

**AN ERROR ANALYSIS OF USING CONJUNCTION IN DESCRIPTIVE TEXT  
WRITING OF THE ELEVENTH GRADE STUDENTS AT SMKS IMMANUEL  
MEDAN**

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**ABSTRACT**

*This research aimed to analyze conjunction usage errors in students' descriptive text writing and explain the types of errors based on Dulay's theory (1982). This research used descriptive qualitative method. Data were obtained through a descriptive text writing test collected from 15 students. then analyzed through the stages of data condensation, data display, and conclusion and verification drawing based on the theory of Miles, Huberman, and Saldaña (2014). The results showed that students still experienced various errors in the use of conjunctions. There were 47 errors in total, with details of 7 omission errors, 3 addition errors, 36 misformation errors, and 1 misordering errors. From the data, the most frequent error made by students was misformation and the most frequent conjunction error was subordinating conjunction, followed by coordinating conjunction and correlative conjunction. These errors indicated that students still had difficulties in applying the correct rules in using conjunctions in descriptive text writing. The results of this study were expected to provide input for teachers in teaching writing, especially in guiding students to use conjunctions appropriately, and could be a contribution to further research in the field of error analysis and language learning. The implications of this study suggest that the teaching of English writing at the vocational level requires significant improvement in conjunction teaching methods. This study suggests implementing explicit and systematic conjunction teaching with contextualized examples, regular practice activities, and error correction strategies. Teachers should focus on helping students understand the logical relationship between clauses and provide more structured writing experiences that emphasize coherence and cohesion.*

*Keywords: Error Analysis, Conjunctions, Descriptive Text, Writing*

**ABSTRAK**

Penelitian ini bertujuan untuk menganalisis kesalahan penggunaan konjungsi dalam penulisan teks deskriptif siswa dan menjelaskan jenis kesalahan berdasarkan teori Dulay (1982). Penelitian ini menggunakan metode kualitatif deskriptif. Data diperoleh melalui tes menulis teks deskriptif yang dikumpulkan dari 15 siswa. kemudian dianalisis melalui tahapan kondensasi data, penyajian data, dan penarikan kesimpulan dan verifikasi berdasarkan teori Miles, Huberman, dan

Saldaña (2014). Hasil penelitian menunjukkan bahwa siswa masih mengalami berbagai kesalahan dalam penggunaan konjungsi. Total terdapat 47 kesalahan, dengan rincian 7 kesalahan penghilangan, 3 kesalahan penambahan, 36 kesalahan salah bentuk, dan 1 kesalahan salah urutan. Dari data tersebut, kesalahan yang paling sering dilakukan siswa adalah salah bentuk dan kesalahan konjungsi yang paling sering adalah konjungsi subordinatif, diikuti oleh konjungsi koordinatif dan konjungsi korelatif. Kesalahan-kesalahan ini menunjukkan bahwa siswa masih mengalami kesulitan dalam menerapkan aturan yang benar dalam menggunakan konjungsi dalam penulisan teks deskriptif. Hasil penelitian ini diharapkan dapat memberikan masukan bagi guru dalam pengajaran menulis, terutama dalam membimbing siswa menggunakan konjungsi dengan tepat, dan dapat menjadi kontribusi bagi penelitian lebih lanjut di bidang analisis kesalahan dan pembelajaran bahasa. Implikasi dari penelitian ini menunjukkan bahwa pengajaran menulis bahasa Inggris di tingkat vokasional memerlukan peningkatan yang signifikan dalam metode pengajaran konjungsi. Penelitian ini menyarankan penerapan pengajaran konjungsi yang eksplisit dan sistematis dengan contoh-contoh kontekstual, kegiatan latihan rutin, dan strategi koreksi kesalahan. Guru sebaiknya berfokus membantu siswa memahami hubungan logis antar klausa dan memberikan pengalaman menulis yang lebih terstruktur yang menekankan koherensi dan kohesi.

**Kata Kunci:** *Analisis Kesalahan, Konjungsi, Teks Deskriptif, Menulis*

## **A. Introduction**

Conjunctions are part of grammatical cohesion in writing text. The appropriate use of conjunctions affects students' ability to organize ideas systematically and logically, as well as their level of text comprehension. Conjunctions connect words, phrases, sentences, and paragraphs to form sentences (Harris, 2009). The use of conjunctions is an essential component of good writing, as they help to connect ideas within

sentences, making the writing more coherent and easier to understand. Therefore, analyzing errors in the use of conjunctions can help educators formulate better teaching strategies and improve students' writing skills.

Error analysis is a method that encourages the study of errors made by learners, involving observation, analysis, grouping, and explanation of the systems at work within learners (Brown, 2007). Errors refer to the term used to describe systematic errors that occur because students have

limitations in their linguistic abilities, so they have not fully mastered the rules for using conjunctions, resulting in consistent and repetitive error patterns in the use of conjunctions when writing descriptive texts.

Descriptive texts are essential for vocational schools because they are often used in professional contexts, such as describing products, places, or technical procedures. A description is a piece of writing in English where the writer describes an object (Harmer, in Napitupulu, 2018). Vocational school students need practical and applicable English language skills to explain and describe various aspects of their field of expertise, from describing technical tools, explaining work processes, to presenting products or services. The researcher chose descriptive texts as the focus of the study because SMK Immanuel Medan is a vocational school with unique characteristics in its learning process. As we know, vocational schools focus more on specific majors. In the context of English language learning in vocational schools, descriptive texts are an appropriate choice because they are simpler and easier to understand for explaining and

describing something compared to other types of texts. Writing descriptive texts requires conjunctions to connect information and create a logical flow. According to Chaer (2008), the conjunctions are words that connect syntactic units, whether between words, phrases, clauses, or sentences.

Writing as one of the four language skills is very useful to help students communicate ideas, thoughts, and information in writing. Writing is a process of creativity in expressing ideas in the form of written language (Sari et al., 2023). Writing is the process of creating and organizing text or writing using language, which involves various stages from gathering ideas, planning, and drafting, to revising and editing. Writing is not merely about putting words on paper, but also about using appropriate language, organizing thoughts, and conveying messages.

Previous studies conducted by Nurbaidah (2019) focused on analyzing conjunction usage errors in narrative text writing by seventh-grade students of MTs YPKS Padangsidempuan. This research has not discussed further how the types of conjunctions (coordinative,

subordinative, and correlative) are specifically used or misused in the context of narrative text structures. In addition, there is no in-depth analysis of how students' understanding of the semantic functions of conjunctions affects paragraph coherence or storyline. Another weakness is the lack of pedagogical interventions or proposed learning strategies to correct such errors. Thus, future research can fill this gap by examining higher levels of education with different types of texts, as well as providing practical contributions in the form of learning models or exercises designed to improve the ability to use conjunctions appropriately in the context of students' writing.

This research is important because the ability to write in English is one of the basic skills that vocational students must master in order to face the world of work and global communication. One of the important aspects of writing is the proper use of conjunctions to construct coherent and logical sentences. However, based on initial observations, many eleventh grade-students at SMKS Immanuel Medan still experience errors in the use of conjunctions, such as the use of those that do not match

the meaning, type, or structure of the sentences. Conjunctions are often considered as trivial elements in writing, even though they have a vital role in creating clarity of meaning in students' writing. However, there are not many studies that specifically highlight the error analysis of conjunction usage in descriptive texts, especially at the vocational level, such as SMKS Immanuel Medan.

Based on experience and observation at SMK Immanuel Medan during PPL, there are several relevant issues in the field that have not been studied in depth. It was revealed that students make errors in the use of conjunctions due to several factors, including a lack of understanding of the functions and types of conjunctions in English, a lack of understanding of the structural differences between Indonesian and English, insufficient writing practice emphasizing the use of conjunctions in descriptive texts, and limited vocabulary.

This can be proven by descriptive text data written by students. "My school is big and has many students. It has modern facilities, such as science labs, a library, and a computer room. The

teachers are friendly whereas they are very strict with discipline. The students must wear uniforms unless it is a national holiday. Some clubs meet after school both-and during weekends. I love my school because I can learn and meet my friends”.

Based on the data from the student's writing above, the researcher found several conjunction errors in descriptive writing that affected clarity and grammar. First, the sentence “the teachers are friendly, whereas they are very strict with discipline” incorrectly uses the subordinating conjunction ‘whereas’, which should be the conjunction ‘although’. The correct sentence is “the teachers are friendly, although they are very strict with discipline”. Fourth, the sentence “Some clubs meet after school both and during weekends” incorrectly uses the correlative conjunction ‘both and’. The correct sentence is “some both after school and during weekends.”

Based on the above phenomenon, this prompted the researcher to conduct a study entitled “An Error Analysis of Using Conjunction in Descriptive Text Writing of the Eleventh Grade Students at SMKS Immanuel Medan.”

## **B. Research methods**

This research employed a descriptive qualitative approach to examine conjunction errors in descriptive texts that would be produced by eleventh-grade students at SMKS Immanuel Medan. According to Ary (2002), qualitative research seeks to understand phenomena that focus on the overall picture without considering variables. A key characteristic of descriptive qualitative research is the absence of controlled or experimental treatment. This study would seek to identify patterns of conjunction misuse in students' writing and would attempt to uncover the causes that may contribute to these errors.

## **C. Research Results and Discussion**

The purpose of this study is to identify the types of errors and find the causes of errors in the use of conjunctions in descriptive texts written by eleventh-grade students at SMKS Immanuel Medan using the surface strategy taxonomy theory. After analyzing the students' descriptive texts, the following frequency of conjunction errors was found:

**Table 1. Data Result**

No	Types of Errors	Frequency of Error
1	Misformation	36 errors
2	Omission	7 errors
3	Addition	3 errors
4	Misordering	1 error
<b>Total</b>		<b>47 errors</b>

Based on the analysis of the total errors made by eleventh-grade students at SMKS Immanuel Medan in writing descriptive texts focusing on three types of conjunctions, including coordinating, subordinating, and correlative conjunctions, the researcher found four types of errors, namely: Misformation errors 36, omission errors 7, addition errors 3, and misordering errors 1.

#### Discussion

The results of this study indicate that eleventh-grade students at SMKS Immanuel Medan make various types of errors in the use of conjunctions in descriptive writing. These errors are categorized using Dulay et al. (1982) surface strategy taxonomy, which classifies errors into four types: omission, addition, incorrect formation, and incorrect order. Additionally, the analysis process follows the qualitative framework of Miles, Huberman, and Saldaña (2014), which includes three interactive steps: data condensation,

data display, and conclusion drawing/verification.

There were 47 errors in total. The most common errors made by eleventh-grade students at SMKS Immanuel Medan in the use of conjunctions in descriptive writing are misformation errors, with 36 errors identified. This type of error indicates that students often use incorrect or inappropriate conjunction forms, such as using "because of" followed by a clause instead of a noun phrase, or using "although" in a context that does not express contrast. According to Dulay et al. (1982), misformation errors occur when learners use incorrect morphemes or structures. This indicates that students have not fully mastered the correct use of certain conjunctions and may confuse them with other grammatical forms, such as prepositions.

The second most common error was omission, with 7 errors found. This indicates that students often neglect necessary conjunctions, resulting in incomplete or unclear sentence connections. Omission errors, as categorized by Dulay, reflect a lack of understanding of the importance of certain grammatical elements. In this study, the omission

of conjunctions affected the logical connection between ideas, making sentences sound disjointed. This may be due to limited exposure to correct sentence models or a lack of instruction and practice related to sentence combination and conjunction usage.

The third type of error is addition errors. There are 3 addition errors occur when students insert unnecessary conjunctions or use more than one conjunction inappropriately in a sentence, such as “and because” or “so although. This indicates confusion in distinguishing between types of conjunctions and their functions. According to Dulay (1982), addition errors occur when unnecessary elements are introduced. The presence of this type of error indicates that some students tend to guess or overuse conjunctions without understanding the logical relationship between clauses.

Lastly, misordering errors, although the least frequents 1 error, are still significant. These errors are mostly found in correlative conjunction structures such as “not only...but also”, where students misplaced parts of the structure or inserted additional elements between them. This reflects

students' lack of understanding of the fixed grammatical patterns required by correlative conjunctions. Dulay define misordering errors as the incorrect placement of elements in a sentence, which disrupts its grammatical structure.

The results of this study indicate that students' errors in using conjunctions are mainly caused by a lack of grammatical knowledge, inadequate classroom instruction, and limited writing practice. These findings highlight the need for teachers to provide more explicit, consistent, and contextual instruction on conjunctions, accompanied by targeted practice emphasizing their use in descriptive writing. Addressing this instructional gap is crucial to helping students develop more coherent and grammatically accurate writing.

## **E. Conclusion**

Based on the results of research and analysis of descriptive texts written by students at SMKS Immanuel Medan, the researcher drew the following conclusions:

1. Based on the findings, there are 47 conjunction usage errors in the descriptive texts written by the students at SMKS Immanuel

Medan are misformation errors, with a total of 36 errors, 7 omission errors, 3 addition errors, and 1 misordering errors. These errors appear in all types of conjunctions: coordinating, subordinating, and correlative. The most frequent type of conjunction errors are subordinating conjunctions such as “although”, “even”, “since”, “because”, and “while” indicates that students particularly struggle with expressing logical relationships between clauses.

2. the causes of errors in the use of conjunctions by students are mainly due to a lack of understanding of the types and functions of conjunctions, a lack of adequate guidance and practice in the use of conjunctions in writing, guessing or overgeneralizing the use of conjunctions, the influence of the native language which has different rules for combining ideas, and errors related to form, position, and structure.

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