

**STUDENTS' ERRORS IN USING CONJUNCTIONS IN WRITING ENGLISH  
PROCEDURE TEXTS: A CASE STUDY AT SECOND GRADE OF MA MADINATUL  
ULUM NW MUMBANG IN ACADEMIC YEAR 2017/2018**



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### **RATIFICATION**

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PROCEDURE TEXTS: A CASE STUDY AT SECOND GRADE OF MA MADINATUL  
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***ABSTRACT***

This study aimed to identify and describe the types of conjunctions errors made by students in English Procedure text. The population of this study was the second grade students of MA Madinatul Ulum NW Mumbang in Academic Year 2017/2018 consisting of two classes namely XI A and XI B. This study involved 25 students as the sample of the study which was selected by using purposive sampling technique. The instruments used in this study were written test and questionnaire. In analyzing the data, quantitative method was used. Based on the data analysis, it was found that the second grade students of MA Madinatul Ulum NW Mumbang made errors in using conjunction in English procedure text with percentage of errors 34.75 %. The data from the test showed that the most common errors made by students were temporal conjunction with 25.6% errors. Meanwhile, the result of the questionnaire showed the most factors causing students' errors were intralingual error and interlingual errors.

Key words: *Error, Conjunction, and English Procedure text*

**KESALAHAN SISWA DALAM MENGGUNAKAN KATA PENGHUBUNG DALAM  
MENULIS TEKS PROSEDUR BAHASA INGGRIS: STUDI KASUS PADA SISWA  
KELAS DUA MA MADINATUL ULUM NW MUMBANG TAHUN AKADEMIK  
2017/2018**

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***ABSTRACT***

Penelitian ini bertujuan untuk mengidentifikasi dan mendeskripsikan jenis kesalahan kata penghubung yang dibuat oleh siswa dalam teks prosedur bahasa Inggris. Populasi dalam penelitian ini adalah siswa kelas II MA Madinatul Ulum NW Mumbang pada tahun ajaran 2017/2018 yang terdiri dari dua kelas yaitu XI A dan XI B. Penelitian ini melibatkan 25 siswa sebagai sampel penelitian yang dipilih dengan menggunakan teknik purposive sampling. Instrumen yang digunakan dalam penelitian ini adalah tes tulis dan kuesioner. Metode kuantitatif digunakan dalam menganalisis data. Berdasarkan analisis data, ditemukan bahwa siswa kelas II MA Madinatul Ulum NW Mumbang membuat kesalahan dalam menggunakan konjungsi dalam teks prosedur bahasa Inggris dengan persentase kesalahan 34,75%. Data dari tes menunjukkan bahwa kesalahan paling umum yang dibuat oleh siswa adalah *temporal conjunction* dengan 25,6% kesalahan. Sementara itu, hasil kuesioner menunjukkan sebagian besar faktor yang menyebabkan kesalahan siswa adalah kesalahan intralingual dan kesalahan interlingual.

Kata Kunci: Kesalahan, Kata Penghubung, Teks Prosedur Bahasa Inggris.

## **I. INTRODUCTION**

### **1.1. Background of the Study**

Writing is one of the skills that students have to master. They need to use writing skill to report something in their daily life. They have to put words on the paper, to express and deliver their messages or ideas to others freely, deeply, and systematically. They also need to write assignments given by their teachers or lecturers, like paper in which they have to able to write in English well. In short, the writing skill plays an important role in the students' life.

For the second grade students of MA Madinatul Ulum NW Mumbang, writing is one of the four skills that they have to study. One of the types of writing that have been studied by the students in second grade of MA Madinatul Ulum was procedure text. Procedure text is a set of steps which should be completed in the right sequence to get the goal. That is why, the students should understand what a procedure text is, how to make and use procedure text, and what components in the language features of procedure text. The language features of procedure text consist of five principle components such as the use of imperative to tell people how to do things or give instructions, the use of action verb which is used to express physical or mental action, the use of temporal conjunction (or numbering) to show someone how to do something or to make things or showing the order of instructions, the use of adverbial phrase, and the use of simple present tense to indicate an event, action, or occurrence which is happen now.

Based on my experience, there were some problems occurred when delivering writing materials to the students, especially procedure text. The first problem is that the students' writing is not comprehensible because the content of the composition is not relevant to the topic, the ideas are not clearly stated, the ideas and the sentences are not well organized. The second problem is that the students produce some errors in spelling and grammar, especially in using conjunctions. Conjunction is one of the items inside the grammar, it is known as a word that functions to link words, phrases, and clauses in a sentence. With so many choice of conjunctions that can be used by the students, it makes the students are confused to use conjunction. Students frequently misuse between additive (*and* and *or*) and adversative (*but*).

Based on the problems found by doing observations, this study is intended to know the causes of errors and the common conjunction errors which occurred within the students' written procedure text.

## **1.2. Statements of the Problem**

Based on the background of the study, the research questions to be investigated are as follows:

1. What types of error in English conjunctions made by students?
2. What do cause the students to make errors in using conjunction in writing procedure texts?

## **1.3. Purpose of the Study**

According to the formulation of the problems above, the aims of this study is:

1. To identify and describe the type of English conjunctions where errors made by students.
2. To identify and describe the causes of making errors by the students in using conjunctions in writing procedure text.

## **1.4. Significance of the Study**

The finding of the study is expected to be useful for student and teacher.

1. To the students, the result of this research can motivate them to learn English in writing skill by minimize the errors in using conjunctions.
2. To the teacher, the result of this research can be used directly by the teachers in teaching activity to solve the problem faced by students in the context of development of writing skill especially in using conjunction.

## **1.5. Scope of the Study**

This study is limited to identify and describe the errors in the use of additive conjunctions and temporal conjunction in the students writing composition. Theory proposed by Richard in Ellis (1992) is used to describe the factor causing students' errors.

## **1.6. Definition of Key Terms**

To avoid misunderstanding and misinterpretation in order to clarify the key terms used in the title of this thesis such as:

### **1. Error**

Error is noticeable deviation from the adult grammar of native speaker, reflecting the interlanguage competence of the learner' (Brown, 1980:163). In this study errors refer to the use of conjunction made by the second grade students in their writing stuff like procedure text.

## **2. Conjunctions**

Conjunctions are words which link two clauses in one sentence. (Dewhurst, 1991). Conjunction is a part of procedure text which is produce by the students.

## **3. Procedure text**

Procedure text is a piece of text that give us instructions for doing something. (Mark and Kathy Anderson, 1997). In this study, procedure text is one of the writing skills that have been studied by the students.

## **II. REVIEWS RELATED OF LITERATURE**

### **2.1. Error Analysis**

#### **2.1.1. Definition of Error**

Learning a language is fundamentally a process that involves making mistakes or errors. The mistake includes vocabulary items, grammatical pattern, and sound pattern as well. Errors in foreign language teaching especially in English are the cases which are difficult to avoid. There are some experts that explain errors analysis in different definitions. One of the definition was stated by Richard et.al (1985):

“Error analysis is the study and analysis of the errors made by second language learners. Error analysis may be carried out in order to: (a) identify strategies which learners use in language learning (b) try to identify the causes of learner errors (c) obtain information on common difficulties in language learning, as an aid to teaching or in the preparation of teaching materials”.

#### **2.1.2. The Differences Between Error and Mistake**

The distinction between “errors” and “mistakes” has been given by many linguists though it is impossible to indicate any sharp differentiation. Brown (2004) considered errors as "a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner". According to Klassen (1991), the term “error” is refer to a form of structure that a native speaker deems unacceptable because of the lack of language competence. Chomsky (1965) initiated the distinction when he suggested that there were two types of errors: one resulting from verbal performance factors, the other from inadequate language competence. Later, Corder (1967) named the former mistakes and the

later error. Mistakes are said to be unsystematic in nature and correctable when attention is drawn to its producers. Errors, on the other hand, refer to any systematic deviations from the rules of the target language system. In short, errors are caused by lack of knowledge about the target language or by incorrect hypothesis about it; mistakes are caused by temporary lapses of memory, confusion, and carelessness and so on. If we are uncertain whether one of the learners has made an error or a mistake, the crucial test must be: can he correct himself when challenged? If he can, probably it is a mistake; if not, it is an error.

### **2.1.3. Cause of Errors**

There are three source of error according to Brown (1987). They are interlingual transfer, intralingual transfer, and context of learning.

#### **a. Interlingual Transfer**

In the beginning of stage of learning a second language are characterized by a good deal of interlingual transfer from the native language or interference. In this early age, before transfer from the native language is familiar, the native language is the only linguistic system that the learner has mastered.

#### **b. Intralingual transfer**

Intralingual transfer (within the target language) is a major factor in second language learning.

#### **c. Context of Learning**

A third major source of error is the context of learning. “Context” refers to the classroom with its teacher and its material in the case of school learning, or the social situation in the case of untutored second language learning.

### **2.1.4. Errors Identification**

The first step in analyzing learners’ errors is identifying them. According to Ellis (2003) “to identify the errors we have to compare the sentences learners product with what seem to be the normal or “correct” sentences in the target language which correspond with them”.

## **2.2. Writing**

Students learn and acquire language through both written and spoken ways so that they can improve their communicative competence. In the process of communication, ideally

students know the rules on how to communicate to others, how to get information, and how to communicate about the language itself. When the students understand the knowledge of the language, it means that they have a language competence. In line with this, Brown (2000) states the definition of a language competence as “one’s underlying knowledge of system of a language discover a purpose. Also, it is stated that readers, purpose, and occasion define all types of writing and effective writing fulfills the writer’s intention and meets the readers’ needs. It means that writing is a complex process and it seems reasonable to expect, then, that the teaching of writing is complex as well. Moreover, Harmer (2004) states that writing encourages students to focus on accurate language use. It is because students consider the language use when the students engage in their writing process. Brown, (2001) also claimed that writing is a thinking process. This activity will provoke language development because the students resolve problems what writing puts in students’ minds.

### **2.3. Conjunction**

A conjunction is a word for connecting two or more words (Sanford, 1979). This statement is in line with Setyawan (2013) who said that “Conjunctions are words function to relate words, phrases, or sentences that can be classified into coordinating conjunctions, correlative conjunctions, and subordinating conjunctions”. According to Raimes (1992) conjunction is ways to connect two clauses by using a comma followed by one of connecting word in order to be aligned sentences. Conjunction takes an important role in the writing. Without conjunction, the meaning of the text will be not logic.

#### **2.3.1. Types of conjunction**

Conjunction is divided into two types. Those are coordinating conjunction and subordinating conjunctions (Raimes, 1992). In the other hand Quirk (1973) stated that “conjunction divides into three types, they are: correlative conjunction, subordinate conjunction, and coordinating conjunction”. However, this study will use the types of conjunction in taxonomy of cohesion by Halliday and Hasan (1976), they divided cohesion into five types. They are reference, ellipsis, substitution, lexical cohesion and conjunction. Halliday and Hasan (1976) further subdivided conjunctions into four categories, according to the relationship they express: additive, adversative, causal, and temporal conjunctions. This

study takes the types of conjunction from Halliday and Hasan (1979) because they provided the complete theory about conjunction in great details.

1. Additive

Additive is used for linking units of semantic similarity. The additives emphasize the key points or add relevant new information to the previous sentence. Additive consist of *and*, *further*, *or*, etc.

2. Adversatives

Adversative is used to indicate information that mark correction, contrast, and opposite of the sentence mention previously. One of conjunction that included in adversative is *but*.

3. Causal

Causal is used to express result, reason, or purpose. This sub-conjunction consists of *because* and *so*.

4. Temporal.

Temporal used to connect two sentences with sequential, simultaneous, or preceding relation in the text. It consists of *then*, *next*, *after that*, and so on.

## 2.4. Procedure Text

We usually find many kinds of text in daily life. One of those text is procedure text which is an instructional text that describes how to make something or how a series of sequence steps or phrases. Mark and Anderson (1998) through their book *Text Types in English 3* defined a procedure text as a piece of text that tells the readers or listeners how to do something, doing something, or getting somewhere.

Procedure is a set of steps which should be completed in the right sequence to get the goal. In our daily lives, we often have to perform some step to make or get something done. For example, early in the morning you have your mother prepare cups of tea for all members of your family. In making cups of tea you have to follow certain procedure in order to get a nice drink. Most of our daily activities are related with procedure. That is why you should understand what a procedure text is, how to make and use it.

According to Robert (2006), procedure text usually includes the following language features

1. The use of imperative
2. Use of Action Verb
3. Use of Temporal Conjunction/Connectives (or numbering)
4. Use of Adverbial Phrases
5. Use of Simple Present Tense

Generally, a procedure text consist of three main parts; Aim or Goal of the procedure, List of materials which needed to complete the procedure, and sequence of steps in correct order that need to be taken to accomplish the task.

## **2.5. Previous Related Study**

English conjunction is one of matter that have studied by many researchers. There are three related studies that can be referred to find more information for developing this study.

The first study is from Kurniasih (2014), entitled “Error Analysis of Conjunction Usage in Students’ Written Recount Text”. In her study, she analyzed the common errors of conjunctions in writing recount text and the factors that causes the errors in students writing stuff. The method used in her study is qualitative approach. Kurniasih did not enter the class at all or even used any test to students, she collected the data from students written task which is given by their teacher and take the students task outside the class so the students do not know that they are being observed. She found out that among four types of errors proposed by Dulay, there are two types of errors which found in the students’ writing assignments, they are; Errors of Omission and Error of Addition.

The second study was conducted by Setyawan (2013), entitled “Analysis of Students’ Errors in Using Correlative Conjunction in Their Writing in SMP Karya Bakti Gadingrejo”. Setyawans’ study focused on the use of correlative conjunctions. The result of his research shows that the students made some error on omission and disordering errors in using correlative conjunction.

The last previous study comes from Hastuti (2011), entitled “An Error Analysis in Writing Procedure Text Made by The Seventh Grade Students of SMP NEGERI 6 Surakarta in Academic Year of 2010/2011”. In this study, Hastuti focuses on student’s errors in making procedure text, to know the percentage of errors, and the cause of errors in writing procedure text.

There are some differences found in the previous studies, they are: the research method, the limitation of study, and the technique of data collecting. The research method used in the previous study is qualitative method. Kurniasih did not enter the class when collected the data or even used any single test for the students she got the data from students' written task which is given by the teacher outside the class.

### **III. RESEARCH METHOD**

#### **3.1. Research Design**

The method used in this study is a quantitative research method. Quantitative research is suitable for this research because this study want to identify what types of errors in using conjunctions and what causes the students errors in using conjunction in writing procedure text.

#### **3.2. Population and Sample**

##### **3.2.1. Population of the study**

The population of this study was the second grade students who are in the first semester of the academic year 2017/2018. There are three classes and each class consists of 25 to 28 students. The total number of the population is 81 students.

##### **3.2.2. Sample of the study**

The sample of this study was class XI B which selected by using purposive sampling technique. There were 25 students in the class who were selected as the sample of the study.

#### **3.3. Research Instrument**

The instruments used in this study are written test and questionnaire. The writing test require the students to compose procedure text based on the topic given. There are 3 topics offered to the students. The questionnaire consist of 9 items with two option per item, they are yes or no.

#### **3.4. Technique of Data Collection**

The data collected from students' writing were used to shows what types of errors that students made and the questionnaire shows the causes of error in using conjunctions in procedure text. Prior to giving test to the students, they were given the explanation and direction about what the students should do with the test. The students are given 60 minutes to do the written test on a blank paper and the students had to choose one of the three topics given.

### **3.5. Technique of Data Analysis**

The data collected from questionnaire and test as instrument by using descriptive-quantitative method in order to answer the questions which stated in chapter one. To analyze the data, there were four steps used, those are:

#### **3.5.1. Identifying the errors.**

This is the first step to analyze the data. It start with gathering the result from students test, than give the correction mark from every errors that made by the students.

#### **3.5.2. Classifying the errors.**

After identifying the errors, the next step is to classify the error from the data which was given correction mark based on their class.

#### **3.5.3. Calculating the errors and percentage.**

After classifying the errors, the next steps is to calculate how many class of error that has been made by the students.

#### **3.5.4. Making conclusion**

The conclusion were used to find out the answer of statement of the problems which stated in chapter one. It was also include key facts from the background of the study to help explain the result as needed.

## **IV. FINDING AND DISCUSSIONS**

### **4.1. Data Analysis**

The data collected from the test has been identified, classified, calculated to find the type of conjunction errors made by the students in writing procedure text. The result of students test is presented in the following table.

#### **4.1.1. The result of writing test**

Based on the result of students writing test,, there were 164 conjunctions produced by the students. Most of the students are made errors in the use of temporal conjunctions. It can be seen from the total percentage of occurrence 25.6%. (see table 1 on appendix) The table

also show that many students made errors in applying additive conjunction. The total number of students' error in using additive is 15 and the percentage is 9.14%. The total number of all conjunctions errors are 57 and the percentage is 34.75%, which proved that the students failed in using English conjunctions.

#### **4.1.2. The result of Questionnaire**

There were some factors causing students' errors in using conjunction that can be seen from the table (see table 2 on appendix), they are:

1. The students are interference by their mother tongue when they learn about conjunctions.
2. The students are afraid to use conjunction which is not familiar to avoid a mistake or error.
3. They are misused the conjunctions because of the number of conjunction are quite a lot.
4. The students do not have a good motivation in learning English in other word; they are lack of interest in learning English.

## **4.2. Discussion**

In this subchapter, the finding of this research is discussed based on the research questions stated on chapter 1.

### **4.2.1. Types of errors made by the students.**

#### **a. Students Errors in Using Additive Conjunction**

From the total conjunctions produced by the students, they were made 15 (9.14%) errors in using additive conjunction. It is lower than the number of errors that students made in temporal conjunction.

#### **b. Students Errors in Using Temporal Conjunction**

Temporal conjunctions are the most dominant errors that students made, it can be seen from the table 1 above. The table shows that there are 25.6% students who made errors in temporal conjunctions.

### 1.2.2. Factors Causing Students Errors

The data gathered from the questionnaire is used to identify and describe the factors causing students' errors in using conjunctions.

From Table 2 it can be seen that there were 80% students had learned about English conjunctions. Even though most of them had learned English conjunction, the errors were still found on the test. These are the common factors causing students errors in using pronoun in English composition.

#### a. Interlingual

This error was caused by the influence / interference of mother tongue (L1) to the target language (L2). Table 2 shows that there are 56% students stated that they were influenced by their mother tongue when they were learning about English conjunction. The different rules (grammar) between mother tongue and target language leads the students to made some errors. Even though that there are 80% of students stated that they have learned English grammar, students cannot distinguish the form (grammar) of their mother tongue and the target language (English grammar).

#### b. Intralingual

The result of questionnaires showed there were 52% of students who stated that they did not use conjunction they did not know or are not familiar to avoid a mistake which proved that the students had lack of knowledge about the conjunction that made them produced errors. It is also seen from the students' writing test. Most of the students were used conjunction *then* rather than other temporal conjunctions. On the table 2, there were 40% of students stated that they cannot choose the right English conjunction to use in a sentence. It indicated that the students did not understand the teachers' explanation about English conjunction. Moreover Table 2 shows 35.47% students made errors in using conjunctions, both additive and temporal. It means that the students failed to learn English conjunction. The lack of knowledge about conjunction was also the factor causing students errors in using conjunction. These data proved that the students made errors that could be categorized as intralingual error.

## **V. CONCLUSION AND SUGGESTION**

### **5.1. Conclusion**

The main objectives of this study are to identify and describe the student's errors in using English conjunctions and the cause of errors.

1. There are two kinds of conjunctions investigated in this study which are additive and temporal conjunctions. The study found that the error in the use of temporal is the highest percentage. The percentage is 25.6%, and followed by additive conjunction with error percentage of 9.14%. These errors were classified to systematic error because in this subject, the students know the rule but they cannot apply it or they cannot separate the rule between their mother and the target language, they are also unable to correct their errors.
2. The errors made by the students were caused by the influence of their mother tongue (interlingual error) and the factors the students themselves; they had insufficient knowledge about English conjunctions.

### **5.2. Suggestions**

The teachers should know the students' ability in order to know the difficulties that frequently faced by the students, then, the teacher should give more clear explanation on English grammar rules, especially in using English conjunctions. The teacher also should give more exercise to examine the students' ability. The students should give more chance to have an exercise in order to devolve their ability.

The students should practice by themselves and develop their ability by looking for other sources of knowledge in order to increase their ability such as reading many references, having more exercise to make them familiar with the subject.

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