



STUDENTS' ERRORS IN POSITIONING CONJUNCTION IN WRITING ESSAY

Dwi Intan Yusti ¹⁾, Abdul Rosyid¹⁾, Yanti Suryanti¹⁾

¹⁾ Universitas Pakuan

Article Info

Accepted: November 11, 2021
Review: April 4, 2022
Published: April 20, 2022
Leave it empty

Keywords:

Conjunction, writing essay,
misformation, addition, omission,
misordering.

*Correspondence Address:

dwintan.0311116087@unpak.ac.id

Abstract

Conjunction plays an important element in communication which acts as a connector between clauses with other clauses. Some students still make errors in positioning conjunction in writing. This research aimed to identify students' errors in positioning conjunction in writing essay. This research is conducted to the fifth semester students of English Language Education Study Program, Faculty of Teacher Training Educational Sciences, Pakuan University. There were 20 students who become the participants. The writer uses descriptive method to analyze students' error in positioning conjunction. The data are collected by using students' work, questionnaire, and interview note. There are four types of error: omission, addition, misformation, and misordering. From the result of the research, it is found that the highest error is misformation. There are (50,6%) misformation errors. Addition appears as the second error (34,5%). The third error comes from omission (11,5%) and the lowest error is misordering (3,4%).

INTRODUCTION

Writing is one of skills in English language which is learnt by students. In writing, they have to know the content, organization, vocabulary, mechanic, and language use to make their writing more appropriate. According to (Jeremy, 2004), "The ability to write properly is needed that is why writing is included in school curriculum". It means that students are needed to be able to write properly and well because writing is an important role in English.

Discussing about writing, it usually relates to an essay. In every type of essay, conjunction is used and it defines the meaning of a sentence. It is known as a word that functions to link words, phrases, and clauses in a sentence. According to Launchman (2010: 13) as cited in Fadilah (2018) "Conjunction: A word used to connect ideas". It means conjunction has a role as connection element for an idea into a good writing. That is why conjunctions can be found in every kind of text.

However, It is a simple element but it always makes students' writing complicated, with so many choice of conjunctions that can be used in writing, it makes the students are confused to positioning it. Some studies found that students still making errors in positioning conjunction.

According to Tarigan and Sunarti (2004: 13) there are four categories of error in error analysis. They are omission, addition, misformation and misordering. It makes the writer and the reader has different point of view about the essay. On the other hand, if students can be able to positioning this element correctly, then the reader will get the meaning of what the writer wants to tell.

RESEARCH METHODOLOGY

In this research, qualitative approach became the basic approach of analyzing students' errors in positioning conjunction in writing essay. To maintain the approach chosen, the writer implied descriptive method. This research was conducted at English Language Education Study Program of Faculty of Teacher Training and Educational Sciences, Pakuan University. The participants in this research are the students in the fifth semester of English Language Education Study Program. The writer took class A, B, and C students who wrote argumentative essay in Essay Writing subject. In collecting the data, the writer used three instruments including:

A. Documentation

The document used is the students' work. In conducting the data, the writer analyzed the students' error in positioning conjunction in writing argumentative essay then calculates the number of errors based on the types of error. Which are omission, addition, misformation, and misordering.

B. Questionnaire Distribution

The questionnaire used is close-ended question. The questionnaire was distributed to the participants in order to know more about students' errors in positioning conjunction in writing argumentative essay. The questionnaire consisted of five statements related to the types of error.

C. Interview

A guided-interview is used to get more information about about students' abilities in understanding conjunction in writing essay. Moreover, it is used to validate the data collected from documentation and questionnaire. The information was recorded by using a recorder.

DISCUSSION

A. Data from Documentation

The students' work was used for analyzing the errors in positioning conjunction in writing argumentative essay. The students' work is taken from 20 students. The result can be seen on the table below:

Table 4.2
The Result Of Error In Students' Work

No.	Types of Error	The Sum of Error	The Percentage of Error
1.	Omission	10	11,5%
2.	Addition	30	34,5 %
3.	Misformation	44	50,6%
4.	Misordering	3	3,4%
Total		87	100%

The result of analyzing the argumentative essay is categorized into three types of error. Those are omission, addition, misformation, and misordering.

1. Misformation

Misformation error is the highest error in students' work in writing argumentative essay with the number of error is 44 (50,6%) errors. They often made an error in choosing conjunction. Not only that, they also use conjunctions that

should not be positioned at the beginning of a sentence. Such as, 'and', 'but', 'because', et.

2. Addition

Addition error appears as the second highest number with the total number is 30 (34,5%) errors. They often used the conjunction that should not be required in writing sentences. They use the double conjunction sequentially in one sentence.

3. Omission

Omission appears as the third highest number with the total number is 10 (11,5%) errors. In this type of error, the respondents usually omit a conjunction in a sentence.

4. Misordering

The lowest error is misordering conjunction. It is only 3 (3,4%) errors. Misordering is a type of error of wrong form in constructing the arrangement of sentence.

B. Data from Questionnaire

The questionnaire was distributed to all respondents in order to know more about students' error in positioning conjunction in writing argumentative essay. It consists of five questions with the indicator based on the types of errors which are omission, addition, misformation, and misordering. The result of the questionnaire was described as follows.

1. Omission

According to the result of the questionnaire, it is found that 8 respondents (40%) answered yes that they often forget to use conjunction in making a sentence. Meanwhile, 12 respondents (60%) answered no. It means that they remember to use conjunction in writing sentence.

2. Addition

Based on the result of the questionnaire, it is proved that many respondents do this kind of error. They sometimes use double conjunction in a sentence. It is shown that 17 respondents (85%) answered yes, and the rest of them 3 respondents (15%) answered no.

3. Misformation

In this types of error, most of respondents sometimes make a mistake in choosing conjunction in writing sentences. There are 14 respondents (70%) answered yes, while 6 respondents (30%) answered no. For the next statement, 13 respondents (65%) answered yes that they often use conjunctions that should not be positioned at the beginning of a sentence, meanwhile 7 respondents (35%) answered no.

4. Misordering

There is equal answer in this types of error. It is found that 10 respondents (50%) answered yes and 10 respondents (50%) answered no. It means that half of them often put the wrong arrangement of conjunctions than have more than one word in writing sentences.

According to the respondents' answer on the questionnaire, it can be concluded that the most error made by the respondents is misformation. There are 14 respondents (70%) admitted that sometimes they make a mistake in choosing conjunction in writing sentences. Not only that, in the same type of error, 13 respondents (65%) also confessed that they often use conjunctions that should not be positioned at the beginning of a sentence, such as and, but, because, etc. Moreover, addition type of error comes as the second error made by the respondents. There are 17 respondents (85%) admitted that sometimes they use double conjunctions in a sentence.

C. Data from Interview

The last step in analyzing the data for this research is interviewing the respondents. The writer interviewed 5 respondents who make the most error in positioning conjunction in writing essay. She asked two questions of the guided interview. The interview was done by recording the respondents and the data was transcribed into a conversation script. The data gained from the interview show that there are differences and similarities error between the respondents in positioning conjunction in writing essay. There are several errors when they positioning the conjunction in writing sentences or essays. The first, they admitted that they often make error, which is positinoning a conjunction that should not be positioned at the

beginning of a sentence such as the word and, but or because. Second, they often use the double conjunction sequentially in one sentence. For example, they use the word but and because in sequence. Another error is admitted by them that they also use or position the conjunction that is not quite right.

CONCLUSION AND SUGGESTION

The writer has completed the research entitled "Students' Errors in Positioning Conjunction in Writing Essay" with twenty students at English Language Education Study Program of Faculty of Teacher Training and Educational Sciences, Pakuan University as the respondents. For gaining the data, the writer uses the students' work in writing argumentative essays to analyze their errors in positioning the conjunction. Moreover, questionnaires and interviews were also used as supporting data.

Based on the result of the research, it can be identified that the respondents made some errors in positioning conjunction. There are four types of errors which are: omission, addition, misformation and misordering. From the result of the data, it is found that the highest error was made by the them is misformation (50,6%) errors. Addition appears as the second highest number with the total (34,5%) errors. Furthermore, the third position comes from omission (11,5%) errors, meanwhile the lowest error is misordering (2.3%) errors.

REFERENCES

- Arikunto, S. 2014. *Prosedur Penelitian Suatu Pendekatan Praktis*. Jakarta: Rineka Cipta.
- Cayley, Rachael. (2011). *Commas and Coordinating Conjunctions*. *Explorations of Style: A Blog about Academic Writing*. From <http://explorationsofstyle.wordpress.com/2011/11/14/commas-and-coordinating-conjunctions/> Accessed on 2th September, 2020.
- Fadilah, M.F. (2018). *Students' Ability to Use Subordinate Conjunction*.
- Harmer, Jeremy. 2004. *How to Teach Writing*. Harlow: Longman Pearson.

- Keshavarz, M. D. (2008). *Contrastive Analysis and Error Analysis* (6th Ed). Tehran Rahnama Press.
- Kurniasih, Esti. (2014). *Error Analysis of Conjunction Usage in Students' Written Recount Text*. 1 (1), 1-8.
- Kurniawan, Fajar. (2019). *An Error Analysis of Subordinate Conjunction in Recount Text Written by Students at The Second Grade Rpl-I Of Smk Wikrama 1 Kab. Semarang*.
- Mauliza. (2013). *The Ability of Students in Using English Conjunction*. Fakultas Bahasa Inggris STKIP Bina Bangsa Getsempena: Aceh.
- Mohammed, A.S. (2014). *Conjunctions as Cohesive Devices in the Writings of English as Second Language Learners*. 74-81.
- Muftah, H. (2014). *Conjunction in Argumentative Writing of Libyan Tertiary students*. Oxford: Oxford Unity Press.
- Nordquist, Richard. 2017. *Conjunction Definition and Examples*. Retrieved from <https://www.thoughtco.com/what-is-conjunction-grammar-1689911> (accessed november 17, 2017).
- Patton MQ. 2002. *Qualitative Research and Evaluation Methods*. 3rd Sage Publications; Thousand Oaks, CA:2002.
- Tagor, P., et al. (2018). *The Students' Error in Using Conjunction (Because, Since, as, in Case) in the sentences*. 11 (4), 91- 100.
- Unubi, Abraham, Sunday. (2016). *Conjunction in English: Meaning, Types and Uses*. International Journal of Social Science and Humanities Research. Vol. 4. (202- 213).