

AN ANALYSIS OF THE STUDENTS' ERROR IN USING CONJUNCTION IN WRITING ABSTRACT OF THESIS

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Abstract

This research was due to some problems found in thesis abstract of the students who graduated from English Education Department of UIN Bukittinggi. First, the students do not place the conjunction correctly in their thesis abstract. Second, the students do not understand which conjunction is proper for their abstract to be cohesive. Furthermore, the purpose of this research was to find out type of conjunction error that students made in writing their thesis abstract. The researcher used qualitative research design. Furthermore, to choose the research subject for this study, the researcher applied the approach of purposeful sampling. Then, the subject of the research was the undergraduate theses of the students which is 23 theses. Then, the instrument that was used in a research was documentation checklist. Based on the result of the research, the researcher concluded that there were 2,56% addition error, 43,59% omission error, 50% misformation error, and 3,85% Misordering error. Furthermore, the researcher concluded that the most frequent conjunction error was misformation error, followed by omission error, Misordering error, and addition error. It makes the most frequent error is misformation error and the least frequent error is addition error.

Keywords: Conjunction, Error, Writing, Students.

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INTRODUCTION

Commonly, Writing is one of the four skills in English language besides reading, speaking and listening. Habiburrahman and Trisno (2022) reveal that among the important skills of language, writing is regarded as productive language skill. It is called productive because students can deliver their ideas, thoughts, and opinions in written and oral form. Beside, writing is one way to communicate ideas, unlike speaking, writing communicates ideas by using the written forms. Writing needs to be gramatically correct in order for the reader to understand what the writer's intention.

One of the products of writing is thesis. Thesis is a scientific work in the form of a research report with specific field problems written by students below the guidance of the supervising lecturer as a condition for completing level studies bachelor. Thesis contains five chapters. The first chapter is about background of the problem, research question, purpose of the research, and significant of the study. The second chapter consists of review of related literature and previous study. The third chapter consists of the approach, design of the research, population, sample, instrumentation, data collection, and analysis. The fourth chapter consists of finding of the research and discussion. The last chapter consists of conclusion and suggestion. Furthermore, the conclusion of the entire chapter above is loaded into an abstract.

Abstract is one part of the thesis that must exist. Mahmudi in Fitriani, (2021) revealed that the abstract is part of a scientific essay that expresses the research briefly and abstractly so that the reader can only know the content of the research from this section. The abstract also describes the background of the problem, the main theory used, research methods, data collection and processing, and the final results of the research. Then it is written in one page, one space, there are three to four keywords, and presented in around 300 words.

The same with other writing, an abstract needs to be coherent and cohesion. Coherent is related to the overall clarity of the writing. In order for writing to be coherent, the ideas must be clearly connected and organized in a way that makes sense. If the ideas within the writing are not clearly related, the writing will be difficult to understand. Cohesion in other hand, all of the elements within the writing must fit together like pieces of a puzzle. In order for writing to be coherent, the ideas within the writing must be clearly connected so that the reader can easily follow along. One way to think of cohesion is to think of it as the "glue" that holds the writing together. Cohesion occurs when there are clear connections between ideas, sentences, and paragraphs. Without cohesion, writing can be difficult to follow and understand. This means that cohesion is strongly related with conjunction.

Conjunctions are words that link other words, phrases, or clauses in a sentence. According to some experts such as Malmkjaer in Numanjanovna and Ikromjonovna,

(2022) that defined as an indeclinable part of speech that links other parts of speech, in company with which it has significance, by classifying their meaning or relations. Next is Halliday and Hasan in Hovhannisyan, (2021) who treat them as “linguistic devices that create cohesion”. From these experts, it can be said that conjunction is a part of speech that links other parts of speech in order to create cohesion between them.

Furthermore, Frank, (2014) state that the conjunctions are members of a small class that have characteristic form. Conjunction must be carefully distinguished from relative pronouns, relative adverbs and preposition, which are also connecting words. Based on the statements above that concepts of conjunction have similarity in the case of the principle of the point of the views which is conjunction is a part of speech that links other parts of speech in order to create cohesion between them.

The relationship between conjunction and coherence is that conjunction helps to create cohesion within a text. Coherence is the quality of a text that makes it easy to follow and understand. It is achieved when all the sentences and paragraphs fit together logically. Cohesion is the quality of a text that makes it “stick together”. It is achieved when there is a good relationship between the ideas in the text and the way they are connected.

Moreover, it is important to know and understand conjunctions in writing abstract. It has the purpose to make the abstract to be cohesion. When used properly, conjunction allow for more natural flow and rhythm in writing. However, the improper use of them often results in abstract that sounds abrupt and disjointed. For example “Google classroom is used as a media online learning in school. but as the process there were many problem that found by the students...” The conjunction error in this sentence is the use of "but". The conjunction “but” is to connect two independent clauses, but in the example it was used in the beginning of a sentence.

There are some problems in using conjunction in writing. With so many choice of conjunctions that can be used by the students, it makes the students are confused to use conjunction. For example using instead of using “and” they use “because”. Furthermore, Najamuddin, (2014) added that students sometimes add too many conjunctions because they do not remember exactly how many clauses they have written. For example “...in learning English the students have low reading ability, and do not have motivation to read, and do not have enough vocabulary to understand what they read”. The first conjunction “and” in the example is not needed. If there is 3 or more statements that are in the same level, the conjunction “and” need to be placed at the start of last statement.

The problem above was also observed on the theses abstract on English Education Department Student in UIN Bukittinggi. Based on the preliminary observation that was conducted by observing some theses of English education department, especially one that graduated on April 2020, the researcher found some problems

related with conjunction. First, a student used conjunction “because” not in the right place. The conjunction “because” is to state the reason of the sentence before it. However, that student did not write the reason after the conjunction “because”. Second, other students used “but” as the beginning of new sentence which is incorrect since it needs a previous sentence to be able to use “but”. The conjunction “but” is to state controversy of the previous sentence. Third, other students’ problem is the omission of conjunction. He is supposed to put conjunction “and” and “or” between words that are similar level. Last is the misplacement of the conjunction. A student placed “and” incorrectly. If there is 3 or more statements that are in the same level, the conjunction “and” need to be placed at the start of last statement. From the problems above, it can be concluded that there are addition, omission, misformation, and Misordering error were observed on the students theses abstract of English Education Department in UIN Bukittinggi.

The first study was conducted by Erick Setiawan, (2014) with the title “An Analysis of Students’ Subordinate Conjunction Errors in Writing Recount Text” This research was conducted Descriptive Qualitative research method. The sample of the research was XI IPA 3 class in SMA Gajah Mada Bandar Lampung that consists of 30 students. The sample was conducted by purposive sampling technique. In collecting the data, the writer used the documentation was students’ task about recount Cotext, Based on the result of research, it was found that the total of the students errors was 107 items. There was 24 items of omission, the percentage is 22.42%, 47 items of addition with percentage 43.92%, 31 items of misformation with percentage 28.98%, and 5 items of misordering with percentage 4.68%. Based on the data analysis, the writer concluded that most of the students have problems in understanding writing recount text with using subordinate conjunction.

The second study was conducted by Erika Septianingrum, (2014) with the title “A Descriptive Study on the Students Mastery in Using Conjunctions But, And Or, Before, After”. The population in this study is all students of grade XI IPA and IPS of SMUN I Wiradesa. The number of the population is 280 students that are grouped into seven classes. It can be interpreted that most of the students got good scores in using conjunctions but, and, or, before, and after. Based on the general capability, the students have mastered the materials. However, the capabilities vary. They make different numbers of errors in mastery conjunctions but, and, or, before, and after in sentences. From the result, the writer can get concludes that the students must study harder to get better mark and the teacher of SMUN I Wiradesa must make the teaching and learning process successful and effective and give motivation to the students to study hard. So the students can get good mark. The teacher should give more exercises and more attention to the teaching of English subject especially conjunctions: but, and, or, before, and after.

The errors made by the students show that they faced some difficulties. When the result exercises are not satisfactory, the teachers should explain the topic again.

After that, Gustira and Artika (2020) entitled “An Analysis of Syntactic Structures and Error on the Relative Clause as Found in Students’ Academic Writing at the Sixth Semester Students of English Department”. Their result shows that there were many relative clauses and errors in writing the relative clause. There are 24 relative clauses in class A, 37 relative clauses in class B, 20 relative clauses in class C and 27 relative clauses in class D that represented by parsing diagram. Students also make errors in writing relative clauses where there are 4 types of errors made by students in a relative clause. The types of errors are omission error, addition error, regularization error, and misordering. The students made 39 omission errors, 1 addition error, 21 regularization errors and 8 misordering. Thus, it can be concluded that there are 108 relative clauses that analyzed by parsing diagram and the total errors who made by students of the sixth semester of the English Department of IAIN Bukittinggi is 69 errors in relative clause. Based on David P. Harris theory, 69 is fair level so that students’ understanding of the relative clause is fair.

Furthermore, Syahrul, Syafitri, and Agustina (2018) reveal in their study entitled “An Analysis of Students’ Anxiety in Academic Writing at Sixth Semester Students of English Education Department in IAIN Bukittinggi Academic Year 2017/2018”. The result of the research showed that the students had anxiety in academic writing was caused by several aspects. The several aspects related to students’ anxiety in academic writing as follows cognitive anxiety (56.24%), somatic anxiety (45.37%), avoidance anxiety (33.45%), fear of negative evaluation and fear of test (70.58%), time pressure (55.88%), low of self confidence (58.82%), insufficient writing technique (50%), language difficulties (97.05%), lack of topical knowledge (52.94%), lack of experience or insufficient writing practice (52.94%), pressure perfect work (44.11%), high frequency of assignment (44.11%). Hence, most of students had anxiety in academic writing related the items that asked to students.

Afterward, the study entitled “Analysis of Students’ Point of View Regarding to Writing Skill at English Education Section of IAIN Bukittinggi” conducted by Kardena, Syarif, & Zaim. (2020). The finding showed that mostly students agree that writing skill is an important skill in English. Besides, the students opined that there were many aspects that hamper their writing learning process, such as the media used, teaching strategy used by lecturer, and learning resources. Additionally, the students also argue that there 4 elements of writing which become high problems in their writing skills; they were grammar, vocabulary, cohesion and L1 interferences. This research is expected give contribution to help the educators to plan and design a better model for teaching writing.

Moreover, Yanni and Safitri (2021) in their study about An analysis of syntactical errors in students' writing at 11th grade MA Mualimin Muhammadiyah Boarding school Sawah Dangka, they reported that finding of the research shows, Firstly. Syntactical errors occurred in the omission, addition, misformation, and misordering, which included noun phrases, verb phrases, and verb and verb construction. Noun phrases included determiner, pronoun, and preposition. Verb phrase included the omission of verb and subject and verb agreement. Then, verb and verb construction. Secondly, the two major causes of errors were interlingual transfer and intralingual transfer.

In line with previous studies, this study also conducted a study related to writing abstract in Thesis. In contrast, this study focused on conducting a study about the error in using conjunction in writing abstract of thesis. Meanwhile, this study is needed to explore especially how the students' error in using conjunction in writing abstract of thesis, so it is important to explore more about using conjunction in writing abstract of thesis. Then, this result gives significance for the teacher to enhance and face the problems related to students' error in writing. Therefore, this study aimed to find out type of subordinating conjunction error that students made in writing their thesis abstract.

METHOD

In conducting this study, the writer used qualitative research. Gay, (2014) pointed out qualitative research is a research is meant to understand the phenomena about what is felt by the research subject, for example: behavior, perception, motivation, action, and holistic with description way in words and language in natural context with use kinds of natural methods.³⁴ The purpose of the research was to identify and explore the students' error using conjunction in writing thesis abstract.

Subject of the Research

To choose the research subject for this study, the researcher applied the approach of purposeful sampling. In qualitative research, purposive sampling is frequently used to find and choose cases with plenty of relevant information on the topic under study. The purpose of purposive sampling was to choose people, places, or things that can provide the richest and most thorough information to assist us answer our research questions, not to obtain a large and representative sample. The subject of the research was the undergraduate theses of the students which is 23 abstract theses.

Instrument

The instrument that used in this research was observation checklist. An observation checklist was a list of behaviors or signs that indicated a particular state or condition.

Data collection

The technique of data collection was needed to obtain the data in a research. The aim of data collecting in conducting scientific research was to get the materials needed. By using data that has been collected, researcher could find the answer of research question which was the aim of the research.

Data analysis

In analyzing the data, the writer used four steps of data analysis. They are collecting the data, identifying the error, classifying the errors based on surface strategy taxonomy, and making report finding.

FINDINGS AND DISCUSSION

The data was gathered by analyzing 23 abstracts of the English Education Department students. The conjunction error that was found in those abstracts can be viewed on the table below:

Table 1
Students Conjunction Error

No	Initial	Subtypes of Subordinating Conjunction								Total
		1	2	3	4	5	6	7	8	
1	B	0	0	0	0	0	0	0	0	0
2	RFY	0	0	0	0	0	0	0	0	0
3	MA	0	0	0	0	0	0	0	0	0
4	N	1	1	0	0	0	0	0	0	2
5	SFY	0	0	0	0	0	0	0	0	0
6	ZJ	1	0	0	0	0	0	0	0	1
7	SA	1	0	0	0	0	0	0	0	1
8	FH	1	0	0	0	0	0	0	0	1
9	ANM	0	0	0	0	0	0	1	0	1
10	MR	1	0	0	0	0	0	0	0	1
11	YH	0	0	0	0	0	0	0	0	0
12	E	0	0	0	0	0	0	0	0	0
13	R	0	0	0	0	0	0	0	1	1
14	SW	0	0	0	0	0	0	0	0	0
15	LM	0	0	0	0	0	0	0	0	0
16	YA	0	0	0	0	0	0	0	0	0
17	AA	0	0	0	0	0	0	0	0	0

18	NH	0	0	0	0	0	0	0	0	0
19	NM	0	0	0	0	0	0	0	0	0
20	EF	0	0	0	0	0	0	0	0	0
21	AF	0	0	0	0	0	0	0	1	1
22	FG	0	0	0	0	0	0	0	0	0
23	NAN	0	0	0	0	0	0	0	0	0
TOTAL										9

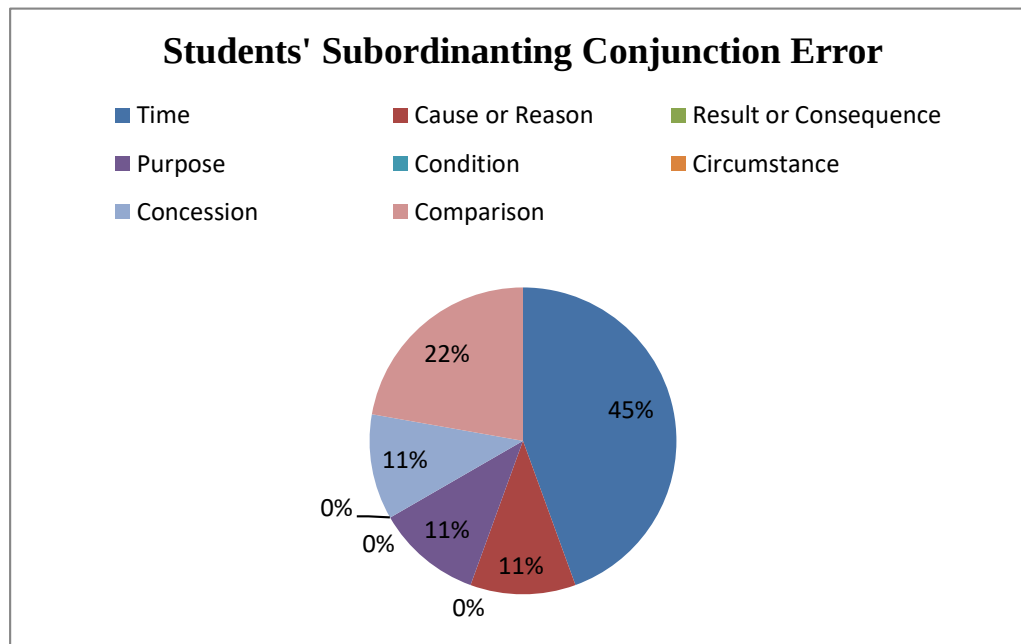
Based on the table above, it can be seen that there were a total of 9 error where 4 of them were time error, 1 cause or reason error, 0 result or consequence error, 1 purpose error, 0 condition error, 0 circumstance error, 1 concession error, and 2 comparison error.

Furthermore, the researcher calculated the percentage of the students' subordinating conjunction error. It can be viewed on the table below:

Table 2
Students' Subordinating Conjunction Error

No	Subordinating Conjunction Error	Percentage
1	Time	45%
2	Cause or reason	11%
3	Result or consequence	0%
4	Purpose	11%
5	Condition	0%
6	Circumstance	0%
7	Concession	11%
8	Comparison	22%

Based on the table above, it can be viewed that the students made 45% time error, 11% cause or reason error, 0% result or consequence error, 11% purpose error, 0% condition error, 0% circumstance error, 11% concession error, and 22% comparison error. It can also be viewed on the diagram below.



Referring to the findings above, it can be understood that the student did several errors related to the subordinating conjunction such as time, cause or reason, result or consequence, purpose, condition, circumstance, concession, and comparison. There were 45% time error that conducted by the students in writing abstract. Then, there were 22% comparison error that conducted by the students in writing abstract. After that, there were 11% in the cause or reason error, purpose error, and concession error. The last, there were no error or 0% in the result or consequence, condition, and circumstance.

Basically, there are 8 sub- types of this conjunction. They are time, cause or reason, result or consequence, purpose, condition, circumstance, and comparison. First, Time is one of subordinators that express consequence in time or succession in time between clauses. Examples include: before, after, till, since, when, while, etc. Second, Cause or Reason is one of subordinators that express causal relations in the simplest form that mean “as a result of this” or “because of this”. Examples include: because, since, as, and for. Third, Result or Consequence is one of subordinators that express result or consequence an event or activity. Fourth, Purpose and cause/reason are closely related and the subordinators involved have the sense of “for this reason” or “for this purpose”. They include: that, so that, in order that, lest, etc. Fifth, Conditional subordinators state the dependence of one circumstance or set of circumstances on another. The main subordinators in English are if and unless. The if- clause could either be a positive or a

negative condition while the unless-clause is a negative one. Sixth, Circumstance is one of subordinators express a fulfilled condition, or to put differently, a relation between a premise in the subordinate clause and the conclusion drawn from it in the main clause. An example of this is a special circumstantial compound conjunction: seeing that. Seventh, Concession is one of subordinators that express the sense of “reluctant yielding”. They are usually introduced by though and its more formal variant although, even if and occasionally if. Others include however, whereas, etc. The last, Comparison is one of subordinators that express comparison between dependent and independent clauses. They are introduced by than, as-as, as, etc.

It can be understood that the student did several errors in writing abstract. The students should consider the rules of using conjunction. Therefore, it is important to recognize the subordinating conjunction to connect a word or sentence.

CONCLUSION

To sum up, the most frequent conjunction error was time error, followed by comparison error, cause or reason error, purpose error, concession error, result or consequence error, condition error, and circumstance error. This make the most frequent error was time error and the least frequent error was result or consequence error, condition error, and circumstance error. There was no error or 0% error that found by the researcher in the students’ abstract. Then, there were 11% error in the cause or reason, purpose, and concession that did by the students. Next, there were 22% comparison error that were found by the researcher in the students’ abstract. The student did error in using the conjunction by not giving the word “than”. Beside, the student used the word “than” to compare three things. The last, there were only 45% time errors that were done by the students in their abstract. It can be seen that time error happened because of the wrong choice of the conjunction.

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