

## THE USE OF CONJUNCTIONS IN STUDENTS' WRITTEN NARRATIVE TEXTS: A CASE OF THE NINTH GRADE STUDENTS OF SMP PGRI 01 SEMARANG

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### Abstract

In writing narrative text, students must use conjunctions to make a coherence and a cohesion in the text. Most of students are lack of knowledge in using conjunction for writing narrative text. This study aimed to find out kind of conjunctions that students use in writing narrative texts, the conjunction errors found in it, and the teacher's way in overcoming the errors. The research method was qualitative descriptive. The object of the research was students' knowledge about the use of conjunctions in writing narrative texts in ninth grade SMP PGRI 1 Semarang in the 2022/2023 academic year. The data was gained through observation, and questionnaire. This research used Miles et al theory for the technique of analyzing the data, namely data condensation, data display, and drawing conclusions. This research found 161 coordinating conjunctions, and 96 subordinating conjunctions. There were two types of error conjunction in students' narrative text writing namely omission and misuse. For overcoming conjunction error teacher gave feedback to the students' works, it supported that the students also need to understand the use of conjunction. Teacher needs to giving motivation to the students, meanwhile the students have to analyze more when they write a narrative text.

**Keywords:** Conjunction, Narrative Text, Writing

### Abstrak

*Dalam menulis teks naratif, siswa harus menggunakan konjungsi untuk membuat koherensi dan kohesi dalam teks. Sebagian besar siswa kurang pengetahuan dalam menggunakan konjungsi untuk menulis teks naratif. Penelitian ini bertujuan untuk mengetahui jenis konjungsi yang digunakan siswa dalam menulis teks naratif, kesalahan konjungsi yang ditemukan di dalamnya, dan cara guru mengatasi kesalahan tersebut. Metode penelitian adalah deskriptif kualitatif. Objek penelitian ini adalah pengetahuan siswa tentang penggunaan konjungsi dalam menulis teks naratif di kelas sembilan SMP PGRI 1 Semarang tahun pelajaran 2022/2023. Data diperoleh melalui observasi, dan kuesioner. Penelitian ini menggunakan teori Miles et al dengan teknik analisis data yaitu pemadatan data, penyajian data, dan penarikan kesimpulan. Penelitian ini menemukan 161 konjungsi koordinatif, dan 96 konjungsi subordinatif. Ada dua jenis kesalahan konjungsi dalam penulisan teks naratif siswa yaitu omission dan misuse.. Untuk mengatasi kesalahan konjungsi guru memberikan umpan balik terhadap pekerjaan siswa, hal ini mendukung bahwa siswa juga perlu memahami penggunaan konjungsi. Guru perlu memberikan motivasi kepada siswa, sedangkan siswa harus lebih banyak belajar menganalisis ketika mereka menulis teks naratif.*

**Kata kunci:** Konjungsi, Teks Naratif, Menulis

## Introduction

Conjunction is an important material in English proficiency, especially in writing a text. It plays a big role to combine words, phrases, sentences, or clauses. According to Peter (2016: 548), there are four types of conjunctions here: coordinate conjunction, correlative conjunction, conjunctive adverbs, and subordinating conjunction. The function of conjunction is as a pointer, material, reason, time, difference, choice, effect, terms, purpose, way, and to connect the equivalent of words (Unubi, 2016). This type of conjunction can be found in written text such as narrative text.

For connecting one event to another, it needs conjunctions for making it has coherence and cohesion. Kurniawan (2019:22) state that conjunction is class of words that coordinate a word or clause of equivalent status. This means that conjunction is an important element in language. In making a text or sentence without using conjunction it will be difficult to understand the idea because conjunction combines two clauses into a complete sentence and has its meaning. Next, conjunctions are words used to connect one phrase with another in an English.

Moreover, according to Seaton & Mew (2017; 135) conjunction declares the linking expression such as *and*, *or*, *but*. The function of conjunctions are to link the words or sentences. It also may use to indicate the relationship between the ideas express in a clause and the ideas express in the rest of a sentence. The conjunction is the part of speech used as a joiner for words, phrases, or clauses in a particular sentence. It links these words or groups of words together, in such a way that certain relationships among these different parts of the sentence will be established, and the thoughts that all of these convey will be connected. The use of conjunctions in a sentence or paragraph serves to make words or sentence harmonious.

In short, conjunctions and narrative text are two things that relatable, so students must master them well. In fact, many students in Indonesia have not examined them in detail so the researcher of this research is interested in examining the use of conjunctions in writing narrative texts in ninth grade SMP PGRI 1 Semarang in the 2022/2023 academic year. Furthermore, SMP 01 PGRI is chosen to be the research's facility because it is the place where the researcher done the internship so it can facilitate the researcher in doing this research. Then, the researcher hopes can finish this research very well.

According to the internship that was done by the researcher, the researcher are interested in examining the used of conjunctions in narrative text. Then, the researcher believes that many students still find it difficult to understand the narrative text and the use of conjunction. The researches also tries to find the reason behind students' conjunction error using, and how the teacher overcomes it.

## Research Method

The researcher used the qualitative descriptive as the research method. This research focused on descriptive studies of students' knowledge about the use of conjunctions in writing narrative texts in ninth grade SMP PGRI 1 Semarang in the 2022/2023 academic year. The data was collected from students' narrative text assignments, and through questionnaire. This research used Miles et al theory for the technique of analysing the data. Miles, et al (1994) defines that a qualitative study is conducted with on going interactions with shareholders in the daily or one of a kind of personal life of person, a circle, community, and association. The researcher is as an instrumental in discovering a general idea of holistic systematically, comprehensive, and interlarding regarding the background under the research; its social arrangements, how it works, and specs of the implicit rule. Then, researcher understood the data of responses from participants in depth through their concentration of thought, understanding their empathy, and strengthening their preconceived notions of under the research ideas. Much result of qualitative research was illustrated in words. Those words can be designed, grouped, or divided into two parts. They can also be rearranged with a purpose to compare, to distinguish, to analyse and to model them. Its central role is to show people's view of particular order, to calculate, to take a response, and instead to set their daily condition. Next, Miles, et al divided it into three-part, data condensation, data display, and drawing and verifying conclusion.

## Findings and Discussion

The researcher explains the study's findings and conclusions in this section based on the data analysis done utilizing descriptive qualitative approaches. The answer to all of the problem's statements can be found in the result.

### Findings

#### 1. The kind of conjunctions that students used in written narrative text

From analysing the data, the researcher found two kinds of conjunctions that students used in written narrative text. The coordinating conjunctions were "for" with 4 conjunctions, "and" with 136 conjunctions, "but" with 15 conjunctions, "or" with 2 conjunctions, "so" with 4 conjunctions, the total of coordinating conjunction are 161 conjunctions. The most used coordinating conjunction was "and" with the total conjunctions 136 conjunction. Whereas, for subordinating conjunction included "after" with 24 conjunctions, "still" 5 conjunctions, "until" 8 conjunctions, "when" 24 conjunctions, "because" 20 conjunctions, "so that" 2 conjunctions, "although" with 2 conjunctions, "while" with one conjunction, "however" with 5 conjunctions, "if" with 3 conjunctions, "where" with 1 conjunction, and "when" with 1 conjunctions. the total from subordinating conjunction are 96 conjunctions. it can be concluded that the most subordinating conjunction used is "after" and "when" with the total conjunctions is 24.

#### 2. The errors found in conjunction use by student narrative text

There are the errors found in conjunction used by the students in narrative text. From all the students narrative writing, the researcher found 9 conjunction errors namely omission and misuse. After analysing the data, the researcher found only one error conjunction for omission. Besides omission error, the researcher also found misuse conjunction errors. It was found 10 error misuse conjunctions.

#### 3. Teacher's way to overcome students' conjunction error in writing narrative text

The researcher gained the data about how to overcome students' conjunction error in writing narrative text by the questionnaire. According to the questionnaire, both teachers realized that they need to give feedbacks toward students' conjunction error in writing narrative text by the questionnaire. To overcome all these problems, it can be said 1) the teacher gives some feedbacks regards to students' work, so they will know whether some errors of it; 2) the teacher helps students in comprehending how to use conjunction in writing narrative text properly; 3) the teacher build students' learning motivation relates to writing narrative text correctly; 4) the teacher analyse students' conjunction error using for writing narrative text; 5) the teacher facilitate students to learn more about how to employ correct conjunction in writing narrative text; 6) the students should be more focused when the teacher explains the related material.

## Discussion

Based on the data analysis, it showed that there are two kinds of conjunction used by the students in writing narrative text namely coordinating conjunction and subordinating conjunction. . It indicates that most of the students could use different kinds of conjunction in writing narrative text correctly. In contrast, they got difficulties in using conjunction for compound-complex sentences. For example, *"Although Malin's life was so poor, he was so happy because he still lived with his mother."* Because, they haven't been able yet to use complex conjunction, consequently, their narrative text writings are lack of cohesion.

It is supported with the research by Andani & Miliha (2019) they found that the students are able to use all the types of conjunction such as additive, temporal, causal and adversative conjunction. The accuracy of conjunction used by students on their writing contribute highly to the quality of writing students. Furthermore, the written composition is more cohesive the more exact and suitable the conjunction use is. Every writing product that uses an exact and acceptable writing style will be easier for readers to understand and read. In addition to this, Ardanellia et al., (2019) explained that almost all kinds of conjunction existed in the students' writing. The researcher found additive conjunctions, temporal conjunctions, adversative conjunctions, and causal conjunctions. The research indicates that most students employed conjunctions correctly. Conjunctions appropriate for

the purpose could be used. The results show that students frequently employ additive conjunctions, particularly the conjunction "and." It is thus because native and target language usage of the conjunction and themselves are comparable.

Moreover, the students also made some conjunction errors. There are some errors finding conjunction on the students writing narrative text. In this research there are just two finding of errors namely, omission and misuse. There is one omission error, and 10 misuse errors. Omission errors are considered by the absence of an item that must appear in a well-formed utterance. Although any particle or word in a sentence is a potential for omission, some types of items are omitted more than others. Language learners omit grammatical items or function words (e.g. is, the, of, an, etc.) much more frequently than content words (e.g. nouns, verbs, adjectives, adverbs). Misuse error usually exists because the writer uses conjunction in the wrong way (Ong, 2011).

According to the research's findings, even if some students still made mistakes when employing conjunctions, students can use them appropriately while writing narrative text. The insufficient application of conjunction rules was the primary cause of the omission errors. For example, "*in other, the ship, the crew and he became rock formations that are still standing.*" The conjunction 'in other' isn't one of any conjunction types in it. The writer omitted the word "hand". It should be 'on the other hand'. Whereas, the primary cause of misuse conjunction error was overgeneralization. It is the incorrect application of conjunction.

For misuse error, it could be find in this sentence "*One of the villagers recognized Malin from a scar that be had received while playing as a child*". In this sentence, the student used the conjunction "while", We usually use while when we have two continuous actions taking place at the same time. However, in this sentence, two actions don't happen at the same time. One of the villagers recognized Malin from a scar that be had received when playing as a child. Thus, the appropriate conjunction used should be "when" because one action happened previously, before another action happens. Another example can be seen in this sentence "*However, his repentance has too late for the ship has destroyed at sea.*" "For" is the conjunction used in this sentence. "for" here indicates cause and effect. It also must be followed by noun or noun phrase. It is followed by sentence. Thus, the use of "because/since/as" is the appropriate one. The correct sentence should be "*However, his repentance has too late because the ship has destroyed at sea.*"

Errors of omission come with the abundance number of occurrence frequency. This condition can be because of ignorance of the target language structure rules. The students might already know and intend to express certain idea and meaning, but because of their ignorance of or neglecting the target language structure rules, they may omit certain item that must appear in a well-formed sentence. Even though any morpheme or word in a sentence is a potential candidate to be omitted, language learners omit grammatical morphemes much more frequently. Junior high school students are still in their early staged of second language acquisition especially in writing. While their lessons in elementary school primarily focus on introducing simple English.

This finding is in line with Geraldine (2018)'s research, she found that the frequent types of error occurred in the text error of *misuse* (50%) was the most types of errors occur within the students' writing assignments and then followed by the error of omission (22,55%), redundant repetition (19,61%), and unnecessary addition (7,84%). The errors of misuse and omission found out in the data, was most likely caused by the incomplete application of conjunction rules. Moreover, in the research which was conducted by Nurbaidah (2019). Some conjunction errors were found in students' narrative text writing. They were misformation with 12 error or 27 %, and then the second is addition with 6 or 17%, omission with 2 or 53%, and misordering with 3 error or 3%. The cause of error in using conjunction on writing narrative text are carelessness, first language interference and translation.

For overcoming some errors, The research's findings described a few teaching strategies that help students who use conjunctions inappropriately namely 1) the teacher gives some feedbacks regards to students' work, so they will know whether some errors of it; 2) the teacher helps students in comprehending how to use conjunction in writing narrative text properly; 3) the teacher build students' learning motivation relates to writing narrative text correctly; 4) the teacher analyze students' conjunction error using for writing narrative text; 5) the teacher facilitate students to learn more about how to employ correct conjunction in writing narrative text; 6) the students should be more focused when the teacher explains the related material.

Beside all the teaching strategies above, the tactical strategies for overcoming students' conjunction error are by giving them some remedial test, material enrichment, re-learning the material taught, practice more writing narrative text. Since the teacher is most likely only going to grade students' work by assigning points, especially for writing assignments, without trying to correct the students' mistakes verbally or providing any feedback to the students, doing so can actually encourage the students to learn more about English.

Furthermore, this research finding to overcome students' conjunction error is line with Melyane (2016). The researcher stated that; first, the teacher needs to identify the best teaching methods for each issue in order to solve it. Second, giving constructive feedback for students' writing might be a helpful guide for the students. The feedback can help the students know the errors that they have made and know the correct form of their errors in order not to apply them in their next writing.

The teacher found some students error on using the conjunction in writing narrative text. The detailed explanation on how the teachers overcome to the students error filled by the questionnaire. The student use "while" on the sentence it must be "when", the teacher thought that students must be learn more relating to the use of conjunction, so they will not place wrong conjunction on the sentence. Teacher also gave assumption that the feedback to the students is needed, it supported that the students also need to understand the use of conjunction. Teacher need giving motivation to the students, meanwhile the students have to analyze more when they write a narrative text. they should pay attention.

Most of the students were still difficult to write a narrative text in using conjunction because the differences between the rules of mother tongue and English. They confused in adding the important items in the sentence since the differences between Indonesian and English structure. In this case, the interlingual transfer happened since the students more familiar with the Indonesian structure than English. Thus, when they wrote the sentence in English, they just translated the word based on Indonesian structure.

The errors occurred because they were difficult to differentiate between singular and plural noun. Meant, they were hard in adding s or es for the plural noun. Thus, when the students did not know the English structure they would write based on their knowledge of English pattern. Since they did not know the English well and they just obtained some of English rules. So, when they wrote the word they just applied several rules they had learned. But, when they did not know the structure, they would write it based on their knowledge of foreign language.

Based on the explanation above, it could be concluded that the omission and misinformation. The students have to practice writing after learning the use of conjunction and the teacher should correct their writing product in order to minimize the errors. The teacher should ask the students to apply their knowledge of tenses in their writing products in order to make them more familiar with the English pattern.

### **Simpulan (Penutup)**

There were some conjunctions used by the students in writing narrative text namely coordinating conjunction and subordinating conjunction. The total of coordinating conjunction is 161

which consist of *for, and, but, or, so*, and subordinating conjunction is 96 which consist of *after, still, until, when, because, so that, although, while, however, if, where, when*.

In addition to this, there were two types of error conjunction in students' narrative text writing namely omission and misuse. It is only one omission error. The misuse error is ten errors.

Moreover, the teacher's way to overcome the students' errors includes teachers give assumption that the feedback to the students is needed, it supported that the students also need to understand the use of conjunction. Teacher needs to give motivation to the students, meanwhile the students have to analyse more when they write a narrative text.

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