ERROR ANALYSIS ON THE USE OF CONJUNCTION IN STUDENTS' WRITING RECOUNT TEXT AT VOCATIONAL STATE SCHOOL 41 JAKARTA

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Abstract

This research is conducted to find out the conjunction usage within the students' writing assignments of vocational state school. The aims of this research are to find out the common errors on the use of conjunction in their writing, investigate types of errors that occur most frequently in students' writing proposed by Ong in Taxonomy Cohesion, and categorizing the causes of errors using the theory proposed by Richard. The research discussed about error analysis on the use of adversative (but), additive (and), and causal (because, so) in students' writing. This research used the qualitative method and the data source comes from the tenth-grade students' assignments. The result of this research shows that the common errors in the use of conjunction in students' writing were a conjunction and, followed by but, so, and because. Furthermore, frequent types of error occurred in the text error of misuse is the most types of errors occur within the students' writing assignments and then followed by the error of redundant repetition, omission, and unnecessary addition. There are three causes of errors, which are; incomplete application of rules, ignorance of rules restriction, and over-generalization. The errors of misuse and omission found out in the data, is most likely caused by the incomplete application of rules. The error of unnecessary addition and redundant repetition were caused by the ignorance of rules restriction and over-generalization.

Keywords: Conjunction, Error Analysis, Recount Text Writing, Senior High School

INTRODUCTION

Conjunction has an important role in language. Conjunction acts as a connector of the words, phrases, clauses, and sentence to easy to understand. We can find using the conjunction in spoken or writing text. Conjunction which introduces adverb clauses is dealt with in the paragraphs on the various types of adverb clause. According to Halliday and Hasan (1976: 6), the elements of cohesion in discourse can be differentiated into two types. They are grammatical cohesion and lexical cohesion. The grammatical cohesion consists of reference, substitution, ellipsis, and conjunction. Meanwhile, lexical cohesion consists of reiteration and collocation. The main function of conjunction is to combine the elements of thought. In writing comprehension, cannot simply create a good writing text without the use of conjunctions.

Conjunction plays an important role in English language production. If the writers make an error in using a conjunction, the message they try to convey will give mis-understanding to the readers, and the readers will feel the difficulty to comprehend the text (Ong, 2011). According to Dulay et.al (1982: 138) errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from

some selected norm of mature language performance. Lecturers and mothers who have waged long and patient battles against their students or children's language errors have come to realize that making errors is an inevitable part of learning. People cannot learn a language without first systematically committing errors. Brown (2000: 217) also defined error as a noticeable deviation from the adult grammar of the native speaker, reflects the competence of the learner. According to Harmer (2007) error is a mistake made by students, and they cannot correct their mistake by themselves, also they need other help to solve their problem.

Writing is not same as talking. How to arrange words into sentences, and arrange sentence becomes a whole paragraph to deliver a message in a piece of written work is a difficult thing to do, and all of it needs skill and lots of practices. It is not simply done by putting meaning down some words into a number of unrelated sentences. If the words are not well chosen the message will be vague, and communication will break down. Writing is a complex process even when writing in the native language, and writing in a second language or foreign language turns out to have a higher level of difficulty (Sarfraz, 2011; Heydari & Bagheri, 2012). In L1 writing, the learners can perform with least hesitation and with few possibilities of errors and mistakes but in L2 writing it is difficult (Hussain, Hanif, Asif, & Rehman, 2013: 832). The differences in language and sentence structure become a major factor in the difficulties in writing. While writing itself has the difficulties, learner needs to understand the components of writing which are essentials in creating a good writing text. However, it needs to possess the several abilities to be able to write a good text, in this case, is Recount text. Conjunctions are important, but in fact, we still find some difficulties in learning them. The reasons why the writer chooses this topic is because the writer wants to know the errors that students make in relation to conjunction *but*, *and*, *because*, and *so*. Through the errors, we can see the natural process of language learning and categorized students by their ability, also what is the exact function of the conjunction.

The writer is interested in conducting the research about an error analysis on the use of conjunction in students' writing to the tenth grade's students of SMK N 41 Jakarta. The tenth grade's students are told to produce recount text in order to master writing skill, because the students have learned the conjunction through the reading material. The research focuses on errors in using the conjunction in writing recount text assignments on certain conjunction *but*, *and*, *because*, and *so* as the main data. This research is limited to a data source by English class. In the same time, it focuses on finding the problem and solving of the tenth grade's students of SMK N 41 Jakarta, common errors, type of errors, and causes of errors in using the conjunction.

METHODS

In this research, the writer conducted a descriptive qualitative method. This method attempts to describe, explain and interpret conditions of the present i.e. "what is' and the purpose of a descriptive research is to examine a phenomenon that is occurring at a specific place(s) and time (Creswell, 2002). In his journal, Wyk (2000) stated that the main aim of descriptive research is to provide an accurate and valid representation of (encapsulate) factors or variables that pertain or are relevant to the research question. Another expert Glass & Hopkins (1984), said that Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection.

The subject of this research is the tenth grades students of SMKN 41 Jakarta. In this research, the writer focuses on the students' usage of conjunctions in their writing composition which is recount text. The writer chooses four the tenth classes students there are in the sample. To collect the data, the writer collects the students' writing assignments from the teacher. After obtaining the students' writing task the writer then copied them and begins to analyze it in order to find the errors of conjunction. Right after the writer have found the errors, the writer started to categorize the errors which occurred in the classification of types of errors and the classification of cause of errors by using a checklist. The writer uses the checklist as a tool to help him classifying the types of errors and also the causes of errors.

Technique of Analyzing Data, the first step writer take is by identifying the errors. The students were considered making errors if they deviated the rules applied in the usage of conjunction. In this part, the writer also classifying the conjunctions found within the students' writing composition based on errors in the use of conjunction but, and, or, because, and so. The writer also identifies the errors within students' writing composition in order to find out the cause of the errors within it. The second step is classifying, after identifying the errors within all the students' writing composition, the errors will be classified based on the Identification and Classification of Errors by Ong (2011) which explain that this taxonomy highlights the ways surface structure is altered. It shows the cognitive process that underlies the learner's reconstruction of the new language learned. In this taxonomy, the errors could be described into four types, which is misuse, unnecessary addition, omission, and redundant repetition. While in order to answer the third research question stated in the first chapter, after identifying the errors within the students' writing composition, the writer classifies the errors into the causes of errors which also proposed within the Intralingual Cause of Errors proposed by Ricard (1974) which is over-generalization, ignorance of rule restriction, incomplete application of rules, and false concepts hypothesized.

RESULTS AND DISCUSSION

Based on the result of the data, there were many errors that were found. These errors would be analyzed further in order to find out the answer to the research questions stated earlier. The most frequent errors occurred on the use of conjunction in students' writing was the conjunction *and* (41.18%), followed by *but* (26.47%), *so* (24.51%), and *because* (7.84%).

Type of errors

The most frequent types of errors occurred was misuse (50.00%), followed by omission (22.55%), redundant repetition (19.61%), and unnecessary addition (7.84%).

Misuse

Table 1. Misuse in the use of conjunctions *but*, *and*, *because,* and *so*.

Type of conjunction	Conjunction	Frequency of errors in a sentence	% of errors in the sentence
Adversative	But	22	43.14
Additive	And	10	19.61
Casual	Because	1	1.96
	So	18	35.29
Total Misuse		**51**	**100**

Misuse of "but". The most dominant error of this type was because the respondents used conjunction *but* to begin the sentence. "We decided to leave the freeway and try to found another way to the airport. But I wasn't sure of the way and we got completely lost" (Respondent 3).

Misuse of "and". The research findings also revealed that most respondents made errors because they wrote conjunction *and* to start a sentence. "In the car, I saw the night sky which was packed with fireworks, it was beautiful. *And* I hope that the next vacation will be more fun." (Respondent 2).

Misuse of "because". The research findings "But not satisfied taste *because* is only briefly" (Respondent 9). Respondent 9 using conjunction *because* did not provide a sufficient reason for the use of conjunction *because*.

Misuse of "so". The respondents used conjunction *so* in the beginning of the sentence. "Because it was late, we were ready to rest. *So* after we talked with our relatives we went to bed." (Respondent 22).

Unnecessary Addition

Table 2. Unnecessary Addition in the use of conjunctions *but*, *and*, *because,* and *so*.

Type of conjunction	Conjunction	Frequency of errors in a sentence	% of errors in the sentence
Adversative	But	3	37.50
Additive	And	2	25.00

Type	Conjunction	Frequency	%
Casual	Because	2	25.00
	So	1	12.50
Total Unnecessary Addition		**8**	**100**

Unnecessary addition of "but". Most of the errors in this type were showed that the respondents used two conjunctions to link two clauses. For example, "*Although* the journey is long enough *but* I enjoyed it" (Respondent 6).

Unnecessary addition of "and". The same problem also happened in this type. The respondents used two conjunctions to link two clauses. For instance, "But there's a waterfall that is always flowing, so don't forget to take a picture *and because* that's what makes the impressive" (Respondent 27).

Unnecessary addition of "because". The same problem also happened in this type. The respondents used two conjunctions to link two clauses. For instance, "*Because* we had so much fun in Safari Park, *because* we can know them as well." (Respondent 22).

Unnecessary addition of "so". Based on the findings, the respondents made errors in the use of conjunction *so*. They added conjunction *so* unnecessarily. For example, "So, although I field the holiday, but at least I got the knowledge about how to made a delicious cake." (Respondent 31).

Omission

Table 3. Omission in the use of conjunctions *but*, *and*, *because,* and *so*.

Type of conjunction	Conjunction	Frequency of errors in a sentence	% of errors in the sentence
Adversative	But	2	8.70
Additive	And	13	56.52
Casual	Because	4	17.39
	So	4	17.39
Total Omission		**23**	**100**

The omission of "but". This research found out that some students for instance, "I was planning to go to primate animals such as gorillas, orangutans, and others, I did not forget to capture the photo." (Respondent 32).

The omission of "and". The writer found out that most dominant error of this omission type was because the respondent did not put conjunction *and* to link the phrases. For example, "The smell of it makes me feel hungry that's right fried rice was very delicious, after we finish, we go." (Respondent 32).

The omission of "because". The writer found out there are several omission errors on the use of conjunction *because* from the respondent. For instance, "Borobudur temple is the biggest temple in the world, it has 504 statues and 400 reliefs from the top

of temple we can see such beautiful scenery" (Respondent 5).

The omission of "so". The writer also found the omission type in the use of conjunction *so*. For example, "After my family and I talked and hugged each other with my other family, we decided to take a rest after a long enough journey." (Respondent 28).

Redundant Repetition

Table 4. Redundant Repetition in the use of conjunctions *but*, *and*, *because,* and *so*.

Type of conjunction	Conjunction	Frequency of errors in a sentence	% of errors in the sentence
Adversative	But	0	0
Additive	And	17	85.00
Casual	Because	1	5.00
	So	2	10
Total Redundant Repetition		**20**	**100**

Redundant repetition of "and". The research findings showed many errors in this type. For example, "After we arrived to my brother *and* sister's home, I met my brother Tegar *and* my sister Putri *and* I say 'assalamualaikum' (peace to you) *and* I has a 'salam' too." (Respondent 8).

Redundant repetition of "because". This error type of error was found in many respondents' writing. However, there were several respondents who wrote conjunction *because* redundantly in a sentence. For example, "*Because* we had so much fun in Safari Park, *because* we can know them as well." (Respondent 25).

Redundant repetition of "so". The writer also found the redundant addition type in the use of conjunction *so*. For example, "Because in front of the house has a lot of soil *so* fertile *so* many plants that live there" (Respondent 24). The use of conjunction in the sentence was not appropriate.

Cause of the error

The possible causes were drawn based on the theory proposed by Richards, that there are four possible causes of errors: over-generalization, ignorance of rule restrictions, incomplete application of rules, and false concepts hypothesized. Based on the result of the data, there were three causes of errors that appeared. They were, for the errors of misuse, and omission is because incomplete application of rules, and for the errors of unnecessary addition, and redundant repetition are because of ignorance of rule restrictions and over-generalization.

The errors of omission were mainly caused by *incomplete application of rules*. Based on the data which the writer already analyzed, it had been found that students omitted conjunction *and* for the additive conjunction, and conjunction *because* for causal conjunction. Adversative conjunction *but* and causal conjunction *so* were also found misused

and omitted by the student.

Most errors of unnecessary addition and redundant repetition were caused by *ignorance of rule restrictions*. The application of the rules to contexts where they do not apply becomes a result of learners' failures to observe the restrictions of existing structures (Richards, 1974:175).

The error of unnecessary addition and redundant repetition did not only cause by ignorance of rule restrictions, it also caused by *over-generalization*. In this case, the error which caused by over-generalization only occurred within the subtype of addition type of error, which is double marking. According to Richard (1971:174), over-generalization cause of the error is characterized when the learner creates a deviant structure on the basis of other structures in the target language. These errors included in unnecessary addition where is in line with Ong (2011) saying that the use of a conjunction in text classified as an unnecessary addition if the writer used a particular conjunction unnecessary in the text.

CONCLUSION

The researcher concludes this research as the following. Firstly, from 34 recount texts, there are 488 sentences. There are 101 error sentences on the use of conjunction *but*, *and*, *because*, and *so*. The most frequent errors occurred on the use of conjunction in students' writing was the conjunction *and* (41.18%), followed by *but* (26.47%), *so*

(24.51%), and *because* (7.84%). Secondly, for the most frequent types of errors occurred was misuse (50.00%), followed by omission (22.55%), redundant repetition (19.61%), and unnecessary addition (7.84%).

Lastly, the possible causes were drawn based on the theory proposed by Richards, that there are four possible causes of errors: over-generalization, ignorance of rule restrictions, incomplete application of rules, and false concepts hypothesized. Based on the result of the data, there were three causes of errors that appeared. They were, for the errors of misuse, and omission is because incomplete application of rules, and for the errors of unnecessary addition, and redundant repetition are because of ignorance of rule restrictions and over-generalization.

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