.167/PG.35:** It was **such a small discount that** most teachers did not bother, but he forced my father to apply for the rebate.

**SC/such a(n)+noun+that/P1/SP3/S.102/PG.43:** Muslims widely considered it blasphemous and it provoked **so much outrage that** it seemed people were talking of little else.

**SC/so much/many/little/few+noun+that/P1/SP3/S.102/PG.43:** Muslims widely considered it blasphemous and it provoked **so much outrage that** it seemed people were talking of little else.

**SC/so much/many/little/few+noun+that/P2/SP12/S.62/PG.140:** He was outspoken and involved in **so many groups and committees that** he often wouldn't come home till midnight.

**SC/so much/many/little/few+noun+that/P3/SP16/S.220/PG.185:** But there was **so much water that** the bridge across the dirty stream was submerged, so we had to find another way.

#### 5) Contrast

Subordinating conjunction also has the function that appearing a contrast in the sentence.<sup>73</sup> The contrast shows when the sentence uses one of the connecting words that categorized subordinating conjunction include: “although”, “even though”, and “though”.<sup>74</sup> These connecting words of subordinating conjunction connect the ideas that had the opposite meaning from the expectation another idea. They were found completely in I Am Malala novel. The complete data are in the appendix sheet.<sup>75</sup> There are the examples of the data as follows:

**SC/although/P2/SP10/S.92/PG.118:** They called it Operation Silence **although** it was very loud.

**SC/although/P3/SP16/S.191/PG.184:** They were mostly boys **although** eleven girls from my school went along.

**SC/although/P4/SP22/S.68/PG.247:** He was very concerned because at that time Khushal was still in Mingora, **although** later he was brought down to Rawalpindi to join them.

**SC/even though/P1/SP5/S.176/PG.72:** I think of her as my big sister **even though** I am six months older than her.

**SC/even though/P4/SP21/S.27/PG.230:** I think somehow I knew he was there **even though** my eyes were closed.

<sup>73</sup> Ann Hogue, *Ibid*, 392.

<sup>74</sup> *Ibid.*,

<sup>75</sup> Appendix.



**SC/even though/P5/SP24/S.57/PG.273:** The hospital refused to allow other visitors **even though** they were inundated by requests, as they wanted me to be able to concentrate on my rehabilitation in private.

**SC/though/P1/SP7/S.105/PG.89:** **Though** he usually dressed in uniform, he occasionally wore Western suits and he called himself chief executive instead of chief martial law administrator.

**SC/though/P2/SP13/S.191/PG.152:** Islamabad was a beautiful place with nice white bungalows and broad roads, **though** it has none of the natural beauty of Swat.

**SC/though/P3/SP17/S.186/PG.199:** I was not nervous **though** my father tried to intimidate me by saying Prime Minister Gilani came from a family of saints.

**SC/though/P4/SP22/S.124/PG.250:** My parents had no idea of any of these negotiations **though** they knew discussions were under way to move me overseas.

#### 6) Opposition

The subordinating conjunction words that including “while” and “whereas” had the function to appearing the opposition among ideas.<sup>76</sup> One of the connecting words uses to connecting the ideas that had the strong disagreement meaning among them. There were the connecting words of subordinating conjunction referring this function in some sentences that applied in I Am Malala novel. The data were served completely in the appendix sheet.<sup>77</sup> Then, the following are the examples of the data.

<sup>76</sup> Ann Hogue, *Ibid*, 392.

<sup>77</sup> Appendix.

**SC/while/P1/SP1/S.06/PG.13:** I was a girl in a land where rifles are fired in celebration of a son, **while** daughters are hidden away behind a curtain, their role in life simply to prepare food and give birth to children.

**SC/while/P1/SP1/S.216/PG.24:** My father always says, ‘**While** Badshah Sahib brought peace, his son brought prosperity.’

**SC/while/P1/SP2/S.37/PG.27:** As in most families, the girls stayed at home **while** the boys went to school.

**SC/while/P1/SP7/S.19/PG.85:** The Quran teaches us *sabar* – patience – but often it feels that we have forgotten the word and think Islam means women sitting at home in purdah or wearing burqas **while** men do jihad.

**SC/while/P2/SP15/S.35/PG.164:** We didn’t have a car, so we were lucky that our neighbors, Safina and her family, were also leaving and could fit some of us in their car **while** the rest would go with Dr Afzal.

**SC/while/P2/SP15/S.113/PG.168:** We spent the night in a cheap dirty hotel **while** my cousin tried to arrange a van to take us to Shangla.

**SC/while/P3/SP17/S.36/PG.191:** Yet these innocent men were being held **while** the Taliban leaders went free.

**SC/while/P4/SP22/S.81/PG.248:** **While** some papers described me as a ‘peace icon’, others carried the usual conspiracy theories, some bloggers even questioning if I had really been shot.

**SC/whereas/P3/SP18/S.42/PG.205:** The *mohajir* areas we saw all seemed very organized and neat **whereas** the Pashtun areas were dirty and chaotic.

**SC/whereas/P3/SP19/S.98/PG.215:** But **whereas** in 2008–9 there were many threats to all sorts of people, this time the threats were specific to those who spoke against militants or the high-handed behavior of the army.

## 7) Manner

Subordinating conjunction as conjunction has the function to applying a manner in the sentence.<sup>78</sup> This subordinating conjunction that appearing this function consists of “as”, “just as”, “as if”, and “as though”.<sup>79</sup> One of these connecting words uses to connecting the sentence for giving a way of something that is happens of done. Moreover, the subordinating conjunction that referred this function were found completely in I Am Malala novel. They were served in the appendix sheet.<sup>80</sup> The following are the examples of data that found:

**SC/as/P1/SP3/S.247/PG.50:** I assumed women could give birth without going to hospital, **as** my mother and my sisters had in the village.

**SC/as/P1/SP7/S.04/PG.84:** For the first time my mother could buy nice clothes and even send out for food **as** she had dreamed of doing back in the village.

**SC/as/P3/SP16/S.89/PG.179:** It was wonderful to hear that sound and run through the doorway and up the steps **as** we used to.

**SC/just as/P1/SP6/S.99/PG.80:** In Pakistan we were still under a dictatorship, but America needed our help, **just as** it had in the 1980s to fight the Russians in Afghanistan.

**SC/just as/P1/SP5/S.102/PG.69:** That’s also why we rarely say thank you, *manana*, because we believe a Pashtun will never forget a good deed and is bound to reciprocate at some point, **just as** he will a bad one.

**SC/just as/P3/SP19/S.87/PG.215:** ‘There’s a painting competition **just as** we have debating competitions, cookery competitions and essay contests.’

<sup>78</sup> Ann Hogue, *Ibid*, 392.

<sup>79</sup> *Ibid.*,

<sup>80</sup> Appendix.,

**SC/as if/P2/SP14/S.94/PG.157:** One night the Taliban held what we call a flag march near our street and patrolled the roads with guns and sticks **as if** they were the army.

**SC/as if/P1/SP16/S.12/PG.175:** The city was silent and emptied of people and traffic **as if** a plague had descended.

**SC/as though/P1/SP3/S.282/PG.52:** It started to feel **as though** the school was not meant to be, but my father would not give up on his dream so easily.

**SC/as though/P3/SP17/S.127/PG.196:** It didn't sound **as though** he had put up a fight.

#### 8) Distance

Subordinating conjunction also has the function to appearing a distance.<sup>81</sup>

This function is marked by the pattern “as + adverb + as”.<sup>82</sup> Therefore, the subordinating conjunction that has the pattern “as + adverb + as” shows a distance that applied at the beginning of the dependent clause. It means refers the amount of space between something. There is one of the data that found in I Am Malala novel that shows in the following bellow. It also can be seen in the appendix sheet.<sup>83</sup>

**SC/as+adverb+as/P4/SP22/S.05/PG.244:** **As far as** he could see, I was medically dead.

#### 9) Frequency

“as often as” is the pattern that appearing a frequency in subordinating conjunction.<sup>84</sup> It applies to showing how often that something happens within

<sup>81</sup> Ann Hogue, *Ibid*, 392.

<sup>82</sup> *Ibid*.,

<sup>83</sup> Appendix,

<sup>84</sup> Ann Hogue, *Ibid*, 392.

a particular period of time. Meanwhile, the researcher did not find this pattern “as often as” that applies in I Am Malala novel.

#### 10) Purpose

Subordinating conjunction also has a function to appearing a purpose.<sup>85</sup> It shows by the express “so that” and “in order that”.<sup>86</sup> The conjunction adverb that referred this function could be found in I Am Malala novel. There was just “so that” that applied to showing a purpose. Meanwhile, the connecting word “in order that” did not find in this novel. Additionally, the complete data can be seen in the appendix sheet.<sup>87</sup> The examples of the data as follows:

**SC/so that/P1/SP1/S.198/PG.23:** It was a peculiar system called *wesh* under which every five or ten years all the families would swap villages and redistribute the land of the new village among the men **so that** everyone had the chance to work on good as well as bad land.

**SC/so that/P1/SP3/S.55/PG.41:** It is often said that teachers don’t like to be posted to such remote schools and generally make a deal with their colleagues **so that** only one of them has to go to work each day.

**SC/so that/P1/SP5/S.144/PG.71:** The local commander, General Iftikhar, stormed the control tower at Karachi **so that** Musharraf’s plane could land.

**SC/so that/P1/SP6/S.44/PG.77:** Shehnaz had never been to school, so even though she was two years older than me she was put two classes below, and she came to live with us **so that** I could help her.

**SC/so that/P1/SP8/S.26/PG.96:** But God has also given us the power to forget, **so that** when the tragedy is over we carry on as normal.

---

<sup>85</sup> *Ibid.*,

<sup>86</sup> *Ibid.*,

<sup>87</sup> Appendix.,

**SC/so that/P2/SP9/S.163/PG.111:** His men stopped health workers giving polio drops, saying the vaccinations were an American plot to make Muslim women infertile **so that** the people of Swat would die out.

**SC/so that/P2/SP12/S.01/PG.137:** The bodies would be dumped in the square at night **so that** everyone would see them the next morning on their way to work.

**SC/so that/P3/SP16/S.82/PG.178:** The army had wanted to imprison him, but the intelligence service had prevailed and taken him to Bajaur **so that** he could slip across the border to Afghanistan.

**SC/so that/P3/SP16/S.178/PG.183:** He was also the president of the All Swat Hotels Association, so he was particularly eager for life to go back to normal in order **so that** tourists could return.

**SC/so that/P3/SP17/S.51/PG.192:** Under General Zia's Islamization campaign, the law was made much stricter **so that** anyone who 'defiles the sacred name of the Holy Prophet' can be punished by death or life imprisonment.

### 11) Condition

The subordinating conjunction that has the function to appearing a condition in the sentence is the word "if" and "unless".<sup>88</sup> One of them shows at the beginning of dependent clause to connecting ideas to be proper sentence. It means they use to showing the situation of something that happens. This function was applied in I Am Malala novel that spread in some parts of it. The following are examples of the data found, and the complete data can be seen in appendix sheet.<sup>89</sup>

<sup>88</sup> Ann Hogue, *Ibid*, 392.

<sup>89</sup> Appendix.

**SC/if/P1/SP2/S.41/PG.28:** **If** there were eggs, they would only be for the boys.

**SC/if/P1/SP6/S.04/PG.75:** **If** he drew a vegetable or a policeman, the vegetable or policeman would magically appear.

**SC/if/P1/SP8/S.93/PG.100:** **If** we did not mend our ways and introduce sharia or Islamic law, they shouted in their thundering voices, more severe punishment would come.

**SC/if/P3/SP16/S.152/PG.182:** Afterward General Abbas gave some of us his visiting card and told us to contact him **if** we ever needed anything.

**SC/if/P3/SP17/S.07/PG.190:** Every morning I would stand against it to check **if** I had grown.

**SC/if/P4/SP22/S.180/PG.253:** It reassures us that there is a way out of even the worst trouble and danger **if** we keep faith.

**SC/if/P5/SP23/S.138/PG.262:** The next morning he asked the major in charge of security **if** he could borrow his phone to call Colonel Junaid.

**SC/if/P5/SP23/S.224/PG.266:** Eventually he asked my parents outright **if** this was their plan.

**SC/if/P5/SP24/S.40/PG.273:** The doctors were not sure at that point **if** it was damaged and might repair itself, or was cut.

**SC/unless/P1/SP4/S.87/PG.60:** If it was anything serious they would have to make the long bus journey to Mingora **unless** they were lucky enough to know someone with a car.

12) To refer to humans

P O N O R O G O

Subordinating conjunction has the function to referring to humans.<sup>90</sup> It consists of the connecting words that including: “who”, “whom”, “whose”, and “that”.<sup>91</sup> One of these connecting words uses to connecting the ideas that have the position at the beginning of the dependent clause in a sentence. The following are the examples of the data that applied in I Am Malala novel related this function. The complete data can be seen in the appendix sheet.<sup>92</sup>

**SC/who/P1/SP2/S.06/PG.26:** A stutter was a terrible thing for a man **who** so loved words and poetry.

**SC/who/P2/SP12/S.36/PG.139:** My father told me about a woman **who** had donated generously to the Taliban while her husband was working abroad.

**SC/who/P2/SP13/S.132/PG.149:** Anyone **who** moves or laughs is out.

**SC/who/P4/SP22/S.17/PG.244:** Late on Wednesday night two military doctors **who** were intensive care specialists had arrived by road from Islamabad.

**SC/whom/P2/SP10/S.60/PG.117:** It was run by two brothers, Abdul Aziz and Abdul Rashid, and had become a center for spreading propaganda about bin Laden, **whom** Abdul Rashid had met in Kandahar when visiting Mullah Omar.

**SC/whose/P1/SP6/S.52/PG.77:** One of them was to a boy **whose** father, Sharafat Ali, had helped my father when he was a penniless college student.

**SC/whose/P4/SP21/S.210/PG.237:** It was a brave decision by Colonel Junaid, **whose** superiors were not convinced and were being told by other people that I should be sent abroad.

---

<sup>90</sup> Ann Hogue, *Ibid.*, 393.

<sup>91</sup> *Ibid.*,

<sup>92</sup> Appendix.



**SC/that/P2/SP9/S.03/PG.103:** It seemed to us **that** the Taliban arrived in the night just like vampires.

**SC/that/P3/SP16/S.169/PG.183:** It was because of the army operation to expel the Taliban **that** we had all had to leave and found ourselves in this situation now.

**SC/that/P5/SP24/S.41/PG.273:** I reassured my mother **that** it didn't matter to me if my face was not symmetrical.

13) To refer to nonhumans and things

Another function of subordinating conjunction is referring to nonhumans and things.<sup>93</sup> So, it refers to something not alive. The kinds of word consist of the subordinating conjunction “which” and that”.<sup>94</sup> They connect the ideas to indicating nonhumans and thing that use at the dependent clause. The following are the examples of the data that applied in I Am Malala novel related this function. The complete data can be seen in the appendix sheet.<sup>95</sup>

**SC/which/P1/SP1/S.184/PG.22:** We would sit on the floor around a long plastic sheet **which** my mother laid with food, and eat with our right hand as is our custom, balling together rice and meat.

**SC/which/P1/SP3/S.133/PG.45:** It was a perfect night with stars and a full moon just above the trees, **which** he took to be a sign.

**SC/which/P1/SP4/S.58/PG.59:** I loved the gloopy honey, **which** we ate with walnuts.

**SC/which/P2/SP10/S.148/PG.121:** They occupied all government and private buildings **which** they thought were of strategic importance.

<sup>93</sup> Ann Hogue, *Ibid.*, 393.

<sup>94</sup> *Ibid.*,

<sup>95</sup> Appendix.

**SC/which/P5/SP23/S.144/PG.262:** The nurses brought me a small white mirror **which** I still have.

**SC/that/P1/SP2/S.157/PG.35:** This is the path **that** he would later show me.

**SC/that/P1/SP5/S.47/PG.66:** She took the pink phone **that** *Aba* bought me.

**SC/that/P3/SP17/S.110/PG.195:** The attack seemed to send the message **that** the CIA could do as it pleased in our country.

**SC/that/P3/SP18/S.08/PG.203:** I was still trying to get my head round the fact **that** she had been living in the seaside city of Karachi for thirty years and yet had never actually laid eyes on the ocean.

**SC/that/P5/SP24/S.63/PG.274:** There were media reports **that** he had done a physics degree at Jehanzeb College.

14) To refer to a time or a place

The function of subordinating conjunction is also to referring to a time or a place.<sup>96</sup> It shows in the connecting words of subordinating conjunction that including “when” and “where”.<sup>97</sup> The word “when” refers to a time if it as a subordinating conjunction that at the beginning of the dependent clause. Meanwhile, the word “where” refers to a place if it as a subordinating conjunction that at the beginning of the dependent clause. The following are the examples of the data that applied in *I Am Malala* novel related this function. The complete data can be seen in the appendix sheet.<sup>98</sup>

**SC/when/P1/SP1/S.07/PG.13:** For most Pashtuns it’s a gloomy day **when** a daughter is born.

**SC/when/P1/SP3/S.261/PG.51:** There was a day **when** it did not stop raining, and in the late afternoon there was a warning of flooding.

<sup>96</sup> Ann Hogue, *Ibid.*, 393.

<sup>97</sup> *Ibid.*,

<sup>98</sup> Appendix.

**SC/when/P1/SP6/S.80/PG.79:** There was even a case of a man drawing a teacher's pension **when** he had never taught a day in his life.

**SC/when/P2/SP11/S.214/PG.135:** The days **when** we used to go for trips or for picnics seemed like a dream.

**SC/when/P3/SP18/S.37/PG.204:** It was strange to think it was just a part of 300,000 people **when** Pakistan was created.

**SC/where/P1/SP1/S.06/PG.13:** I was a girl in a land **where** rifles are fired in celebration of a son, while daughters are hidden away behind a curtain, their role in life simply to prepare food and give birth to children.

**SC/where/P2/SP9/S.196/PG.112:** I was in my cousin's car, and as we drove through a river **where** the road had been washed away we had to stop at a Taliban checkpoint.

**SC/where/P2/SP11/S.217/PG.135:** A holiday paradise turned into a hell **where** no tourist would venture.

**SC/where/P3/SP18/S.103/PG.208:** We live in a place **where** schools are blown up.

**SC/where/P5/SP24/S.190/PG.281:** I thank Allah for the hardworking doctors, for my recovery and for sending us to this world **where** we may struggle for our survival.

15) To report information such as what someone thinks or says

Subordinating conjunction, especially for noun clauses, has function to report information such as what someone thinks or says.<sup>99</sup> It shows in the connecting words of subordinating conjunction that including "that", "whether", "whether or not", "whether...or not", "if", "if...or not", and

---

<sup>99</sup> Ann Hogue, *Ibid.*, 42.

question words such as “who”, “whoever”, “whom”, “which”, “what”, “where”, “when”, “why”, “how”, “how much”, “how many”, “how long”, “how often”, etc.<sup>100</sup> They are always the first word to introduce a noun clause.

A noun clause is a dependent clause that acts like a noun, that it can be a subject, subject complement, direct object, or object of a preposition.<sup>101</sup>

Therefore, it means the noun refers to the information such as what someone thinks or says. The following some of the data that indicate with this function in I Am Malala novel. The complete data can be seen in the appendix sheet.<sup>102</sup>

**SC/that/P1/SP3/S.22/PG.39:** He believed **that** lack of education was the root of all Pakistan’s problems.

**SC/whether/P3/SP18/S.116/PG.208:** They told my father that the police had turned up at the house and demanded to know **whether** we had received any threats.

**SC/whether...or not/P4/SP22/S.95/PG.249:** General Kayani asked Dr Javid **whether** I should be sent abroad **or not**.

**SC/if/P1/SP3/S.39/PG.40:** He knew **if** she had been alive, she would have been on his side.

**SC/if...or not/P3/SP17/S.31/PG.191:** ‘I just want to know **if** my husband is dead **or not**,’ pleaded one lady I met.

**SC/who/P1/SP6/S.12/PG.75:** The pencil was never there, but I knew **who** I would help first.

**SC/whoever/P2/SP14/S.83/PG.156:** We needed peace **whoever** brought it.

**SC/which/P3/SP18/S.97/PG.208:** There seemed to be so many things about **which** people were fighting.

<sup>100</sup> *Ibid.*, 393.

<sup>101</sup> *Ibid.*, 20.

<sup>102</sup> Appendix.

**SC/what/P3/SP20/S.39/PG.222:** Usually I liked exams as a chance to show **what** I could do.

**SC/where/P2/SP9/S.98/PG.108:** Our men think earning money and ordering around others is **where** power lies.

**SC/when/P1/SP2/S.79/PG.30:** Everything changed **when** my father was ten.

**SC/why/P4/SP21/S.26/PG.230:** He didn't know **why** he was speaking to me in English.

**SC/how/P2/SP11/S.127/PG.131:** God wants to see **how** we behave in such situations.

**SC/how much/P4/SP22/S.110/PG.249:** He quickly agreed it was the right thing to do, although afterwards he said, 'None of us ever imagined **how much** it would take over the hospital.'

**SC/how many/P3/SP17/S.74/PG.193:** We were shocked by **how many** people praised the killer.

#### d. Conjunctive Adverb

Conjunctive adverbs are special adverbs that acting like a conjunction; however, they show the relationship between independent clauses.<sup>103</sup> Conjunctive adverbs can appear at the beginning, in the middle, or at the end of one independent clause, but we use them most often to connect two independent clauses.<sup>104</sup> In addition, conjunctive adverb creates some relationships because it has some function that contain in the connecting words of conjunctive adverb. The following are the function of conjunctive adverb:

- 1) To add a similar idea

<sup>103</sup> Ann Hogue, *Ibid.*, 15.

<sup>104</sup> Ann Hogue, *Ibid.*, 389.

The conjunctive adverb had a function to add a similar idea. The connecting words including: “also”, “besides”, “furthermore”, “in addition”, and “moreover”.<sup>105</sup> Hogue also states that conjunctive adverb uses to connect two independent clauses. It means that if one of these connecting words link the independent clauses, so it indicates the independent clause contains a same idea in a sentence. Moreover, there were the connecting words in conjunctive adverb did not find in I Am Malala novel such as “furthermore”, “in addition”, and “moreover”. The data that related with this function can be seen in the appendix.<sup>106</sup> The following bellows are some examples of them.

**CA/also/P2/SP14/S.73/PG.156:** President Zardari would sign the peace deal into law. The government **also** agreed to pay compensation to the families of victims.

**CA/also/P3/SP16/S.24/PG.176:** Our home was near Circuit House, the army headquarters, so we were worried it might have been destroyed in the shelling. We’d **also** heard that many homes had been looted.

**CA/also/P4/SP21/S.55/PG.231:** A doctor she knew told her the bullet had passed through my forehead, not my brain, and that I was safe. She **also** saw the two other Khushal girls who had been shot.

**CA/also/P5/SP23/S.47/PG.258:** I didn’t know who Junaid was, so I named it Lily. She **also** brought me a pink exercise book to write in.

**CA/besides/P1/SP3/S.08/PG.38:** She says he didn’t even notice, as he would set off early every morning after a breakfast of cornbread and cream, his German pistol strapped under his arm, and spend his days busy with local politics or resolving feuds. **Besides** he had seven other children to think about.

---

<sup>105</sup> *Ibid.*,

<sup>106</sup> Appendix.

**CA/besides/P1/SP3/S.283/PG.52:** It started to feel as though the school was not meant to be, but my father would not give up on his dream so easily.

**Besides**, he had a family to provide for.

**CA/besides/P2/SP13/S.110/PG.148:** But they had come a long way and it's hard for us as Pashtuns to refuse hospitality. **Besides**, my father knew this could be our megaphone to the outside world.

**CA/besides/P3/SP20/S.109/PG.224:** But we were used to it. **Besides**, soon the winter would be here, bringing the snow, which would cleanse and quieten everything.

2) To add a partial contrast

The conjunctive adverb has the function to appear the partial contrast towards the ideas that had equal importance in a sentence. The connecting words in conjunctive adverb that used to add a partial contrast are “however”, “nevertheless”, “nonetheless”, and “still”.<sup>107</sup> Hence, the connecting words are used to show the idea that seem like partial surprising or unexpected in independent clause. Meanwhile, there were the connecting words of conjunctive adverb did not find in this novel. They are “nevertheless” and “nonetheless”. All of the data that related with this function are in appendix sheet.<sup>108</sup> The following showed the examples of the conjunctive adverb in I Am Malala novel.

**CA/however/P1/SP3/S.235/PG.50:** When it was my mother's turn she said, ‘I want to live in the city and be able to send out for kebabs and naan instead of cooking it myself.’ **However**, life wasn't quite what she expected.

<sup>107</sup> Ann Hogue, *Ibid.*,

<sup>108</sup> Appendix.

**CA/however/P1/SP3/S.292/PG.52:** On Pakistan's fiftieth anniversary on 14 August 1997 there were parades and commemorations throughout the country. **However**, my father and his friends said there was nothing to celebrate as Swat had only suffered since it had merged with Pakistan.

**CA/however/P1/SP6/S.102/PG.80:** Suddenly he was being invited to the White House by George W. Bush and to 10 Downing Street by Tony Blair. There was a major problem, **however**.

**CA/however/P2/SP13/S.24/PG.144:** But they are from different tribes, so their love causes a war. **However**, unlike Shakespeare's play their story doesn't end in tragedy.

**CA/still/P1/SP5/S.60/PG.67:** He was furious and would not be placated. We **still** had little money and my mother checked her purse to see what she had.

**CA/still/P3/SP17/S.233/PG.201:** This had been on my mind ever since I'd seen the children working on the rubbish mountain. I **still** could not shake the image of the black rats I had seen there, and the girl with matted hair who had been sorting rubbish.

**CA/still/P3/SP18/S.136/PG.209:** My father always says that heroism is in the Pashtun DNA. **Still** it was with a heavy heart that we returned to Swat.

**CA/still/P5/SP24/S.173/PG.280:** I was getting stronger every day, but my surgery wasn't over. I **still** had the top of my skull missing.

### 3) To add a complete contrast

Adding complete contrast from the ideas in the sentence can use the conjunctive adverb, such as "in contrast" and "the other hand".<sup>109</sup> These connecting words can be used to connect the ideas that applied to make a

---

<sup>109</sup> Ann Hogue, *Ibid*, 390.



complete contrast between them. Thus, it expresses the stronger contrast toward one idea with another idea. Although, the conjunctive adverb that had this function did not find in I Am Malala novel.

4) To show a result

The connecting words in conjunctive adverb also have the function to show a result that consist of “as a result”, “consequently”, “therefore”, and “thus”.<sup>110</sup> These connecting words use to connect the ideas so that show a result. Therefore, the connecting words of conjunctive adverb connect the independent clauses that refer to something that happens because of something else. Although, the researcher did not find this function of conjunctive adverb in I Am Malala novel.

5) To list ideas in order of time

The conjunctive adverb also used to list ideas in order of time which is showed when involving the word “meanwhile”, “afterward”, “then”, or “subsequently”.<sup>111</sup> It means these connecting words were used to arranging the first idea until the last idea in order of time so that to be clearly. There was the connecting word of conjunctive adverb did not find in novel, it was “subsequently”. The following are some examples of data that had this function in I Am Malala novel. The complete data that found is in the appendix sheet.<sup>112</sup>

**CA/meanwhile/P2/SP10/S.52/PG.116:** Someone came up to him and whispered, ‘Don’t speak any more in this way – it’s risky.’ **Meanwhile** the authorities, like most people, did nothing.

<sup>110</sup> Ann Hogue, *Ibid.*,

<sup>111</sup> Ann Hogue, *Ibid.*,

<sup>112</sup> Appendix.

**CA/meanwhile/P3/SP17/S.49/PG.192:** Many people protested outside courthouses or put up posters of their missing but got nowhere. **Meanwhile** our courts were busy with another issue.

**CA/meanwhile/P3/SP17/S.76/PG.193:** When he appeared in court even lawyers showered him with rose petals. **Meanwhile** the imam at the late governor 's mosque refused to perform his funeral prayers and the president did not attend his funeral.

**CA/meanwhile/P4/SP22/S.111/PG.250:** Moving me – a foreign minor – to the Queen Elizabeth Hospital was not a simple exercise, and Bolger soon found himself tangled in the hoops of British and Pakistani bureaucracy. **Meanwhile** time was ticking away.

**CA/afterward/P2/SP11/S.117/PG.131:** I was astonished to see so many channels. **Afterward** I thought, *The media needs interviews.*

**CA/afterward/P4/SP21/S.155/PG.235:** ‘How would that look?’ replied Colonel Junaid who was, not surprisingly, offended. **Afterward**, we found out that despite his youthful appearance he had been a neurosurgeon for thirteen years and was the most experienced and decorated neurosurgeon in the Pakistani army.

**CA/afterward/P5/SP24/S.135/PG.278:** He touched my head, which is our tradition, but my father was worried as I had nothing but skin, no bone to protect my brain, and my head beneath the shawl was concave. **Afterward** the president sat with my father, who told him that we were fortunate I had been brought to the UK.

P O N O R O G O

**CA/then/P1/SP1/S.108/PG.19:** He built a wooden ramp from which his catapults and arrows could reach the top of the mountain. **Then** he climbed up so he could catch hold of the star of Jupiter as a symbol of his power.

**CA/then/P2/SP15/S.151/PG.170:** We had been so happy, **then** something very bad had come into our lives and we were now waiting for our happy ending.

**CA/then/P3/SP17/S.93/PG.194:** We heard lots of civilians were being killed. **Then** a CIA agent called Raymond Davis shot and killed two men in Lahore who had approached his car on a motorbike.

6) To give an example

Giving the example of the ideas is one of the functions of conjunctive adverb. the function was showed one of the connecting words in conjunctive adverb such as “for example” or “for instance”.<sup>113</sup> It means the connecting words help to connect the ideas that need the example. Although, the connecting word “for instance” did not find in I Am Malala novel. The following are the data that could be found. Then, the complete data can be seen in the appendix sheet.<sup>114</sup>

**CA/for example/P1/SP2/S.139/PG.34:** Our people don’t know their exact dates of birth – my mother, **for example**, does not know when she was born.

**CA/for example/P5/SP23/S.187/PG.265:** ‘Too many people in the Muslim world can’t believe a Muslim can do such a thing,’ she said. ‘My mother, **for example**, would say they can’t be Muslims.’

7) To compare and show similarities

<sup>113</sup> Ann Hogue, *Ibid.*,

<sup>114</sup> Appendix.

The conjunctive adverb had the function to compare and show similarities by involving the connecting words “similarly” and “likewise”.<sup>115</sup> The connecting words “similarly” and “likewise” as conjunctive adverb connect the ideas that had purpose to compare something and to say something are similar. Unfortunately, this function of conjunctive adverb did not find in I Am Malala novel.

- 8) To indicate “the first statement is not true; the second statement is true”

The conjunctive adverb used to indicate which the first statement is not true and the second statement is true by the connecting words: “instead”, “on the contrary”, and “rather”.<sup>116</sup> Furthermore, the connecting word “instead” also means “as a substitute”.<sup>117</sup> It means the connecting words that including: “instead”, “on the contrary”, or “rather” use to connect the statements that judge the statement after the conjunction word is true and before the connecting word is not true. Meanwhile, there was only one of the connecting word in conjunction adverb “instead” that found in I Am Malala novel. The following are some examples of the data that found. The complete data can be seen in appendix sheet.<sup>118</sup>

**CA/instead/P1/SP5/S.157/PG.71:** Musharraf promised to end the old feudal system by which the same few dozen families controlled our entire country, and bring fresh young clean faces into politics. **Instead** his cabinet was made up of the very same old faces.

**CA/instead/P1/SP6/S.119/PG.81:** The ISI chief asked the Americans to hold off their attack on Afghanistan until he had gone to Kandahar to ask the

<sup>115</sup> Ann Hogue, *Ibid.*,

<sup>116</sup> Ann Hogue, *Ibid.*,

<sup>117</sup> *Ibid.*,

<sup>118</sup> Appendix.

Taliban leader Mullah Omar to hand over bin Laden; **instead** he offered the Taliban help.

**CA/instead/P2/SP14/S.163/PG.160:** He didn't tell the Taliban to lay down their arms and leave the *hujras*. **Instead** he appeared to threaten the whole nation.

**CA/instead/P4/SP21/S.115/PG.234:** When we landed in Peshawar, they assumed we'd be taken to Lady Reading Hospital, where there was a very good neurosurgeon called Dr Mumtaz who had been recommended. **Instead** they were alarmed to be taken to CMH, the Combined Military Hospital.

**CA/instead/P5/SP24/S.126/PG.278:** There were a lot of journalists gathered outside from early on, who naturally assumed the president would be brought to me in the hospital. **Instead** I was wrapped up in a big purple parka with a hood, taken down through the staff entrance and driven to the hospital offices.

9) To give another possibility

The expressions that had function to give another possibility in conjunctive adverb are “on the other hand”, “alternatively”, and “otherwise”.<sup>119</sup> These connecting words used to connect the ideas that aim to give another possibility for the idea before, so that if it applied to create proper relationship in a sentence. After analyzed, this function only was appeared in I Am Malala novel by the connecting word “otherwise”. The following is the data that found, and it also can be seen in the appendix sheet.<sup>120</sup>

---

<sup>119</sup> Ann Hogue, *Ibid.*,

<sup>120</sup> Appendix.

**CA/otherwise/P4/SP21/S.204/PG.237:** He needed to remove some of my skull to give the brain space to expand, **otherwise** the pressure would become unbearable.

10) To add an explanation

The conjunctive adverb that had function to add an explanation is the expressions “in other words” and “that is”.<sup>121</sup> Both “in other words” and “that is” connect the ideas that aim to give more explanation to be clearly from the idea before. Although, the conjunctive adverb that had this function did not apply in I Am Malala novel.

11) To make a stronger statement

Making a stronger statement is the function of conjunctive adverb which involving expressions like “indeed” and “in fact”.<sup>122</sup> It means these connecting words use to connecting the ideas, so that they appear stronger statement. However, there was just the conjunctive adverb “in fact” was applied in I Am Malala novel. The data that related with this function can be seen in appendix.<sup>123</sup> Furthermore, the data that found in the novel as follows:

**CA/in fact/P1/SP3/S.211/PG.49:** Our weddings go on for several days of feasting. **In fact**, as my mother often reminds my father, he was not present for the actual ceremony.

**CA/in fact/P5/SP23/S.149/PG.262:** I thought the Taliban had cut it off. **In fact** the Pakistani doctors had shaved my head with no mercy

<sup>121</sup> Ann Hogue, *Ibid.*,

<sup>122</sup> Ann Hogue, *Ibid*, 391.

<sup>123</sup> Appendix.

## CHAPTER V

### DISCUSSION

The fifth chapter is discussion. This chapter discusses in depth related to the finding that occurred on *I Am Malala* novel.

#### A. The Types of Conjunction in I Am Malala Novel

The researcher found the types of conjunction in *I Am Malala* novel after analyzed it that used Hogue's theory. Those consisted of coordinating conjunction, correlative conjunction, subordinating conjunction, and conjunctive adverb. They were found completely in every part of *I Am Malala* novel. Additionally, each type of conjunction had the different amount of connecting word. The researcher found the connecting words that were applied in each type of conjunction that spread in every part of novel.

##### 1. Coordinating Conjunction

The researcher found the coordinating conjunction in *I Am Malala* novel that applied at the part one until part five. This type consisted of seven connecting words, such as *for, and, nor, but, or, yet, and so*.<sup>1</sup> After analyzed, the researcher found six connecting words of coordinating conjunction in the novel that was served in table 4.1.

From the table 4.1 can be seen that each the connecting words of coordinating conjunction was different distributing in the parts of novel. The researcher found the connecting words that were "and", "nor", "but", "or", "yet", and "so" that applied from part one until part five in *I Am Malala* novel. So, it can be concluded they were used completely in each part of novel. However, the connecting word "nor" just could be found in part one, three, and five in the novel.

---

<sup>1</sup> Ann Hogue, *The Essentials of English* (USA: Longman, 2003), 388.

In addition, each connecting word of coordinating conjunction had function if it was applied in a sentence. Those were among: the connecting word “and” was used to addition in a positive sentence, the connecting word “nor” was used to addition of a negative clause, the connecting word “but” was used to present contrast, the connecting word “or” was used to addition in a negative sentence or to present a choice, the connecting word “yet” was used to present surprise, and the connecting word “so” was used to present result.<sup>2</sup> Therefore, each connecting word had different function when it was applied in sentence.

Meanwhile, there was one connecting word of coordinating conjunction that did not find in novel that was “for”. “for” that applied in this novel had the function as a preposition not as conjunction. In this case, “for” didn’t followed by a subject and a verb. Meanwhile, when “for” as subordinating conjunction must be followed by a subject and a noun. It appropriate with the Hogue’s theory which a subordinating conjunction is followed by a subject and a verb, and a preposition is followed by a noun or noun phrase.<sup>3</sup>

## 2. Correlative Conjunction

According to Hogue’s theory the connecting words of correlative conjunction divided into five which the connecting words were always connect in pairs.<sup>4</sup> They consist of *both...and*, *not only...but also*, *either...or*, *neither...nor*, and *whether...or*.<sup>5</sup> Furthermore, the researcher found all the connecting words of correlative conjunction in I Am Malala novel, and it can be seen in table 4.2.

Additionally, the connecting words of correlative conjunction were appearing differently in each part of novel. The connecting word “both...and” was found in part

<sup>2</sup> *Ibid.*,

<sup>3</sup> *Ibid.*, 12.

<sup>4</sup> *Ibid.*, 13.

<sup>5</sup> *Ibid.*, 389.



one, two, and three. The connecting word “not only...but also” was found in part one and two. The connecting word “either...or” was found in part one, two, three, and four. The connecting word “neither...nor” could be found in part one, two, and three. Then, the connecting word “whether...or” was found in part two, four, and five. Therefore, these connecting words did not apply in every part of I Am Malala novel.

Furthermore, each connecting word in correlative conjunction had different function when it was applied in a sentence. More explanation of their function such as: “both...and” was used to show an addition, “not only...but also” also was used to show an addition, “either...or” was used to show positive choices, “neither...nor” was used to show negative choices, and “whether...or” was used to indicate one of two choices.<sup>6</sup> So, when using those connecting words must know their function, especially when applied them in a sentence.

### 3. Subordinating Conjunction

The researcher found the subordinating conjunction in I Am Malala novel which it was used at the part one until part five. This type had some connecting words which used to connect unequal ideas.<sup>7</sup> Moreover, a subordinating conjunction is the first word in a dependent clause.<sup>8</sup> There are three kinds of dependent clauses: adverb, adjective, and noun clause that are sometimes called subordinating clauses.<sup>9</sup> The connecting words of subordinating conjunction consisted of *after, as, just as, as long as, as soon as, before, since, until, when, whenever, while, where, wherever, anywhere, everywhere, because, so + adjective + that, so + adverb + that, such a(n) + noun + that, so much/many/little/few/ + noun + that, although, even though, though, whereas, as if, as though, as + adverb + as, as often as, so that, in order that,*

<sup>6</sup> *Ibid.*,

<sup>7</sup> *Ibid.*, 391

<sup>8</sup> *Ibid.*,

<sup>9</sup> *Ibid.*, 19.

*if, unless, who, whom, whose, that, which, whether, whether or not, whether...or not, if...or not, whoever, what, why, how, how much, how many, how long, and how often.*<sup>10</sup> Some subordinating conjunctions can introduce different kinds of dependent clauses.<sup>11</sup>

After analyzed, the researcher found some connecting words of subordinating conjunction, but they were not applied completely in the *I Am Malala* novel. The connecting words also spread in each part of novel and the data that found were showed in table 4.3. It can be concluded that the connecting words of subordinating conjunction had different distribution in each part of novel. The connecting words “after”, “as”, “before”, “until”, “when”, “while”, “where”, “because”, “so + adjective + that”, “although”, “even though”, “though”, “as if”, “if”, “who”, “that”, “which”, “what”, and “why” were used completely in part one until part five of *I Am Malala* novel. The connecting words “since”, “so + much/many/little/few + noun + that”, and “whose” were used in part one until part four and they did not used in part five of novel. The connecting words “just as”, “as long as”, and “as though” were used in part one until part three of novel. The connecting words “everywhere” and “such a(n) + noun + that” were used in part one and part two of novel. The connecting words “whenever”, “so that” and “how” were used in part one, two, three, and five of novel. The connecting word “whom” was used in part one, two, four, and five of novel. The connecting word “wherever” was used in part one, three, and four. The connecting word “as soon as” was used in part one, three, and four of novel. The connecting word “how much” was used in part two, four, and five of novel. The connecting word “whether” was used in part two, three, and five of novel. The connecting word “whoever” was used in part two and five of novel. Then, there were the connecting

---

<sup>10</sup> *Ibid.*, 391-393.

<sup>11</sup> *Ibid.*, 393.

words that only used in one part of novel, such as “anywhere” and “unless” in part one; “so + adverb + that”, “whereas”, “if...or not”, and “how many” in part three; then “as + adverb + as” and “whether...or not” in part four. Furthermore, there were also the connecting words that did not applied in novel, such as “as often as”, “in order that”, “whether or not”, “how long” and “how often”.

Additionally, each connecting word in subordinating conjunction had function to show relationship of the clause to the rest of the sentence. It is always in the beginning in a dependent clause in a sentence. There were some conjunction words that used at the first word in adverb clause. The connecting words “after”, “as”, “just as”, “as long as”, “as soon as”, “before”, “since”, “until”, “when”, “whenever”, and “while” were used to show time. The connecting words “where”, “wherever”, “anywhere”, and “everywhere were used to show place. The connecting words include “as”, “because”, and “since” were used to show reason. The connecting words “so + *adjective* + that”, “so + *adverb* + that”, “such a(n) + *noun* + that”, and “so much/many/little/few + *noun* + that” were used to show result. The connecting words “although”, “even though”, and “though” were used to show contrast. The connecting words “while” and “whereas” were used to show opposition. The connecting words “as”, “just as”, “as if”, and “as though” were used to show manner. The connecting word “as + *adverb* + as” was used to show distance. The connecting word “as often as” was used to show frequency. The connecting words “so that” and “in order that” were used to show purpose. The connecting words “if” and “unless were used to show condition.<sup>12</sup>

Additionally, there were some connecting words that used at the first word in adjective clause. The connecting words “who”, “whom”, “whose”, and “that” were

---

<sup>12</sup> *Ibid.*, 391-392.

used to refer to humans. The connecting words “which” and “that” were used to refer to nonhumans and things. The connecting words “when” and “where” were used to refer to a time or a place.<sup>13</sup> Then, there were some connecting words that used at the first word in noun clause. The connecting words “that”, “whether”, “whether or not”, “whether...or not”, “if”, “if...or not”, “who”, “whoever”, “whom”, “which”, “what”, “where”, “when”, “why”, “how”, “how much”, “how many”, “how long”, and “how often” were used to report information such as what someone thinks or says.<sup>14</sup>

#### 4. Conjunctive Adverb

The conjunctive adverb was found by researcher in I Am Malala novel. The connecting words of conjunctive adverb consisted of *also, besides, furthermore, in addition, moreover, however, nevertheless, nonetheless, still, in contrast, on the other hand, as a result, consequently, therefore, thus, meanwhile, afterward, then, subsequently, for example, for instance, similarly, likewise, instead, on the contrary, rather, on the other hand, alternatively, otherwise, in other words, that is, indeed, and in fact.*<sup>15</sup> After analyzed, the researcher only found some parts of them. It means all of connecting words of conjunctive adverb were not completely that applied in novel. The distributing of the connecting words that found were drawn in table 4.4.

Furthermore, table 4.4 showed the connecting words that did not find in I Am Malala novel such as *furthermore, in addition, moreover, nevertheless, nonetheless, in contrast, on the other hand, as a result, consequently, therefore, subsequently, for instance, similarly, likewise, on the contrary, rather, on the other hand, alternatively, in other words, that is, and indeed.* They were not found in the novel because they did not appear there to connect between independent clauses in the novel. Meanwhile, the

<sup>13</sup> *Ibid.*, 393.

<sup>14</sup> *Ibid.*,

<sup>15</sup> *Ibid.*, 389-391.

connecting words that found in the novel, such as *also*, *besides*, *however*, *still*, *thus*, *meanwhile*, *afterward*, *then*, *for example*, *instead*, *otherwise*, and *in fact*.

The connecting words that found in the novel appeared differently in each part of novel. The connecting words “also”, “still”, “afterward”, “then”, and “instead” were found in part one until part five. The connecting words “besides” and “however” were found in part one until part three. The connecting word “meanwhile” was found in part two, three, and four. The connecting word “thus” was found in part three. The connecting word “for example” was found in part one and part five. The connecting word “otherwise” was found only in part four. Then, the connecting word “in fact” was found only in part one, two, and five.

Each connecting word in conjunctive adverb had different function when they applied in the sentence. The connecting words “also” and “besides” were used to add a similar idea. The connecting words “however” and “still” were used to add a partial contrast. The connecting words “therefore” and “thus” used to show a result. The connecting words “meanwhile”, “afterward”, and “then” were used to list ideas in order of time. The connecting word “for example” was used to give an example. The connecting word “instead” was used to indicate the first statement is not true while the second statement is true, also this connecting word means as a substitute. The connecting word “otherwise” was used to give another possibility. Then, the connecting word “in fact” was used to make a stronger statement.<sup>16</sup> Moreover, those function would give the different relationship of each connecting word that applied in the sentence.

---

<sup>16</sup> *Ibid.*,

## B. The Conjunction Applied in I Am Malala Novel

From analyzed the researcher found four types of conjunction proposed by Hogue in I Am Malala Novel. The following explanation of the conjunctions applied in novel is below:

### 1. Coordinating Conjunction

Connecting words join ideas and show their relationship to one another.<sup>17</sup> Coordinating conjunctions connect grammatically equal elements and express equal relationship.<sup>18</sup> It means, coordinating conjunction had some connecting words that will show the meaning in relationship between the connected elements. The explanation of the functions in coordinating conjunction which appears in I Am Malala novel is below:

a. Addition in a positive sentence

- **OC/and/P3/SP17/S.06/PG.190:** I measured myself on my bedroom wall with a ruler **and** a pencil.

The data above located on part three in I Am Malala novel. It used the connecting word “and” that categorized as coordinating conjunction. The connecting word “and” is used to show addition in a positive sentence.<sup>19</sup> The data above showed “and” in the positive sentence which connected two nouns, those are *a ruler* and *a pencil*. So, “and” is used when the statements are similar.<sup>20</sup> According to Hogue, the connecting word “and” was categorized coordinating words which express equal relationship.<sup>21</sup> Therefore, “and”

<sup>17</sup> *Ibid.*, 388.

<sup>18</sup> *Ibid.*,

<sup>19</sup> *Ibid.*,

<sup>20</sup> Basic English Speaking, Conjunction: and, but, so, because, in <https://basicenglishspeaking.com/conjunction-and-but-so-because/>, (accessed on December, 5<sup>th</sup> 2021 at 09.20)

<sup>21</sup> Ann Hogue, *Ibid*, 388.

expressed equal relationship, and it used to add the further information from previous information in the sentence.

b. Addition in a negative sentence

- **OC/or/P5/SP24/S.197/PG.282:** It wasn't about the awards **or** the money.

The data above was taken from part five in I Am Malala novel. The conjunction "or" categorized as coordinating conjunction. The connecting word "or" is used to show addition in a negative sentence.<sup>22</sup> According to Hogue, the connecting word "or" categorized coordinating words which express equal relationship.<sup>23</sup> The data above showed "or" in negative sentence which connected two nouns, those are *the awards* and *the money*. So, it means that connected grammatically equal element.

c. Contrast

- **OC/but/P3/SP19/S.70/PG.214:** My father spoke like a lion, **but** I could see in his heart he was worried and scared.

The data above located in part three of I Am Malala novel. The connecting word "but" was used to show contrast.<sup>24</sup> Moreover, "but" is used to connect two opposite ideas.<sup>25</sup> It means, the conjunction "but" refers a meaning that had opposite from expectation or the fact between ideas. From data above, it can be seen that the conjunction "but" connected two independent clauses and there was a comma preceded the conjunction. Therefore, the position of conjunction "but" in data above used to clarify the ideas that were opposite ideas in the compound sentence.

d. Result

<sup>22</sup> *Ibid.*,

<sup>23</sup> *Ibid.*,

<sup>24</sup> *Ibid.*,

<sup>25</sup> Basic English Speaking, Conjunction: and, but, so, because, in <https://basicenglishspeaking.com/conjunction-and-but-so-because/>, (accessed on December, 6<sup>th</sup> 2021 at 07.20)

- **OC/so/P5/SP23/S.27/PG.258:** Dr Javid brought me an alphabet board **so** I could point to the letters.

The data above was taken from part five in I Am Malala novel. It showed the connecting word “so” that used to connect two independent clauses without a comma that preceded the conjunction. Sometimes a comma can omit when the clauses are very short.<sup>26</sup> Furthermore, the connecting word “so” is used to show result.<sup>27</sup> From data above, “so” used to show a result like solution from the matter happened from the event in the sentence. It means, “so” used to clarify the solution of the problem that happened.

e. Choice

- **OC/or/P2/SP9/S.180/PG.112:** At Eid we usually sacrifice animals like goats **or** sheep.

The data above was found by researcher in the part two of I Am Malala novel. There was the connecting word “or” connected two nouns in the sentence. The connecting word “or” is used to show choice.<sup>28</sup> From data, “or” showed some other possibilities or choices of sacrifice animals such as the first noun had possibility *goats* while the second noun had possibility *sheep*. Therefore, “or” showed a choice between two nouns above that purposed to connected them so that to be got the proper sentence.

f. Surprise

- **OC/yet/P1/SP5/S.128/PG.70:** They are rich and we are a poor country **yet** they loot and loot.

<sup>26</sup> Ann Hogue, *Ibid*, 33.

<sup>27</sup> *Ibid.*, 388.

<sup>28</sup> *Ibid.*, 388.



The data above was taken from part one in I Am Malala novel. The connecting word “yet” is used to show surprise.<sup>29</sup> Meanwhile, *yet* and *but* are normally spoken as reduced syllables and become tonal only for purposes of contrast.<sup>30</sup> So, it can be concluded that “yet” is used to show a relationship of the ideas that were surprise or contrast. The data above showed the connecting word “yet” that was connected two independent clauses. It used for introducing the clause *they are rich and we are a poor country* that was a surprising idea after the following clause *they loot and loot*.

g. Addition of a negative clause

- **OC/nor/P1/SP5/S.76/PG.67:** Not a single lie **nor** a single penny, not even the coins my father leaves around the house, which we’re allowed to buy snacks with.

The data above was taken from part one in I Am Malala Novel. The connecting word “nor” is used to addition of a negative clause in coordinating conjunction.<sup>31</sup> It used after a negative statement then adding another negative statement.<sup>32</sup> From data above, it can be seen “nor” connected two nouns in the negative clause. It presented noun *Not a single lie* to join another noun *a single penny* that was showed in negative clause of the sentence above.

## 2. Correlative Conjunction

Correlative conjunctions are sometimes called “paired conjunctions” because they always occur in pairs that give special emphasis to words and words groups they connect.<sup>33</sup> Like coordinating conjunctions, they connect grammatically equal

<sup>29</sup> *Ibid.*,

<sup>30</sup> M. A. K. Halliday and R. Hasan, *Cohesion in English* (London: Longman, 1976), 250.

<sup>31</sup> Ann Hogue, *Ibid*, 388.

<sup>32</sup> Macmillan dictionary, nor, in <https://www.macmillandictionary.com/dictionary/british/nor>, (accessed on October, 4<sup>th</sup> 2021 at 10.20)

<sup>33</sup> Ann Hogue, *Ibid*, 38.

elements and express equal ideas.<sup>34</sup> Hence, correlative conjunction had some connecting words that will show the meaning in relationship between the connected elements. The explanation of the function which appears in I Am Malala novel is below:

a. Addition

- **RC/both...and/P1/SP2/S.99/PG.31:** So our blood boiled over the Soviet invasion for **both** religious **and** nationalist reasons.

The data above was taken from part one in I Am Malala novel. There was the connecting word “both...and” as correlative conjunction. The connecting word “both...and” is used to show addition.<sup>35</sup> Meanwhile, “both...and” used to emphasize that something is true not just of one person, thing, or situation but also of another.<sup>36</sup> In data above, “both...and” used to connect two nouns such as *religious* and *nationalist* that had similarities as a reason. Moreover, “both...and” emphasized nouns as a reason in the sentence above. Therefore, it had a function to add the information in the sentence so that created a complete and clearly sentence.

- **RC/not only...but also/P1/SP2/S.96/PG.31:** He made Afghanistan a rallying point **not only** for the West, which wanted to stop the spread of communism from the Soviet Union, **but also** for Muslims from Sudan to Tajikistan, who saw it as a fellow Islamic country under attack from infidels.

The data above was found by researcher in part one of I Am Malala novel. It showed the connecting word “not only...but also” as correlative conjunction to connect two clauses. The connecting word “not only...but

<sup>34</sup> *Ibid.*, 389.

<sup>35</sup> *Ibid.*,

<sup>36</sup> Longman, Both...and, in <https://www.ldoceonline.com/dictionary/both-and>, (accessed on October, 7<sup>th</sup> 2021 at 18.18)

also” is used to show addition.<sup>37</sup> Furthermore, it worked in pairs that connected two clauses which expresses equal ideas to give more information in the sentence above.

b. Positive choices

- **RC/either...or/P1/SP4/S.128/PG.62:** ‘**Either** he leaves from poverty **or** he leaves for love.’

The data was taken from chapter one in I Am Malala novel. It showed the connecting word “either...or” as correlative conjunction so that had a function when applied in the sentence. The connecting word “either...or” is used to show positive choices.<sup>38</sup> It means, “either...or” expressed the equal relationship in the sentence. From data above showed “either...or” connected two clauses in the positive sentence. It expressed equal ideas that contained between clauses to give positive choices. Furthermore, "either...or" above used to suggest a choice between two options in data above. The options consisted *he leaves from poverty* and *he leaves for love*.

c. Negative choices

- **RC/neither...nor/P1/SP7/S.220/PG.94:** ‘I have a school, but I am **neither** a khan **nor** a political leader. I have no platform,’ he said.

The data above was taken from part one in I Am Malala novel. It showed “neither...nor” as connecting word. The connecting word “neither...nor” is used to show negative choices.<sup>39</sup> It means that “neither...nor” showed negative possibilities between the grammatically equal elements in the data above. Furthermore, “neither...nor” had purpose to give the options that were both negated. It connected two nouns, such as *a khan* and *a political leader*. In

<sup>37</sup> Ann Hogue, *Ibid*, 389.

<sup>38</sup> *Ibid.*, 389.

<sup>39</sup> *Ibid.*,

this case, “neither...nor” used to deny the nouns above as the options that served.

d. One of two choices

- **RC/whether...or/P4/SP21/S.317/PG.243:** ‘This is Malala’s, but I don’t know **whether** it’s to go abroad **or** to the heavens,’ he said.

The data above was found by researcher from part four in I Am Malala novel. The connecting word “whether...or” is used to show one of two choices.<sup>40</sup> From the data above, "whether...or" showed two different options which someone did not know the truth between the choices. Hence, "whether...or" used to connect between the choices *go abroad* or *the heavens* because between the possibilities did not know which one was true. Therefore, it could be concluded that the connecting word "whether...or" could be used both in a manner of confirmation and negation in the sentence.

### 3. Subordinating Conjunction

A subordinating conjunction introduces a clause that depends on a main, or independent clause.<sup>41</sup> Subordinating words connect unequal ideas that is the first word in a dependent clause.<sup>42</sup> Hence, it uses to make one idea more important than another in the sentence. Some subordinating conjunctions can introduce different kinds of dependent clauses.<sup>43</sup> So that, some connecting words of subordinating conjunction show more than one relationship. The explanation of the function in subordinating conjunction which appears in I Am Malala novel is below:

a. Time

<sup>40</sup> *Ibid.*,

<sup>41</sup> Marcella Frank, *Modern English a practical reference guide*, (New Jersey: Prentice-Hall, Inc, 1972), 215.

<sup>42</sup> Ann Hogue, *Ibid*, 391.

<sup>43</sup> *Ibid.*, 393.

- **SC/after/P3/SP18/S.107/PG.208:** She was a Pakistani journalist living in Alaska and wanted to meet me **after** she had seen the documentary about us on the *New York Times* website.

The data above was found in part three of I Am Malala novel. It showed the connecting word “after” as subordinating conjunction at the beginning of dependent clause. “after” can be used to introduce an adverb clause.<sup>44</sup> The connecting word “after” above expressed a relationship between independent clause and the adverb clause. Moreover, “after” is used to show time.<sup>45</sup> From data above, “after” added the information about time from independent clause *She was a Pakistani journalist living in Alaska and wanted to meet me*. So, the time of the event in the dependent clauses was clearly.

- **SC/as/P1/SP6/S.01/PG.75:** **As** the Khushal school started to attract more pupils, we moved again and finally had a television.

The data above was taken from part one in I Am Malala novel. It showed the connecting word “as” at the beginning of dependent clause. In data above, the connecting word “as” is used to show time.<sup>46</sup> Moreover, “as” means during that time.<sup>47</sup> From data above, “as” expressed a relationship between independent clause and the adverb clause in the sentence that there was a comma to separate the clauses. So, it added the information about time from the independent clause *we moved again and finally had a television*.

- **SC/just as/P3/SP16/S.258/PG.187:** First the earthquake, then the Taliban, then the military operation, and now, **just as** we were starting to rebuild, devastating floods arrived to wash all our work away.

---

<sup>44</sup> Betty Schramper Azar, *Understanding and Using English Grammar (2<sup>nd</sup> edition)*, (New Jersey: Prentice Hall Regents, 1989), 302.

<sup>45</sup> Ann Hogue, *Ibid*, 391.

<sup>46</sup> *Ibid.*,

<sup>47</sup> Betty Schramper Azar, *Ibid*, 298.

The data above was taken from part three in I Am Malala novel. It showed “just as” as connecting word of subordinating conjunction. “just as” can be used to introduce an adverb clause.<sup>48</sup> The connecting word “just as” above expressed a relationship between independent clause and the adverb clause. Moreover, “just as” is used to show time.<sup>49</sup> It used at the beginning of adverb clause to adding the information about time from the independent clause *devastating floods arrived to wash all our work away.*

- **SC/as long as/P1/SP4/S.15/PG.56:** The journey usually took about five hours, **as long as** the road had not been washed away by rains or landslides, and the Flying Coach left early in the morning.

The data above was found in the part one of I Am Malala novel. The connecting word “as long as” was used in the data that was at the beginning of the dependent clause. “as long as” can be used to introduce an adverb clause.<sup>50</sup> Furthermore, the connecting word “as long as” above expressed a relationship between independent clause and the adverb clause. There was a comma that was used to separate the clauses. “as long as” is used to show time.<sup>51</sup> It added the information about time from the independent clause *The journey usually took about five hours.* Additionally, the connecting word “as long as” has meaning during all that time.<sup>52</sup>

- **SC/as soon as/P4/SP21/S.18/PG.230:** **As soon as** he had finished, my father did not wait to take questions from the audience and instead rushed off to the hospital with Ahmad Shah and another friend, Riaz, who had a car.

---

<sup>48</sup> Ann Hogue, *Ibid*, 391.

<sup>49</sup> *Ibid.*,

<sup>50</sup> Ann Hogue, *Ibid*, 391.

<sup>51</sup> *Ibid.*,

<sup>52</sup> Betty Schramper Azar, *Ibid*, 298.

The data above was taken from part four of I Am Malala novel. There was the connecting word “as soon as” at the beginning of dependent clause which it categorized as adverb clause. The clause *As soon as he had finished* cannot stand alone in the sentence that must be connected to the independent clause. So that, the connecting word “as soon as” above expressed a relationship between independent clause and the adverb clause which there was a comma to separate the clauses. Furthermore, the connecting word “as soon as” is used to show time.<sup>53</sup> It added the information about time from the independent clause *my father did not wait to take questions from the audience and instead rushed off to the hospital with Ahmad Shah and another friend, Riaz, who had a car.* Moreover, “as soon as” means when one event happens or another event happens soon afterwards.<sup>54</sup>

- **SC/before/P2/SP14/S.179/PG.161:** People said he had looked uneasy on stage **before** he spoke.

The data above was taken from part two in I Am Malala novel. It showed “before” was applied as connecting word in the dependent clause. “before” can be used to introduce an adverb clause.<sup>55</sup> So, it expressed a relationship between independent clause and the adverb clause. Meanwhile, the connecting word “before” is used to show time.<sup>56</sup> The adverb clause *before he spoke* added the information about time from the independent clause *People said he had looked uneasy on stage.* It means, “before” showed the independent clause happened earlier than the adverb clause.

<sup>53</sup> Ann Hogue, *Ibid*, 391.

<sup>54</sup> Betty Schramper Azar, *Ibid*, 298.

<sup>55</sup> Ann Hogue, *Ibid*, 391.

<sup>56</sup> *Ibid*,

- **SC/since/P2/SP10/S.114/PG.120:** Benazir had been in exile **since** I was two years old, but I had heard so much about her from my father and was very excited that she would return and we might have a woman leader once more.

The data above was taken from part two in I Am Malala novel. The connecting word “since” expressed a relationship between independent clause and the adverb clause. The adverb clause cannot stand alone without independent clause. Furthermore, “since” is used to show time.<sup>57</sup> So, “since” added the information about time in the independent clause *Benazir had been in exile*. Meanwhile, “since” means from that time to the present.<sup>58</sup> The data above showed the independent clause was past perfect tense and the adverb clause was past tense, so that it showed a different time. Therefore, the connecting word “since” used to occur time in the data.

- **SC/until/P1/SP5/S.154/PG.71:** General Zia had promised to be in power for ninety days and had stayed more than eleven years **until** he was killed in an air crash.

The data above was found in part one in I Am Malala novel. The connecting word “until” was at the beginning of the adverb clause. It expressed a relationship between independent clause and adverb clause. Furthermore, it is used to show time.<sup>59</sup> So, “until” was occurred to add the information about time in the independent clause *General Zia had promised to be in power for ninety days and had stayed more than eleven years*. Furthermore, the connecting word “until” means to that time and then no longer.<sup>60</sup>

<sup>57</sup> *Ibid.*,

<sup>58</sup> Betty Schramper Azar, *Ibid*, 298.

<sup>59</sup> Ann Hogue, *Ibid*, 391.

<sup>60</sup> Betty Schramper Azar, *Ibid*, 298.



- **SC/when/P2/SP11/S.08/PG.125:** **When** we decorated our hands with henna for holidays and weddings, we drew calculus and chemical formulae instead of flowers and butterflies.

The data above found from part two in I Am Malala novel. “when” was used at the beginning of the adverb clause. In data above, it was showed to connect the independent clause and the adverb clause. Furthermore, “when” is used to show time.<sup>61</sup> In this case, “when” added the information about time in the independent clause *we drew calculus and chemical formulae instead of flowers and butterflies*. “when” means at that time.<sup>62</sup> Therefore, “when” in data above refers a time that meant at that time of the event in data happened.

- **SC/whenever/P1/SP4/S.136/PG.63:** Women in the village hid their faces **whenever** they left their purdah quarters and could not meet or speak to men who were not their close relatives.

The data above was taken from part one in I Am Malala novel. The connecting word “whenever” is used to show time.<sup>63</sup> It was used to connect the independent clause and adverb clause. Furthermore, “whenever” means every time.<sup>64</sup> It was at the beginning of adverb clauses that added the information about time to express a relationship from the independent clause *Women in the village hid their faces*. So, “whenever” made the clauses in data above became clearly so that they related each other.

- **SC/while/P2/SP12/S.36/PG.139:** My father told me about a woman who had donated generously to the Taliban **while** her husband was working abroad.

<sup>61</sup> Ann Hogue, *Ibid*, 391.

<sup>62</sup> Betty Schramper Azar, *Ibid*, 298.

<sup>63</sup> Ann Hogue, *Ibid*, 391.

<sup>64</sup> Betty Schramper Azar, *Ibid*, 298.

The data above was taken from part two in I Am Malala novel. The data above showed the connecting word “while” to connect the independent clause and adverb clause. It used at the beginning of adverb clause. The connecting word “while” is used to show time.<sup>65</sup> The time relationship was showed when the connecting word “while” introduce the adverb clause while her husband was working abroad. Furthermore, “while” also has meaning during that time.<sup>66</sup>

b. Place

- **SC/where/P3/SP20/S.11/PG.220:** I was particularly scared of the steps leading up to our street **where** the boys used to hang out.

The data above could be seen in part three of I Am Malala novel. The type of conjunction in the data above is subordinating conjunction that was presented by “where”. The connecting word “where” occurred in the middle of the sentence. It is used to show place.<sup>67</sup> This connecting word created a place relationship between the independent clause and the adverb clauses. Furthermore, “where” was used in adverb clause to add information about a place that referred to the independent clause *I was particularly scared of the steps leading up to our street.*

- **SC/wherever/P3/SP17/S.87/PG.194:** The mujahideen will find you **wherever** you go.

The data above was taken from part three in I Am Malala novel. It showed “whenever” occurred in the middle of the sentence above. The connecting word “whenever” in the sentence above was categorized as subordinating

<sup>65</sup> Ann Hogue, *Ibid*, 391.

<sup>66</sup> Betty Schramper Azar, *Ibid*, 298.

<sup>67</sup> Ann Hogue, *Ibid*, 391.

conjunction. It is used to show place.<sup>68</sup> Furthermore, it expressed a relationship between independent clause and adverb clause. Moreover, it was used in adverb clause to add information about a place in the sentence above.

- **SC/everywhere/P2/SP13/S.115/PG.148:** That wasn't easy with a camera trained on me **everywhere** I went even as I brushed my teeth.

The data above was taken from part two in I Am Malala novel. It used the connecting word "everywhere" that was categorized as subordinating conjunction. It applied in the middle of the sentence to indicate the relationship between independent clause and adverb clause. Moreover, the connecting word "everywhere" is used to show a place.<sup>69</sup> Therefore, it used to add the information about a place so that to be clearly for independent clause *That wasn't easy with a camera trained on me.*

c. Reason

- **SC/as/P3/SP17/S.26/PG.191:** Some of them were in desperate situations, **as** they had no way to support themselves.

The data above was found in part three of I Am Malala novel. It showed "as" as subordinating conjunction that applied in the middle of the sentence. Moreover, it used to introduce adverb clause. The connecting word "as" is used to show reason.<sup>70</sup> "as" means because.<sup>71</sup> It also used to add information about reason in the sentence above. From the data above, "as" occurred after the result that showed in the independent clause *Some of them were in desperate situations.* Furthermore, it occurred before the cause that showed in the adverb clause *as they had no way to support themselves.*

<sup>68</sup> *Ibid.*,

<sup>69</sup> *Ibid.*,

<sup>70</sup> *Ibid.*,

<sup>71</sup> Betty Schramper Azar, *Ibid*, 303.

- **SC/because/P3/SP18/S.30/PG.204:** On the plane we noticed that some people could not find their seats **because** they could not read letters and numbers.

The data above was found in part three of I Am Malala novel. The connecting word “because” was applied in the sentence above to introduce adverb clause and it was categorized as subordinating conjunction. “because” introduced an adverb clause because it was followed by a subject and verb. Additionally, it is used to show reason.<sup>72</sup> It used to express a reason that connected the adverb clause and the independent clause. In data, the connecting word “because” was used after the result and before the cause

- **SC/since/P3/SP20/S.119/PG.225:** Around that time my mother was probably just going through the doorway into our school for her first lesson **since** she had left school at age six.

The data above was taken from part three in I Am Malala novel. It used the connecting word “since” which was categorized as subordinating conjunction. “since” is used to show reason.<sup>73</sup> From data above, it used to express reason that connected the independent clause and adverb clause. It has the meaning *because*.<sup>74</sup> Therefore, for this case “since” had a meaning as a result of presupposing a reason that was *Around that time my mother was probably just going through the doorway into our school for her first lesson.*

#### d. Result

- **SC/so+adjective+that/P1/SP1/S.33/PG.14:** The Afghans were **so proud that** the last Afghan king built a Maiwand victory monument in the center of Kabul.

<sup>72</sup> Ann Hogue, *Ibid*, 391.

<sup>73</sup> *Ibid.*,

<sup>74</sup> Betty Schramper Azar, *Ibid*, 303.

The data above was found in part one in I Am Malala novel. It showed a connecting word that used a pattern “so + *adjective* + that”. According to Hogue, “so + *adjective* + that” is used to show result.<sup>75</sup> The adjective that used in the pattern was the word *proud*. Therefore, *so proud that* in the sentence above referred a connecting word to express a reason that categorized as subordinating conjunction. In this case, the pattern in sentence above showed cause and effect that contained in the clauses. The cause was expressed from the clause *the last Afghan king built a Maiwand victory monument in the center of Kabul*. Then, the effect was expressed from the clause *The Afghans were proud*.

- **SC/so+adverb+that/P3/SP19/S.184/PG.219:** I shouted at him **so angrily that** he stopped.

The data above was found in part three of I Am Malala novel. The data above showed the connecting word that had pattern “so + *adverb* + that”. It showed *so angrily that* used the pattern. The adverb that used in the pattern was the word *angrily*. Moreover, “so + *adverb* + that” is used to show result.<sup>76</sup> From the data above, it showed two clauses that occurred the cause and effect. The clause *I shouted at him angrily* was a cause, meanwhile the clause *he stopped* was an effect that contained in the sentence.

- **SC/such a(n)+noun+that/P1/SP2/S.167/PG.35:** It was **such a small discount that** most teachers did not bother, but he forced my father to apply for the rebate.

The data above was taken from part one in I Am Malala novel. There was a connecting word to connecting two clauses in the sentence above. The

---

<sup>75</sup> Ann Hogue, *Ibid*, 392.

<sup>76</sup> *Ibid.*,

connecting word that used a pattern “such a(n) + *noun* + that”. *such a small discount that* was formed by the pattern “such a(n) + *noun* + that” where *a small discount* was the *noun* in the pattern. Furthermore, the connecting word from the pattern “such a(n) + *noun* + that” was used to show result.<sup>77</sup> So, it used to express a reason that connected the adverb clause and the independent clause in the sentence above.

- **SC/so much/many/little/few+noun+that/P1/SP3/S.102/PG.43:** Muslims widely considered it blasphemous and it provoked **so much outrage that** it seemed people were talking of little else.

The data above was taken from part one in I Am Malala novel. It used the connecting word that was formed by a pattern “few + *noun* + that”. In pattern showed the word *outrage* as *noun*. Furthermore, “few + *noun* + that” is used to show result.<sup>78</sup> In data above, this pattern connected two clauses to express a result relationship. There was a result from the cause that occurred in the clauses. The cause was the clause *Muslims widely considered it blasphemous and it provoked outrage* and the effect was the clause *it seemed people were talking of little else*. So, the connecting word that used the pattern “few + *noun* + that” would express result relationship in the clauses that were connected.

e. Contrast

- **SC/although/P2/SP10/S.92/PG.118:** They called it Operation Silence **although** it was very loud.

The data above was taken from part two in I Am Malala novel. It used a connecting word “although” that occurred at the middle of the sentence. It

---

<sup>77</sup> *Ibid.*,

<sup>78</sup> *Ibid.*,

used to connect the independent clause and the adverb clause. The connecting word “although” is used to show contrast.<sup>79</sup> The contrast meaning occurred between two clauses. From the data above, it can be concluded that “although” as the connecting word was used to create a contrast relationship between two clauses in the sentence.

- **SC/even though/P1/SP5/S.176/PG.72:** I think of her as my big sister **even though** I am six months older than her.

The data above was found in part one of I Am Malala novel. The data showed the connecting word “even though” that was categorized as subordinating conjunction. “even though” was used to introduce an adverb clause. It also expressed relationship between the clauses above. Furthermore, the connecting word “even though” is used to show contrast.<sup>80</sup> Therefore, the connecting word “even though” applied in the sentence to show contrast relationship between two clauses in the sentence.

- **SC/though/P4/SP22/S.124/PG.250:** My parents had no idea of any of these negotiations **though** they knew discussions were under way to move me overseas.

The data above was taken from part four in I Am Malala novel. “though” in the sentence above was a connecting word which categorized subordinating conjunction. It applied to connect between two clauses in the sentence. Furthermore, “though” introduces an adverb clause that is used to show contrast.<sup>81</sup> In addition, it used to introduce a statement that makes the main

---

<sup>79</sup> *Ibid.*,

<sup>80</sup> *Ibid.*,

<sup>81</sup> *Ibid.*,

statement coming after it seem surprising, unlikely, or unexpected.<sup>82</sup> From data above, “though” as relation to give a meaning in the sentence was being a comparison in the same context.

f. Opposition

- **SC/while/P1/SP2/S.37/PG.27:** As in most families, the girls stayed at home **while** the boys went to school.

The data above was found in part one in I Am Malala novel. It showed the connecting word “while” that was categorized as subordinating conjunction. It is used to show opposition.<sup>83</sup> Moreover, “whereas” and “while” may be used with the idea of either clause with no difference in meaning.<sup>84</sup> From data above, “while” expressed opposition that connected the independent clause and adverb clause. In this case, the connecting word “while” did not make difference which the first idea came and which the second idea came. So, between two clauses above occurred opposition relationship.

- **SC/whereas/P3/SP18/S.42/PG.205:** The *mohajir* areas we saw all seemed very organized and neat **whereas** the Pashtun areas were dirty and chaotic.

The data above was taken from part three in I Am Malala novel. It showed the connecting word “whereas” that categorized as subordinating conjunction. The connecting word “whereas” is used to show opposition.<sup>85</sup> It also used for comparing two things, people, situations etc. and showing that there is an important difference between them.<sup>86</sup> Therefore, “whereas” in the data above

---

<sup>82</sup> Longman, Though, in <https://www.ldoceonline.com/dictionary/though>, (accessed on October, 10<sup>th</sup> 2021 at 07.20)

<sup>83</sup> Ann Hogue, *Ibid*, 392.

<sup>84</sup> Betty Schramper Azar, *Ibid*, 328.

<sup>85</sup> Ann Hogue, *Ibid*, 392.

<sup>86</sup> <https://www.macmillandictionary.com/dictionary/british/whereas> (accessed on November, 20<sup>th</sup> 2021 at 07.13)



expressed opposition relationship between two clauses. So that, it used to highlight a significant difference between them.

g. Manner

- **SC/as/P1/SP7/S.04/PG.84:** For the first time my mother could buy nice clothes and even send out for food **as** she had dreamed of doing back in the village.

The data above was taken from part one in I Am Malala novel. It showed the connecting word “as” that categorized as subordinating conjunction. It appeared at the middle of the sentence above. The connecting word “as” is used to show manner.<sup>87</sup> Meanwhile, “as” manner clauses may include the idea of comparison.<sup>88</sup> From data above, the connecting word “as” expressed a manner that connected two clauses so that created a proper relationship between them.

- **SC/just as/P3/SP19/S.87/PG.215:** ‘There’s a painting competition **just as** we have debating competitions, cookery competitions and essay contests.’

The data above was taken from part three in I Am Malala novel. It applied the connecting word “just as” that indicated a relationship between the independent clause and the adverb clause. The connecting word “just as” is used to show manner.<sup>89</sup> In data above, “just as” was occurred to connect two clauses that created a manner relationship. From data above, the manner referred of kinds of competitions that existed.

- **SC/as if/P1/SP16/S.12/PG.175:** The city was silent and emptied of people and traffic **as if** a plague had descended.

<sup>87</sup> Ann Hogue, *Ibid.*,

<sup>88</sup> Betty Schramper Azar, *Ibid*, 267.

<sup>89</sup> Ann Hogue, *Ibid.*,

The data above was found in part one in I Am Malala novel. It used the connecting word “as if” that appeared at the middle of the sentence. The connecting word “as if” is used to show manner.<sup>90</sup> It expressed manner to connect the independent clause and the adverb clause. Furthermore, “as if” occurred to describe something in the sentence that was not true or not happen in reality, so that it to emphasize something an imaginary.

- **SC/as though/P3/SP17/S.127/PG.196:** It didn’t sound **as though** he had put up a fight.

The data above was taken from part three in I Am Malala novel. The connecting word “as though” was applied to express a relationship between the independent clause and the adverb clause. It also used to introduce the adverb clause. “as though” is used to show manner.<sup>91</sup> Furthermore, it suggested the idea that something might happen in the sentence above.

#### h. Distance

- **SC/as+adverb+as/P4/SP22/S.05/PG.244:** **As far as** he could see, I was medically dead.

The data above was taken from part four in I Am Malala novel. It applied the connecting word used the pattern “as + *adverb* + as”. The connecting word that has pattern “as + *adverb* + as” is used to show distance.<sup>92</sup> Furthermore, the word *far* at the middle of as that showed above as adverb. Hence, the conjunction "as far as" was meant to the extent or degree that. From data above, it reflected how a particular degree of a clause *he could see* with regard to the clause *I was medically dead* that was behind of that.

#### i. Purpose

---

<sup>90</sup> *Ibid.*,

<sup>91</sup> *Ibid.*,

<sup>92</sup> *Ibid.*,

- **SC/so that/P2/SP12/S.01/PG.137:** The bodies would be dumped in the square at night **so that** everyone would see them the next morning on their way to work.

The data above was taken from part two of I Am Malala novel. It showed the connecting word “so that” that categorized as subordinating conjunction. The connecting word “so that” is used to show purpose.<sup>93</sup> It introduced adverb clause in the sentence above. Therefore, “so that” was used to connect the purpose clause to the main clause. Furthermore, it can be seen “so that” was followed by a modal verb would that indicated a past sentence in data above. Therefore, using the connecting word “so that” created a proper sentence to connect between the ideas in the sentence.

j. Condition

- **SC/if/P5/SP23/S.138/PG.262:** The next morning he asked the major in charge of security **if** he could borrow his phone to call Colonel Junaid.

The data above was found from part five in I Am Malala novel. It used a connecting word “if” as subordinating conjunction at the middle of the sentence. The connecting word “if” is used to show condition.<sup>94</sup> Moreover, “if clauses” present possible conditions that the main clause expresses result.<sup>95</sup> In this case, the connecting word “if” stated the condition for the result to not happen or happen. It was used to introduced adverb clause that present a condition. In the data above, the condition referred in the clause *he could borrow his phone to call Colonel Junaid* and the result in the clause *The next morning he asked the major in charge of security*.

---

<sup>93</sup> *Ibid.*,

<sup>94</sup> *Ibid.*,

<sup>95</sup> Betty Schramper Azar, *Ibid*, 330.

- **SC/unless/P1/SP4/S.87/PG.60:** If it was anything serious they would have to make the long bus journey to Mingora **unless** they were lucky enough to know someone with a car.

The data above was taken from part one in I Am Malala novel. It showed the connecting word “unless” that categorized as subordinating conjunction. It occurred at the middle of the sentence. Additionally, the connecting word “unless” was used to show condition.<sup>96</sup> From the data above, “unless” was used to introduce adverb clause. Furthermore, “unless” means *if...not*.<sup>97</sup> Moreover, “unless” used to say that something can only happen or be true in a particular situation. So, it means that something would not happen when someone does not do something.

k. To refer to human

- **SC/who/P1/SP2/S.06/PG.26:** A stutter was a terrible thing for a man **who** so loved words and poetry.

The data above was taken from part one in I Am Malala novel. It showed the connecting word “who” as subordinating conjunction that introduced adjective clause. “who” connect the independent clause and dependent clause. Furthermore, the connecting word “who” is used to refer to human.<sup>98</sup> Therefore, “who” used to occur the information to give more descriptive about noun or pronoun. In this case, “who” is used for people.<sup>99</sup> In data above, the clause *who so loved words and poetry* gave descriptive information about *a man*.

<sup>96</sup> Ann Hogue, *Ibid.*,

<sup>97</sup> *Ibid.*, 100.

<sup>98</sup> *Ibid.*, 393.

<sup>99</sup> *Ibid.*, 187.

- **SC/whom/P2/SP10/S.60/PG.117:** It was run by two brothers, Abdul Aziz and Abdul Rashid, and had become a center for spreading propaganda about bin Laden, **whom** Abdul Rashid had met in Kandahar when visiting Mullah Omar.

The data above was taken from part two of I Am Malala novel. It showed the connecting word “whom” to connect two clauses in the data above. The connecting word “whom” is used to refer to human.<sup>100</sup> It introduced an adjective clause in the sentence. From data above, the clause *whom Abdul Rashid had met in Kandahar when visiting Mullah Omar* gave more information about *bin Laden*.

- **SC/whose/P4/SP21/S.210/PG.237:** It was a brave decision by Colonel Junaid, **whose** superiors were not convinced and were being told by other people that I should be sent abroad.

The data above was found from part four in I Am Malala novel. It showed the connecting word “whose” as subordinating conjunction that showed at the middle of the sentence. The connecting word “whose” is used to refer to human.<sup>101</sup> From data above, it introduced an adjective clause. The adjective clause *whose superiors were not convinced and were being told by other people that I should be sent abroad* modified noun *Colonel Junaid*. Therefore, “whose” occurred in the sentence above to give more information about the noun that applied in the sentence.

- **SC/that/P3/SP16/S.169/PG.183:** It was because of the army operation to expel the Taliban **that** we had all had to leave and found ourselves in this situation now.

---

<sup>100</sup> *Ibid*, 393.

<sup>101</sup> *Ibid*.,

The data above was taken from part three in I Am Malala novel. The connecting word “that” was applied in the sentence. It used at the middle of the sentence to connect two clauses. Furthermore, the connecting word “that” is used to refer to human.<sup>102</sup> The clause *that we had all had to leave and found ourselves in this situation now* gave more information about the noun *army operation*.

l. To refer to nonhumans and things

- **SC/which/P5/SP23/S.144/PG.262:** The nurses brought me a small white mirror **which** I still have.

The data above was found from part five in I Am Malala novel. The connecting word “which” was applied that categorized as subordinating conjunction. It occurred to connect two clauses in the sentence. Meanwhile, the connecting word “which” introduced an adjective clause. It was used to refer to nonhuman and things.<sup>103</sup> Furthermore, the clause *which I still have* gave more information about *a small white mirror*.

- **SC/that/P1/SP5/S.47/PG.66:** She took the pink phone **that** *Aba* bought me.

The data above was taken from part one in I Am Malala novel. It showed the connecting word “that” to connect two clauses. The connecting word “that” is used to refer to nonhuman and things.<sup>104</sup> From data above, it occurred at the middle of the sentence that introduced adjective clause. In this case, adjective clause was preceded by the noun *the pink phone*. Therefore, the connecting word “that” gave more information of the noun *the pink phone*.

m. To refer to a time or a place

---

<sup>102</sup> *Ibid.*,

<sup>103</sup> *Ibid.*,

<sup>104</sup> *Ibid.*,

- **SC/when/P1/SP1/S.07/PG.13:** For most Pashtuns it's a gloomy day **when** a daughter is born.

The data above was found from part one in I Am Malala novel. The connecting word "when" was applied at the middle of the sentence to connect two clauses. According to Hogue, "when" is used to refer to a time or a place.<sup>105</sup> In this case, the connecting word "when" was applied to refer to a time. A time refers to *a gloomy day* which was in the independent clause of the sentence above. Therefore, the connecting word "when" introduced an adjective clause that was occurred to explain more information of the noun.

- **SC/where/P3/SP18/S.103/PG.208:** We live in a place **where** schools are blown up.

The data above was taken from part three of I Am Malala novel. There were two clauses which "where" showed as connecting word at the middle of the sentence above. The connecting word "where" is used to refer to a time or a place.<sup>106</sup> From the data above, "where" was applied to give more information of a place. Moreover, using "where" when the relative word replaces a prepositional phrase of place.<sup>107</sup> In this case, *where schools are blown up* was adjective clause that had an antecedent *a place*.

- n. To report information such as what someone thinks or says

- **SC/that/P1/SP3/S.22/PG.39:** He believed **that** lack of education was the root of all Pakistan's problems.

The data above was taken from part one in I Am Malala novel. It used the connecting word "that" to connect two clauses in the sentence. From the data above, the connecting word "that" introduced noun clause. Noun clause report

<sup>105</sup> *Ibid.*,

<sup>106</sup> *Ibid.*,

<sup>107</sup> *Ibid*, 189.

information such as what someone thinks or says.<sup>108</sup> From the data, the clause *that lack of education was the root of all Pakistan's problems* was noun clause derived from the statement. It is used as the object of the verb *believed*. Therefore, the connecting word “that” occurred after the main subject to give additional information about the main subject.

- **SC/whether/P3/SP18/S.116/PG.208:** They told my father that the police had turned up at the house and demanded to know **whether** we had received any threats.

The data above was found from part three in I Am Malala novel. It showed the connecting word “whether” to connect two clauses in the sentence. It introduced noun clauses that report information such as what someone thinks or says.<sup>109</sup> Furthermore, “whether” is a subordinating conjunction that shows that there are two choices.<sup>110</sup> From the data above was showed that the clause *whether we had received any threats* was noun clause derived from the statement.

- **SC/whether...or not/P4/SP22/S.95/PG.249:** General Kayani asked Dr Javid **whether** I should be sent abroad **or not**.

The data above was taken from part four of I Am Malala novel. It showed the connecting word “whether...or not” that categorized subordinating conjunction. The connecting word “whether...or not” introduced noun clause which was to report information such as what someone thinks or says.<sup>111</sup> Moreover, “whether” introduces a noun clause from a yes-no question, it is

<sup>108</sup> *Ibid*, 42.

<sup>109</sup> *Ibid*, 42.

<sup>110</sup> *Ibid*, 409.

<sup>111</sup> *Ibid*, 42.



not unnatural that it should denote a positive or a negative choice.<sup>112</sup> In this case, the choice is negative because there was the addition *or not* in the end of noun clause.

- **SC/if/P1/SP3/S.39/PG.40:** He knew **if** she had been alive, she would have been on his side.

The data above was taken from part one in I Am Malala novel. The connecting word “if” was used to connect two clauses in the sentence. It introduced noun clauses that applied to report information such as what someone thinks or says.<sup>113</sup> Furthermore, “if” is an informal alternative for “whether” in noun clause objects only.<sup>114</sup> From the data showed “if” was used as the object from the verb *knew*.

- **SC/if...or not/P3/SP17/S.31/PG.191:** ‘I just want to know **if** my husband is dead **or not**,’ pleaded one lady I met.

The data above was taken from part three in I Am Malala novel. It showed “if...or not” as conjunction that categorized subordinating conjunction. The connecting word “if...or not” occurred to connect two clauses in the data above. Moreover, “if” is an informal alternative for “whether” in noun clause objects only and the addition “or not” that used with “if” only at the end of a short noun clause object.<sup>115</sup> Therefore, the connecting word “if...or not” in the clause *if my husband is dead or not* as noun clause that derived from question. In data above, it had a function as object. So, as noun clause it used to report information such as what someone thinks or says.<sup>116</sup>

<sup>112</sup> Marcella Frank, *Ibid*, 294.

<sup>113</sup> Ann Hogue, *Ibid.*,

<sup>114</sup> Marcella Frank, *Ibid*.

<sup>115</sup> *Ibid.*,

<sup>116</sup> Ann Hogue, *Ibid.*,

- **SC/who/P1/SP6/S.12/PG.75:** The pencil was never there, but I knew **who** I would help first.

The data above was taken from part one in I Am Malala novel. It occurred the connecting word “who” that categorized as subordinating conjunction to introduce noun clause. Noun clause report information such as what someone thinks or says.<sup>117</sup> Furthermore, who in noun clause objects occurs chiefly after some verbs of indirect speech or mental activity.<sup>118</sup> The connecting word “who” connected two clauses such as independent clause and dependent clause (noun clause). So, the noun clause *who I would help first* was the object of the verb *knew*.

- **SC/whoever/P2/SP14/S.83/PG.156:** We needed peace **whoever** brought it.

The data above was taken from part two in I Am Malala novel. The connecting word “whoever” was occurred to introduce noun clause. Noun clause report information such as what someone thinks or says.<sup>119</sup> Moreover, “whoever” was applied at the middle of the sentence to connect two clauses which was different kind of the clause. From the data showed “whoever” was the subject of the verb *brought* in the noun clause.

- **SC/which/P3/SP18/S.97/PG.208:** There seemed to be so many things about **which** people were fighting.

The data above was found in part four of I Am Malala novel. It could be seen that the connecting word “which” was used in the sentence. The connecting word “which” introduced noun clauses that applied to report information such as what someone thinks or says.<sup>120</sup> It introduced noun clause

<sup>117</sup> *Ibid.*,

<sup>118</sup> Marcella Frank, *Ibid*, 296.

<sup>119</sup> Ann Hogue, *Ibid*, 42.

<sup>120</sup> *Ibid.*,

which from WH-question word. Here, “which” functioned as object of preposition *about*. Therefore, the connecting word “which” was applied in the data which had a purpose to report the information from the statement in the independent clause.

- **SC/what/P3/SP20/S.39/PG.222:** Usually I liked exams as a chance to show **what** I could do.

The data above was taken from part three in I Am Malala novel. The connecting word “what” which was categorized as subordinating conjunction. It introduced noun clause in the data above. Furthermore, it connected two clauses, that were independent clause and dependent clause. The connecting word “what” for noun clause is used to report information such as what someone thinks or says.<sup>121</sup> In data above, “what” had a function as object which the noun clause *what I could do* derived from WH-question.

- **SC/where/P2/SP9/S.98/PG.108:** Our men think earning money and ordering around others is **where** power lies.

The data above was found from part two of I Am Malala novel. It applied the connecting word “where” to connect two clauses in the sentence. The connecting word “where” was used to indicated noun clause in the data. Noun clause report information such as what someone thinks or says.<sup>122</sup> In data above, the clause *where power lies* was derived from question, especially WH-question. It had a function as complement of subject or subjective complement because it occurred after linking verb to be *is*. Furthermore, the connecting word “where” reported the information that contained from the clause before.

---

<sup>121</sup> *Ibid.*,

<sup>122</sup> *Ibid.*,

- **SC/when/P1/SP2/S.79/PG.30:** Everything changed **when** my father was ten.

The data above was taken from part one in I Am Malala novel. It showed the connecting word “when” that categorized as subordinating conjunction. In data above, “when” introduced noun clause which used to report information such as what someone thinks or says.<sup>123</sup> It had a function as object of past participle *changed*. Furthermore, the clause *when my father was ten* was derived from WH-question. In this case, “when” connected between the clause to report the information that contained in the clauses.

- **SC/why/P4/SP21/S.26/PG.230:** He didn’t know **why** he was speaking to me in English.

The data above could be seen in the part four of I Am Malala novel. The connecting word “why” is used to connect two clauses. It introduced noun clause that applied in the sentence to report information such as what someone thinks or says.<sup>124</sup> Data above showed the clause *why he was speaking to me in English* was the object from the verb *know*. Furthermore, the connecting word here was “why” from WH-question. Hence, it applied there as conjunction to report more information about the action from the clause *He didn’t know*.

- **SC/how/P2/SP11/S.127/PG.131:** God wants to see **how** we behave in such situations.

The data above was taken from part two in I Am Malala novel. It used the connecting word “how” which was categorized as subordinating conjunction. “how” connected two clauses in the data which was introduced noun clause. Noun clause report information such as what someone thinks or says.<sup>125</sup> The connecting word “how” here indicated noun clause which it derived from

---

<sup>123</sup> *Ibid.*,

<sup>124</sup> *Ibid.*,

<sup>125</sup> *Ibid.*,

WH-question. Additionally, “how” had a function as object to report the information from the clause *God wants to see*.

- **SC/how much/P4/SP22/S.110/PG.249**: He quickly agreed it was the right thing to do, although afterwards he said, ‘None of us ever imagined **how much** it would take over the hospital.’

The data above was taken from part four in I Am Malala novel. The connecting word “how much” was used in data above to connect two clauses. The clause *how much it would take over the hospital* was noun clause derived from question. It had a function as object of verb *imagined*. Moreover, noun clause report information such as what someone thinks or says.<sup>126</sup> In data above “how much” occurred to give information from the clause that showed before the conjunction so that the relationship between the next clause would be clearly.

- **SC/how many/P3/SP17/S.74/PG.193**: We were shocked by **how many** people praised the killer.

The data above was taken from part three in I Am Malala novel. It occurred the connecting word “how many” at the middle of the sentence. The connecting word “how many” introduced noun clause which derived from question. It had a function as object of preposition *by*. Here, noun clause was used to report information such as what someone thinks or says.<sup>127</sup> Therefore, the connecting word “how many” was applied in the data above which it purposed to report the more information from the statement in the clause that showed before the conjunction.

---

<sup>126</sup> *Ibid.*,

<sup>127</sup> *Ibid.*,

#### 4. Conjunctive Adverb

##### a. To add a similar idea

- **CA/also/P2/SP14/S.73/PG.156:** President Zardari would sign the peace deal into law. The government **also** agreed to pay compensation to the families of victims.

The data above was taken from part two in I Am Malala novel. It used the connecting word “also” that was categorized as conjunctive adverb. It used to connect two independent clauses and the position of it after the subject *The government*. The connecting word “also” is used to add a similar idea.<sup>128</sup> From the data above, it used to add the appropriate information for the independent clause before. Therefore, it concluded that “also” at the sentence was applied to add the idea which espouse the information to make proper relationship between two clauses in the data.

- **CA/besides/P2/SP13/S.110/PG.148:** But they had come a long way and it’s hard for us as Pashtuns to refuse hospitality. **Besides**, my father knew this could be our megaphone to the outside world.

The data above was taken from part two in I Am Malala novel. It showed “besides” as one of the connecting words that categorized as conjunctive adverb. The connecting word “besides” is used to add a similar idea.<sup>129</sup> From data above, it can be seen that “besides” used to addition other information that had been mentioned before. Hence, the independent clause that had position after the connecting word “besides” was an idea which had position to support the idea in the independent clause before.

##### b. To add a partial contrast

---

<sup>128</sup> *Ibid*, 389.

<sup>129</sup> *Ibid.*,

- **CA/however/P1/SP3/S.292/PG.52:** On Pakistan's fiftieth anniversary on 14 August 1997 there were parades and commemorations throughout the country. **However**, my father and his friends said there was nothing to celebrate as Swat had only suffered since it had merged with Pakistan.

The data above was found from part one in I Am Malala novel. One of connecting words of conjunctive adverb was applied there that was "however". The connecting word "however" is used to add a partial contrast.<sup>130</sup> Moreover, it connected two independent clauses which they showed unexpected result both them. In the data above, the connecting word "however" was applied to link two different facts so that occurring the contrast relationship between two independent clauses there.

- **CA/still/P3/SP18/S.136/PG.209:** My father always says that heroism is in the Pashtun DNA. **Still** it was with a heavy heart that we returned to Swat.

The data above was found from part three of I Am Malala novel. It used one of connecting word from adjective adverb that was "still". The connecting word "still" is used to add a partial contrast.<sup>131</sup> In data above, "still" was used at the beginning of the second independent clause. Furthermore, it occurred to show the different facts between independent clauses in the data. It can be seen that the first independent clause had contrast meaning with the second independent clause. So, the relationship between two independent clauses had an unexpected result.

- c. To list ideas in order of time

---

<sup>130</sup> *Ibid.*,

<sup>131</sup> *Ibid.*,

- **CA/meanwhile/P3/SP17/S.49/PG.192:** Many people protested outside courthouses or put up posters of their missing but got nowhere. **Meanwhile** our courts were busy with another issue.

The data above was taken from part three in I Am Malala novel. It showed the connecting word “meanwhile” which it categorized as conjunctive adverb. The connecting word “meanwhile” is used to list ideas in order of time.<sup>132</sup> From the data above, the first clause and second clause had the actions which happened in order of time, and they arranged by the connecting word "meanwhile". Therefore, the action that contained in those independent clauses was arranged based of time because there was the connecting word “meanwhile”.

- **CA/afterward/P2/SP11/S.117/PG.131:** I was astonished to see so many channels. **Afterward** I thought, *The media needs interviews.*

The data above was taken from part two in I Am Malala novel. There was the connecting word “afterward” that categorized as conjunctive adverb. The connecting word “afterward” is used to list ideas in order of time.<sup>133</sup> Furthermore, “afterward” is an adverb meaning “later, after that”.<sup>134</sup> It used to connect two independent clauses where they contained ideas to arrange by the conjunction word. So, “afterward” showed a relationship between the independent clauses based the action that contained there to list in order of time.

- **CA/then/P2/SP15/S.151/PG.170:** We had been so happy, **then** something very bad had come into our lives and we were now waiting for our happy ending.

---

<sup>132</sup> *Ibid*, 390.

<sup>133</sup> *Ibid.*,

<sup>134</sup> Betty Schramper Azar, *Ibid*, 302.



The data above was taken from part two in I Am Malala novel. It showed the connecting word “then” that categorized as conjunctive adverb to connect two independent clauses. The connecting word “then” is used to list ideas in order of time.<sup>135</sup> In data above, it occurred at the middle between the independent clauses. Furthermore, “then” gave a result to explain the idea that occurred before the independent clause. So, the ideas in the sentence above was clearly because the composition of ideas in the sentence were mentioned in order of time.

d. To give an example

- **CA/for example/P1/SP2/S.139/PG.34:** Our people don’t know their exact dates of birth – my mother, **for example**, does not know when she was born.

The data above was found in part one of I Am Malala novel. There was the connecting word “for example” that used to connect two independent clauses. The connecting word “for example” is used to give an example.<sup>136</sup> It used after the subject *my mother*. In data above, “for examples” had purpose to connect the clauses to show an example that contained in the independent clauses after it was connected for the statement before.

e. To indicate “the first statement is not true; the second statement is true”

- **CA/instead/P2/SP14/S.163/PG.160:** He didn’t tell the Taliban to lay down their arms and leave the *hujras*. **Instead** he appeared to threaten the whole nation.

The data above was taken from part two in I Am Malala novel. The connecting word “instead” was applied there as conjunctive adverb. It used to connect two independent clauses. Furthermore, the connecting word “instead”

---

<sup>135</sup> Ann Hogue, *Ibid.*,

<sup>136</sup> *Ibid.*,

is used to indicate “the first statement is not true; the second statement is true”.<sup>137</sup> In data above, the clause *He didn't tell the Taliban to lay down their arms and leave the hujras* as a false statement, while the sentence *Instead he appeared to threaten the whole nation* as a true statement. It was concluded because there was the conjunction "instead" to connect those clauses.

f. To give another possibility

- **CA/otherwise/P4/SP21/S.204/PG.237:** He needed to remove some of my skull to give the brain space to expand, **otherwise** the pressure would become unbearable.

The data above was found from part four in I Am Malala novel. It used the connecting word “otherwise” that categorized as conjunctive adverb. The connecting word “otherwise” is used to give another possibility.<sup>138</sup> It used to connect two independent clauses in the sentence. Moreover, “otherwise” expresses the idea “if the opposite is true, then there will be a certain result”.<sup>139</sup> In data above, the connecting word “otherwise” showed a possibility in the statement *the pressure would become unbearable* would have happened if the statement *He needed to remove some of my skull to give the brain space to expand* was not done.

g. To make a stronger statement

- **CA/in fact/P1/SP3/S.211/PG.49:** Our weddings go on for several days of feasting. **In fact**, as my mother often reminds my father, he was not present for the actual ceremony.

The data above was taken from part one in I Am Malala novel. The connecting word “in fact” was showed there to connect two independent

<sup>137</sup> Ann Hogue, *Ibid.*,

<sup>138</sup> *Ibid.*,

<sup>139</sup> Betty Schramper Azar, *Ibid.*, 336.

clauses. “in fact” was categorized as conjunctive adverb. The connecting word “in fact” is used to make a stronger statement.<sup>140</sup> Furthermore, “in fact” used at the beginning in the second clause which it supported the clause before, so that it made a stronger statement in there. Moreover, it made the statement in the first clause became more detail, so it would be clearly to understand.



---

<sup>140</sup> Ann Hogue, *Ibid.*,

## CHAPTER VI

### CLOSING

The sixth chapter is closing. It consists of conclusion and suggestion. The researcher describes the summary of the research in the conclusion. Then, the researcher gives suggestion for certain people to learning the topic about conjunction.

#### A. Conclusion

Based on the analysis of the types of conjunction in I Am Malala novel, the result of the research can be concluded as follows:

1. The types of conjunction in I Am Malala novel that found consist of coordinating conjunction, correlative conjunction, subordinating conjunction, and conjunctive adverb. Furthermore, each type of conjunction had different amount of words connector.
2. There were seven functions of coordinating conjunction that applied in I Am Malala novel, such as addition in a positive sentence, addition in a negative sentence, contrast, result, choice, surprise, and addition of a negative clause. The correlative conjunction that applied in I Am Malala novel such as addition, positive choices, negative choices, and one of two choices. The subordinating conjunction that applied in I Am Malala novel such as time, place, reason, result, contrast, opposition, manner, distance, purpose, condition, to refer to human, to refer to nonhuman and things, to refer to a time or a place, and to report information such as what someone thinks or says. Then, the conjunctive adverb that applied in I Am Malala novel such as to add a similar idea, to add a partial contrast, to list ideas in order of time, to give an example, to indicate “the first statement is not true; the second statement is true”, to give another possibility, and to make a stronger statement.

## B. Suggestion

Based on the result of this researcher, the suggestion that could be enclosed as follows:

### 1. For English teacher or lecturer

The English teacher or lecture can try to teach the types of conjunction based on Hogue's theory because many others theories that explained about the types of conjunction. Moreover, the teacher or lecturer can choose the effective way when teaching conjunction like using novel to analysis types of conjunction and function that applied. Therefore, teaching conjunction will be easy if the students were given more explanation about connecting words in each type of conjunction.

### 2. For student

Knowing the function of the connecting word in each type conjunction is important. It used to create proper relationship between statements which were appeared among words or words group. So, the student must learn kinds of connecting word in each conjunction so that they can understand some function in types of conjunction. Therefore, understanding kinds of conjunction and the connecting words is important because it use to link ideas. The student can use novel, song, or others to learning conjunction.

### 3. For the other researcher

The next researcher can use this paper to be reference to know the types and the functions of conjunction based on Hogue's theory. They also can used other theory to analysis conjunction in novel or others.

## BIBLIOGRAPHY

- Aarts, Bas. *English Syntax and Argumentation*. New York: Palgrave, 2001
- Abrams, M.H. and Geoffrey Galt Harpham. *A Glossary of Literary Terms (9<sup>th</sup> edition)*. USA: Wadsworth Cengage Learning, 2009
- Altenberg, Evelyn P. and Robert M.Vago. *English Grammar understanding the Basics*. New York: Cambridge University Press, 2010
- Ary, Donald *et al.* *Introduction to Research in Education 8<sup>th</sup> Edition*. USA: Wadsworth Cengage Learning, 2010
- Azar, Betty Schramper. *Understanding and Using English Grammar (2<sup>nd</sup> edition)*. New Jersey: Prentice Hall Regents, 1989
- Bailey, Stephen. *Academic Writing: A Practical Guide for Students*. New York: RoutledgeFalmer, 2003
- Cohen, Louis *et al.* *Research Methods in Education 6<sup>th</sup> Edition*. New Work: Routledge, 2007
- Creswell, John W. *Qualitative Inquiry and Research Design Choosing Among Five Approaches 2<sup>nd</sup> Edition*. USA: SAGE Publications Inc, 2007
- Cuddon, J.A. *A Dictionary of Literary Terms and Literary Theory (5<sup>th</sup> edition)*. UK: Willey-Blackwell Ltd, 2013
- DiYanni, Robert. *Literature: Reading Fiction, Poetry and Drama*. McGraw: Hill Higher Education, 2001
- Dykes, Barbara. *Grammar for Everyone: practical tools for learning and teaching grammar*. Victoria: ACER Press, 2007
- Eagleton, Terry. *Literary Theory An Introduction (2<sup>nd</sup>ed)*. Great Britain: Blackwell, 1996
- Fernald, James C. *Connectives of English Speech*. New York and London: Funk and Wagnalls Company, 1904
- Frank, Marcella. *Modern English a practical reference guide*. New Jersey: Prentice-Hall, Inc, 1972
- Garner, Bryan A. *The Chicago Guide to Grammar, Usage, and Punctuation*. Chicago and London: The University of Chicago Press, 2016
- Given, Lisa M. *The SAGE Encyclopedia of Qualitative Research Methods*. USA: SAGE Publications Inc, 2008
- Halliday, M. A. K. and R. Hasan. *Cohesion in English*. London: Longman, 1976
- Hinkel, Eli. *Teaching Academic ESL Writing: Practical Technique in Vocabulary and Grammar*. New Jersey: Lawrence Erlbaum Associates, 2004

- Hogue, Ann. *The Essentials of English*. USA: Longman, 2003
- Kenney, W. *How to Analyze Fiction (A Critical Guide to Appreciation of Short Stories, Novellas and Novels)*. New York: Monarch Press, 1966
- Kothari, C. R. *Research Methodology: Methods and Techniques (2<sup>nd</sup> Revised Edition)*. New age international Publishers: New Delhi, 2004
- Latief, Mohammad Adnan. *Research Methods on Language Learning: An Introduction*. Malang: UM Press, 2013
- Leavy, Patricia. *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*. New York: The Guilford Press, 2017
- Nurgiyantoro, Burhan. *Teori Pengkajian Fiksi*. Yogyakarta: UGM Press, 2010
- Semi, A. *Anatomi Sastra*. Bandung: Angkasa, 1998
- Staton. *Theory of Theme and Plot in Intrinsic Element*. Yogyakarta: Pustaka Pelajar, 2007
- Stern, G. *An Outline of English Grammar with Exercises and Answer Key*. Singapore: Learners Publishing Ltd, 2003
- Torres-Gouzerh, Robin. *Intermediate English Grammar for ESL Learners Second Edition*. United States : McGraw-Hill Education, 2016
- Vanderstoep, Scott W. and Deirdre D. Johnston. *Research Methods For Everyday Life*. San Francisco: Jossey-Bass A Wiley Imprint, 2009
- Yousafzai, Malala and Christina Lamb. *I Am Malala: The Girl Who Stood Up For Education And Was Shot By The Taliban*. New York: Little, Brown and Company, 2013
- Yule, George. *The Study of Language*. New York: Cambridge University Press, 2006

### **E-journals and Websites:**

- Akbar, Muhammad Aditya Rizky. "Conjunction Used In Toy Story 2 Movie Script." Thesis. Medan: University of Muhammadiyah Sumatera Utara, 2019. <http://repository.umsu.ac.id/handle/123456789/3271>
- Andari, Ni Wayan Yuli. "Intrinsic Elements and Moral Values in Novel Tarian Bumi Karya Oka Rusmini (2007)." *RETORIKA: Jurnal Ilmu Bahasa*, Vol. 5 No. 1, 2019. <https://www.ejournal.warmadewa.ac.id/index.php/jret/article/view/769>
- Azizah, Nurul, Siti Gomo Attas, and Herlina. "Structures in the Novel of Bidadari-Bidadari Surga By Karya Tere Liye ( Structuralism Analysis)." *Journal BAHTERA*, Vol. 17 No. 2, 2018. <http://journal.unj.ac.id/unj/index.php/bahtera/article/view/7638/5469>

- Azzouz, Bisma. "A Discourse Analysis of Grammatical Cohesion in Student's Writing." Dissertation. Algeria: Mentouri University-Constantine, 2009. <https://bu.umc.edu.dz/theses/anglais/AZZ1086.pdf>
- Banunaek, Umirien Elisron. "An Analysis on Intrinsic Elements of Agatha Christie's "Death on The Nile"." Dissertation. Kupang: Citra Bangsa University, 2020.
- Basic English Speaking, Conjunction: and, but, so, because, in <https://basicenglishspeaking.com/conjunction-and-but-so-because/>, (accessed on December, 5<sup>th</sup> 2021 at 09.20)
- Burgess, Anthony. "Novel literature", in <https://www.britannica.com/art/novel/Character>, (accessed on June, 15<sup>th</sup> 2021 at 19.00)
- Cambridge dictionary, Either-or, in <https://dictionary.cambridge.org/dictionary/english/either-or>, (accessed on October, 4<sup>th</sup> 2021 at 15.00)
- Cynthianingrum, Ni Made Ayu. "Grammatical Analysis of Causal Conjunctions with Reference to." *Jurnal Humanis, Fakultas Ilmu Budaya Unud*, Vol. 20, Agustus, 2017. <https://ojs.unud.ac.id/index.php/sastra/article/download/33108/20004/>
- Dewi, Irawati Anita and Septi Koestiani. "Analysis Conjunction found in Selected Reading Comprehension on the TOEFL." *JournE*, Vol. 1 No. 1, June, 2019. <http://ejournal.stkipgri-sidoarjo.ac.id/index.php/journe/article/view/60>
- Franciska, Eka. "Analysis of Plot in Captain Fantastic Film." Thesis. Ponorogo: States of Islamic Studies of Ponorogo, 2017. <http://etheses.iainponorogo.ac.id/2436/1/THESIS%20EKA%20FRANCISKA%20PB.L.pdf>
- Harnovitasari, Triana Diah. "An Analysis of Metaphor and Simile in Jane Eyre Novel By Charlotte Bronte." Thesis. Ponorogo: States of Islamic Studies of Ponorogo, 2017. <http://etheses.iainponorogo.ac.id/id/eprint/2109>
- Hasby, M. Asrul and M. Jagat Islami. "The Analysis Of Moral Value And Character In Novel "Negeri 5 Menara" By Ahmad Fuadi." *Jurnal Ilmu Sosial dan Pendidikan*, Vol. 4 No. 3, 2020. <http://ejournal.mandalanursa.org/index.php/JISIP/index>, (accessed on September, 3<sup>rd</sup> 2021 at 09.20)
- Hikmayana, Nurul Azmi. "An Analysis Types of Deixis in Novel " Catharsis" By Anastasia Aemilia." Thesis. Mataram: Muhammadiyah University of Mataram, 2020. <http://repository.ummat.ac.id/id/eprint/1212>
- Imara, Qanita Putri. "An Analysis of Educational Values in the Novel I Am Malala." Thesis. Banda Aceh: STKIP Bina Bangsa Getsempena, 2019. <https://repository.bbg.ac.id/handle/784>
- Indriana, Fara Syafira. "An Error Analysis of Using Conjunction in Students' Writing Cause and Effect Sentence." Thesis. Salatiga: State Institute for Islamic Studies (IAIN) of Salatiga, 2020. <http://e-repository.perpus.iainsalatiga.ac.id/8469/>



- Karim, Muh Fatkhul. "An Analysis of The Intrinsic Elements and Moral Values of "The Swamp" in A.K Srikumar Novel." .Thesis. Salatiga: State Institute For Islamic Studies (IAIN) Salatiga, 2016. <http://e-repository.perpus.iainsalatiga.ac.id/1221/>
- Kusumawati, Eti. "An Analysis on Intrinsic Elements of Agatha Christie's "The Pale Horse".".Thesis. Jakarta: State Islamic University "Syarif Hidayatullah", 2007. <https://repository.uinjkt.ac.id/dspace/handle/123456789/8960>
- Latifah, Ani and Sulis Triyono. "Cohesion and Coherence of Discourse in the Story of "Layanan Putus" on Social Media Facebook." *Indonesian Journal of EFL and Linguistics*, Vol. 5 No. 1, 2020. <https://indonesian-efl-journal.org/index.php/ijefll/article/view/215>
- Lestari, Arfila. "An Analysis on Intrinsic and Extrinsic Elements of Sir Arthur Conan Doyle's "The Adventure of Sherlock Holmes".". Thesis. Purwokerto: Muhammadiyah University of Purwokerto, 2019. <http://repository.ump.ac.id/9661/>
- Literary devices, Plot, in <https://literarydevices.net/plot/>, (accessed on June 24<sup>th</sup> 2021 at 09.30)
- Longman, Both...and, in <https://www.ldoceonline.com/dictionary/both-and> (accessed on October, 7<sup>th</sup> 2021 at 18.18)
- , Though, in <https://www.ldoceonline.com/dictionary/though> (accessed on October, 10<sup>th</sup> 2021 at 07.20)
- Macmillan dictionary, neither...nor (...nor), in <https://www.macmillandictionary.com/dictionary/british/neither-nor-nor>, (accessed on October, 6<sup>th</sup> 2021 at 11.00)
- , Nor, in <https://www.macmillandictionary.com/dictionary/british/nor>, (accessed on October, 4<sup>th</sup> 2021 at 10.20)
- , Whereas, in <https://www.macmillandictionary.com/dictionary/british/whereas> (accessed on November, 20<sup>th</sup> 2021 at 07.13)
- , Yet, in <https://www.macmillandictionary.com/dictionary/british/yet>, (accessed on October, 4<sup>th</sup> 2021 at 15.00)
- Mahendra, I Putu. "The Conjunction Analysis in Novel "If I Stay By Gayle Forman." Denpasar: Udayana University, 2013. <https://ojs.unud.ac.id/index.php/sastra/article/view/8758>
- Mubarak, Zia Hisni. "An Analysis of Cohesion Devices in Political News of The Jakarta Post: A Discourse Analysis Approach." *Jurnal Basis UPB*, Vol.1 No.2, 2014. <https://ejournal.upbatam.ac.id/index.php/basis/article/view/316>
- Pios, Rio Wiranata. "Conjunction Used In Ice Age 3 Movie Script." Thesis. Medan: University of Muhammadiyah Sumatra Utara, 2018. <http://repository.umsu.ac.id/handle/123456789/3633>
- Purwati, Dewi and Rizqi Claudia Wardani. "The Moral Value Analysis As Reflected in Novel "Akeelah And The Bee".". *Journal Interaction*, Vol. 6 No. 1, 2019. <https://unimuda.e-journal.id/jurnalinteraction/article/view/280>

- S, Zainuddin S. "An Analysis of Cohesion in Short Story "The Gift of Magi"." *English Education*, Vol. 06 No. 1, Juny, 2018. <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/view/1213>
- Saragih, Enni Erawati and Siti Nuraeni Septiani. "An Analysis of The Cohesion and Coherence of Students' Descriptive Writing." *English Journal*, 2017. <http://ejournal.uika-bogor.ac.id/index.php/ENGLISH/article/download/1514/1092>
- Sari, Septiyana. "An Analysis of Moral Values in "Gulliver's Travel" Novel." Thesis. Lampung: State Islamic University of Raden Intan, 2019. <http://repository.radenintan.ac.id/id/eprint/6177>
- Setimaji, Febru *et al.* "The Use of Conjunction: Elaboration in Donald Trump's Speech." *PROJECT*, Vol. 2 No. 4, July, 2019. <https://journal.ikipsiliwangi.ac.id/index.php/project/article/view/2730>
- Situmorang, Helmi Fauzi. "An Analysis of Conjunction in Eka Kurniawan's Man Tiger: A Systemic Functional Analysis." Thesis. Medan: University of Sumatera Utara, 2019. <https://repositori.usu.ac.id/handle/123456789/22169>
- Unubi, Abraham Sunday. "Conjunctions In English: Meaning, Types and Uses." *International Journal of Social Science and Humanities Research*, Vol. 4 No. 3, 2016. [https://www.academia.edu/43525484/CONJUNCTIONS\\_IN\\_ENGLISH\\_MEANING\\_TYPES\\_AND\\_USES](https://www.academia.edu/43525484/CONJUNCTIONS_IN_ENGLISH_MEANING_TYPES_AND_USES)
- Violeta, Rani. "Speech Acts Analysis of The Main Character in Maleficent Movie Script By Jane McTee." Thesis. Lampung: University of Islamic State Raden Intan Lampung, 2019. <http://repository.radenintan.ac.id/id/eprint/7009>
- Yasmara, Yerdi. "Coordinate Conjunction in the Happy Prince Novel By Oscar Wilde." Thesis. Medan: University of Muhammadiyah Sumatera Utara, 2018. <http://repository.umsu.ac.id/handle/123456789/517>
- Yuliani *et al.* "An Analysis The Main Characters and The Plot in the Novel of Bacharuddin Jusuf Habibie's Habibie and Ainun." *e-Journal of English Language Teaching Society (ELTS)*, Vol. 1 No. 1, 2013. <http://jurnal.untad.ac.id/jurnal/index.php/ELTS/article/view/1684>
- Wikipedia, "Novel", in <https://en.wikipedia.org/wiki/Novel>, (accessed on June, 15<sup>th</sup> 2021at 18.50)