
**AN ERROR ANALYSIS OF USING CONJUNCTION IN
WRITING NARRATIVE TEXT
(A Study at the First Grade Students of MTs YPKS Padangsidempuan
2018/2019 Academic Year)**

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Abstract

The aim of this research is to explain the quality of students' writing in terms of conjunction and to analyze students' problems using conjunction in writing narrative text. This research is a qualitative research method. This research also aims to know the causes of students' problem using conjunction in writing narrative text. The writer chooses MTs YPKS Padangsidempuan as the location of the research. The informant of this research are all of the students who come from the seventh grade of MTs YPKS Padangsidempuan. But, the writer only took one class to do this research that is VII-1. There are 30 students in this class and the writer only focuses on 9 students. They have problems in using conjunction. The problems are related to the use of coordinating and subordinating conjunction. The reason of the problems in using conjunction in writing is based on linguistic, pragmatic, cognitive and cultural factor. Four of them give influence that causes the lack of conjunction writing. Therefore, an intensive attention should be given by the lecture to facilitate the students to practice writing in the classroom and do peer correction.

Keywords: *Conjunction, Writing Narrative Text*

1. INTRODUCTION

Writing is one of the skills that should be mastered by students when they are learning a language, so there are some reasons for them to master it. First, writing is an activity to deliver information in written form by combining and arranging words. Then, writing is a form of communication to deliver thoughts to express feelings through written forms. It is used as a media to inform something and help writers to communicate with the readers about their ideas, thoughts, and feelings in various written forms.

Writing is an important skill for students learning a language. In addition, students can generate more knowledge because when they are going to write, they should have a lot of ideas and information to write. It means that what students write can show how much knowledge they have got. Furthermore, writing can help students to improve their critical thinking. Because, when they write, they need to evaluate and then consider what kind of information they should deliver to readers in kinds of text. Thus, they need to select words to reflect their thought about the subject appropriately. In short, students can use writing as a media to communicate with other people and to entertain readers.

Writing narrative text ability is very important to improve the communication ability and make students easy to understand about the narrative text well. One of the purposes of learning narrative text for the level junior high school is the students able to make a story about narrative text,

understand about generic structure, because the curriculum of English now is based on the text.

In addition, it cannot be neglected that the students find several problems in writing. Some of them find problems in producing grammatical sentences and in choosing the words they are going to use. Sometimes, students use words which are not appropriate based on their context. Even, some of them still find problems in the representation of cohesive devices. The problem would make readers find difficulties in understanding the message.

However, not all students are successful in learning English especially in studying writing narrative text. It can be seen from their daily marks of the students in MTs YPKS Padangsidempuan in teaching narrative subject, it gets the average of 60. Meanwhile based on MTs YPKS Padangsidempuan Kriteria Ketuntasan Minimum (KKM), students are expected to get the average of 65. In this case, of course there are some factors that have some effects why their ability is low in learning English and also their interest is still low and they think that English is just a foreign language, it is not important for them.

The teachers in MTs YPKS Padangsidempuan have done many efforts to prevent the problems or examples, varying teaching methods, completed the school facilities, giving motivations and so on. But, all of the efforts brought no use because the students' interests do not rise up. The writer assumes that their interests will rise up if the teacher uses suitable exercises or method in teaching subject based on situation.

The suitable exercises is the most important thing to influence this problem, because if the student's conjunction mastery better, it may help students to create a sense of fluency through drills and create a learning environment that closely replicates how students will use language in real life situation.

Conjunction is a word that is used to connect words, phrases, sentences and clauses. Conjunctions are to be categorized into different types, such as, correlative, coordinating and subordinating. All these types of conjunctions are very much helpful to allow us to communicate effectively and efficiently. Furthermore, without conjunctions, you'd be forced to express every complex idea in a series of short, simplistic sentences: I like cooking. I like eating. I don't like washing dishes afterward. By seeing these sentences we can say that conjunctions allow you to form complex, elegant sentences and avoid the choppiness of multiple short sentences. Make sure that the phrases joined by conjunctions are parallel (share the same structure).

Based on data when writer took on preliminary data, the writer found 19 from 30 students in VII-1 of MTs YPKS Padangsidempuan made error in grammar when using Conjunction on writing narrative text. It means students still have difficulties make sentences using conjunction and they do not understand the grammar well.

1. Writing Narrative Text Ability

Writing serves as a tool in teaching all language skills. It can be integrated with the teaching of listening comprehension, oral presentation, and reading skills. Writing can be integrated with the teaching of reading skills by asking the students to write answers to reading comprehension questions. Since writing is often required for passing a particular examination, from writing simple answers at an elementary level to composing essays at an advanced level, teaching writing can surely help meet students' needs in fulfilling their full course of study.

According to Sullivan (2002): Writing is the ability to write something which containing the main idea with two or three supports which reflects the structures of the composition. It means that writing has several parts which support the structure of the composition.

Then, Smith says (2005): Writing is a nonlinear, recursive and generative process that involves several steps or stages, which are prewriting, composing and rewriting steps or stage that complete with each other for the writer's attention. It means that writing consist of several steps or stage which can be started from prewriting which is made as the first idea that will be arranged composing which is made to make a good paragraph and rewriting which is done to rearrange the sentence to be a good paragraph.

From the quotation before, writer concludes writing is one of the language skills that have several steps or stages: prewriting, composing and rewriting steps or stage which reflects the structures of the composition.

In writing narrative text, teachers should teach the students about the whole parts of narrative text itself. They should know about the social function, generic structure and language features at first in order to understand the content of the text and able to construct the meaning.

a. Understanding Social Function

Social Function refers to the aim of the text. According to Linda Gerot and Peter Wignell (2004): Social Function is text has function of constructing history, it represents a shift from an individual focus into making experience collective. It means that social function present about constructing history from the beginning until making experience collective.

Gerot and Peter Wignell (2004) also say: Narrative social function is to amuse, entertain and deal with actual and vicarious experience in different ways. It means that narrative text social function express opinions, ideas, feeling that are experienced at the last time by aiming to inform the readers.

Furthermore, Otong Setiawan (2008) says: Social Function refers to the aim of the text. It means that social function tells about the important goal that readers must understand from the text.

Based on the above definition, writer concluded narrative text tells what function of constructing history is. It explains or describes the idea in some information or entertainments of experience in the past, if idea, opinion, feeling or composition which he / she experiences in the past is simple, the text will follow rhetorical structure based on the experience.

b. Mastering Language Features

Gerot and Wignell (2004) state, "Language feature is the staging and characteristic grammar structure which are rhetorically structured and the information or meaning realized in the appropriate grammatical pattern". It means that language features function is to make the reader able to grasp information easily and effectively from the text.

According to Otong Setiawan (2008), "Language feature is identical to the syntax (in traditional grammar) which refers to a specific structure that is used to express a particular meaning". It means that language features is used to convey meaning from the text which consist several traditional grammar.

In constructing a narrative text there are many language features or lexicogrammatical that student must be able to be mastered, they are:

- a) Focus on particular participant, such as pronoun, Oni, Ely, Prabu, Sang Prabu, The Queen, George, and others.

- b) Use past tense
- c) Use material process, such as stayed, killed, climbed, walked, et cetera.
- d) Focus on temporal sequence.

From the above definitions it is known that language features is the staging and characteristic grammar structure which is rhetorically structured that is used to express a particular meaning which has particular grammatical pattern such as: pronoun, using past tense, material process and temporal conjunction..

c. Mastering Generic Structure

Pardiyo (2007) says, "Generic structure is an element that should be arranged in the form of rhetoric". It means that generic structure is placed in the form of rhetorical arrangement. In other word, generic structure is used as a part of text that should be placed in its own arrangement, and it is often called rhetorical structure.

Otong Setiawan (2008) says, "Generic structure mengacu pada alur yang tersaji dalam teks atau tahapan-tahapan pemetaan gagasan/informasi dalam teks". It means generic structure refers to the plot which is provided in text or the steps of idea mapping in the text.

Then, Linda Gerot and Peter Wignell (2004) say: "Generic structure of narrative text are: 1) Orientation: sets the scene and introduces the participants, 2) Evaluation: a stepping back to evaluate the plight, 3) Complication: a crisis arises, 4) Resolution: the crisis is resolved for better or for worse, 5) Reorientation: optional".

Based on the quotation before, writer concludes that generic structure is part of text that should be placed in its own arrangement, and it is often called rhetorical structure and refers to the plot which is provided in text or the steps of idea mapping in the text.

From the quotations above, the writer concluded that writing narrative text ability means students ability in identifying social function, the generic structure and the significant language feature of narrative text.

2. Conjunction Mastery

Conjunctions are an important method of extending sentence length and complexity, because they are a common method of joining words or parts of sentences together. Coordinating conjunctions join independent clauses as well as words and phrases, while subordinating conjunctions can join dependent and independent clauses as well as words and phrases.

Evelyn P. Altenberg (2010), et all says, "Conjunctions are connector, they are words such as *and*, that join words, phrases and sentences together". It means that the function of conjunction is to joint sentences.

Thomas E. Pane (2010) says, "Conjunction is a word used to connect clauses or sentences or to coordinate words in the same clause (e.g. *and*, *but*,

if)". It means that noun is a connector between sentences or clause.

From the quotations above, the writer concludes that mastering conjunction means that the ability of student in identifying kinds of conjunction and how to use it in a sentence.

In conjunction mastery, teachers should teach the students about the kinds of conjunction itself. There are some kinds of conjunction according to some researchers, they are:

a) According to Evelyn P. Altenberg (2010), et all, they are:

1) Coordinating conjunctions connect any two units that are the same type. For example, they can connect two sentences, two nouns, two verbs, two determiners, two prepositions, or two adjectives. There are three common coordinating conjunctions in English. They are: *and*, *or*, and *but*. Four less common ones are for, *so*, *yet* and *nor*. For example:

- You asked my friend, and then the other two came as well.

- I go or he goes.

- It was not dark but the moon was out.

2) Subordinating conjunctions connect sentences; however, the two parts that are connected are not of equal value in terms of the meaning of the whole sentence. There is a main sentence with a subpart; the subordinating conjunction connects the subpart to the main sentence. The common subordinating conjunctions are: *after*, *even though*, *than*, *whenever*, *although*, *how*, *that*, *where*, *as if*, *though*, *wherever*, *as if*, *in order that*, *till*, *whether*, *as though*, *once*, *unless*, *which*, *because*, *rather than*, *until*, *while*, *before*, *since*, *what*, *who*, *even if*, *so (that)*, *when*, *why*. The example are as the following:

- She continued arguing until everyone *finally* agreed with her.

- They live down south *when* the weather gets cold.

- Jack will buy a house *once* he gets a job.

- She listened to his comments politely, *even though* they sounded silly.

- They stopped talking *when* it was Eleanor's turn".

b) According to Thomas E. Pane (2010), they are:

1) Coordinating Conjunctions: this kind of conjunction is used to join two statements of equal importance, the conjunction is said to be a coordinating conjunction. The common examples are: *and*, *but*, *or*, *not*, *for*, *either*, *neither*. Here are some examples of the use of conjunctions:

- Preeti is weak in Physics. Shalini is weak in Physics.

Preeti and Shalini are weak in Physics.

- My sister went to the market. I went to the market.

My sister and I went to the market.

- It was cold. I wore a sweater.

It was cold so I wore a sweater.

Subordinating Conjunctions: this kind of conjunction joins two statements, one of which depends on the other for its full meaning, the conjunction is said to be a subordinating conjunction. The common examples are: before, after, since, because, if, though, which, who. Here are some examples of the use of conjunctions:

- I painted the house *because* it was a horrible colour
- Come and visit me *before* you leave
- Let me show you *how* to knit
- It would be fantastic if you could come to the party”.

From the definitions above, the writer concludes that conjunction mastery is the student's capability to understand the kinds of conjunction, how to place it in a sentence and to identify kinds of noun in narrative text. Then, the writer takes some indicators of conjunction mastery such as identify conjunction types and able to place it in a good sentence.

2. METHODOLOGY

The writer chooses MTs YPKS Padangsidempuan Selatan as the location of the research. It is located at Jl. Sutan Sori Pada Mulia Padangsidempuan. The writer conducts the research for three months from March until May 2019. The method of this research is qualitative research. Mahsun (2014:72) says, in this method, explained the way of research, they are material of research, tool, way of research, variable, and data that will be prepared and analyze data.

The informant of this research are all of the students who comes from the seventh grade of MTs YPKS Padangsidempuan. But, the writer only took one class to do this research that is VII-1. There are 30 students in this class and the writer only focus on 9 students.

In this research, the writer uses analysis method that is suggested by Miles and Huberman in Sugiyono (2009: 337)“*Aktivitas dalam analisis data kualitatif dilakukan secara interaktif dan berlangsung secara terus menerus sampai tuntas, sehingga datanya sudah jenuh. Aktivitas dalam analisis data, yaitu data reduction, data display, dan*

conclusion drawing/verification”. It means that the way that use in analysis data in qualitative research consist of three, they are; data reduction, data display, and conclusion drawing or verification.

3. RESULT

1. The Description of the Error Types of Using Conjunction on Students' Writing Narrative Text.

The writer designed the test to know about the students' error in using conjunction on writing narrative text. The writer has chosen 9 participants

as the informant which representative the tenth grade students of MTs YPKS Padangsidempuan in using conjunction on writing narrative text. the writer prepared 3 topic below; 1) Malin Kundang, 2) Lake Toba, 3) Cinderella. The writer took the test result, and then analyze it.

Based on analysis of test result that has been conducted at MTs YPKS Padangsidempuan, the writer analyzed the errors and classified them based on the Surface Taxonomy Categories to know whether these errors involve in omission, addition, misformation, or misordering.

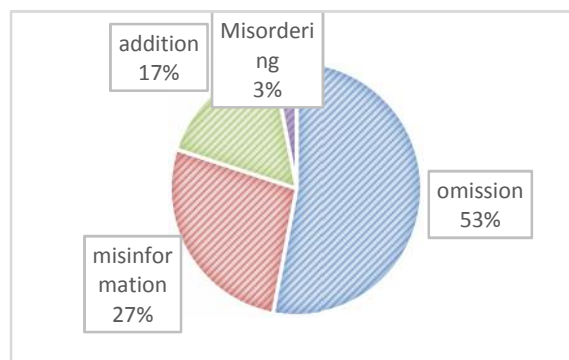


Chart 1: the Recapitulation of Classifications 9 informants' Error Types

a. Misformation

First, almost 9 participant make error in misformation error with the total errors are 27%. The error happened because the students have a lack of vocabulary and its used. Firstly, students were confused in choosing whether it is using *and* or *and then*, neitheror nor and furthermore or moreover when writing their narrative text . The example ;*arriving at home, he put his fish basket on the fire place. And, he set fire of the of the fire place.* The correct one is *arriving at home, he put his fish basket on the fire place. And then, he set fire of the of the fire place.*

b. Addition

The second types of error that student made are addition with the total error are 17% error. For example ; *one day, when so Malin Kundang was sailing, he saw a merchant's ship and which was being raided by a small band of pirates.* . The correct one is ; *one day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates.*

b. Omission

There are 53% omission error, writer assumed these error occurred because the student had not clearly understood of the conjunction because the student didn't pay attention the teacher explanation. For example ; *so he was angry if I not go to there.* The correct one is ;*then he was angry if I was not go to there*

c. Misordering

There are 3% error from this type of error. Writer assumed this error because the students had not clearly understood of the modal

because the student did not pay attention to the teacher explanation. For example ; His fish bait made *suddenly*, some movement. He was sure he would get a fish for his dinner. And that was true, a pretty big fish stuck on his bait. He took the fish and then put it on a fish basket. Then, he went home. The correct one is ; *Suddenly*, his fish bait made some movement. He was sure he would get a fish for his dinner. And that was true, a pretty big fish stuck on his bait. He took the fish and then put it on a fish basket. Then, he went home

2. The Cause of Students Error in Using Conjunction on Writing Narrative

Writer conducted interview to the students to know the cause of why students error in using conjunction on writing narrative text at MTs YPKS Padangsidimpuan. Based on previous explanation of nine participants the using conjunction on writing narrative text, they can make a narrative text that tell about the story but not in using conjunction. They are less understand how to use conjunction in appropriate way. They also said that their English teacher way in teaching English was not interested. The result of the interview found that the cause of error in using conjunction on writing narrative text are carelessness, first language interference and translations.

4. DISCUSSION

In this research, the writer used test to get the data, the interview also conducted by writer to know about the causes of students why made error of using conjunction on writing narrative text. After the research conduct in MTs YPKS Padangsidimpuan in VII 1, the writer concludes that students still didn't understand yet in using the correct form of conjunction into correct order on their writing narrative text because they didn't know meaning, functions and formulation of using conjunction. It could be proved by their test they made misformation error that still failed *and* and *and then* in a correct sentences. Then addition error, they made addition *so* after modal verb. In English grammatical, the verb that used after conjunction must be bare infinitive. From their narrative text writer also found the omission error. Word omission will be give impact to the meaning and the structure of a sentence. The word omission categorized into; *so omission* because student omit *so* as the conjunction between modal and adjective. Student also made misordering error, in negative form they placed *suddenly* in unappropriate place.

When the writer asked about the causes why students made error using conjunction on their writing narrative text. Almost all of them answer difficult to determined the functions and translate the meaning of conjunction, they have lack of vocabulary. So they are hard to understand about the material, they didn't repeat their last lesson at home. They also didn't like the teacher's way to explain the material.

The result of this research was almost same with the research that was this research relevant with Budiarto (2017) which conducted a research about an error analysis of using conjunction on writing procedure text. The result of the research show that the 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.

So, from the result of this research writer concludes that the using of conjunction on writing narrative text, there were many errors, misformation with 12 error or 27 %, and then the second is addition with 6 or 17%, omission with 27 or 53%, and misordering with 3 error or 3%. And the result of the interview are find the cause of error in using conjunction on writing narrative text are carelessness, first language interference and translation.

5. CONCLUSION

In this case study, the researcher has analyzed the errors made by students based on the data analysis and it can be concluded that the errors in the students' test (1) The result of the data finding showed that the most of students made error of using conjunction on writing their narrative text, it can be seen from the high percentage of error types that made by student there were omission error 53%, addition error 17% ,misinformation error 27 % and misordering error 3%.

(2) Based on interview to the 9 informants, it can be concludes the cause of error that made by students are Carelessness, first language interferences and translation those are from the learners themselves or the teacher and the method.

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