

**STUDENTS' ERRORS IN USING COORDINATING CONJUNCTIONS AT
ELEVENTH GRADE STUDENTS**

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Abstract: In constructing sentences, it needs a connector or it can be called conjunction. It is important that a writer must master. The use of conjunctions also had many portion in meaning of the sentences. In this case, the students are able to understand what the conjunction is. Then they are able to construct the correct one. This study focused on the students' errors in using the conjunction. They are Indonesian students that still learning about the second language, especially English. An error also done in several times, this is because they can't master the conjunction itself, and using it. Then they construct the sentences with less understand of constructing sentences, especially in using the connector or the conjunction. In line with Richards (1971) the errors come from 3, those are Interference Error, Intralingual Error, and Developmental Error. Based on the result, the students' errors are coming from Intralingual Errors, also Developmental Errors. The students may use the conjunction with the wrong formula or can be from their lack of knowledge also less in vocabularies. This study analyzed the students that in eleventh grade in senior high school. This study used 2 instruments, that was test also interview that validated to an expert that mastering language testing. The analysis of students' error be descriptively analyzed, so it used Qualitative Descriptive method. The Result proved that students still using coordinating conjunctions except 'for' incorrectly. The errors were coming from intralingual errors, and developmental errors.

Keywords: *Errors Analysis, Factor causing errors, Coordinating Conjunctions.*

A. INTRODUCTION

In learning second language like English, the one of the important considerations is grammar. According to Zhang (2009), grammar is the part of language which is reflected to its basic (p. 184). By learning the grammar, students can learn more easily the second language and understand the language. Bezircilioglu (2011) also stated that grammar mastery refers to the mastery of rules which turn around language structure (p. 3516). It can be said that people are proficient in grammar if they understand the rules of the structure of the language.

However, grammar is often considered difficult for EFL learners, then conjunction is a part of the grammar. Budiarjo (2018) said that Coordinating conjunctions is a word that functions to link words, phrases, and clauses in sentences. With so many choices of conjunctions to choose, the students are often confused to use them (p. 2). So it makes the difficulties experienced by the students that commonly related to how to use conjunctions in sentences.

An interview with the teacher, it was understood that they commonly made errors in using conjunctions. The teacher explained that not only they made errors in writing the conjunctions but also in choosing the suitable conjunctions to link the words, phrases, and clauses. So it is important to conduct this study to know the cause of their erroneous, and to make students' erroneous solved.

To better understand the problem, an analysis of students' errors in using coordinating conjunctions is conducted. The analysis focused on students' errors in using Coordinating conjunctions also the causes of the errors that reflected to their errors in using Coordinating conjunctions to linking word, phrases, and clauses. The error analysis (EA) is chosen because EA is beneficial in the teaching and learning process (Richard et.al, 1985). Richards further explained that EA 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 (p.3). In line with the statement above, this current research is aimed at identifying the weakness points of the students and uses them to gain an information about the factor causes errors also the reasons why the students really miss in learning English Conjunctions.

By identifying the students' errors and knowing the information about the errors which done by the students, it is expected that the teacher would have a suggestion to solve the problems also get an effective teaching material that can be used in the teaching process especially when teaching English conjunctions.

Based on the background study above, this research would like to investigate: What kind of coordinating conjunctions do students dominantly make error? What factors cause the errors?

B. LITERATURE REVIEW

As stated Brown (2000) argued that error analysis is the fact that learners do the errors, and it can be observed, analyzed, and classified to express something (p. 218). It can be stated that error analysis is the technique for identifying and describing errors systematically made by students. The technique for identifying means to check just how

many students makes a particular error and how many used that language item correctly. It also can detect some aspects related to the errors like types, causes and consequences of failed understanding in

learning the language. James (1998) mentioned that error analysis is the process of deciding the incidence, type, causes and consequences of failed language (p. 1).

Errors are caused by some factors. There are specifically or undefined factors, so that impact to the reason of causing errors. According to Richards, (1971), there are 3 causes of errors. They are:

1. Interference errors: errors which are made repeatedly by users of the mother tongue when speaking/writing in another language.
2. Intralingual errors: errors that reflect the general characteristics of a pattern such as false generalizations, and are mostly influenced by existing rules.
3. Developmental errors: students make mistakes building hypotheses with limited knowledge.

According to Gucker (1966: 72), “coordinating conjunctions are normally used to connect sentence elements of the same grammatical class: nouns with nouns, adverbs with adverbs, clauses with clauses”. The Function of this conjunction are coordinating the words, phrase, or independent clause. There are 7 conjunctions which include in coordinating conjunction, that can abbreviated be FAN BOYS:

1. FOR

The other name of this conjunction is cause and effect conjunction, and it uses to explain reason or purposes, same with the function of ‘because’, e.g.

I go to the park every Sunday, for I love to watch the dogs playing ball.

2. AND

This conjunction can be called additional information conjunction, and it uses to add one thing with one thing which has existed. So not be a conflict and still one way in a same sentence, e.g.

I go to the park every Sunday to watch the dogs playing ball and the ducks on the lake.

3. NOR

Use to alternate an idea in negative sentence which added on negative sentence before, then this is an additional information conjunction, e.g.

I don’t go to the field for the fresh air nor for the panorama. Honestly, I just like the soccer.

4. BUT

This conjunction is to showing two things that really in contrast, so it also can be called contrast conjunction, e.g.

The soccer in the park is entertaining in the winter, but it’s better in the heat of summer.

5. OR

This conjunction is additional information conjunction; it uses to alternate or showing that the option is more than one. This conjunction is use in everyday, e.g.

The men play on the teams red or blue

6. YET

This conjunction is showing an introduction idea that in contrast with the logic idea before, the context is similar with the conjunction ‘but’ and also can be called contrast conjunction, e.g.

I always take a book to read, yet I never seem to turn a single page.

7. SO

Use to indicating an effect, result, or consequence from the thing. This conjunction also called result/consequence conjunction, e.g.

I've starting dating one of the soccer players, so now I have an excuse to watch the game each week.

There are some researches concerning the errors analysis. One of them is a study by Dolonseda, (2013), entitled "Error Analysis of the use of Coordinating Conjunctions by Grade XI Students at SMA N 3 Manado". The study analyzed the error of using of Coordinating conjunctions by the students in SMA N 3 Manado explored the sources of the errors. The study was descriptively informing the data so it should be descriptive qualitative. The results of the research showed that the students' score of errors in the use of coordinating conjunction and is higher than but, or, and for. The use of coordinating conjunction for has the lower percentage. In terms of the types of errors made by students the higher percentage is misinformation, then disordering and the lower percentage is omission.

Second one is a study from Budiarto entitled "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" that analyzed the use of conjunctions in MA Madinatul Ulum in Mumbang that focussed in writing procedure texts. The third is a study from Fitri (2018) with the title "Students' Mistake On Using Coordinating Conjunction Of Writing Recount Text At The Eleventh Grade Students SMA N 2 Pasaman" which is concern in SMA N 2 Pasaman and contain the recount text writing.

Therefore, this study focuses on analyzed not only about the students' errors, but also the factor that contributed to the students' errors. Then the results of this study are used to enriching the teaching material that had been provided.

C. RESEARCH METHOD

This The approach of this study was descriptive qualitative. It is descriptive because it described some phenomena related to the problems experienced by the students in using English conjunctions. The description more specifically concerned with the types of errors made by the students in using English conjunctions. The errors analyzed qualitatively to find out the cause of the errors. The analysis of the cause of errors adopted mainly on the theory proposed by Richard (1985).

The respondents were three students in the eleventh grade in MA X Jombang East Java. The students were chosen based on the fact that their English could be categorized as beginner. The students were selected based on the teacher's recommendation (the teacher selected the respondent, then the teacher suggested only 3 students to be respondents) in line with the beginner level criteria. Then, the data of this current research are:

1. Phrases /clauses/ sentences containing 'English conjunctions' erroneous constructions. The data were collected from the answers of the students on the test provided to them.

2. Results of interview with the respondents. This kind of data gained through an interview with the respondents making errors concerning why they make errors. The respondents were three students in the eleventh grade in MA X Jombang East Java. The students were chosen based on the fact that their English could be categorized as beginner. The students were selected based on the teacher's recommendation (the teacher selected the respondent, then the teacher suggested only 3 students to be respondents) in line with the beginner level criteria.

There were two instruments used to collect the data. The first instrument was the written test. The test was written tasks which have to be done by the respondents. The test was used to find out the common errors the students made.

D. FINDINGS

This The results of this study were obtained by an analysis of the students' who made errors. The following are the findings regarding mistakes made by students. In general, it is observed that there were seven types of errors: errors in using the conjunction "for", errors in using the conjunction "and", errors in using the conjunction "nor", errors in using the conjunction "but", errors in using the conjunction "or", errors in using the conjunction "yet", and errors in using the conjunction "so"

Common Problematic Faced by The Students

Table 1: Common problematic faced by the students

No	Pronoun	Description of error
1	And	(1) Using 'for' to replace 'and'
2	Nor	(1) Using 'and' to replace 'nor' (2) Using 'for' to replace 'nor' (3) Using 'or' to replace 'nor' (4) Using 'so' to replace 'nor'
3	But	(1) Using 'so' to replace 'but' (2) Using 'and' to replace 'but'
4	Or	(1) Using 'and' to replace 'or' (2) Using 'yet' to replace 'or' (3) Using 'but' to replace 'or' (4) Using 'so' to replace 'or'
5	Yet	(1) Using 'but' to replace 'yet'

6	So	(1) Using 'and' to replace 'so' (2) Using 'yet' to replace 'so'
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(2) Using 'yet' to replace 'so'

As can be seen in table 4.1, there were 6 coordinating conjunctions that the students often made error. They were and, nor, but, or, yet, so.

a. Students' problem in using 'and'

In using the pronoun 'and', the respondents had difficulties in applying it in connecting clauses. At least, based on the result of the test, it can be seen that there was one erroneous usage of the pronoun in some conjunctions. In this case some respondents used 'for' to a parallel structure which should be 'and'. For example, respondent 1 answered "Please calm down let's wait for see", but it should be "Please calm down let's wait and see", the respondent used 'for' to connect two sentences that should be connected by 'and'. In other words, he wrongly used 'cause and effect conjunction' to replace 'additional information conjunction'.

b. Students' problem in using 'nor'

The same case was doing in using 'nor', the respondents had difficulties in connecting the sentences. Based on the test, the respondents used 'and' to connect two connect two words that indicates negative which should be 'nor', for example the answer of respondent 1 "Aji doesn't smoke, and drink", but it should be "Aji doesn't smoke, nor drink" the respondent used 'and' to connect this sentence, but still, it was an error constructing, it should be use 'nor' because in the sentence there was a negative word.

Then, the respondents used 'for' to replace 'nor', for example respondent 2 answer "I don't go to Australia, for going hiking, I'm only have a schedule last week" that should be "I don't go to Australia, nor going hiking, I'm only have a schedule last week", that was an error constructing because the respondents not correct in using 'cause and effect conjunction' to replace 'additional information conjunction'.

The next, a respondent 3 used 'or' to replace 'nor', for example, "I don't go to Australia, or going hiking, I'm only have a schedule last week" it should be "I don't go to Australia, nor going hiking, I'm only have a schedule last week", that was absolutely using negative word, but the respondents used 'or', and of course it should be joined by 'nor'.

Other case, respondent 2 used 'so' to replace 'nor', for example in sentence "I don't go to the field for the fresh air so for the panorama. Honestly, I just like the soccer", it should be "I don't go to the field for the fresh air nor for the panorama. Honestly, I just like the soccer", there was a negative word, but the respondents used 'so' which known as 'result/consequence conjunction' and replaced the correct one 'nor'.

c. Students' problem in using 'but'

Based on the test, the respondents also had problematic in using conjunction 'so'. The respondents used 'so' to replace 'but', it was wrong in using the conjunction, it broke the rule and the function, for example respondent 1 answer "Vegetarians only eat vegetables, so sometimes they eat a little fish", it should be "Vegetarians only eat vegetables, but sometimes they eat a little fish", the respondents used 'result/consequence conjunction', but, it should be a 'contrast conjunction'.

Next, the respondents used 'and' to replace 'but', for example respondent 2 respond "At first, I ordered cheesy chicken, and my friend ordered fried chicken", in "At first, I ordered cheesy chicken, but my friend ordered fried chicken", it was a contrast sentence, but the respondents used 'and' to connect this sentence, 'and' was an 'additional information conjunction'.

d. Students' problem in using 'or'

Like the other cases, the respondents also felt difficulties in using 'or' as the connector of the sentences, it can be seen in the result of the test. The respondent used 'and' to replace 'or', for example the answer of respondent 1 "we can eat pizza and steak for dinner", it should be "we can eat pizza or steak for dinner", it was a choice sentence, so it should be used 'or' to connect, but the respondent used 'and'.

Then, the respondent used 'yet' to replace 'or', for example the respondent 1 answer was "I will drink a cup of coffee yet a glass of milk at night", it should be "I will drink a cup of coffee or a glass of milk at night", the sentence was need an 'additional information conjunction', but the respondent used 'yet' which known as a 'contrast conjunction'.

The other one, the respondent used 'but' to replace 'or', for example the answer of respondent 3, the correct one was "we can eat pizza or steak for dinner", it needed an 'additional information conjunction', but there 'contrast conjunction' used, it was "we can eat pizza but steak for dinner".

Another, the respondent used 'so' to replace 'or', for example respondent 3 respond "I'll wait until his arms so his feet tired. So, I can carry or hold his arms", it should be "I'll wait until his arms or his feet tired. So, I can carry or hold his arms", in this case the respondents should be connected the sentence with 'or', but the respondent used 'so', this because the sentence was a choice sentence.

e. Students' problem in using 'yet'

The other case, one of the respondents also had problematic in connecting the sentence using 'yet'. It can be seen in the result of the test. The respondent used 'but' to replace 'yet', for example at the respond of respondent 1, the correct one was "I always take a book to read, yet I never seem to turn a single page", those two conjunctions were like same but it wasn't, the difference between 'but' and 'yet' was the idea. The idea of the use 'yet' was in contrast. But the respondent used "I always take a book to read, but I never seem to turn a single page".

f. Students' problem in using 'so'

In this case, the respondents also had several errors in constructing the sentence, it can be seen in the test result. It was a problematic that had done by the

respondents. The respondents used ‘and’ to replace ‘so’, for example respondent 1 answer “Some of my cousins are vegetarians, and they don’t eat meat”, it should be “Some of my cousins are vegetarians, so they don’t eat meat”, that were the use of ‘result/consequence conjunction’ but the respondents used ‘and’ as the connector of the sentences, ‘and’ which known as ‘additional information conjunction’.

Another case, the respondents used ‘yet’ to replace ‘so’, for example the respond of respondent 2 it was “Some of my cousins are vegetarians, yet they don’t eat meat”, it should be “Some of my cousins are vegetarians, so they don’t eat meat”, it should be connected by ‘so’ because the sentence was a result/consequence sentence but the respondents used ‘yet’ as the connector.

4.1.2 Causes of error

According to According to Richards, (1971), there are 3 causes of errors. They are:

1. Interference errors: errors which are made repeatedly by users of the mother tongue when speaking/writing in another language.
2. Intralingual errors: errors that reflect the general characteristics of a pattern such as false generalizations, and are mostly influenced by existing rules.
3. Developmental errors: students make mistakes building hypotheses with limited knowledge.

Table 4.2: The cause of errors

No.	Cause of error	Description
.1	Intralingual Errors	Using the formulas or the rules incorrectly.
2	Developmental Errors	The respondents were lack of vocabularies, also have difficulty using the conjunctions.

As can be seen on table 4.2 there were two causes that may generate the student’s errors: intralingual errors and developmental errors. Most of the errors were related to the Intralingual errors.

The intralingual error usually came when the respondents were breaking the formula or the rules, then it should be an erroneous when the conjunction forced to filling another connector. For example, in using English conjunction ‘for’, made the rules wrong because the students were forcing the conjunction to answer other question. Then in using English conjunction ‘and’ the respondents did the same case, that was forced to answer other questions and made it wrong. The next was the use ‘nor’, the respondents were forced to answer other questions using ‘nor’ conjunction, the basic reason was they weren’t knowing the conjunction. In using ‘but’, the respondents repeated the same case in using “but” so the result made the error. The same case was in conjunction ‘or’, the respondents stated that the use of ‘or’ or the

function it was out the rules. So, it can be concluded that the same error still existed. In line with the error in using 'nor' did in the use of 'yet', the respondents were made the same errors because of their basic knowledge in the conjunction, they weren't knowing the meaning also the function itself, so they randomly used the conjunction, or filled the questions related 'yet' with other answers. In other case, the use of 'so', the respondents weren't knowing how to use the correct function of the conjunction, so the respondents were doing the same case, it was forcing the answer to fill the other questions.

The developmental error mostly occurred when the respondents were lack of vocabularies and had difficulty in using the conjunctions. For example, when the students used 'and' the respondents knew the meaning and knew the function of that conjunction, but the respondent less in using it because didn't know the full vocabularies in the sentences that used in questions. Then, in 'nor', the respondents didn't know about the meaning of the conjunction. And because of the knowledge that knew as lack, it can be concluded that in the phase of developmental can be affected. The next was in conjunction 'but', the respondents had the same reasons, they can't use the conjunction correctly. They absolutely knew the meaning also the function of its, but turn into the constructing sentences they can't use the conjunction, so it took the same error. Therefore, the conjunction 'or', the same case from the use of "and" existed. The respondents were error in constructing the sentences because of the lack of vocabularies. The respondent has already known the conjunction, but still lack of it. After that, the use of 'yet', the respondents weren't knowing the meaning of the conjunction itself also the vocabularies that was lack also the factor of respondent made the error. The last coordinating conjunction was 'so', the respondents knew the meaning, also knew the basic function of the conjunction, but in other case the respondent was lack of vocabularies. So the error still existed again.

Based on the explanation before, it can be concluded that the intralingual error was found more than in developmental error, because in using 'for' the developmental error wasn't found different with in the intralingual error.

E. DISCUSSION

After After the result of findings, it can be concluded that the respondents were making some errors related English conjunction (Coordinating conjunction), they careless in using conjunction correctly. For example, in using English conjunction 'but', as stated before that the respondents were using the formula incorrect because of they used the conjunction to answer other question, it was an erroneous made by the students. They use the rules or the formula incorrectly, because they still lack of knowledge of coordinating conjunctions itself. Although they knew the use or the function of the conjunction, they made the errors when they connecting sentences, they wrongly used the conjunction because they lack of vocabularies. Then the common factors they did were Intralingual error. But, it also made Interference error cases, if they were forcing the conjunction to filled the other questions but they were knowing the function of the conjunctions or the conjunction itself.

They did the Interference error when they broke the rules or formula of the English conjunctions. As stated by according to Brown (2000, p. 224), Interference is categorized in interlingual error. It is often caused by transfer from the first language

(L1) to the second language (L2). It can occur when the learners are confused by the rules of L1 when achieving the rules of the second language. For English second language students, the usual direction of the influence will be from the L1 to the L2. They still connect their native language to process the second language, so it will be grammatical interference in learning another language. For the example, in question number 2 in multiple choice (see appendix 2), the correct answer was English conjunction “nor” but the respondent answered with “and” because of their mother tongue, they forced to Englishize Indonesian language (see appendix 3), and forgot the function of the English conjunction or they didn’t know the conjunction.

Many students have difficulty in learning second language like English, and this is normal for those who are just learning English (Hengwichitkul, 2009; Watcharapunyawong & Usaha, 2013; Rattanadilok Na Phuket & Othman, 2015). As a result, it is a very difficult task for EFL students, and it is inevitable to find errors made by this group of students because they have limited opportunities to learn English.

F. CONCLUSION

As the conclusion, it can be concluded that the errors the students most commonly made were concerned with Richards (1971) that the respondents (eleventh grade students) in MA AL HIKMAH BALONGREJO, still had problems in using English conjunctions especially coordinating conjunctions. The errors commonly did in the use of ‘nor’ and ‘or’. Then, the errors were mainly caused by Intralingual Errors and Developmental Errors. The first problem arises due to the students broke the rules in using conjunction, or the respondents weren’t pay attention to the function of the English conjunctions, then they didn’t know several English conjunctions. Then the second common error is because the students were lack of knowledge and less in vocabularies.

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