



**ERROR ANALYSIS OF CONJUNCTION USAGE IN STUDENTS’
WRITTEN ANALYTICAL EXPOSITION TEXT
(A Case of 4th Semester Students in Genre-Based Writing Class of English
Department Unnes in the Academic Year of 2017/2018)**

a final project
submitted in partial fulfilment of the requirements
for the degree of *Sarjana Pendidikan*
in English

by

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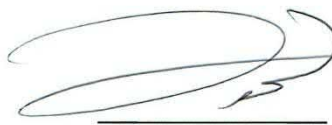
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Semarang, January 2019



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MOTTO AND DEDICATION

“Some people want it to happen, some wish it would happen, others make it happen.”

(Michael Jordan)

This final project is particularly dedicated to:

My dearest parents (Witardjo and Sri Wahyuni)

My sisters (Nila Elyana and Maya Rosalin)

My teachers and lecturers

All my friends (Wiskit, Rombel 2, Eng Dept. and all the squads)

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First and foremost, I would like to express my high thankfulness to Allah SWT, Lord of the world, for the blessing and mercy for every single thing that is given to me. May peace and blessing be upon the prophet Muhammad SAW who guides the people to God's path.

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My honor also goes to the chair person, the secretary, and the examiner of my board of examination, the head of English Department and all lectures of English Department of Semarang State University who have given knowledge and experience during my study. My honor is also addressed to the fourth semester students of English Department 2017/2018 for their cooperation.

I also would like to dedicate my sincerest gratitude to my beloved family for my dearest mother, Mrs. Sri Wahyuni, and my coolest father, Mr. Witardjo; my older sisters, Nila Elyana and Maya Rosalin who always give their attention, prayer, and support to me. This final project is so meaningful because of your love and support.

My special thanks are expressed to my best friends, first to Nudiya Afiya Farha and Diah Astuti who fill my college with heart and helped me to find the meaning of life. Second, Isna Arifatus Shalihah who always tells me to remember Allah SWT, gives me great advices and also listens to all of my stories. Second, Rombel 2 Team and Wisma Kita 1 Squad who help me to finish this final project and encouraged me to keep moving forward. And the last is to all my friends who always support me. May Allah always bless all of you friends.

I realize that this final project is not perfect because there are many weaknesses; therefore, criticism and suggestions are certainly needed for its betterment. Finally, I hope that this study is useful to improve the knowledge of others.

Semarang, January 2019

A handwritten signature in black ink, appearing to read 'Elina Mareta', written in a cursive style.

Elina Mareta

ABSTRACT

Mareta, Elina. 2019. *Error Analysis of Conjunction Usage in Students' Written Analytical Exposition Text (A Case of 4th Semester Students in Genre-Based Writing Class of English Department Unnes in the Academic Year of 2017/2018)*. Final Project. English Department, Faculty of Languages and Arts, Universitas Negeri Semarang. Advisor: Pasca Kalisa, S.Pd., M.A., M.Pd.

Key words: *Conjunction, Analytical Exposition Text, Error Analysis*

The aim of this study is to find out the types and its distribution of conjunction error in analytical exposition text written by the fourth semester students in the academic year of 2017/2018. Descriptive qualitative method is used as the research methodology. The result show that there are 49 errors found in the data. Omission has the most frequent error with 22 errors with the frequency of 44.90%. From the data, misformation has total 12 errors with the frequency of 24.49%. Next addition has 8 errors with the frequency of 16.33%. The last is misordering which has 7 errors with the frequency of 14.29%. The errors also could be classified into three categories of conjunction which are coordinate conjunctions, correlative conjunctions, and subordinate conjunctions. Coordinate conjunction has the most errors with 25 errors, then is followed by subordinate conjunction with 22 errors and the last one is correlative conjunction with only 2 errors. In short, it can be concluded that omission error is the highest error made by the student and coordinate conjunction has the most errors among the other conjunction types. It means that the students need to focus more on learning coordinate conjunction in writing their analytical exposition text.

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CHAPTER I

INTRODUCTION

This chapter presents the introduction to this study. It deals with the background of the study, reasons for choosing the topic, statement of the problem, objectives of the study, limitation of the study, significance of the study, and outline of the report.

1.1 Background of the Study

One of the most common problems in writing is grammar. Harmer (2004) stated, “the grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language” (p.12). Moreover according to Richards (2018), grammar is the system of rules used to create sentences refers to the knowledge or parts of speech, tenses, phrases, clauses and syntactic structures used to create grammatically well-formed sentences in English. It means that the learners need to deal with sentence basics, such as; noun, pronoun, verb, adjectives, adverb, preposition, conjunction, clause, phrase, spelling, punctuation and etc., which will be constructed together to form a correct sentence.

Since the grammatical rules are complex, the learners sometimes make incorrect sentence that can be referred as grammatical error. According to Nordquist (2018), it is a term used in prescriptive grammar to describe an instance of faulty, unconventional, or controversial usage, such as a misplaced modifier or

an inappropriate verb tense. It should be seen positively because it is a part of the learners' progress and improvement in the learning process.

The same problem of grammatical errors is also found in the writing tasks of the learners in university level. In this study, the writer chose fourth semester students of English Department Unnes. Their grammar understanding can be seen from their writing tasks in genre-based writing class. It focuses on writing the kinds of text types according to their genres. One of the texts is analytical exposition text. It is a type of written text that is intended to persuade readers that something is in the case. The purpose is to give some arguments as the fundamental reasons why a topic or an issue is important to be discussed. The importance of analytical exposition text is to improve the students' critical thinking when they are faced by a certain topic or problem. One of the language features is using conjunction in order to make a coherent text. Conjunction is a word that links words, phrases, or clauses. There are three types of conjunctions which are coordinate conjunctions, correlative conjunction, and subordinate conjunction. They function as the link words to connect the students' ideas into a good analytical exposition text.

Analytical exposition text is a kind of formal text which needs more preparations before and when writing about a certain issue or topic. Therefore, there are some studies related to analytical exposition text. They are analysed in various fields: (1) Subari (2013) which is about analysing the students' grammatical errors in using tenses in writing analytical exposition text; (2) Mubarak, Hamzah, and Radjab (2013) which analysed about the students' ability in building cohesion and corehence in argumentative essays; (3) Rahmatunisa (2014) which is about

analysing the problems in writing argumentative essay faced by Indonesian EFL learners; (4) Meylane and Kurnasih (2014) which focused on analysing the conjunction used in the students' written assignments; (5) Hayati, Siska and Mayuasti (2015) which analysed about the usage of coordinate conjunction in writing argumentative essay; (6) Kurniati (2015) which analysed about the students' ability in writing subordinate conjunction in the compound sentences; (7) Khohari and Kristiandi (2016) which is about error analysis on analytical exposition texts in the students works; (8) Fatimah (2017) which analysed article in writing analytical exposition text to the eleventh grade students of SMAN 5 Kediri; (9) Sari, Winarsih, and Sarwanti (2017) which analysed about the cohesive devices used in the students' analytical exposition texts; (10) Kusumawardhani (2017) which analysed about the conjunction as part of syntax in writing English narrative composition; (11) Deviyana (2017) which analysed the types of error in using coordinate conjunction in writing compound sentences; (12) Garintama (2018) focus on analysing analytical exposition text written by eleventh graders of SMA Hang Tuah 4 Surabaya; and (13) Emilia, Habibi, and Bangga (2018) which analysed about the cohesion of exposition texts written by the senior high school students.

Based on those explanations, some of the studies focus on the whole grammatical error analysis and the others only discuss about one specific grammatical rule, for example; tenses, article, etc., in analytical exposition text. From some explanations above, there haven't been a research about conjunction analysis in analytical exposition text which becomes one of the most important

language feature of analytical exposition text. It is also important to know whether the students make many conjunction errors or not. It can help the students to upgrade their writing and also improve their writing skill.

Since analytical exposition is one type of formal texts, it is important to analyse the conjunction used in the text in order to give the clear understanding about the whole text for the reader. It is also important for English students of university level, because having a good understanding about conjunction is a must, in order to be able to write a clear and understandable text.

Therefore, in order to improve the students' awareness of the use of conjunction, the writer would like to analyse the students' analytical exposition texts which aims to find out what types of conjunction errors mostly made by the students and its distribution in the students' analytical exposition texts.

1.2 Reasons for Choosing the Topic

In conducting this research, there are three reasons why the writer chooses the topic about analysing conjunction errors in analytical exposition text of English Department students of UNNES. Firstly, grammar is the most complicated aspect of writing skill that the students need to be aware of its importance. It has been studied in some researches that error is difficult to be avoided because the students do not know the correct grammatical rules and create incorrect sentences. For instance, they are Subari (2013), Mubarak, Hamzah, and Radjab (2013), Rahmatunisa (2014), Meylane and Kurnasih (2014), Hayati, Siska and Mayuasti (2015), Kurniati (2015), Khohari and Kristiandi (2016), Fatimah (2017), Sari,

Winarsih, and Sarwanti (2017), Kusumawardhani (2017), Deviyana (2017), Garintama (2018), and (13) Emilia, Habibi, and Bangsa (2018) that had analysed about analytical exposition text. Based on those studies, there are only few studies about analysing the students' grammatical errors in analytical exposition text which do not broaden the grammatical error types. It is important because as an English student of university level, having a good understanding in grammar is a must to be able to write a formal text, such as analytical exposition text. Therefore, the writer would be focusing on analysing the grammatical error types and causes in analytical exposition text.

Second, following the problem above, the next reason is about to find out know what types of grammatical errors in the usage of conjunction that mostly made by the students. It can help the students to focus what their lackness in understanding and using conjunctions when they are assigned to write any kind of texts. It also increases their writing quality and also develops their ability in writing a coherent text.

The last reason is about the importance of learning analytical exposition text. It helps to develop the students' behaviour in critical thinking. As a university level, the students need to be critical and have a good skill in developing their ideas into sentences about a specific topic or issue. Therefore in this research, the writer focused on the grammatical error types of conjunction according to surface strategy taxonomy by Dulay, Burt and Krashen (1982) in the students' analytical exposition text, because it helps the students to sharpen their way in critical thinking of a topic or an issue.

1.3 Statement of the Problem

The problems of this research are briefly stated as follows:

1. What are types of grammatical errors in the usage of conjunction found in analytical exposition texts written by the 4th semester students?
2. How is the grammatical error distribution of the usage of conjunction in analytical exposition texts written by the 4th semester students?

1.4 Objectives of the Study

From the problems above, the objectives of the study are:

1. To find out types of grammatical errors in the usage of conjunction in analytical exposition texts written by the fourth semester students.
2. To explain the grammatical error distribution of the usage of conjunction in analytical exposition texts written by the fourth semester students.

1.5 Limitation of the Study

The study is limited to the analysis of grammatical errors in the usage of conjunction which are found in analytical exposition text. The writer uses the error types of surface strategy taxonomy by Dulay, Burt and Krashen (1982). They are omission, addition, misinformation, and misordering. This study is based on the research towards fourth semester students in Genre-Based Writing Class of English Department Unnes 2017/2018.

1.6 Significance of the Study

The results of this study are expected to be useful input for the following aspects:

1. Theoretically

The result of this study is expected to give specific grammatical error focusing on the usage of conjunction in analytical exposition text, so it theoretically will give positive influence in the students' writing ability in building a coherent text.

2. Practically

The result of this study is expected to give specific grammatical error of conjunction in analytical exposition text, so it practically will give positive influence in the teachers and lecturers' teaching process about the importance of conjunction in writing analytical exposition text.

3. Pedagogically

The result of this study pedagogically can be used as reference to other researchers in analysing grammatical errors especially about conjunction of the students' written analytical exposition text especially at university level.

1.7 Outline of the Report

The final project consists of five chapters. In the first chapter, the writer presents background of the study, reason for choosing the topic, statement of the problem, objective of the study, limitation of the study, and significance of the study. This chapter mainly is about introduction of the topic being studied.

The second chapter reveals about review of the related previous studies, related literature and framework analysis. Review of related literature explains

about some previous studies related to my topic while related literature underlies the writing of this study. Furthermore, framework analysis consists of a description how my research is processed.

The third chapter discusses the research design, subject of the research, object of the research, the instrument of the research, procedures of collecting data, and procedures of analyzing data. This chapter mainly explains about how the writer gets the data and analyze them based on the method which has been discussed on the chapter two.

The fourth chapter covers the result of the research which consists of description of the data and analysis of the data. The description of the data reveals what the data were and how they were gained. Meanwhile, the analysis of the data shows the result of the research by answering the statement of the problem from chapter one.

The last chapter presents conclusion and suggestions based on the research. Conclusion explains shortly about the result of the study while suggestions offer the best treatments suggested by the writer regarding the result of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of three sub-chapters. The first sub-chapter is review of the previous studies which explains about studies related to this research. The second sub-chapter is review of related theoretical studies which explains about the main idea that underlies this research, i.e., analytical exposition text, conjunction, error analysis, and grammatical error classification. Lastly, there is theoretical framework analysis as the third sub-chapter which describes the implementation of the research.

2.1 Review of the Previous Studies

The topic about grammatical error analysis is not new topic discussed in a final project. There are a number of researches concerning about this topic. Here are some studies that had been conducted by previous students and researchers. The writer used them as references in conducting this final project.

Subari (2013) conducted a research about students' grammatical errors in using tenses in writing analytical exposition text. The aims are to find out and describe the students' grammatical errors in using tenses and the types of errors in writing analytical exposition text. The result shows that there are 95 incorrect sentences (19.95%). The types of errors consist of omission error 6.72%, addition error 5.25%, misformation error 6.72% and misordering error 1.26%. Omission error and misformation error have the same percentage as the most found errors, while misordering error has the lowest percentage. This study gives the writer

suggestion about grammatical errors classification which is omission, addition, misordering and misformation of conjunction errors in analytical exposition text.

Mubarak, Hamzah, and Radjab (2013) study focuses on analysing the students' ability in building cohesion and coherence in argumentative essays written by the fourth year students of English Department at University of Bengkulu. The results show that the students' ability in building cohesion is Low Average (LA) and the students' ability in building coherence is Low Average (LA) where the average scores show that some students have score with the range 3-3.5 which means that they have low understanding towards the kinds of cohesion and coherence. The study gives the writer urge to analyse conjunction errors in analytical exposition text because it is one of the parts of cohesion and coherence ability in writing analytical exposition text.

Rahmatunisa (2014) categorized the Indonesian EFL learners' problems in three categories. They are linguistic problems, cognitive problems, and psychological problems. The aim of this research is to find out problems in writing argumentative essay faced by Indonesian EFL learners. She stated that mostly students faced problems in linguistics related to the grammatical structure (23.2%), formatting words (30.2%), word classes (16.3%), error in using words (9.3%), and the use of article (21%). The cognitive problems are related to organizing paragraph, difficulties in remaining word classes, getting lost the generic structure, making a conclusion, and putting punctuation. The last, psychological problems include laziness, egoism, bad mood, and difficulties to start writing also faced by Indonesian EFL learners. This study gives the writer urge to conduct the research

more about conjunction error analysis in analytical exposition text of Indonesian EFL learners.

Melyane and Kurniasih (2014) study has aim to find the errors of conjunction usage, analyze it by putting them into categories of errors proposed by Dulay in Surface Strategy Taxonomy theory, and also categorize the causes of errors using the theory proposed by Richard. The results show that there are two types of errors found in the students' written assignments, they are; omission and addition errors. The study gives the writer the urge to do research on conjunction errors generally in analytical exposition texts.

Hayati, Siska, and Mayuasti (2015) study has aim to find out the students' mistakes in using coordinate conjunction in writing argumentative essay. The results show that there are 22 errors in using coordinate conjunction. The study gives the writer suggestion to do research on conjunction generally in analytical exposition text.

Kurniati (2015) study has the aim to find out the students' ability in writing subordinate conjunction and what extent the students make the errors. The result shows that the students have difficulties in using subordinate conjunction which are unfamiliar vocabulary, determining the meaning of word, and applying the subordinate conjunction. The students also have low understanding about the usage of subordinate conjunction in the sentences. The study gives the writer to do research more on conjunction generally in analytical exposition text.

Khohari, Martono, and Kristiandi (2016) analyse error on analytical exposition text. They have purpose to know the types of errors in writing analytical

exposition texts, the percentage of the errors, and the causes of errors in writing analytical exposition text. The results show that there are 101 errors with omission error as the most frequent error and misordering as the least frequent error. The sources of errors are interlingual and intralingual transfer. This study gives the writer suggestion to do research more specifically in conjunction errors of analytical exposition text.

Fatimah (2017) had aim to investigate the errors of using article made by students in eleventh grade students of SMAN 5 Kediri in writing analytical text. She categorized the errors in omission, addition, and confused type. The results showed that there were seven categories from 18 categories of article usage. The most frequent error was addition type with 63.158%. Among interlingual, intralingual and context of learning, overgeneralization influenced the errors as the major factor from intralingual factor. This study gives the writer suggestion to do research more specifically in conjunction errors on the other hand of using article in analytical exposition text.

Sari, Winarsih, and Sarwanti (2017) study has purpose to know cohesive devices used and to know the type of cohesive devises mostly used in analytical exposition texts written by eleventh graders of SMAN 1 Magelang in the school year 2016/2017. From the findings, it can be concluded that the analytical exposition texts contain more grammatical cohesion rather than lexical cohesion. It is noticed that reference is mostly used in the texts and although the texts are somewhat cohesive, some parts still need improvement. This study gives the writer

suggestion to do research on the use of conjunction in analytical exposition text because it is included in grammatical cohesion.

Kusumawardhani (2017) study has purpose to analyse about conjunction as part of syntax in writing English narrative composition. The result shows that there are five errors in subordinate conjunction, 3 errors in coordinate conjunction, and 2 errors in correlative conjunction. This study gives the writer to do research about conjunction in analytical exposition text because it is applied more in that kind of text.

Deviyana (2017) study has aim to know the types of error and the students' most grammatical error in using coordinate conjunction in writing compound sentences. The result shows that there are 47 errors in sentences writing task which consist of omission, addition, misformation and misordering. The highest percentage of the errors belong to misformation categorized (72.34%) followed by omission (17.02%), addition (8.51%), and misordering (2.13%). The study gives the writer urge to do research about conjunction generally in analytical exposition text.

Garintama (2018) focus on analysing analytical exposition text written by eleventh graders of SMA Hang Tuah 4 Surabaya. The study concerns on analytical exposition text compositions, which are written by XI IPS 2 class. The result of data analysis showed that most of the students are having inconsistent understanding about generic structure and language features of analytical exposition text. The study gives the writer suggestion to do more research about conjunction errors.

Emilia, Habibi, and Bangga (2018) study has aim to investigate the cohesion of exposition texts written by eleventh graders of a school in Bandung, West Java, Indonesia. The results show that all texts show students' grasp and understanding of the schematic structure of an exposition, including thesis, argument, and restatement of the thesis. Moreover, in terms of cohesive devices, all texts use some simple cohesive devices – reference, lexical cohesion, and conjunction. It should be mentioned that all texts are rudimentary with some inappropriate word choices and grammatical problems. This suggests that the students still needed more guidance and time to do research on the topic in focus, to go through the process of writing as a professional do, to allow them to create a better text with more elaboration and characteristics of written language with consistency and accuracy.

The previous studies above analysed the problems and errors in analytical exposition text. The researchers conduct their studies as qualitative research. Therefore, it motivates the writer to conduct a qualitative research with descriptive method especially about conjunction errors in analytical exposition text.

2.2 Review of Theoretical Studies

In this part, the writer would like to explain about theoretical studies of analytical exposition text, conjunction, error analysis, and grammatical error classification.

2.2.1 Analytical Exposition Text

According to Sudarwati and Grace (2007), analytical exposition text is a type of written text which is intended to persuade the readers about a case or an issue. In

making the persuasion stonger, the writer gives some arguments as the fundamental reasons why something is the case. In addition, Hartono and Purwanto (2017) explains that analytical exposition text is a kind of text that belongs to the type of argumentation text which contains detailed author's thinking about a phenomenon that is around. The social function is to persuade the readers or listeners that something is the case and an opinion is correct and supported by arguments.

Analytical exposition text has three parts of generic structure. The first part is thesis which introduces the topic, shows the writer's arguments about the topic itself and presents the outline of the arguments. The second part is argument which is consisted of point and elaboration. Point states the main argument, then elaboration develops and supports each point of argument. The last part is reiteration which consisted of conclusion which restates the writer's opinion.

Analytical exposition text has some generic features. They are focusing on generic human and non human participants, using mental processes to state what the writer thinks or feels about something, for example; realize, feel, etc., using emotive and evaluative words, needing material processes to state what happens, e.g. ...has polluted... etc., usually using simple present tense and present perfect tense, and using enumeration words and conjunction to show the given arguments, for instance; firstly, secondly, ... finally, etc.

2.2.2 Conjunction

According to Frank (1972), conjunctions are members of a small class that have no characteristic form. They have function as non-movable structure words that join

such units as parts of speech, phrases, or clauses. There are three types of conjunctions which are coordinate conjunctions, correlative conjunctions, and subordinate conjunctions.

1. Coordinate Conjunctions

Coordinate conjunction joins structural units that are equal grammatically. The conjunction comes before the last unit and is grammatically independent of this unit. An easy way to remember these six conjunctions is to think the word FANBOYS (for, and, nor, but, or, yet, and so). When using a conjunction to join two sentences, use a comma before the conjunction. Unit joined by a coordinate conjunction are labelled as compound. Compound units may be classified according to the formal structure of the units (parts of speech, phrases, clauses) or according to the function of the units (subject, predicate, modifier, object).

a. Structural Units

| Parts of Speech (Single Words) | | |
|---------------------------------------|----------------------|--|
| And | Verbs | The old woman slipped and fell on the pavement. |
| But | Adjectives | She is beautiful but dumb. |
| Or | Pronoun | I don't know her sister or brother. |
| Yet | Verb | A man who has money yet does not share it, is not worthy of respect. |
| Phrases | | |
| And | Prepositional phrase | He walked into the house and up the stairs. |

| | | |
|---------------------|--------------------|---|
| Or | Verbal phrase | To be or not to be, that is the question. |
| But | Verbal phrase | Feeling thirsty, but not wanting to wake his wife, he tiptoed down to the kitchen. |
| Clauses | | |
| Dependent Clauses | | |
| And | Adverbial clauses | Because he didn't like the countryside, and the city had no appeal to him, he decided to travel abroad during his vacation. |
| But | Adjectives clauses | She married a man who was very intelligent and charming, but who wouldn't work at all. |
| or | Noun clauses | I don't know when my mom left home or how he went. |
| Independent Clauses | | |
| And | | I'll go there first at seven and you have to go there at eight. |
| Or | | Give me ice cream or give me smoothie. |
| Nor | | I did not know it, nor did they. |
| But | | He had tried but did not succeed. |
| Yet | | The sun is warm, yet the air is cool. |
| So | | The rain is so heavy, so some students do not go to school. |
| For | | He decided to join the national singing competition, for he had won the school singing contest. |

b. Functional Units

Coordinate units consisting of parts of speech, phrases or clauses may also be classified according to their function in the sentence.

| | |
|---------------------|---|
| Compound subjects | Dogs and cats often do not get along. |
| Compound predicates | They went out for dinner but returned in time for their favourite television program. |
| Compound objects | He looked everywhere for his handphone and glasses. |
| Compound modifiers | He was tired but happy. |

2. Correlative Conjunctions

When **and**, **or**, **but** join coordinate elements, the first item may also be preceded by a conjunction. Such paired conjunctions, called correlative conjunctions, serve to intensify the coordination.

| | |
|---------------------|--|
| Both – and | Both Helen and I will go to the mall. |
| Not only – but also | Not only the women but (also) the men loved this cute cat. |
| Either – or | She will either pay you for the ring or return it. |
| Neither – nor | Neither money nor power has made him arrogant. |

3. Subordinate Conjunctions

A subordinate conjunction introduces a clause that depends on a main, or independent clause. The subordinate conjunction is grammatically part of the clause it introduces; it is never separated from its clause by a comma.

| | |
|----------------------|--|
| Before – conjunction | I had never seen him before he arrived in town. |
| Before – preposition | I had never seen him before his arrival in town. |
| Before – adverb | I had never seen him before. |

Single-word subordinate conjunction

| | | |
|----------|--------------------------|---|
| After | Time | We went home after the game was over. |
| Although | Contrast (concessive) | Although he doesn't like singing, he decided to join the competition. |
| As | Time | As she was leaving the house, her boyfriend arrived with a gift. |
| | Cause | The students had to leave the party at 9 P.M. as they had to get up early the next day. |
| | Manner | He always does as he is asked for. |
| Because | Cause | He was punished by his mom because his room was messy. |
| Before | Time | She always feeds her cat before she goes to work. |
| If | Condition | If it rains again, she has to wait for another hour. |

| | | |
|------------|--------------------------|---|
| Lest | Purpose (negative) | Lest their young son get into further trouble with the police, they decided to send him to a strict military academy. |
| Once | Time | Once she reaches home, she turns on the television quickly. |
| | Condition | Once you give the wrong answer, you have to do it again. |
| Since | Time | The dog does not want to eat since his owner left him in the animal shelter. |
| | Cause | Since the weather is so good today, why don't we go out for a picnic? |
| That | Purpose | That they get a perfect score at the exam, they have to study really hard. |
| Though | Contrast (concessive) | Though he still felt tired, he decided to go back to work. |
| Till | Time | Let's wait here till my friend comes. |
| Unless | Condition (=if not) | He never goes to the market unless his wife asks for him. |
| Until | Time | We'll wait inside until the bus comes. |
| When(ever) | Time | We can go when(ever) you are ready. |
| | Condition | The dog barks when(ever) you come. |
| Where(ver) | Place | You will find poverty wherever you go. |

| | | |
|---------|---------------------------|--|
| Whereas | Cause | Whereas the rent for this home has not been paid for four months, the tenant is required to vacate the premises immediately. |
| | Contrast (adversative) | He was short, whereas his brother was quite tall. |

Two-word Conjunction

| | | |
|-----------------------------------|--------------------------|---|
| <i>Ending in As</i> | | |
| Inasmuch as | Cause | Inasmuch as no offer has been made to pay for the debt, our company will have to take this case to court. |
| Insofar as (also in so far as) | Degree (extent) | They will do whatever is necessary insofar as they are able to. |
| <i>Ending in That</i> | | |
| Beyond that | Condition (exception) | I have no complaint about my major beyond that it is tiring. |
| But that | Condition (exception) | But that he needed support desperately, he would never have turned to his mother for help. |
| Except Or excepting that | Condition (exception) | That car is just what we want, except that it is too expensive. |

| | | |
|--|-----------------------|---|
| In that | Cause or manner | Both boys are similar in that they love expensive cars. |
| Now (that) | Time | Now that we are ready to leave, we must say goodbye to all our neighbourhood. |
| | Cause | Now that it has started to rain, we should be ready for the flood. |
| Only (that) | Condition (exception) | I have no complaint about the hotel, only that it is scary here. |
| Provided or providing that | Condition | We should be able to do the job for you quickly, provided (that) you give us all the necessary materials. |
| Save or saving that | Condition (exception) | The plan would have gone off very well, save that one of the officials became very slowly. |
| So (that) | Purpose | He travelled through half the world so (that) he could learn many cultures. |
| | Result | The food arrived damaged, so (that) we had to send it back. |
| To this group might be added some -ed and -ing participles that function as the first part of subordinate conjunctions : | | |
| Granted (that) | Contrast (concessive) | Granted that he was dealt with unjustly, he still should not have killed the man. |

| | | |
|---------------|--------------------------|--|
| Conceded that | Contrast (concessive) | Conceded that a few of his arguments are convincing, the majority of them are not. |
| Assuming that | Contrast (concessive) | Assuming that we consent to the marriage, what can you offer our daughter? |
| <i>Others</i> | | |
| As if | Manner | He looks as if he's very sad. |
| As though | Manner | They're spending their money as though there's no tomorrow. |
| If only | Condition | I could finish my essay if only there weren't so much noise. |
| In case | Condition | In case you leave the house, please turn off the television. |
| Only if | Condition | We will make these handbags only if we can obtain the right leather. |

Subordinate Conjunctions Beginning with Prepositional Phrases

| | | |
|----------------------------------|--------------------|--|
| <i>Prepositional Phrase + As</i> | | |
| As far as | Degree (extent) | As far as I know, he can buy whatever he likes with the money. |
| As (or so) long as | Time Condition | I'll love you as long as I live. So long as we have no trouble through the trip, we should arrive at our destination in four hours. |

| | | |
|--|-----------------------|---|
| | Cause | As long as you're going to the kitchen, get me an apple. |
| <i>Prepositional Phrase + That</i> | | |
| For fear that | Purpose (negative) | He studied night and day for fear that he might not pass the mathematic examination. |
| For the purpose that | Purpose | For the purpose that the goals might be well achieved, a special committee was appointed. |
| In order that | Purpose | They left very early in order that they could arrive before dark. |
| In the event that | Condition | In the event that he doesn't call by anyone else, I'll have to call him. |
| In the hope that | Purpose | Regularly radium treatments were given him in the hope that the cancer cells might be destroyed. |
| On condition (that) | Condition | We can take care of this problem on condition that payment is made in advance. |
| On the ground(s) that | Cause | She's suing for divorce on the grounds that he abused her and the children. |
| To the end that | Purpose | All the efforts of the people are directed to the end that peace may finally happen all over the world. |
| <i>Preposition or Prepositional Phrase + The Fact That</i> | | |

| | | |
|---|--------------------------|--|
| Because of the fact | Cause | Because of the fact that they had made their reservation too late, they couldn't get on the train they wanted. |
| But for the fact that | Condition (exception) | Everything would have gone well with the play but for the fact that some of the props caught on fire. |
| Despite the fact that | Contrast (concessive) | Despite the fact that he was well known all over the world, he was an extremely kind man. |
| Due to the fact that (<i>informal – not yet regarded as acceptable</i>) | Cause | Due to the fact that all flights were delayed, the airport was crowded with people. |
| Except for the fact that | Condition (exception) | Except for the fact that her hair is too short, she would be very beautiful. |
| In spite of the fact that | Contrast (concessive) | He does a full day's work in spite of the fact that he is seventy years old. |
| In view of the fact that | Cause | In view of the fact that all the men are serving all the front, the women have to do all the work. |
| Notwithstanding (the fact) that | Contrast (concessive) | She lives in a small room, notwithstanding the fact that she has a lot of stuff. |

| | | |
|--------------------------------|--------------------------|---|
| On account of the fact that | Cause | He was fined on account of the fact that he had broken the traffic rules. |
| Owing the fact that | Cause | Owing to the fact that not enough members are present in meeting, we have to cancel the meeting. |
| Regardless of the fact that | Contrast (concessive) | She insisted on accompanying her husband through the fields regardless of the fact that rain was ruining her make up. |

Split conjunction consist of two parts that “split” around an adjective, adverb, noun or pronoun.

| | | |
|-------------------------------|------------------------|---|
| So . . . that | Result | He was injured so badly that he had to go to the hospital. (That may be omitted in informal speech.) |
| Such (a) . . . that | Result | It was such a lovely holiday that they decided to stay longer. (That may be omitted in informal speech.) |
| As or so . . . as | Degree (comparison) | He works as hard as his brother does. |
| -er, more, less . . . than | Degree (comparison) | We are having a hotter summer this year than we had last year. He is a more (or less) passionate student than his cousin is. |

There are some rules in using conjunction. They are parallel structure and punctuation. Here are some explanations of that.

1. Parallel Structure

When coordinate conjunctions are used, the expectation is that each of the items joined will have the same grammatical form. Faulty parallelism occurs when different grammatical structures are used coordinately for the same grammatical function. Such faulty parallelism is especially common in noun or adjective functions.

| | |
|----------------------------|---|
| <i>Nominal function</i> | |
| Faulty parallelism | I'm reading about the origin of the violin and how it developed through the ages. |
| Corrected to | I'm reading about the origin and development of the violin. |
| <i>Adjectival function</i> | |
| Faulty parallelism | Mary is tall, with blond hair, and who has blue eyes. |
| Corrected to | Mary is tall, blond, and blue-eyed. |

An awareness of parallelism is important not only for the negative purpose of eliminating errors but for the positive purpose of lining up related ideas in similar grammatical forms. Such a use of “positive parallelism” is especially important in formal English; the parallel structures help the reader or listener to see the relationship between the many complexities of thought that are being expressed. Positive parallelism not only achieves greater clarity and economy of expression, but it often makes a statement more eloquent because of the rhythmic repetition of

the grammatical structures. The more parallel a sentence is, the more esthetically pleasing it often is. For this reason, balanced sentences, that is, sentences that are completely parallel, are more memorable than are other types of sentences. When clauses are used in parallel construction, the verb, and possibly part of the structure around it, may be omitted.

2. Punctuation

Commas used with coordinate conjunctions appear only before the conjunctions. Commas may separate items representing the same part of speech, the same type of phrase, or the same type of clause. If only two words, two phrases, or two independent clauses are joined by a coordinate conjunction, no comma is used before the coordinate conjunction.

Men and women are welcome.

Sometimes, however, a comma may separate long dependent clause.

Because he didn't like to work in a tropical climate, and because he felt his abilities were not recognized by the company he worked for, he decided to look for a job in a colder climate.

If three or more items are coordinated, commas separate the items. However, a comma before the conjunction preceding the last item is optional.

Men, women (,) and children are welcome.

Two or more independent clauses are usually separated by a comma before the coordinate conjunction.

| | |
|-------------|---|
| Two clauses | They had hoped to take a trip around the world, but they were unable to leave because of the sudden illness of their son. |
|-------------|---|

The comma may be omitted in such sentences if both clauses are short.

The band played and the crowd cheered.

| | |
|---------------|--|
| Three clauses | In the evening, some people like to watch television, others enjoy a game of cards, and still others prefer to take a nap. |
|---------------|--|

Omission of coordinate conjunctions, for two or more items, **and** or **or** may be omitted before the last item and a comma used instead.

A newspaper contains three kinds of news – international, national, local.

Repetition of coordinate conjunctions, for three or more items, **and** or **or** may be used with each item after the first one. Such repetition of the conjunction reinforces the coordination.

Unsanitary conditions (,) or certain insects (,) or nutritional deficiencies may cause disease.

2.2.3 Error Analysis

The error analysis movement can be characterized as an attempt to account for learner errors that could not be explained or predicted by construction analysis or behaviorist theory, and to bring the field of applied linguistics into step with the current climate of theoretical opinion. In these respects error analysis has been most successful. It has made a significant contribution to the theoretical consciousness-raising of applied linguistics and language practitioners. It has brought the multiple origins of learners' errors to our attention. Finally, it has succeeded in elevating the status of errors from complete undesirability to the relatively special status of research object, curriculum guide, and indicator of learning stage.

Then it is important to analyse error found in the students' writing works. "Error analysis, as a descriptive rather than a prescriptive approach to error, provides a methodology for determining why a student makes a particular grammatical error and has been a potentially valuable borrowing from this field (research in second-language acquisition), one that could have altered the prescriptive drilling of standard forms which still comprises much of basic writing texts. Unfortunately, however, error analysis in the composition classroom has generally served to simply keep the focus on error." (Elanor Kutz, "Between Students' Language and Academic Discourse: Interlanguage as Middle Ground." *Negotiating Academic Literacies*, ed. By Vivian Zamel and Ruth Spack. Lawrence Erlbaum, 1998.

In this research, the writer will analyze the grammatical errors in students written analytical exposition texts based on error analysis theory by Ellis (1994). It consists of four stages. Here are the explanation of the following stages:

a) Collecting the data

Researchers are different from each other in their choice of data collection methods. According to this stage, learners' errors are influenced by a group of important factors. Ellis (1994, p.49) asserts that these factors are significant in "collecting a well-defined sample of learner language so that clear statements can be made regarding what kinds of errors the learners produce and under what conditions".

b) Identifying the errors

Corder (1981) has provided a common model for identifying errors in the utterances of second or foreign language learners. Identifying second or foreign language learners' errors is fundamental for determining the standard against which a particular item that is considered erroneous. Brown (2000), Ellis (1994) and Corder (1981) (cited in Al-Tamimi (2006, p.39) "consider any deviation from what a native speaker would produce, as an error". Therefore, an error can be any choice, by the language learners, which strays from its proper application, as would be expected from a typical, knowledgeable, indigenous speaker of the language being learnt; otherwise, go against whichever canon in dialogue, of slurred 'language grammar' along with practice. Appropriate elucidation of the inaccuracies can commence when faults are recognised.

c) Describing the errors

Description of errors helps in serving three major purposes. These purposes can be summarised as follows: initially, would be to instinctively expound all that is unstated, so as to substantiate an individual's instinct. The second purpose can be as a prerequisite for counting learners' errors. A third purpose is to create categories and sub-categories for errors which can help in the process of developing a comprehensive taxonomy of second language errors.

d) Explaining the errors

In Ellis's words (1994, p.57), explanation of errors "involves an attempt to establish the processes responsible for L2 acquisition". On the other hand, Ellis explains the psycholinguistic sources of the nature of L2 learners' errors by classifying them as

errors performance and errors of competence. Generally, foreign language or second language learners' errors might be attributed to different sources or linguistic factors that might affect the process of English language learning such as first language influence or the effect of target language itself.

2.2.4 Grammatical Error Classification

Grammatical error types are based on surface strategy taxonomy by Dulay, Burt, & Krashen (1982) which are omission, addition, misformation, and misordering. Here is the explanation of those four error types:

1. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others. Content morphemes carry the bulk of the referential meaning of a sentence: nouns, verbs, adjectives, adverbs, for example: *Indra a new student in my classroom.*

In the sentence, it is omitted *is*. *Is*, *the*, and *of* are grammatical morphemes, those little words that play a minor role in conveying the meaning of a sentence. In the other case, it is also found in conjunction error, for example: *My mother went to the hospital, she had headache.*

In the example above, the two independent clauses should be connected by subordinate conjunction '**because**' to make a clear and understandable meaning of the sentence.

2. Addition

Addition errors are the opposite of omissions. They are characterized by the presence of an item which must not appear in a well-formed utterance. It usually occurs in the later stage of second acquisition, when the learner has already acquired some target language rules.

Three types of addition errors are double marking, regularization, and simple addition. These errors are good indicators that some basic rules have been acquired, but the refinements have not yet been made.

a) Double Marking

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic constructions, but not in others. For example, in most English sentences some semantic features such as tense may be marked syntactically only once. It also occurs in conjunction error, for example, *She has lived in Jakarta for more than three years, and so she can speak Indonesian well.* In that sentence, there are double conjunctions which one of them should be omitted. The coordinate conjunction '**and**' should be eliminated because it does not connect both sentences correctly.

b) Regularization

Regularization is also commonly called as overgeneralization. It is a rule typically applies to a class of linguistic items, such as the class of main verbs or the class of nouns. In most languages, however, some members of a class are exceptions to the rule. For example, the verb *eat* does not become *eated*, but *ate*; the noun *sheep* is also *sheep* in the plural, not *sheeps*. Whenever there are both regular and irregular

forms and constructions in a language, learners apply the rules used to produce the regular ones to those that are irregular, resulting in errors of regularization. However, in this study, it can not be used in analysing conjunction errors.

c) Simple addition

It is the “grab bag” sub-category of additions. If an addition error is not a double marking not a regularization, it is called a simple addition. No particular features characterize simple additions other than those that characterize all addition errors- the use of an item which should not appear in a well-formed utterance. However, in this study, it can not be used in analysing conjunction errors.

3. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. While in omission errors the item is not supplied at all, in misformation errors the learner supplies something, although it is incorrect, for example: *The students understanded the lesson.*

In the sentence above, a past tense marker was used by the learner and it is incorrect. Like addition error type, misformations are consisted of three types as follow:

1. Regularization

It falls under the misformation category are those in which a regular marker is used in a place of an irregular one, as in *runned* for *ran* or *gooses* for *geese*. However, in this study, it can not be used in analysing conjunction errors.

2. Archi-form

It is the selection of one number of a class of forms to represent others in the class. We have called the form selected by the learner an archi-form. For example, a learner may temporarily select just one of the English demonstrative adjectives *this*, *that*, *these*, and *those*, to do the work for several of them: *that cat - that cats*. From that sentence, *that* is the archi-demonstrative adjective representing the entire class of demonstrative adjectives. However, in this study, it can not be used in analysing conjunction errors.

3. Alternating forms

As the learner's vocabulary and grammar grow, the use of archi-forms often gives way to the apparently fairly free alternation of various members of a class with each other. In this study, it can be used in analysing conjunction errors, for example: *Rina woke up at 7am, and they were late for school*. In the example before, the coordinate conjunction should be changed from '**and**' to '**so**', because it is not suitable in joining the meaning of both sentences.

4. Misordering

As the label suggests, misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. For example: *He is all the time late*. All the time is misordered. Misordering errors occur systematically for both second and first language learners in constructions that have already been acquired, specifically simple (direct) and embedded (indirect) questions.

In analysing conjunction, misordering error also occurs in some sentences, for example: *Both of my friend or I are going to watch some movies*. In the example, the correlative conjunction should be changed from '*both-or*' to '*both-and*'.

2.3 Theoretical Framework

The concern of this research is to analyse conjunction errors in order to find out the types of the students' analytical exposition texts and the distribution of each error types. The writer will analyse conjunction errors based on error analysis theory of Ellis (1994) which consists of four stages. They are identifying, describing, explaining, and evaluating the errors. For classifying the conjunction error types, the writer will use surface strategy taxonomy by Dulay, Burt and Krashen (1982) consisting of four categories. They are omission, addition, misformation, and misordering. There are percentage of errors which reflect the distribution of the error found and interpret the errors in a descriptive way. This framework below will show the procedures of the research:

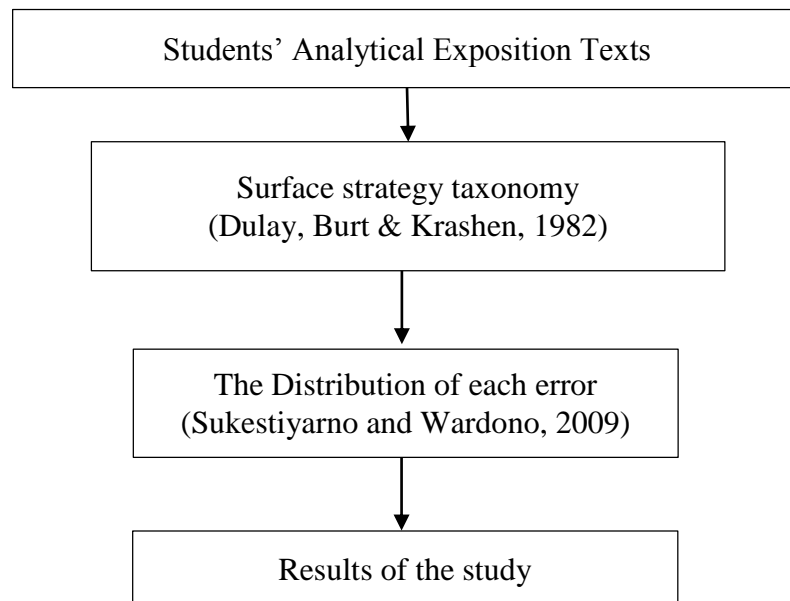


Figure 2.1 Framework of Analysis

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

After analysing the data, the objectives of the research were achieved. The results of the data analysis shows that the fourth semester English students in Genre-based Writing class of English Department Academic Year 2017/2018 made grammatical errors in their analytical exposition texts.

From the data, it can be seen that there are total 49 conjunction errors found in the data. Omission has the most frequent error with 22 errors with the frequency of 44.90%. From the data, misformation has total 12 errors with the frequency of 24.49%. Next addition has 8 errors with the frequency of 16.33%. The last is misordering which has 7 errors with the frequency of 14.29%.

The errors also could be classified into three categories of conjunction which are coordinate conjunctions, correlative conjunctions, and subordinate conjunctions. From the data, there are 49 conjunction errors. Coordinate conjunction has the most errors with 25 errors, then is followed by subordinate conjunction with 22 errors and the last one is correlative conjunction with only 2 errors. In short, it can be concluded that omission error is the highest error made by the student and coordinate conjunction has the most errors among the other conjunction types. It means that the students need to focus more on learning coordinate conjunction in writing their analytical exposition text.

5.2 Suggestions

After analysing the students' grammatical error types focusing on the usage of conjunction in the students' written analytical exposition texts, the writer would like to give some suggestions for both the lecturers and the students.

(1) For the lecturers

The lecturers should give clearer explanation about the rules in using conjunction especially for coordinate conjunction which is used to make a coherent analytical exposition text. They also have to make a specific teaching process, so they know how the progress of students' written tasks. They mostly affect the students' analytical exposition text that make it unclearly understandable.

(2) For the students

The students should learn more about the rules in using conjunction in analytical exposition text. They also have to make a systematic writing process including revising their analytical exposition texts, so errors in conjunction could be decreased from their writing tasks. Then, the students need to focus on the coordinate conjunction more because it has the highest errors found in the data above.

(3) For future researchers

This study about grammatical error analysis of students' analytical exposition texts of Unnes students was conducted with some limitations. For instance, the writer needed 2 weeks of collecting the data, so the next researchers can extend time in conducting the research to get more complete data and also focusing on

the other method how to improve the students' ability in using conjunction in their analytical exposition text. The future researcher should focus more on another analysis of language features in analytical exposition text or the cohesion of the text.

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