

## **AN ANALYSIS OF CONJUNCTION ERRORS IN RECOUNT TEXT: A STUDY AT THE 10TH GRADE OF SMAN 1 GERUNG**

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### **ABSTRACT**

*Grammar is a common challenge in English writing, particularly among 10th-grade high school students, where conjunction errors in recount texts are prevalent. This study investigates the most frequent types of conjunction errors and the factors causing them. Using a qualitative descriptive approach, data were collected through writing tests, content analysis, and interviews with students of SMAN 1 Gerung. The study identified 32 errors in students' recount texts: 78% in coordinating conjunctions, 22% in subordinating conjunctions, and no errors in correlative conjunctions. Common errors included unnecessary conjunctions, ambiguity, and inappropriate conjunctions for context, which disrupted sentence coherence. Interviews revealed that conjunction errors stemmed from students' lack of understanding, forgetfulness, and insufficient teaching at school. While some students knew the function of conjunctions, others lacked basic awareness or had not been adequately instructed, particularly within the school curriculum. The findings highlight the importance of targeted teaching strategies, practice, and feedback to improve students' conjunction usage. This study underscores the need for explicit instruction and regular training in conjunctions to enhance recount texts' clarity and organization. Teachers should provide detailed explanations and constructive feedback, while students are encouraged to engage in self-editing and structured exercises. The results offer valuable insights for educators and learners to address conjunction errors and improve writing proficiency in English.*

*Keywords: Conjunctions, Recount Text, Analysis, Errors*

### **ABSTRAK**

Tata bahasa merupakan tantangan umum dalam penulisan bahasa Inggris, terutama di kalangan siswa kelas 10 SMA, di mana kesalahan konjungsi dalam teks recount sering terjadi. Penelitian ini menyelidiki jenis kesalahan konjungsi yang paling sering terjadi dan faktor penyebabnya. Dengan menggunakan pendekatan deskriptif kualitatif, data dikumpulkan melalui tes menulis, analisis konten, dan wawancara dengan siswa SMAN 1 Gerung. Hasil analisis mengidentifikasi 32 kesalahan dalam teks recount siswa: 78% pada konjungsi koordinatif, 22% pada konjungsi subordinatif, dan tidak ada kesalahan pada konjungsi korelatif. Kesalahan yang umum terjadi adalah konjungsi yang tidak perlu, ambiguitas, dan konjungsi yang tidak sesuai dengan konteks, yang mengganggu koherensi kalimat. Hasil wawancara menunjukkan bahwa kesalahan konjungsi berasal dari kurangnya pemahaman siswa, kelupaan, dan kurangnya pengajaran di sekolah. Sementara beberapa siswa mengetahui fungsi konjungsi, yang lain tidak memiliki kesadaran

dasar atau tidak mendapatkan pengajaran yang memadai, terutama dalam kurikulum sekolah. Temuan ini menyoroti pentingnya strategi pengajaran yang ditargetkan, latihan, dan umpan balik untuk meningkatkan penggunaan konjungsi siswa. Penelitian ini menggarisbawahi perlunya instruksi eksplisit dan latihan konjungsi secara teratur untuk meningkatkan kejelasan dan pengorganisasian teks cerita. Guru harus memberikan penjelasan rinci dan umpan balik yang konstruktif, sementara siswa didorong untuk melakukan penyuntingan mandiri dan latihan terstruktur. Hasil penelitian ini memberikan wawasan yang berharga bagi para pendidik dan siswa untuk mengatasi kesalahan konjungsi dan meningkatkan kemahiran menulis dalam bahasa Inggris.

Kata Kunci: Kata Penghubung, Recount Text, Analisis, Kesalahan

### **A. Introduction**

Grammar is one of the most common problems in writing, especially in English language learning. According to Hasanah and Said (2020), grammar of how words in a language can change shape and be organized into sentences. In addition, Larsen-Freeman and DeCarric (2019) define grammar as the knowledge of sentence parts, tenses, phrases, clauses, and syntactic structures needed to form grammatically correct sentences. This implies that students must understand the basic essential elements of sentences, such as nouns, verbs, adjectives, conjunctions, punctuation, etc., to construct proper sentences. Thus, grammar knowledge is central to second language (L2) learning, and L2 learners can co-construct their grammatical knowledge when they are exposed to sufficient L2 input and

output through interaction and meaning negotiation (Melani, 2016).

With regard to conjunction, they function to connect words, phrases, or clauses in a sentence, and have an important essential role in expressing causal, temporal, alternative, and comparative relationships. There are coordinating conjunctions and subordinating conjunctions (Mitrovic et al. 2016). According to Unubi (2016) and Luo (2022), "Conjunction is divided into three types, correlative conjunction, subordinate conjunction, and coordinating conjunction. Coordinating conjunction joins equal sentence parts. Conjunction always travels in pairs and may be used to join two basic sentence patterns or two parallel elements of a kind. A subordinating conjunction, on the other hand, is the largest class of conjunctions that connect a subordinate clause to a main clause.

However, the complexity of grammar rules often causes students to make grammatical errors, including in the use of conjunctions. Errors can occur due to students' lack of ability to understand grammatical English as well as interference from the use of their native language causing students to make mistakes in their writing. In English, the terms errors and mistakes are known. Errors are mistakes that repeatedly occur because someone has not fully understood the language system, while. In contrast, mistakes are mistakes that occur happen once in a while due to momentary forgetfulness, or mispronunciation, and usually language learners can occur occasionally due to momentary forgetfulness, or mispronunciation, and language learners can generally correct the mistakes themselves. These errors often occur when writing recount texts, especially among 10th-grade students. Studies have shown that errors in conjunctions often involve misuse, omission, or unnecessary addition, with "and," "but," and "because" being frequent sources of error (Geraldine, 2020).

In recount text writing, the misuse of conjunctions often disrupts the coherence and clarity of the

narrative. For example, in the sentence "I was cooking rice when suddenly the electricity went out. Then, I had to cook on a gas stove," the use of the word 'then' is incorrect because it does not show a logical relationship. More appropriate conjunctions are "so" or "because," which show a cause-and-effect relationship.

The typical structure of a recount encompasses orientation, events, and reorientation. This perspective aligns with Sari (2017), where recounting is a means to convey past happenings through a sequence of events. A clear framework for recounting past events is provided by the common structure of orientation, incidents, and reorientation seen in recount texts. The common typical structure of orientation, incidents, and reorientation seen in recount texts provides a clear framework for recounting past events. Because it blends chances for creative expression with regulated practice, the recount genre is a powerful instrument for enhancing language acquisition (Astuti, 2022). A well-crafted recount, beneficial for enhancing improving second language acquisition, should be both engaging and informative. It should present an incident objectively

or factually, providing readers with a clear understanding of the event.

When someone makes an error, there are factors that cause some factors cause it all to happen, just as when making errors in using this conjunction, there are factors that cause everything to happen. According to Nurbaidah (2019), conjunction errors and grammatical errors refer specifically to his concept of performance errors from his broader distinction between competence and performance in language use.

Indonesian EFL L2 learners often experience problems with grammar errors in writing. The problem of grammatical errors, especially in the placement of identical conjunctions, may be encountered in the task of writing recount texts at the 10th-grade senior high school level. In a study by Setiyorini and Dewi (2020), grammatical errors found in students can be classified into four types, which are explained as omission, addition, misformation, and misordering. Similarly, Holidazia et al., (2016) also found these four types in the writing of procedural text by seventh graders.

According to a preliminary survey conducted at SMAN 1 Gerung, many students frequently utilized

conjunctions such as "and" and "but" excessively or out of context, failing to consider the logical link between items. As a result, statements become incoherent and have unclear meanings. The same exact conjunctions are also frequently used by pupils without experimenting with additional conjunctions that might improve the utilize conjunctions such as "and" and "but" excessively or out of context, failing to consider the logical link between items. As a result, statements become incoherent and have unclear meanings. Pupils also frequently use the exact conjunctions without experimenting with additional conjunctions that might improve sentence structure.

This study aims to identify the most common types of conjunction usage errors in the recount texts of 10th-grade high school students and find the factors that cause these errors. This research is focused on analyzing coordinating, subordinating, and correlative conjunctions in recount texts.

This research has practical benefits, both for teachers and students. For teachers, the results of this study are expected to be a reference in developing more effective teaching strategies related to the use

of conjunctions in recount texts. This research can help students understand the structure of recount texts and improve their writing and reading skills. Thus, this study has an important and crucial contribution to improving the quality of English language learning, especially in the aspects of grammar and text writing.

## **B. Research Methods**

This study uses a qualitative descriptive approach to analyze the errors in the use of using conjunctions in writing recount texts by students. This design, as outlined by Stanley (2014) Stanley (2014) outlined, aims to understand real experiences in the context of everyday life in depth. The data collection methods used include written tests, content analysis, and semi-structured interviews. The written test asked students to write three paragraphs of recount text about their last vacation to identify conjunction usage errors. Content analysis was used to classify the errors based on conjunction types (coordinating, subordinating, and correlative). In line with the explanation by Kallio et al. (2016), Semi-structured interviews were conducted to explore the factors

causing the errors, providing flexibility in additional data collection.

The study also takes into account the viewpoints of Braun and Clarke (2019), who Braun and Clarke's (2019) viewpoints, which stress the importance of thematic analysis as a reliable technique for identifying trends in qualitative data. Widodo (2018) asserts that combining qualitative and content analysis provides a comprehensive method for investigating language-related difficulties in learning environments. Furthermore, purposive sampling guarantees the selection of participants with particular attributes pertinent to the study subject, as noted by Risager (2018).

The research participants consisted of 30 Grade 10 students of SMAN 1 Gerung who were selected using a purposive sampling technique based on criteria relevant to the research focus. The research instrument in the form of student writing tasks was designed to systematically identify and analyze errors to identify and analyze errors systematically. The data analysis technique involved identification, classification, and exploration of identifying, classifying, and exploring the causes of errors,

providing in-depth insight into the patterns and factors that influence students' ability to use conjunctions in recount texts.

### **C. Findings and Discussion**

#### **Findings**

The finding consists of the description of the data found. It included the describing the data found. It includes data description related to Conjunction Errors in students' recount text and what caused that error.

This study reveals various errors in the use of conjunctions in recount texts made by students. Based on the analysis, there were a total of 32 errors, with 25 errors (78%) in coordinative conjunctions, seven errors (22%) in subordinative conjunctions, and no errors (0%) in correlative conjunctions. The most common types of errors include (1) Coordinative Conjunction and (2) Correlative Conjunction.

Several conjunction errors were found in the content created by students. Students were asked to create content in the form of writing a recount text that tells by writing a recount text about their activities during the last semester holiday. From the content, several errors were found

in the use of conjunctions in the recount text that students created.

The first error that often appears is the use of using unnecessary conjunctions in sentences. For example, in the sentence "On a quiet holiday, I decided to enjoy some relaxing time at home," there is an error in the use of using the conjunction "as." This conjunction is not needed in the context of the sentence and makes the sentence ineffective. The use of Using incorrect conjunctions can interfere with the reader's understanding and make the sentence unclear.

The second error is the use of conjunctions that cause ambiguity. An example found in students' writing is, "My grandfather or grandmother have passed away since I was still in the womb." In this sentence, the use of the word "or" confuses because it is not clear unclear who has died, whether the grandfather or grandmother. Students should have used more appropriate conjunctions to convey information.

Furthermore, another error that often occurs is the use of conjunctions that do not follow the context of the sentence. For example, in the sentence "I didn't leave the house very often but spent the holiday at home,"

the use of the word “but” is inappropriate. The conjunction “but” is usually used to express contrast or opposition, while in this sentence, both clauses support each other both clauses support each other in this sentence. Students should have used more appropriate conjunctions, such as “and.”

These errors indicate that students need to gain a better understanding of better understand the function and use of conjunctions in writing. A good understanding knowledge of conjunctions will help students create more coherent and understandable sentences.

Several internal and external factors were found that caused students to misuse conjunctions. The results of interviews with students revealed their various understandings regarding conjunctions and their learning experiences about conjunctions caused students to misuse conjunctions. Interviews with students revealed their various understandings of conjunctions and their learning experiences about them. Based on the data obtained from the interviews, the main factor causing misuse of conjunctions was students' ignorance or forgetfulness about what conjunctions are, the differences

between various types of conjunctions, the differences between conjunctions, and how to use them in sentences.

Several students showed different understandings of conjunctions. Some said that they knew that conjunctions were words used to connect sentences, while others admitted that they did not know understand what conjunctions were. Statements such as, "Yes, conjunctions are words used to connect sentences," and "No, I don't know what conjunctions are like," reflect differences in understanding among students.

From the interviews, it was seen that although some students could explain what conjunctions are conjunctions and their functions, there were also students who did not know at all about conjunctions and their functions. In addition, some students admitted that they had known but had forgotten, as stated, "I knew but forgot." This ignorance or forgetfulness was identified as one of the main leading causes of misuse of conjunctions. This is due to the lack of repetition and application of the material after being taught, as well as and the rarity of students being

reintroduced to conjunctions in sentences.

From the interview results, it was found that in addition to the factors of forgetting and not knowing, another factor that influences the misuse of conjunctions is the lack of in-depth explanation from teachers at school. This indicates the need for improvement in the methods of teaching conjunctions, either through repetition of the material, practical application, or more detailed explanations from teachers at school.

## **Discussion**

The results of this study support linguistic theories that emphasize the importance of in-depth understanding and application of conjunctions in building text cohesion, such as the theory proposed by Luo (2022) and Nurbaidah's (1965) theory of linguistic competence. Proper use of conjunctions is necessary to create a clear, structured, and cohesive recount text. The errors found indicate students' weak understanding of the functions and types of conjunctions, as well as the and their lack of application in real contexts.

### **1. Coordinative Conjunctions**

Students tended to overuse conjunctions such as "and," which made the text monotonous and lacked variety. In addition, some students failed to show a clear connection between ideas with conjunctions such as "but" or "or". This reduces the coherence of the text and makes the narrative difficult to understand.

### **2. Correlative Conjunctions**

Although no errors were found in this category, the lack of variety in the use of correlative conjunctions suggests that students do not sufficiently understand the function of pairs such as "both...and" or "neither...nor" in building strong solid and clear transparent sentence structures.

### **3. Subordinating Conjunctions**

Using subordinating conjunctions incorrectly Misusing subordinating conjunctions involves selecting "because" without a clear main sentence, for example. This demonstrates a poor comprehension of temporal or cause-and-effect linkages in recount narratives. The factors causing conjunction usage errors are influenced by two main factors, namely, the: the lack of in-depth teaching and students' limited writing ability. In the aspect of lack of in-depth teaching, conjunction



material is often taught superficially, so students lack understanding of its function and use in complex sentences. This reflects the importance of practical application-based teaching to help students understand and apply conjunctions in writing contexts. Furthermore, in the aspect of regarding students' limited writing ability, many students who have difficulty creating recount texts in English often rely on translator applications. This shows that they have not mastered basic sentence structure, including how to choose appropriate conjunctions to connect ideas.

This is in line with Chomsky's (1965) theory, which states that language acquisition requires sufficient exposure and practice. This finding confirms that students need more practice training in composing texts that involve the proper use of conjunctions. Teachers need to provide more intensive learning through directed practice, constructive feedback, and repetition of material to strengthen students' competence. This will help students develop more cohesive, effective, practical, and logical writing skills.

#### **D. Conclusion**

This study highlights significant issues for educators by offering insightful information on the kinds and reasons of conjunction errors in students' recall of texts. Luo's argument, which highlights the difficulty of understanding conjunction usage due to the subtle differences between different types, was supported by the study, which showed that conjunction errors differed among Coordinating Conjunctions, Correlative Conjunctions, and Subordinate Conjunctions. Furthermore, the study found a substantial discrepancy between students' performance and competency, which is consistent with Nurbaidah's theory of competence and performance. This hypothesis explains why students may comprehend conjunction rules in theory but find it difficult to put them into practice. This discrepancy results from things like inadequate feedback, little practice training, and trouble putting abstract ideas into perspective. These results highlight the necessity of focused teaching methods, such as contextualized writing assignments, clear explicit instruction of conjunction rules, and helpful criticism, to assist

students in bridging the gap between theory and practice. Teachers can improve their pupils' writing skills and promote their general language development by tackling these issues. By tackling these issues, teachers can improve their pupils' writing skills and promote their general language development.

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