

AN ANALYSIS OF STUDENTS' ERRORS IN USING CONJUNCTION IN WRITING NARRATIVE TEXT AT THE ELEVENTH GRADE OF SMK NEGERI 5 TANJUNGBALAIIN 2020-2021 ACADEMIC YEAR

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ABSTRACT

The purpose of this study is to know the types of error and the dominant error that made by students in writing subordinate conjunction in narrative text. The students of XIITL of SMK Negeri 5 Tanjungbalai became the subject of this study, that consist of 20 students, there was only one class chosen for knowing the students' errors in using conjunction. The technique of collecting data used in this research were observation, interview and written test. The data was collected from the students writing task. The students were asked to retell the story of MalinKundang that used 5 subordinate conjunction.

The researcher used Ong's Theory to classify the types of errors. In this research, the researcher found 4 types of errors. Those were misuse, unnecessary addition, omission, and redundant repetition. The percentage of frequency the errors. It was misuse type (15,15%), unnecessary addition type (48,49%), omission type (30,30%), and redundant repetition (6,06%) . From all of the types, the highest frequent types of error was unnecessary addition.

Keywords : writing skills, subordinate conjunction, errors

I. INTRODUCTION

A. The Background of Study

The one of the elements of a culture is language. Language is used by the people to make a communication. Without a language the people cannot communicate with other because language is a bridge to communicate to whoever in our live. According to Harmer (2007: 59) the meaning of language depends on where it occur within a larger stretch of discourse. There are many languages used as means of a communication by people all over the world. One of them is English. In

global world as right now, students are expected to be able to communicate in English.

English is one of the languages that is widely used by most people all over the world. It is considered as a medium of international communication that used in many fields, such as economy, politics, culture, trade and education. English is one of international languages that is used and studied all over the world. As stated by Richards and Rodgers that today, English is the world's most widely studied foreign

language. English has an essential role for developing countries such as Indonesia. In Indonesia, the awareness to compete with global society has grown. Therefore, English teaching is spread all over the country.

There are four skills which are necessary to be mastered by the learners of English. Those skills are listening, speaking, reading, and writing. Listening and reading are receptive skills. Therefore, speaking and writing are productive skills.

Writing is a complex skill because when we write something, we should choose the words, arrange it into paragraph by our brain and then use our hand to write it. Moreover, Brown said that writing is a transaction with words whereby you free yourself from what you presently think, feel and perceive. It means that everybody who wants to write, he or she does not only think about what they will write but they also must pay attention to the grammar. There are some steps in writing process, they are process of discovering and organizing the idea, writing or putting them on paper, reshaping difficult skills to be mastered. It is because writing involves some components (spelling, language in use, vocabulary and punctuation). Writing needs complex thinking and revise the writing.

Writing is one of the most to produce ideas, words, sentences and paragraph. Some students still have difficulties to write in English, especially write narrative text. Kinds of text such as descriptive, narrative, procedure, and recount are taught and stated in curriculum as part of English lesson for students.

In writing we need a group of words to be a sentence. A sentence is a set of connected words that reveals a whole idea (Sanford, 1979). Sentences are divided into four types; simple sentence, compound sentence, complex sentence, and compound-complex sentence (Oshima & Hogue, 1998). A simple sentence consists of one clause. "A clause is a group of words containing a subject and a verb" (Phillips, 2001, p. 209). However, compound, complex, and compound complex sentences consist of more than one clause. It means that whenever we found a sentence with two or more clauses, then it needs a conjunction between them to make a correct sentence.

Conjunction is one of the parts of speech. A conjunction has a meaning that is a word for connecting other words or groups of words (Sanford, 1979; Warriner, 1982; Forlini, 1983). A conjunction is recognized as a word that is used to connect words, phrases, and clauses within a sentence (Melyane & Kurniasih, 2014). According to Warriner (1982) conjunction is classified into three types namely coordination conjunction, correlative conjunction, and subordination conjunction. While Warriner (1982) divided conjunction into three types, Halliday and Hasan (1976) categorized conjunction into four types that are additive, adversative, temporal, and causal. These four types of conjunction have different function in writing.

Based on the experience when teaching practice program in SMK Negeri 5 Tanjungbalai, many students made error in grammar

when using conjunction on writing narrative text. It means students still have difficulties make sentences using conjunction, for example when they write sentence, "Then, the ant moved towards the leaf and then climbed up there". In the sentence there is an error, namely the repetition of the word "then", the word "then" should be written just once, the correct sentence is, "Then, the ant moved towards the leaf and climbed up there".

Based on the above background, this research is interested in conducting the research about an error analysis on the use of conjunction in students' writing. This research wants to finding out the students' common errors on the use of conjunction in writing, and also the types of errors that most frequently occur on the use of conjunction in students' writing and this research will take the title "An Analysis of Students Errors in Using Conjunction in Writing Narrative Text at the Eleventh grade of SMK Negeri 5 Tanjungbalai in Academic Year 2020/2021".

B. Limitation of the Study

From the problems that occur in the eleventh class of Smk Negeri 5 Tanjungbalai above, it can be seen that there are many problems related to student achievement in learning to write narrative text. So, it is impossible to solve all problem. So, in this study focuses in analysis of the students' errors by using conjunction in writing narrative text especially on using subordinate conjunction at the eleventh grade of SMK Negeri 5 Tanjung Balai.

C. The Formulation of the Study

Based on the background of the study above, the problems of the study can be formulated as follows:

1. What errors are made by students in using subordinate conjunction in writing narrative text at the eleventh grade of SMK Negeri 5 Tanjungbalai?
2. What is the dominant errors Made by the students in using subordinate conjunction in writing Narrative text at the eleventh grade of SMK Negeri 5 Tanjungbalai?

II. RESEARCH METHODOLOGY

A. Research Design of the Study

This research was conducted by using qualitative research. According to Nana Syaodih Sukmadinata (2011: 60), qualitative research is a research to describe and analyze phenomena, events, social activities, belief attitudes, perceptions, thinking individually or in groups. Meanwhile, the qualitative method according to Bogdan and Taylor in Lexy L. Moleong (2011: 4) define the method qualitative as a research procedure that produces descriptive data in the form of written or spoken words of people and behavior observed. The resulting data are in the form of words, pictures and behavior human.

Beside, John W Creswell stated that qualitative research is fundamentally interpretive. It means that the researcher makes an interpretation of the data. Qualitative methods could help in

having insight into problem or cases. The data was very important in this research. The data that gathered was detailed description data.

The qualitative approach is expected to be able to produce an in-depth description of speech, writing, or behavior that can be observed from certain individuals, groups, communities or organizations. The use of qualitative descriptive research designs in this study is intended to describe and analyze students' conjunction errors in writing narrative text at the eleventh grade of SMK Negeri 5 Tanjungbalai.

B. Population and Sample of the Study

1. Population

Population is the number of all participants in the Study (Arikunto, 2002). It can be understood that the population is individuals or groups or the whole subject to be researched in a Study. The population of this research was the eleventh graders of SMK Negeri 5 Tanjungbalai, it consists of XI TITL, XI TBSM 1, XI TBSM 2, XI TBSM 3. The total of the population were 120 student 110 students.

2. Sample

Sample is group of subjects from population. According to Arikunto (2002), Sample is a part of reprehensive of population that are examined or investigated. In this research used purposive sampling technique to get the Sample.

Purposive sampling is the process of selecting sample by taking subject that is not based on the level

or area but it is taken based on the specific purpose (Arikunto, 2010).

In this Study chose XI TITL as the sample. The total of the students were 20 students.

C. Technique of Collecting Data

This study collected the data by using a Test. Test is a series of questions or other instruments which is used to measure the intervals or group skill, knowledge, intelligence, and capability. Here, this research used narrative text as the instrument of the research. The test was given to know and to identify the errors made by students in conjunction. The test used in this study is writing text, the students was asked to make the narrative text that using 5 subordinate conjunction. From the test the researcher knew about students' error using subordinate conjunction in writing narrative text.

III. RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In this research classified the findings into some points that consist of students lack of knowledge in understanding about narrative text most of the students still get difficulties in mastering the language skill especially in writing. The students having errors in using language component especially in using subordinate conjunction, in their writing like adding words that is not necessary in the sentence. Collecting the data, the research used the test to analyze students' errors in writing narrative text, the test is writing test. The researcher

conducted the test in XI-TITL class at SMK Negeri5 Tanjungbalai. The students in the XI-TITL consist of 20 students. In the class the researcher asked the students to retell Narrative text based on the topic given. Then, the researcher asked the students to employ as many subordinate conjunctions as necessary in their writing, the students' writing became the data of this study. In this part the data got by the researcher will be analyzed. The process of obtaining data was done by using offline data collecting.

The students will be given 2 hours time to finish their written about narrative text, they were asked to write their answer in a paper and then they collected their result to the researcher.

As stated the technique of analyzing data, the procedures used by the researcher after collecting the data were gathering data based on the students' test, checking the errors from the test what they have done, classifying the errors in writing narrative text based on the types of errors by Ong's Theory and counting the errors in writing narrative text based on the types of errors by Ong's Theory.

Based on the explanation above there are many errors made by students when writing narrative text. It happened because the students in the school did not know and understand about narrative text especially in the use of conjunction, such as adding words that is not necessary in the sentence.

B. Discussions

After collecting the data from the students, the researcher got types of errors from their writing narrative

text especially about experience of SMK Negeri 5 Tanjungbalai, based on the aspect of errors in writing.

Based on the result above, this research took 20 students at grade IX TITL of SMK Negeri 5 Tanjungbalai as the subject of the research. Then found that there are 15,15% students who made misuse errors. For the example: But after seeing Malin Kundang's mother behavior. The sentence should be: Because seeing Malin Kundang's mother behavior. Because the sentence above tells about the reason so the conjunction must be use "because". There are 48,49% students who made unnecessary addition errors. For the example: they were not rich, but before he and his mother were happy. The sentence should be: they were not rich, but he and his mother were happy. The sentence above is wrong because the word of : before : make the meaning sentence inappropriate. There are 30,30% students who made omission errors. For the example: the mother came, Malin Kundang in front of his well dressed wife. The sentence should be: when the mother came, Malin Kundang in front of his well dressed wife. The sentence must use : "when" because the sentence above are sentence that is done at the same time. There are 6,065 students who made redundant repetition errors. For the example: Then, Malin Kundang met his mother and then asked for permission. The sentence above should be: Then, Malin Kundang met his mother and asked for permission. The word of :then" must be removed because previously there was conjunction "then".

IV. CONCLUSION

After analyzing the result of the data, the researcher concludes there are four types of errors they are misuse error, unnecessary addition error, omission error, and redundant repetition error. The researcher found the most dominant error is unnecessary addition error which the total of errors 16. The second error is omission the total of errors 10. The third error is misuse the total of errors 5. The last is redundant repetition the total of errors 2 error which the total of error 1. The

frequency and percentage of the four error types in this research is :

1. The number of unnecessary addition errors are 16 items, and the percentage is 48,49%
2. The number of omission errors are 10 items, and the percentage is 30,30%
3. The number of misuse errors are 5 items, and the percentage is 15,15%
4. The number of redundant repetition errors is 2 item, and the percentage is 6,06%

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