Faculty of Letters
Universtas Warmadewa

Journal of English Language Literary Studies
Volume 2, Issue 1, 2026, Page 13-19
https://doi.org/10.22225/jells.2.1.2026.13-19

English Conjunction Found in The Novel My Mechanical Romance

Mazia Jessica Baptista Eca Soares, I Gusti Ayu Agung Dian Susanthi, I Wayan Ana

1. Faculty of Letters, Universitas Warmadewa
*Coressponding author: maziasoares3@gmail.com

Abstract. The title of this research is "English Conjunction Found in The Novel My Mechanical Romance." Conjunctions play a vital role in both written and spoken communication, as they help connect ideas and maintain sentence coherence. This study aims to analyze the use of English conjunctions in the novel My Mechanical Romance by Follmuth (2022). The research method used in this study is descriptive qualitative. The results state that, based on the previous discussion, it can be concluded that in Follmuth's novel My Mechanical Romance, conjunctions are used to link or connect words and sentences in a meaningful and structured way. In English, conjunctions are generally categorized into three types: coordinating conjunctions, correlative conjunctions, and subordinating conjunctions. Coordinating conjunctions are used to join words, phrases, clauses, or sentences of equal importance. Correlative conjunctions function in pairs to link elements of equal grammatical weight, while subordinating conjunctions connect two clauses, where one serves as the main (independent) clause and the other as the subordinate (dependent) clause that depends on the meaning of the main clause. The coordinating conjunctions identified in the novel include "but," "and," and "so." These words are used repeatedly to add information, express contrast, or show consequences between ideas. The correlative conjunctions found are "as...as," "either...or," and "whether...or," which are used to show comparison, choices, or conditional relationships in sentences that reflect the characters' decisions or emotions. The subordinating conjunctions that appear in the text include "though," "because," "since," and "before," which connect clauses to indicate cause, contrast, time, and reason. These findings show that conjunctions contribute significantly to the structure, rhythm, and overall flow of the novel's narrative and dialogue, enhancing clarity and coherence throughout the story.

Keywords: conjunctions; function; meaning; types

1. Introduction

English is widely recognized as an international language used for communication by people across the globe. This makes it essential for everyone to have at least a basic understanding of English. In learning English, one must study both the spoken and written forms, including grammar, vocabulary, pronunciation, and especially sentence structure. One critical element in writing effective and coherent sentences is understanding how conjunctions function within those sentences. A sentence is the basic unit of communication that conveys a complete thought. It typically consists of one or more clauses, and each clause includes a subject and a verb (Andersen, 2014). Sentences may be categorized as simple, compound, or complex. Constructing well-formed sentences requires a thorough understanding of English grammar. Grammar, as defined by Gerot (1994), is a theory of how language is structured and functions. It covers various aspects, including syntax, word usage, and meaning, all of which are vital for effective communication. One particularly important part of English grammar is the use of conjunctions,

which serve as connectors that link words, phrases, or clauses within sentences. Without them, sentence components would remain isolated, and ideas would appear fragmented. According to Cobuild (1990:342), conjunctions are used when combining two clauses into one sentence to indicate a relationship between them. They are often considered the "glue" that binds ideas and structures together, whether coordinating ideas of equal importance or subordinating less central ideas. A conjunction is thus defined as a linguistic element that joins two or more words, phrases, clauses, or even entire sentences (Mauri, 2017). These words may be nouns, verbs, adjectives, or other grammatical categories. In English, conjunctions are commonly categorized into three main types: Coordinating conjunctions, such as and, but, or, so. Correlative conjunctions, which appear in pairs like either...or, not only...but also. Subordinating conjunctions, such as because, though, since, before, which connect dependent and independent clauses. Murthy (2003) explains that each type of conjunction serves a specific grammatical and semantic role. Although these structures are commonly taught in language education, many learners still struggle with recognizing and using conjunctions appropriately, particularly when interpreting their functions and meanings in context. This study is motivated by the observation that conjunctions, though often perceived as minor elements, have a significant impact on the coherence and clarity of writing. The researcher is therefore interested in exploring conjunctions as used in a contemporary literary work: the young adult novel My Mechanical Romance by Follmuth (2022).

Previous research has looked at how conjunctions are used in different settings. For example, Unubi (2016) explored the types and functions of conjunctions in English. His descriptive qualitative study categorized conjunctions based on traditional grammar and demonstrated their role in creating coherence in both spoken and written discourse. Savitri, Setiyono, & Widodo (2021) analyzed correlative conjunctions in undergraduate research articles. They found that both...and and not only...but also were the most frequently used forms, primarily to connect phrases. Riadi, Nathania, & Valentino (2023) examined the appropriateness of conjunction use in student academic writing. They noted that coordinating conjunctions, particularly and, were most common but also frequently misused. Nguyen Thi Dieu Huyen (2021) investigated errors in using coordinating conjunctions by first-year English majors in Vietnam. The study revealed that and was not only the most used but also the most error-prone conjunction. Mazida (2023) focused on conjunctions in narrative texts written by ninth-grade students. She found that and (coordinating) and after, when (subordinating) were the most commonly used conjunctions, with omission and misuse being the most frequent errors. These studies confirm that while conjunctions are structurally simple, they are crucial to effective writing and often misused, especially by students. This justifies further investigation into how conjunctions function in authentic literary contexts, such as novels. However, no previous studies have focused on conjunctions in young adult fiction.

This research fills that gap by analyzing how conjunctions are used in My Mechanical Romance, looking at their types, meanings, and functions. The goal is to understand how they help build sentences, express relationships between ideas, and support the story's flow and narrative style in an effective and meaningful way.

The objectives of this research are:

To identify the types of English conjunctions used in the novel My Mechanical Romance.

To analyze their meanings and functions of English conjunctions used in the novel My Mechanical Romance.

This study aims to help students, teachers, and researchers who are interested in English grammar, especially how conjunctions help make writing more connected and coherent. It also contributes to the field of applied linguistics by giving a detailed look at how conjunctions are used in literature, offering useful insights for both teaching, analyzing writing style, and improving language awareness in real communication contexts.

2. Method

The method used by the researcher in this study is a descriptive qualitative method. According to Sugiyono (2020), the descriptive qualitative method is a research method used to describe or depict phenomena or events that occur in a specific context. This method focuses on collecting in-depth and detailed data about a phenomenon or event and then analyzing the data to describe or depict the phenomenon or event accurately and systematically. The descriptive qualitative method is appropriate for this type of linguistic research because it does not involve the use of numerical data or statistical analysis. Instead, it emphasizes words, meanings, interpretations, and concepts. This method is often used in studies related to language, culture, literature, education, and social sciences, where the researcher seeks to understand patterns, behaviors, or language use in a particular context. In a qualitative descriptive study, researchers typically use data collection techniques such as interviews, observations, and document analysis. These tools allow them to gather in-depth and rich data about the object of study.

In this case, the object of study is the use of English conjunctions in a literary text. Since the research is focused on grammar elements used in a novel, document analysis becomes the primary technique. This involves reading the text repeatedly, identifying specific grammatical features, interpreting their meanings, and describing their functions in context. In this study, the researcher applies this method by analyzing a novel as a linguistic document. Many references, such as books, magazines, short stories, and especially novels, can serve as valid data sources for this type of research. These texts provide authentic examples of language use in real or fictional communication settings. Among various options, the researcher selected the novel My Mechanical Romance by Follmuth (2022) as the main data source. This novel was chosen intentionally because it contains numerous examples of English conjunctions used in various contexts. The language in the novel is contemporary, relatable, and reflects modern English usage, especially among young adults. Furthermore, the book is written in the first-person narrative, which provides more natural and informal uses of grammar, including conjunctions. The conversations and thoughts of the characters are expressed in a way that is easy to understand and analyze for grammatical patterns.

The data collection technique applied in this research is the library method. The data were collected by reading the novel carefully from beginning to end. The researcher identified, underlined, and quoted sentences that contained conjunctions. During this process, important notes were taken to record the position, type, and context of each conjunction. These notes were then organized into categories based on the types of conjunctions and their functions within the sentence. All conjunctions found were grouped into three main types: coordinating conjunctions, correlative conjunctions, and subordinating conjunctions, following the classification proposed by Quirk & Greenbaum (1973) and Thomson & Martinet (1986). In addition to classifying the types, the researcher also interpreted the function (such as additive, contrastive, causal, or temporal) and meaning of each conjunction based on its usage in the sentence.

After the data were fully collected and categorized, the next step was data analysis. The researcher used a descriptive technique to explain the findings. This means the identified conjunctions were described in complete sentences that explain what the conjunction is, how it works in the sentence, and what meaning it conveys. The description also included examples taken directly from the novel, so the reader can clearly understand how conjunctions are used in context.

The analysis was done without using any numerical or statistical tools. Instead, the focus remained on language structure and function. For instance, if a conjunction like but appeared in a sentence, the researcher explained whether it served as contrast, contradiction, or alternative, and how it connected the ideas in that sentence.

To support the accuracy of the analysis, the researcher relied on established grammatical theories, such as the classifications and definitions from Quirk & Greenbaum, and other linguistic scholars. This theoretical framework ensured that each finding was supported by linguistic principles and could be justified based on academic sources. In conclusion, the method of research in this study is grounded in descriptive qualitative analysis, supported by careful document analysis of the selected novel. This method allows the researcher to explore the various forms, meanings, and functions of English conjunctions as they appear naturally in literary writing. The qualitative approach is effective for

uncovering patterns in language use and interpreting them in a way that adds to the understanding of grammar in real-world texts.

3. Discussion

The discussion in this study focuses on analyzing the types, functions, and meanings of conjunctions found in the novel My Mechanical Romance by Follmuth (2022). The analysis is structured according to the three primary types of conjunctions: coordinating, correlative, and subordinating. Each is explored through actual examples from the novel, along with explanations of their grammatical roles and contextual meanings.

Coordinating Conjunctions: Coordinating conjunctions are used to connect clauses, words, or phrases of equal importance. According to Murthy (2003), common coordinating conjunctions include and, but, and so, all of which appear frequently in the novel.

And is the most commonly found conjunction. It serves an additive function, linking actions or descriptions to build continuity in both narration and dialogue. Example: "The base will keep it upright, and the rubber band will work like a slingshot." Here, and adds a second function to the first clause, forming a compound sentence.

But indicates contrast and is often used to express emotional tension or opposing ideas. Example: "I love the girl, but she's just way too much right now." The use of but suggests internal conflict, a hallmark of adolescent voices in YA fiction.

So introduces a result or consequence. Example: "Very few of my answers were lies, so I could definitely be doing a lot worse." The second clause is a logical result of the first.

These coordinating conjunctions not only serve syntactic purposes but also reflect the character's thought process, emotional shifts, and decision-making throughout the story.

Correlative Conjunctions Correlative conjunctions come in pairs and are used to join equivalent elements in a sentence. The following types were identified in the novel:

As...as indicates comparison of degree. Example: "Hydraulics aren't as complicated as they sound." This usage simplifies a technical subject and relates it to the reader's understanding.

Either...or presents alternatives. Example: "He either regrets that decision now or still needs to cool off." Reflects uncertainty or dual possibilities.

Whether...or expresses conditionality or indifference. Example: "She gets paid the same whether I go to Harvard or fall into the Grand Canyon." This humorous expression shows emotional detachment and sarcasm.

These conjunctions emphasize emotional states, comparisons, and binary choices, enhancing narrative variety and character voice.

Subordinating Conjunctions Subordinating conjunctions introduce dependent clauses and establish relationships such as time, cause, or contrast. In the novel, the most notable subordinating conjunctions found are because, though, since, and before.

Because shows cause or reason. Example: "I want you to be good at this, because you're on my team." Indicates justification based on group identity and responsibility.

Though it introduces a concession. Example: "It's nothing I would choose, though it looks nice on her." Suggests acceptance despite personal disagreement.

Since expresses time or reason. Example: "I force a laugh, since leaving things to the last minute is a Bel thing." Shows habitual behavior, linking past actions to the present.

Before establishing a temporal sequence. Example: "I reply before suddenly remembering the look on Bel's face." Indicates an action that occurs in close succession.

These subordinating conjunctions help organize the flow of ideas and situate actions within a temporal, logical, or causal framework.

The study's findings support established grammatical theories, such as those proposed by Quirk and Greenbaum (1973). According to theory, coordinating conjunctions function as cumulative (and), adversative (but), alternative (or), and illative (so). Correlative conjunctions form syntactic pairs that ensure grammatical balance. Subordinating conjunctions are used to express eight major functions: reason, condition, time, comparison, purpose, manner, concession, and apposition.

The results of this research identified several types of conjunctions in the novel My Mechanical Romance. These included coordinating conjunctions (and, but, so), correlative conjunctions (as...as, either...or, whether...or), and subordinating conjunctions (though, because, since, before). Coordinating conjunctions were found to connect independent clauses and express addition, contrast, and result. For example, the word 'and' was used to link events or actions, while 'but' expressed contrast between two ideas. Correlative conjunctions emphasized balanced alternatives or comparisons. For instance, 'either...or' showed two possible outcomes, and 'as...as' indicated equality. Subordinating conjunctions introduced dependent clauses and clarified relationships such as reason ('because'), time ('before,' 'since'), and contrast ('though'). These findings demonstrate the author's ability to construct grammatically and semantically rich sentences. Understanding how conjunctions are used in literary texts like this novel provides insight into sentence cohesion and stylistic choices in English writing.

4. Conclusion

Based on the analysis of theory and research findings, it can be concluded that there is a consistency between theory and empirical findings regarding the types of conjunctions. Theory states that there are three types of conjunctions, namely coordinating conjunctions, correlative conjunctions, and subordinating conjunctions. The research findings also confirmed the presence of these three types in the novel My Mechanical Romance, thereby strengthening the validity of the theory and showing that these conjunctions are indeed commonly used in everyday language, particularly in narrative and dialogue. This finding reinforces the relevance of conjunction theory in the study of natural, contemporary English usage, especially in literary texts.

The consistency between theory and findings proves that grammar rules are not just abstract knowledge but are reflected in real-world usage. Conjunctions are not randomly selected by writers; rather, they are chosen carefully to express relationships between ideas, events, and emotions. In the context of the novel analyzed in this study, the conjunctions help the narrator to express thoughts clearly, transition between actions smoothly, and convey emotions naturally. This supports the notion that conjunction theory is not only applicable in grammatical exercises but also in practical communication and literary storytelling.

According to Quirk and Greenbaum (1973), coordinating conjunctions can be grouped based on the functions they serve: Cumulative conjunctions (like and, both...and, not only...but also, and as well as) are used to add information or ideas of equal importance. Adversative conjunctions (such as but, still, only, nevertheless, whereas, and yet) express contrast or unexpected outcomes. Alternative conjunctions (like or, nor, either...or, else, and whether...or) present options or alternatives. Illative conjunctions (such as for, since, so, therefore, and consequently) indicate cause and effect, reasoning, or conclusions.

In the case of correlative conjunctions, theory suggests that these work in pairs to show balance or comparison. Some examples include: As...as – used to show comparison or degree. Either...or – used to offer alternatives. Whether...or – used to introduce two possibilities, often when the outcome is uncertain.

Subordinating conjunctions, on the other hand, have more varied functions. They connect a dependent clause to an independent clause and show relationships like time, reason, or contrast. Some major functions and examples include:

Cause/Reason: because, since, comparison: as...as, than, concession: though, although, condition: if, unless, manner: as if, as though, purpose: so that, in order that, time: before, after, when, until, apposition: that (when introducing explanations).

However, in the novel My Mechanical Romance, only a portion of these conjunctions and functions were actually found. This is not a flaw in the theory but rather an example of how real language use often selects from a smaller range of available options.

Specifically, coordinating conjunctions found in the novel were but, and, and so. These represent contrastive (but), additive (and), and causal (so) functions.

Correlative conjunctions used included as...as, either...or, and whether...or, all aligning well with the theory.

Subordinating conjunctions identified in the text were though, because, since, and before, which reflect only four of the eight theoretical functions.

This limitation is understandable and even expected. In literary texts, especially young adult novels, writers often prefer simpler, more natural conjunctions that reflect spoken language. For example, and and but appear frequently in character dialogues or internal monologues, helping to create a realistic and relatable tone. In contrast, formal conjunctions like nevertheless, consequently, or whereas may sound too formal or stiff for the genre, and thus appear less frequently. The key takeaway is that grammar theory offers a complete picture of how language can work, but actual usage in writing and conversation often focuses on what is most effective or natural in the moment. This means that language learners and educators must not only study all the functions and types of conjunctions, but also understand how context influences their usage. In teaching, this implies a need for both rule-based learning and context-based practice, helping students recognize conjunctions in real texts and use them appropriately based on the situation and audience.

References

Follmuth, A. F. (2022). *My Mechanical Romance*. Holiday House.

Murthy, J. D. (2003). *Contemporary English Grammar For Scholars And Students*. Book Palace.

Quirk, R., & Greenbaum, S. (1973). *A Univrsity Grammar of Englsih*. London and New York: Longman.

Thomson, A. J., & Martinet, A. V. (1986). *A Pratical English Grammar*. Oxford: University Press.

Sugiyono. (2020). *Metode Penelitian Kualitatif*. Bandung: Alfabeta.

Unubi, A. S. (2016). Conjunctions In English: Meaning, Types And Uses. *International Journal Of Social Science And Humanities Research*, 4(3), 202-213.

Savitri, Y., Setiyono, J., & Widodo, S. (2021). The Analysis Of Correlative Conjunctions Used In Undergraduate Students' Research Articles. *Scripta: English Department Journal, 8*(1), 39-45. Https://Doi.Org/10.37729/Scripta.V8i1.791.

Riadi, A., Nathania, N., & Valentino, Y. B. (2023). Types And Appropriateness: Students Usage Of Conjunctions In Academic Writing. *Linguists: Journal Of Linguistics And Language Teaching*, 9(2), 165-177.

Nguyen, T. D. H. (2021).). Coordination Conjunction Errors In Written English Made By First Year Students Majoring In English At A University In Dong Nai Province. *Published In International Journal Of Trend In Scientific Research And Development (Ijtsrd)*, Issn: 2456-6470, Volume-5 | Issue-2, February 2021, Pp.493-499, Url: Www.Ijtsrd.Com/Papers/Ijtsrd38434.Pdf.

Mazida, L. (2023). The Use Of Conjunctions In Students'written Narrative Texts: A Case Of The Ninth Grade Students Of SMP PGRI 01 Semarang. *Dharmas Education Journal (De_Journal), 4(1), 1-6*.

Cobuild, C. (1990). *English Grammar*. London: University Of Birmingham.

Andersen, S. (2014). *Sentence Types And Functions*. San Jose State University Writing Center. Retrieved June, 26, 2016.

Gerot, L., &Wignell, P. (1994). *Making Sense Of Functional Grammar* (Pp. 192-217). Cammeray, NSW: Antipodean Educational Enterprises.

Quirk, R. & Greenbaum S. (1985). *A Comprehensive Grammar Of Language*. London And New York: Longman.

Mauri, C. (2017). *Conjunctions*. Oxford Bibliographies Online Datasets, 1–14. Https://Doi.Org/10.1093/OBO/9780199772810-0207.