

**STUDENTS' ERRORS IN POSITIONING CONJUNCTION IN WRITING
ESSAY**

A Paper

**Submitted to English Language Education Study Program, Faculty of
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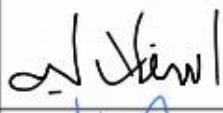

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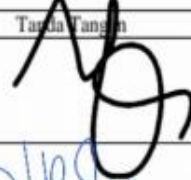

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DECLARATION

I hereby declare that the paper entitled, **“Students’ Errors in Positioning Conjunction in Writing Essay”** is completely my own work. I am fully aware that I have quoted some statements and ideas from many resources. All quotations are properly acknowledged in the texts. Should there be any claim on the originality of this paper, I would be prepared to take any legal responsibility.

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PREFACE

Alhamdulillahirobbilalamiin, all praises are dedicated to Allah SWT who always guides and gives the writer strength and patience until she could finish her paper entitled, “Students’ Errors in Positioning Conjunction in Writing Essay”. The paper is written to fulfill the requirements for Sarjana Pendidikan examination at the English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University.

Even though the writer has tried to do her best in conducting the research, she realizes that the paper is not perfect. Therefore, she accepts any suggestion and critics for better study in the future. Hopefully, this paper will be useful and give positive contribution.

Bogor, May 2021

The Writer

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ABSTRACT

Conjunction plays an important element in communication which acts as a connector between clauses with other clauses. Some students still make errors in positioning conjunction in writing. This research aimed to identify students' errors in positioning conjunction in writing essay. This research is conducted to the fifth semester students of English Language Education Study Program, Faculty of Teacher Training Educational Sciences, Pakuan University. There were 20 students who become the participants. The writer uses descriptive method to analyze students' error in positioning conjunction. The data are collected by using students' work, questionnaire, and interview note. There are four types of error: omission, addition, misformation, and misordering. From the result of the research, it is found that the highest error is misformation. There are (50,6%) misformation errors. Addition appears as the second error (34,5%). The third error comes from omission (11,5%) and the lowest error is misordering (3,4%).

Keywords: Conjunction, writing essay, misformation, addition, omission, misordering, errors.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is one of skills in English language which is learnt by students. In writing, they have to know the content, organization, vocabulary, mechanic, and language use to make their writing more appropriate. According to Harmer (2004:31), “The ability to write properly is needed that is why writing is included in school curriculum”. It means that students are needed to be able to write properly and well because writing is an important role in English. It is important for them to have good writing to communicate in written form. By writing, they can express their abilities to inform and explain something.

Discussing about writing, it usually relates to an essay. In every type of essay, conjunction is used and its defines the meaning of a sentence. It is known as a word that functions to link words, phrases, and clauses in a sentence. However, It is a simple element but it always makes students’ writing complicated, with so many choice of conjunctions that can be used in writing, it makes the students are confused to positioning it.

In fact, many students do not understand about the use of conjunction. By observing students’ worksheet in writing essay, it was proved that they are still making errors in positioning conjunction. Their mistake in writing essays

include an errors in selecting conjunction or misplacing the conjunction. It makes the writer and the reader has different point of view about the essay.

On the other hand, if students can be able to positioning this element correctly, then the reader will get the meaning of what the writer wants to tell. Based on the problems found, the writer wants to conduct the research about students' error in positioning conjunction in writing essay.

B. Reason for Choosing the Topic

Conjunction seems like little part of sentence, but it has an important role in the sentence. When conjunction is put in incorrect position, it can make different meaning. In addition, incorrect position will make misunderstanding between the writer and the reader.

The writer has two reasons for choosing this topic. The first, she considers that conjunction is an important element in writing. If students know how to positioning conjunction, then their writing will be clear. That is why it should be learned by students who are learning language.

Second, the writer thinks that many students still make errors in positioning conjunction in writing essay. Based on pre-observation, there are many students find it difficult to use conjunction. They still make a mistake in positioning it. For example, they put inappropriate conjunctions at the beginning of sentences such as even and because. In addition, many of them also do not use commas in certain conjunctions such as so and however.

Therefore, if students puts conjunction in incorrect position, then there will be misunderstanding between the writer and the reader. So, the writer decides to investigate students' errors in positioning conjunction in writing essay.

C. Research Question

Based on the background of the study above, the writer formulates the problem into: What are students' errors in positioning conjunction in writing essay?

D. The aim of the Research

The aim of this research is to identify students' errors in positioning conjunction in writing essay.

E. Research Focus

The writer focuses on students' errors in positioning conjunction which focuses on the types of error which are omission, addition, misformation and misordering in positioning conjunction especially in writing argumentative essay.

F. Operational Definition

There are some definitions that are concerned with the definition of the research title.

1. Positioning is the way something is placed or arranged in a certain position. In this case, positioning is also interpreted as a way of looking at or considering conjunction.
2. Conjunction is an element in writing to link and connect words and sentences.
3. Essay is an organized piece of writing that focuses on a single topic. It is organized around a general idea or thesis.

G. Research Significant

The result of this research is expected to be useful for:

1. Students

The result of this research is expected to provide information about the positioning conjunction. So, it will deduct students' errors in positioning conjunction in writing essay and improve their ability to write.

2. Teachers

The result of this reseach is expected to give information to teachers that students still make errors in positioning conjunction in writing essay, so they will do the improvement of teaching conjunction.

3. Other researcher

The result of this research is also expected to give a reference to other researcher to develop the same ideas and can more investigate about students' errors in positioning conjunction.

CHAPTER II

THEORETICAL FOUNDATION

A. Error

1. Definition of Error

Error is an error that is not intentionally made by students. This happened because they still did not understand the material. It means, errors reflect a lack of student knowledge that arises because students do not know what is right. Usually the same mistakes will occur because they did not learn from their previous mistakes. Mistakes and errors mean something that is done incorrectly or wrong. However, errors and mistakes are different. The difference between these two words is in the context in which they are used. Mistakes are usually choices that turn out to be wrong and unintentional. Sometimes, they know it is wrong and it can be corrected on their own. Meanwhile, errors are usually made due to lack of knowledge. So, the action is wrong because it differs from a certain rule, model, or code.

Learners sometimes make an errors in using foreign language. They have to use foreign language, but they are not used to using it in their daily life. Therefore, they make errors in foreign language. According to Amara (2000: 5) as cited in Putri (2016) “Errors are seen as a systematic deviation made by learners who have not yet mastered the rules of L2” It

means that the errors are made by the learners because they have not mastered the rules of foreign language.

2. Types of Errors

In a learning process, mistakes are considered an important aspect of learning. This shows that students make a learning process. According to Tarigan and Sunarti (2004: 13) there are four categories of error in error analysis. They are:

a. Omission

According to Sompong (2014:116), “Learners in the early stages of learning tend to omit function words rather than content words. More advanced learners tend to be aware of their ignorance of content words and rather than omit one”. It means that usually the writer omits or changes the words in writing sentences.

For example:

I feel happy I have a new friend (incorrect)

I feel happy because I have a new friend (correct)

In that sentence, the conjunction ‘because’ is omitted.

b. Addition

Addition is a part of errors that should not be required to be used in making a sentence. Addition is also called a redundant of arranging sentence, so it becomes ungrammatical form.

For example:

But because I have a meeting, I can’t come to your house. (Incorrect)

Because I have a meeting, I can't come to your house. (Correct)

There are two subordinate conjunction but and because.

c. Misformation

Usually, students make a wrong form of the use of language structure. Moreover, according to Sompong (2014:8), "This category has relation with adverbials, interrogatives and adjectives". It means that misformation is an element that focused on the structure in arranging sentences.

For example:

As soon as New Year holiday, I went to Bali. (Incorrect)

When New Year holiday, I went to Bali. (Correct)

There is a misuse conjunction.

d. Misordering

Misordering is a kind of wrong form in constructing the arrangement of sentence. Usually, students can select the right forms to use in the right context, but they arrange them in the wrong order, for example, adverbials and adjectives form.

For example:

Since time that, I like a cat. (Incorrect)

Since that time, I like a cat. (Correct)

In that sentence that time is misordering or misplacement.

B. Writing

1. Definition of Writing

Writing is one of the ways to communicate with others. In education world, the ability to write is necessary for the learners specifically for English subject. Harmer (2007: 327) says that “When teachers concentrate on genre, students study texts in genre in which they are going to be writing before they embark on their own work”. It means that the learners must be learned and understand all aspects in writing before they convey their ideas.

According to Brown (2010: 322) “Writing; in fact, is a transaction with words whereby you free yourself from what you think, feel and perceive”. It means that learners may convey their ideas, feeling and opinion through writing. To be good writer, they must be able to give clear and easy message to readers. Therefore, writing is needed to be mastered by the learners in learning English.

For the learners, writing is one of the ways that can improve their thinking skill. When they try to write something, they put facts, opinion and ideas to a product. As stated by Linse (2005: 98), “Writing is a combination of process and product that refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers”. It means that writing can be alternative for communication between the writer and the reader to find a new concept and to connect it into other ideas.

From the definitions above, the writer can conclude that writing is an important skill that must be learnt by English learners. They will express their knowledge into ideas, feeling and opinion in written form. It also can be an extension and reflection to improve or develop their ideas. Then, their ideas can give a new insight to the readers.

2. The Purpose of Writing

According to Diyani and Jen (2003: 6) there are three purposes in writing:

- a. To inform; The information is given by the writer to the readers about something what he or she writes.
- b. To explain; It means that when the writer writes something, he or she will explain about a thing, place and situation.
- c. To persuade; It means that through his or her writing, the writer can persuade the reader what he or she writes about something.

Based on those explanation, it can be concluded that writing has the purposes to give and explain information about something that relates to the topic which is necessary for the reader. In addition, the writer tries to persuade or engage the reader to agree with his or her writing.

3. The Process of Writing

In writing, students can use different methods to express themselves based on their respective characteristics. However, all types of writing must follow the appropriate steps. According to Hogue (2008: 28), there are four steps to produce a good writing:

a. Step 1: Prewriting

The students get ideas to write about in the step pre-writing. They choose a topic and write the topic at the first line of sentence. So, they write some sentences to support the topic.

b. Step 2: Drafting

In this step, the students can write the paragraph in raw form without worrying about grammar, spelling and content errors.

c. Step 3: Revising

This step is where the students revise their paragraph. They will check, make and correct their paragraph. There two steps in revising paragraph. The first step is the students have to check the paragraph as a whole to make sure the meaning is clear. It means that the contents have to be communicative. The next step is the students should check the paragraph for grammar, spelling and content errors and so on.

d. Step 4: Publishing

To produce a good writing, publishing is an important step. This step makes all of planning, drafting and revising worth the effort. The writer can make other people gets the ideas by published their writing in a sharing way.

C. Conjunction

1. Definition of conjunction

Conjunction plays an important element in communication which acts as a connector between clauses with other clauses. As stated by Nordquist (2017) “A conjunction is a part of speech that serves to connect words, phrases, clauses, and sentences”. It means that conjunction can be used to connect a word into sentence. In addition, conjunctions is a joiner that conjoins part of sentence. Conjunction belongs to category of function words (pronoun, conjunction, preposition, and interjection) which are used to modify other part of speech or content words (Noun, Verb, Adjective, and adverb). Meanwhile, according to Launchman (2010: 13) as cited in Fadilah (2018) “Conjunction: A word used to connect ideas”. It means conjunction has a role as connection element for an idea into a good writing. That is why conjunctions can be found in every kind of text.

2. Types of Conjunction

In English language, there are three basic types of conjunction; coordinate conjunction, subordinate conjunction and correlative conjunction.

a. Coordinate conjunction

According to Biber (2000) as cited in Fadilah (2018) “These coordinators are equally common; ‘and’ is much more common than ‘or’ or ‘but’ especially in academic and fiction writing”. Coordinate units consisting of parts of speech, phrases, or clause may also be classified according to their function in the sentence. The main coordinators used to join the clause are ‘and’, ‘but’ and ‘or’.

b. Subordinate conjunction

The words used as subordinate conjunction are when, until, if, although, that, whatever, than, as, before, after, and since. Rozakis (2003) explains, “Link an independent clause (complete sentence) to a dependent clause (fragment). Subordinator takes on a dual role: it is both a subordinator and also has a role, such as subject or object, within the subordinate clause”.

c. Correlative conjunction

According to Rozakis (2003) “Correlative conjunctions also link similar words or word groups, but they are always used in pairs. Here are the correlative conjunctions, either... or, neither... nor, both... and, not only... but also”.

3. The Purpose of Conjunction

There are three purposes of conjunction. They are to join two or more words, to join two or more main clause and to join two or more sentences.

a. Coordinate Conjunction

Oshima and Hogue (2006: 165) stated, “There are only seven of these, and it can easily to memorize if students use the acronym FANBOYS (for, and, nor, but, or, yet, and so)” As in the following example:

1) For

To add a reason or a purpose

Example:

*I can not go out with you this morning **for** my car is broken.*

2) And

To add a similar, equal idea

Example:

*We stayed at home **and** watched a movie.*

3) Nor

To add a negative equal idea

Example:

*My father does not like coffee **nor** does he like tea.*

4) But

To add an opposite idea

Example:

*He came to school yesterday, **but** he did not bring the homework.*

5) Or

To add an alternative possibility

Example:

*I will buy the blue shoes **or** the red shoes.*

6) Yet

To add an unexpected thing

Example:

*I studied hard, **yet** I could not pass the exam.*

7) so

To add an expected result

example:

*My brother learnt English, **so** he can speak English well.*

b. Subordinate Conjunction

According to Oshima and Hogue (2006:292), subordinate word is the first word in a dependent clause includes the following.

1) To show time

It includes: *after, before, since, until, when, whenever, while.*

Example:

After we cooked, I decided to sleep.

When I read a book, my mother cooked a noodle.

2) To show place

It includes: *where, wherever, anywhere, everywhere.*

Example:

I like to buy a book **where** prices are low.

I like to shop **wherever** there is a sale.

3) To show manner

It includes: *as, just as, as if, as though.*

Example:

I love to buy flowers, **as** most women do.

You look **as if** you did not understand this materials.

4) To show reason

It includes: *as, because, since.*

Example:

I cannot come to your house **because** I have an appointment.

I never meet Ana **since** she moves to another school.

5) To show purpose

It includes: *so that and in order that*.

Example:

Many people emigrate **so that** their family can have a better life.

Many people emigrate **in order that** their family can have a better life.

6) To show condition

It includes: *if, unless*.

Example:

I will come to your house **if** I get permission from my mother.

I will not come to your house **unless** I get permission from my mother.

7) To show contrast

It includes: *while, whereas and although*.

Example:

My sister likes korean movie, **while** I prefer romantic movie.

Although my friend has a lot of money, he is not arrogant.

c. Correlative Conjunction

Correlative conjunctions are word pairs used to join and show a relationship between two balanced or equal words, phrases, or

clauses together in a sentence. According to Lester correlative conjunctions are very similar with coordinate conjunctions except that they are two-part conjunctions. In summary, a correlative conjunctions are pairing of two conjunctions that correlate and it must be used with balanced words, phrases, and clauses. They include: *either...or*, *neither...nor*, *both...and*, *as many...as*, *whether...or*, *not only...but also*, *such...that*, *so...that*, *hardly...when*, *scarcely...when*, *no sooner...than*, *not...but*, *etc*. As in the following example:

- 1) ***Either*** Anna ***or*** John is a wedding singer.
- 2) She loves ***both*** swimming ***and*** running.
- 3) The man is ***neither*** handsome ***nor*** faithful.
- 4) She is ***not only*** beautiful ***but also*** smart.
- 5) It doesn't matter ***whether*** you win *or* lose.
- 6) I had ***no sooner*** finished my task ***than*** I got a job.
- 7) I had ***scarcely*** finished my homework ***when*** I went to the bedroom.

D. Essay

1. Definition of Essay

According to McLren (2000: 23), "essay is one line of discussion supported by information and knowledge, pruned and nurtured by students' writing and editing skills." It means that essays can be made easily as long as the writer has an idea and then expresses it in a writing language. The knowledge that we have can be built into a topic, then developed into a good

essay. In addition, through the essay the writer can provide important information to readers.

On the other hand, Robitaille and Connelly (2007: 21) shows that “the essay is comprised of a number of paragraphs. The essay focuses on main idea that requires of it to develop.” It means that the writer can arrange the ideas into several paragraphs. An essay contains of three or more paragraphs such as introductory, body and concluding paragraph. As stated by Taylor (2009: 61) that “An essay as a structure with an introduction, a middle and an end.” Writing an essay will be easier when the writer knows the structures of an essay.

2. The Structure of Essay

Generic structure is needed to guide and help the writer to write an essay. According to Oshima and Hogue (2007: 147) there are three steps of an essay.

Introduction	Body	Conclusion
<div>General Statement</div> <div>Thesis Statement</div>	<div>Topic Sentence</div> <div>1. Supporting sentence</div> <div>2. Supporting sentence</div> <div>3. Supporting sentence</div> <div>Concluding Sentence</div>	<div>Restatement or summary of the main points and final comment.</div>

Figure 2.1

The Steps of an Essay

To make a good essay, students should have at least three main parts of this. Such as introduction, body and conclusion paragraph.

- Introduction, explain the thesis statement of an idea. It also should outline the topic and provide background information.
- Body, the form of supporting statements.
- Conclusion, summerizes all of the main points made in body paragraph.

3. Types of Essay

According to Wyldeck (2013: 15), there are seven types of essays which commonly used. There are Information or report, Explanation, Discussion, Argumentative, Descriptive, Narrative and Literary.

1) Information Essay

In Information essay, students need to find out as much as they can about the topic, set the information out in logical, clear order and describe the topic in a factual. Commonly, there are the use of diagrams, charts, graphs or maps in presenting the information.

2) Explanation Essay

With Explanation essay, students should learn the topic thoroughly. Therefore, they can explain the reasons, cause and effect in a factual for a particular phenomenon.

3) Discussion Essay

In writing Discussion essay, students have to look at the topic from all aspects, discuss each point of view, then decide which angle or view their support.

4) Argumentative Essay

With an Argumentative essay, students have to consider the arguments or point of view both for against the topic, decide which side they take and argue logically and persuasively to encourage the reader then support their view.

5) Descriptive Essay

Descriptive essay give the writer a chance to focus in detail on an object, a character, an event or feeling that they want to highlight.

6) Narrative Essay

Narrative essay tells stories about life in real experiences. It usually focus on events and feelings experienced by the writer.

7) Literary Essay

Usually students write a literary essay to test their knowledge of a novel or poem that they have read. It contains the detail of plot, theme, characters, setting, tone and language used.

In writing, there are many types of essays that should be learned by students. Understanding each type of essay is very important for students, because it can set as an assignment or an exams. Students have to know the differences or characteristics of those types of essay, therefore their writing will be proper.

4. Related Research

There are three related reseach to this research. The first reseacrh is conducted by Fadillah (2018) entitled, “Students’ Ability to Use Subordinate

Conjunction”. This research focused on students’ ability to use subordinate conjunction. This study aimed at investigating students in using kind of subordinate conjunction. The writer applied descriptive method for this research and it was conducted in the second grade of *SMP Negeri 18 Kota Bogor*. He chose 30 students to be his participants. The data were collected by using documentation, questionnaire and interview. The findings showed that most of students in SMA Negeri 28 Kota Bogor understand how to use subordinate conjunction. it can be seen from the result of students work and questionnaire that many students are able to use subordinate conjunction correctly. Moreover, the data from interview showed that most of them (80 %) can distinguish the use of subordinate conjunction.

The second is research conducted by Pangaribuan et al. (2018) entitled, “The Students’ Error in Using Conjunction (Because, Since, as, in Case) in the sentences. This study aimed to find out the students’ difficulties in using conjunction and to find out the causes of the students’ problems in using conjunction especially in using subordinate conjunction includes because, since, as and in case. To find out the problems, the writer used 110 the second year students of *SMK Swasta HKBP Pematang Siantar*. The data was collected by using the teacher’s made test which to measure students’ achievement to use conjunction in the sentence of multiple choice test. The findings showed that most students made errors in subordinate conjunction (since, in case, as, because) in complex sentence.

Another research has been conducted by Putri in (2017) entitled, “Students’ Difficulties in Writing Argumentative Essay”. In this case, the writer thinks that some students are extremely unconfinece and unenthusiastic writers because they are generally lack of vocabulary and grammar. From that reason, she intends to analyze the students’ difficulties in writing argumentative essay. This tudy applied qualitative study and descriptive method by collecting students’ work, distributing questionnaire and doing interview. The participants of this research was the fourth semester students of English Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University who have learnt argumentative text in writing subject. The findings can be concluded the the students face some difficulties in writing argumentative essay. The difficulties deal with grammar, lack of vocabulary and feel difficult to make the sentences relate each other.

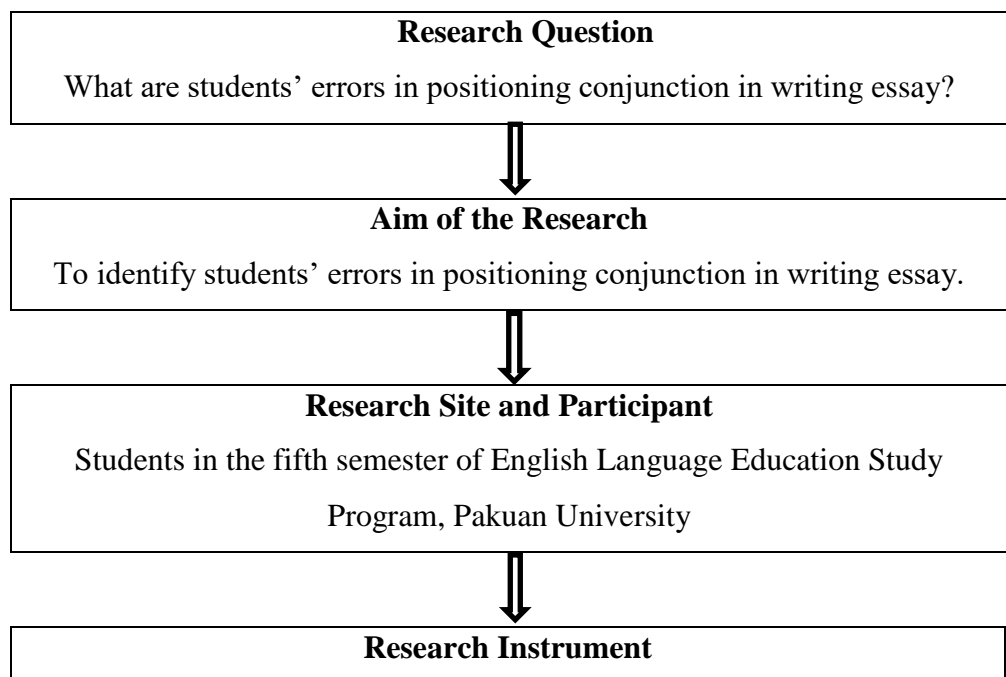
From those related research, it can be concluded that every student has different problems and abilities in using conjunction. Therefore, the writer wants to know more about students’ error in positioning conjunctions especially in writing essay.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

Based on the research topic, the writer uses a qualitative method in this research to describe the students' error in positioning conjunction in writing essay. Therefore, she applies the descriptive study which supported the qualitative method. To clarify the process of the research, she draws the research design as follows:



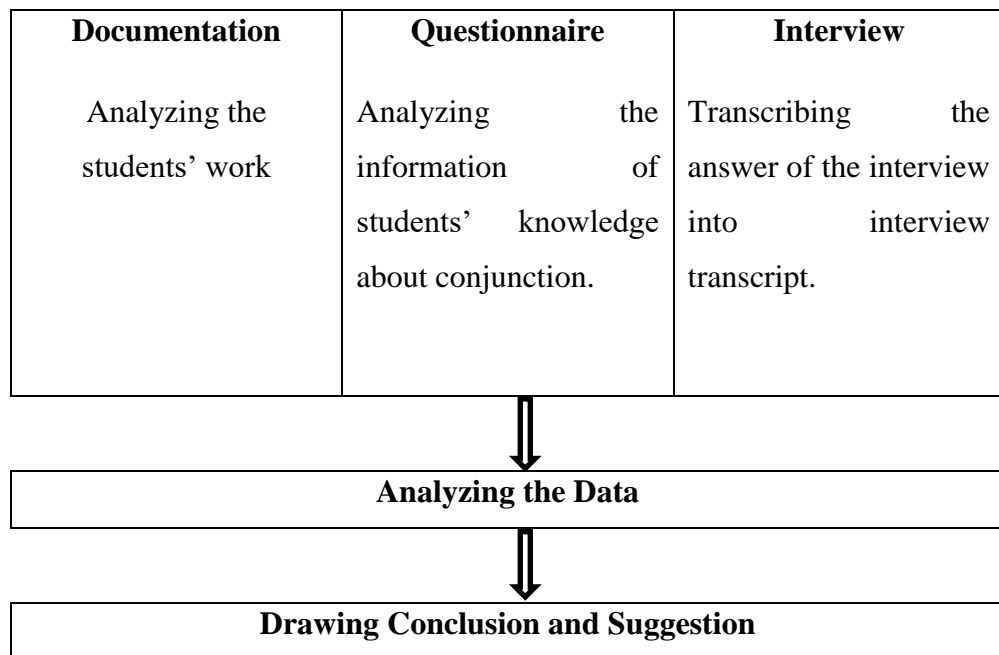


Figure 3.1 The Research Design

B. Research Site and Participants

The writer will conduct the research at English Language Education Study Program of Faculty of Teacher Training and Educational Sciences, Pakuan University. She will take class A, B and C students in the fifth semester who have written argumentative essay in Essay Writing subject in the previous semester. To determine the participants, the writer will collect the students' work in writing argumentative essay. From those essays, she will categorize the number of students from each class who make the most errors in using conjunction in writing the essay. After determining the number of students who have the most errors, then they will be the participants in this research. The participants are selected by using purposive sampling. It is a way to choose sample based on certain purpose.

C. Research Instrument

In conducting this research, the writer collects the data by using document, questionnaire and interview note.

1. Documentation

In conducting the data, the writer will analyze the students' error in positioning conjunction in writing argumentative essay then calculates the number of errors based on that types of error.

Table 3.1

Document Analysis Form

No.	Nama	Part of Error			
		Omission	Addition	Misformation	Misordering

2. Questionnaire

The writer gives a close-ended questionnaire for the students of fifth semester of English Education Study Program in Pakuan University. It is used to know more about students' errors in positioning conjunction in writing argumentative essay which consists of 5 statements. The questionnaire format is drawn as follows:

Table 3.2

Questionnaire Form

Indikator	Jenis error	No.	Pernyataan	Jawaban	
				Ya	Tidak

Students' Error	Omission	1.	Saya sering lupa menggunakan Conjunction dalam menulis sebuah kalimat.		
	Addition	2.	Saya terkadang menggunakan lebih dari satu Conjunction dalam satu kalimat.		
	Misformation	3.	Saya terkadang membuat kesalahan dalam pemilihan conjunction dalam menulis kalimat.		
		4.	Saya sering menggunakan Conjunction yang tidak seharusnya digunakan diawal sebuah kalimat, seperti; And, But, Because, dll.		
	Misordering	5.	Saya sering salah meletakkan susunan conjunction yang memiliki lebih dari satu kata dalam menulis kalimat.		

3. Interview

The last instrument is interview note. The writer uses structured interview to students to get additional information about their abilities in

understanding conjunction. The information is recorded by using a recorder. The questions for the interview are drawn as follows:

Table 3.3

Questions Form

<i>No.</i>	<i>Pertanyaan</i>	<i>Jawaban</i>
1.	<i>Conjunction apa saja yang sering anda gunakan dalam menulis essay?</i>	
2.	<i>Dari conjunction yang sering anda pakai, mana saja yang sering terjadi kesalahan?berikan alasannya.</i>	

D. Data Collection Technique

To do this research, the writer needs to obtain all of the data to make the analysis done by using the data from documentation, questionnaire and interview. Therefore, she will take students' work of argumentative essay as written data and categorize the number of students who make the most errors in using conjunction for further analysis. It will be analyzed by seeing what and how they do the errors in positioning conjunction in writing the essay. Furthermore, she also distributes the questionnaire to those students. The last technique is conducting the interview with students. In this step, she will reduce the number of students who will be interviewed, which are 10 students.

E. Data Analysis

After collecting the data through documentation, questionnaire and interview, the writer analyzes the instruments as follows:

1. Data from documentation

Students' errors in constructing argumentative essay will be analyzed by checking and calculating the number of errors based on the types of error.

2. Data from questionnaire

In analyzing the questionnaire, the reliability of questionnaire is examined as follows:

a) Counting the percentage by using $P: \frac{f}{n} \times 100\%$

Note: P = the percentage

f = the frequency of students' errors

n = total of students' errors

b) Describing the data from questionnaire.

3. Data from interview

In analyzing the interview, the result of interview were transcribed and summarized. Additionally, the writer uses member checking to validate the data from interview.

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A. Data Description

1. Data from Documentation

To get the data, the writer took the students' work on argumentative essay. The document for this research was taken from 20 students in the fifth semester. The writer classified the error into three types: omission, addition, misformation, and misordering. The data are shown in the table below.

Table 4.1

The Types of Error in Students' Work

No.	R	Types of Error				The Sum of Error
		Omission	Addition	Misformation	Misordering	
1.	AH	0	2	2	0	4
2.	AA	0	4	3	0	7
3.	DJ	0	3	5	0	8
4.	KA	2	2	0	0	4
5.	MJ	0	2	1	0	3
6.	MP	1	1	2	0	4
7.	PA	1	2	3	0	6
8.	R	1	1	0	0	2

9.	SP	2	2	0	1	5
10.	SR	1	1	3	0	5
11.	UJ	0	1	3	0	5
12.	VA	0	1	2	0	3
13.	A	0	1	4	1	6
14.	MW	0	0	2	0	2
15.	E	0	1	6	0	7
16.	H	0	0	2	0	2
17.	SA	0	2	3	0	5
18.	RS	0	0	2	0	2
19.	VP	1	2	0	1	5
20.	NS	1	2	0	0	3
Total		10	30	44	3	87

Note:

R= Respondents' initial name

The total of the errors on each category is also calculated. The result can be seen on the table below.

Table 4.2

The Result of Errors in Students' Works

No.	Types of Error	The Sum of Error	The Percentage of Error
1.	Omission	10	11,5%
2.	Addition	30	34,5 %
3.	Misformation	44	50,6%

4.	Misordering	3	3,4%
Total		87	100%

Based on the table of the result, the writer categories the error into three types of errors. Those are misinformation, addition, omission, and misordering.

1. Misinformation

Misinformation error is the highest error in students' work in writing argumentative essay with the number of error is 44 (50,6%) errors. They often made an error in choosing conjunction. Not only that, they also use conjunctions that should not be positioned at the beginning of a sentence. Such as 'and', 'but', 'because', etc. The following are some examples of error taken from students' work:

Excerpt #1

***as much as** 70% of **the people** do not celebrate Eid al-Fitr with their families in their yard.*

In that sentence, the respondent did the misinformation error. There is a wrong form of the use of conjunction, because the conjunction '**as much as**' must be followed by a noun that cannot be counted. Meanwhile, there is the word '**the people**' in that sentence where it is something that can be counted. Therefore, the conjunction '**as much as**' should be replaced with '**as many as**'.

Excerpt #2

***Because of** we can't gather with family, we can still communicate.*

In that sentence, the use of the conjunction '**because of**' is not quite right, so it can be replaced with the conjunction '**even though**'.

Excerpt #3

*There are people who agree with this decision. **Because** in order, this pandemic quickly ends. There are also people who disagree with this decision. **Because** it will lack economic needs.*

The respondent did the misformation error, because there is the word '**because**' in the beginning of the sentence. Meanwhile, the word '**because**' is a subordinate conjunction which makes the clause appear unable to stand alone as a sentence.

2. Addition

Addition error appears as the second highest number with the total number is 30 (34,5%) errors. They often used the conjunction that should not be required in writing sentences. They use the double conjunction sequentially in one sentence. Some of errors taken from students' work as follows:

Excerpt #4

*However, most parents assume that sex education for children is not appropriate to be taught **and because** the information received by students is not as expected.*

Excerpt #5

We must realize that what we do has a big influence on the people,

***and therefore** the need for solidarity and one voice to protect our families and help the government so that this pandemic quickly ends.*

In those sentences, the respondents did the addition error, because there are double conjunction sequentially in one sentence as mentioned in excerpt #2 that there is the word ‘**and**’ and ‘**because**’ sequentially, also in excerpt #3 that there is the word ‘**and**’ and ‘**therefore**’ sequentially. Therefore, it called sequence conjunction and it becomes ungrammatical form. In hence, the word ‘**and**’ in both sentences should be removed, then there is no redundancy in arranging sentence.

3. Omission

Omission appears as the third highest number with the total number is 10 (11,5%) errors. In this type of error, the respondents usually omit a conjunction in a sentence. Kinds of errors taken from students’ work as follows:

Excerpt #6

Some people are reckless going home they miss their relatives.

In that sentence, the conjunction ‘**because**’ is omitted by the respondent. The sentence refers to cause and effect, so there must be the word ‘**because**’ in that sentence. Therefore, the sentence should be *some people are reckless going home **because** they miss their relatives.*

Excerpt #7

Some people are obey government regulations, some are reckless going home because they miss their families.

Excerpt #8

When we love family we must keep clean, always take care of health for the family that we love in our hometown.

In those sentences, the respondent did the omission. The sentence in excerpt#7 should be *some people are obey government regulations, **meanwhile** some are reckless going home because they miss their families.* The conjunction ‘**meanwhile**’ is omitted by the respondent. The omission was also made by the respondent as mentioned in excerpt #8. It should be *when we love family we must keep clean **and** always take care of health for the family that we love in our hometown.* However, the conjunction ‘**and**’ is omitted by the respondent.

4. Misordering

The lowest error is misordering conjunction. It is only 3 (3,4%) errors. Misordering is a type of error of wrong form in constructing the arrangement of sentence. The following are some examples of error taken from students’ work:

Excerpt #9

*At **time that** the National exam was known as the final exam.*

Excerpt #10

*I believe everyone wants to meet their families or siblings, but we also have to follow the rules of the government, **that so** this situation gets better soon.*

Excerpt #11

*We all know that Eid al-Fitr is not just a religious holiday, **but as also** a tradition of gathering families from various cities so that it can fully celebrate Eid al-Fitr.*

In those sentences, the respondents made a wrong arrangement of conjunction that called misordering or misplacement. As mentioned in excerpt#10, the words at '**time that**' should be at '**that time**', in excerpt #11, the words '**that so**' should be '**so that**', meanwhile in excerpt #12, the words '**but as also**' should be '**but also as**'.

2. Data from Questionnaire

The questionnaire was distributed to all respondents in order to know more about students' error in positioning conjunction in writing argumentative essay. It consists of five questions with the indicator based on the types of errors which are omission, addition, misformation, and misordering. The result of the questionnaire was described as follows.

Table 4.3

The Result of the Questionnaire

Indicator	Types of Error	No	Statement	AA	AF	%
Students' Error	Omission	1.	I often forget to use conjunction in writing a sentence.	Yes	8	40%
				No	12	60%
	Addition	2.	Sometimes I use double conjunction in a sentence.	Yes	17	85%
				No	3	15%
	Misformation	3.	Sometimes I make a mistake in choosing conjunction in writing sentences.	Yes	14	70%
				No	6	30%
		4.	I often use conjunctions that should not be positioned at the beginning of a sentence. Such as and, but, because, etc.	Yes	13	65%
				No	7	35%
	Misordering	5.	I often put the wrong arrangement of conjunctions than have more than one word in writing sentences.	Yes	10	50%
				No	10	50%

Note:

% : Percentage

AA : Answering Alternative

AF : Answering Frequency

The writer classified the result of the questionnaire into four categories based on the types of errors. They were omission, addition, misinformation, and misordering.

1. Omission

According to the result of the questionnaire, it is found that 8 respondents (40%) answered yes that they often forget to use conjunction in making a sentence. Meanwhile, 12 respondents (60%) answered no. It means that they remember to use conjunction in writing sentence.

2. Addition

Based on the result of the questionnaire, it is proved that many respondents do this kind of error. They sometimes use double conjunction in a sentence. It is shown that 17 respondents (85%) answered yes, and the rest of them 3 respondents (15%) answered no.

3. Misinformation

In this types of error, most of respondents sometimes make a mistake in choosing conjunction in writing sentences. There are 14 respondents (70%) answered yes, while 6 respondents (30%) answered no. For the next statement, 13 respondents (65%) answered yes that they often use conjunctions that should not be positioned at the beginning of a sentence, meanwhile 7 respondents (35%) answered no.

4. Misordering

There is equal answer in this types of error. It is found that 10 respondents (50%) answered yes and 10 respondents (50%) answered no. It means that half of them often put the wrong arrangement of conjunctions than have more than one word in writing sentences.

According to the respondents' answer on the questionnaire, it can be concluded that the most error made by the respondents is misinformation. There are 14 respondents (70%) admitted that sometimes they make a mistake in choosing conjunction in writing sentences. Not only that, in the same type of error, 13 respondents (65%) also confessed that they often use conjunctions that should not be positioned at the beginning of a sentence, such as and, but, because, etc. Moreover, addition type of error comes as the second error made by the respondents. There are 17 respondents (85%) admitted that sometimes they use double conjunctions in a sentence.

3. Data from Interview

The last step in analyzing the data for this research is interviewing the respondents. The writer interviewed 5 respondents who make the most error in positioning conjunction in writing essay. She asked two questions of the guided interview. The interview was done by recording the respondents and the data was transcribed into a conversation script.

The first question was asked to gain information about

conjunctions that they use frequently. Most of the respondents admitted that they only use some of general conjunction as mentioned in excerpt #1 and excerpt #2.

Excerpt #1

Biasanya 'and', 'but', 'or', 'so', terus biasanya 'because', yang sering sih 'because', 'also'.
[Usually 'and', 'but', 'or', 'so', then 'because', which often is 'because' and 'also'.]

Excerpt #2

Biasanya yang biasanya dipake itu 'and', 'but', 'or', kaya gitu aja kak.
[Usually, what is usually used is 'and', 'but', 'or', just like that]

In addition, another respondents often used more types of conjunction in writing essay as mentioned in excerpt #3.

Excerpt #3

Emm, and, also, or, but, so, yet, moreover, then, because, for, therefore, while, however, if, that, eventhough, inside of, when, iya yg 5W 1H itu.
[and, also, or, but, so, yet, moreover, then, because, for, therefore, while, however, if, that, eventhough, inside of, when, 5W 1H, thats all]

The second question was given to identify the error that often occur in positioning conjunction. Two respondents admitted they have different error in positioning conjunction as mentioned in excerpt #4 and excerpt #5. Meanwhile, the other respondents admitted the same error in positioning conjunction as mentioned in excerpt #6.

Excerpt #4

Emm untuk yang sering terjadi kesalahan itu biasanya saya suka lupa 'but' itu kadang suka ada diawal kalimat gitu ka. jadi kaya bikin kalimat baru kadang suka lupa disitunya.
[For those that often make errors, I usually forget that the word 'but' is

sometimes used at the beginning of a sentence, so it's like making new sentences, sometimes I forgetting there.]

Excerpt #5

Kalo sering kesalahan sih biasanya mungkin karena kurang teliti ya kak ya jadi beberapa kali menggunakan conjunction itu ada dua, misalnya udah ada 'and' terus nanti malah ada 'because', karena kan waktu itu sama dosen juga ditegor karena itu.

[errors usually because of inaccuracy, so several times there are two uses of the conjunction, for example there is the word 'and' then there will be 'because', because at that time the lecturer was also reprimanded for that.]

Excerpt #6

Emm, kalo aku 'then', 'while' yang suka salah. Suka kurang tepat aja gitu nyambunginnya sama kalimat yang awal ke kalimat selanjutnya. Suka salah pake conjunction jadi kurang pas.

[I made an error with the words 'then' and 'while'. it is not appropriate to add the first sentence to the next sentence. So it's wrong in using the conjunction and it doesn't quite fit.]

In brief, the data gained from the interview show that there are differences and similarities error between the respondents in positioning conjunction in writing essay. There are several errors when they positioning the conjunction in writing sentences or essays. The first, they admitted that they often make error, which is positinoning a conjunction that should not be positioned at the beginning of a sentence such as the word and, but or because. Second, they often use the double conjunction sequentially in one sentence. For example, they use the word but and because in sequence. Another error is admitted by them that they also use or position the conjunction that is not quite right.

B. Data Analysis

Many students still make errors in positioning conjunctions in writing essay. According to Tarigan and Sunarti (2004: 13) there are four categories of error in error analysis. They are omission, addition, misformation and misordering. Based on the four types of errors, the most frequent errors made by the students were misformation types. It was proven by analyzing the students' work, the questionnaire and interview result done by the writer in online form. Therefore, the writer chose English Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University as a research site to conduct this reseacrh. All of the data were taken from February 5th to February 22th 2021.

In the result of analyzing the data, the type of misformation error has been proven to be frequently made by students. There are 44 misformation errors (50,6%) in the result of students' work. Most of them, made a wrong form of conjunction. Moreover, there are 14 respondents admitted that sometimes they make a mistake in choosing conjunction in writing sentences and there are 13 respondents confessed that they often use conjunctions that should not be positioned at the beginning of a sentence. It was also supported by the questionnaire result.

Addition comes as the second rate of error that is often made by the students. Thirty addition errors (34,5%) made by the respondents in their essay. Some of errors occured because they used the conjunction that

should not be required in writing sentences. Then, it was also supported by the questionnaire and interview result. The respondents admitted that sometimes they use double conjunction in a sentence.

Furthermore, another error also admitted by 10 respondents that they often put the wrong arrangement of conjunctions that have more than one word in one sentence that called misordering or misplacement. It was proven by the result of questionnaire result. Meanwhile, omission comes as the lowest that made by the students. It is supported by questionnaire result. Eight respondents confessed that they often forget to use conjunction in writing a sentence.

Briefly, the result of this research shows that there were some types of errors made by students. The first error is misformation. According to Sompong (2014:8), "This category has relation with adverbials, interrogatives and adjectives". It means that misformation is an element that focused on the structure in arranging sentences. The second error is addition. It is a part of errors that should not be required to be used in making a sentence. It is also called a redundant of arranging sentence, so it becomes ungrammatical form. In addition, the next error is misordering. It is a kind of wrong form in constructing the arrangement of sentence. Usually, students can select the right forms to use in the right context, but they arrange them in the wrong order. The last error is omission. According to Sompong (2014:116), "Learners in the early stages of learning tend to omit function words rather than content words. More

advanced learners tend to be aware of their ignorance of content words and rather than omit one”. It means that usually the writer omitted or change the words in writing sentences.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The writer has completed the research entitled “Students’ Errors in Positioning Conjunction in Writing Essay” with twenty students at English Language Education Study Program of Faculty of Teacher Training and Educational Sciences, Pakuan University as the respondents. For gaining the data, the writer uses the students' work in writing argumentative essays to analyze their errors in positioning the conjunction. Moreover, questionnaires and interviews were also used as supporting data.

Based on the result of the research, it can be identified that the respondents made some errors in positioning conjunction. There are four types of errors which are: omission, addition, misinformation and misordering. From the result of the data, it is found that the highest error was made by the them is misinformation (50,6%) errors. Addition appears as the second highest number with the total (34,5%) errors. Furthermore, the third position comes from omission (11,5%) errors, meanwhile the lowest error is misordering (2.3%) errors.

B. Suggestion

According to the result of this research, the writer would like to give suggestions for the teacher and the next researcher. Based on the research findings, still many students who made an error in positioning

conjunction. It is because they do not understand the differences of each type of conjunctions. Therefore, the writer suggests the teacher to further improve the way of teaching to the students. One of the things that can help students understand the material is by providing feedback to them so that they will know about their shortcomings in understanding the conjunction. It also encourages students to pay more attention to how to understand the material, then they can use it properly.

The next suggestion is for the next researcher. Since this paper only focuses on the types of error in positioning conjunctions in writing essay, it is better conduct research related to the causes of error which made by the students. It can give a solution to short out the errors in positioning conjunction itself.

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APPENDICES

RESEARCH INSTRUMENT
DOCUMENT ANALYSIS FORM

No.	Nama	Part of Error			
		Omission	Addition	Misformation	Misordering

RESEARCH INSTRUMENT

QUESTIONNAIRE FORM

Student's Name :

Indikator	Jenis error	No.	Pernyataan	Jawaban	
				Ya	Tidak
Students' Error	Omission	1.	Saya sering lupa menggunakan Conjunction dalam menulis sebuah kalimat.		
	Addition	2.	Saya terkadang menggunakan lebih dari satu Conjunction dalam satu kalimat.		
	Misformation	3.	Saya terkadang membuat kesalahan dalam pemilihan conjunction dalam menulis kalimat.		
		4.	Saya sering menggunakan Conjunction yang tidak seharusnya digunakan diawal sebuah kalimat, seperti; And, But, Because, dll.		
	Misordering	5.	Saya sering salah meletakkan susunan conjunction yang memiliki lebih dari satu kata dalam menulis kalimat.		

RESEARCH INSTRUMENT

INTERVIEW FORM

Student's Name :

Date :

Pertanyaan:

1. Conjunction apa saja yang sering anda gunakan dalam menulis essay?
2. Dari conjunction yang sering anda pakai, apa saja yang sering terjadi kesalahan? berikan alasannya.

RESULT OF DOCUMENTATION

No.	R	Types of Error				The Sum of Error
		Omission	Addition	Misformation	Misordering	
1.	AH	0	2	2	0	4
2.	AA	0	4	3	0	7
3.	DJ	0	3	5	0	8
4.	KA	2	2	0	0	4
5.	MJ	0	2	1	0	3
6.	MP	1	1	2	0	4
7.	PA	1	2	3	0	6
8.	R	1	1	0	0	2
9.	SP	2	2	0	1	5
10.	SR	1	1	3	0	5
11.	UJ	0	1	3	0	5
12.	VA	0	1	2	0	3
13.	A	0	1	4	1	6
14.	MW	0	0	2	0	2
15.	E	0	1	6	0	7
16.	H	0	0	2	0	2
17.	SA	0	2	3	0	5
18.	RS	0	0	2	0	2
19.	VP	1	2	0	1	5
20.	NS	1	2	0	0	3
Total		10	30	44	3	87

The Result of Errors in Students' Works

No.	Types of Error	The Sum of Error	The Percentage of Error
1.	Omission	10	11,5%
2.	Addition	30	34,5 %
3.	Misformation	44	50,6%
4.	Misordering	3	3,4%
Total		87	100%

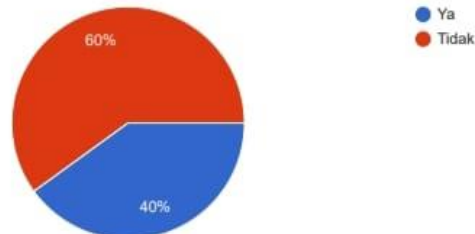
RESULT OF QUESTIONNAIRE

Indicator	Types of Error	No	Statement	AA	AF	%
Students' Error	Omission	1.	I often forget to use conjunction in writing a sentence.	Yes	8	40%
				No	12	60%
	Addition	2.	Sometimes I use double conjunction in a sentence.	Yes	17	85%
				No	3	15%
	Misformation	3.	Sometimes I make a mistake in choosing conjunction in writing sentences.	Yes	14	70%
				No	6	30%
		4.	I often use conjunctions that should not be positioned at the beginning of a sentence. Such as and, but, because, etc.	Yes	13	65%
				No	7	35%
	Misordering	5.	I often put the wrong arrangement of conjunctions than have more than one word in writing sentences.	Yes	10	50%
				No	10	50%

Questionnaire: Error in Positioning Conjunction.

(Part of error: Omission) Saya sering lupa menggunakan Conjunction dalam membuat sebuah kalimat.

20 responses

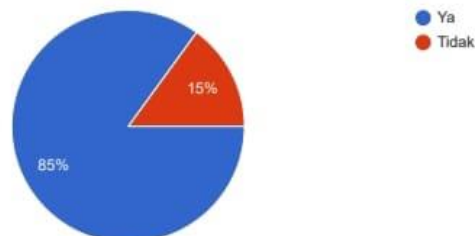


4/20/2021

Positioning Conjunction Questionnaire - Google Forms

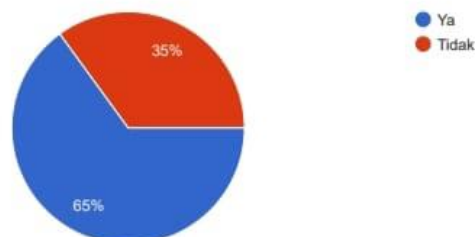
(Part of error: Addition) Saya terkadang menggunakan lebih dari satu Conjunction dalam satu kalimat.

20 responses



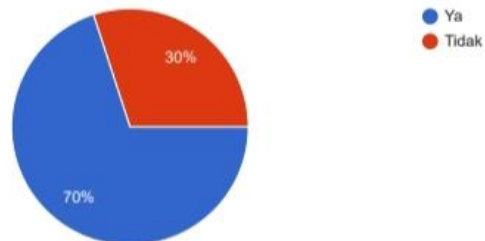
(Part of error: Addition) Saya sering menggunakan Conjunction yang tidak seharusnya digunakan diawal sebuah kalimat, seperti; And, But, Because, dll.

20 responses



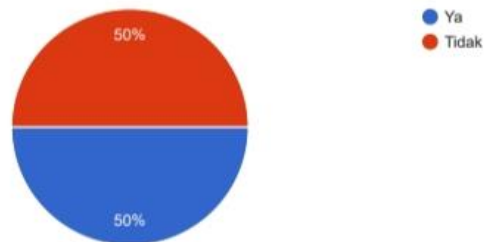
(Part of error: Misformation) Saya terkadang membuat kesalahan dalam pemilihan conjunction dalam membuat kalimat.

20 responses



(Part of error: Misordering) Saya sering salah meletakkan susunan conjunction yang memiliki lebih dari satu kata dalam membuat kalimat. Contoh: That time menjadi Time that.

20 responses



Interview Data Transcription

Student's Name : Neilan Sabila Awaludin

Date : February 18th 2021

I = Interviewer R = Respondent

I : Hallo, Assalamualaikum. Perkenalkan saya Dwi Intan Yusti mahasiswi yang sedang melakukan penelitian. Sebelumnya maaf mengganggu ya.

R : Waalaikumsalam, iya gapapa kak.

I : Sebelumnya boleh disebutkan terlebih dahulu nama lengkapnya?

R : Nama saya Neilan Sabila Awaludin dari kelas C.

I : Ok, langsung saja kita ke pertanyaannya ya. Sebelumnya saya mau bertanya, apakah kamu sebelumnya sudah mempelajari tentang conjunction? pada semester berapa ya?

R : Kalo conjunction udah pernah kak, cume lebih spesifiknya lupa ya semester 3 atau 4 gitu di awal.

I : Ok, lanjut ke pertanyaan inti ya. Pertanyaan yang pertama, conjunction apa saja yang sering anda gunakan dalam menulis essay?

R : Em biasanya aku suka pake conjunction but sama and buat nulis di essay kak.

I : Em, cuma but sama and saja?

R : iya yang paling sering.

I : Yang paling sering digunakan berarti yang general ya. Ok, untuk pertanyaan kedua dari conjunction yang sering anda pakai, mana saja yang sering terjadi kesalahan?

R : Emm untuk yang sering terjadi kesalahan itu biasanya saya suka lupa but itu kadang suka ada diawal kalimat gitu ka.jadi kaya bikin kalimat baru kadang suka lupa disitunya.

I : ; Jadi kamu sering pakai kata but diawal kalimat ya?

R : Iya kak.

I : Ok, segitu saja pertanyaannya. Sekali lagi terimakasih atas jawabannya. Maaf mengganggu. Wassalamualaikum.

R : Iya ka, sama-sama, tidak apa-apa kak. Waalaikumsalam.

Interview Data Transcription

Student's Name : Erlyn Pradini

Date : February 18th 2021

I = Interviewer R = Respondent

I : Hallo, Assalamualaikum. Perkenalkan saya Dwi Intan Yusti mahasiswi yang sedang melakukan penelitian. Sebelumnya maaf mengganggu ya.

R : Waalaikumsalam, iya gapapa kak.

I : Sebelumnya boleh disebutkan terlebih dahulu nama lengkapnya?

R : Nama saya Erlyn Pradini dari kelas B.

I : Ok, langsung saja kita ke pertanyaannya ya. Sebelumnya saya mau bertanya, apakah kamu sebelumnya sudah mempelajari tentang conjunction? pada semester berapa ya?

R : Kalo conjunction semester 3 atau 4 ya lupa.

I : Ok, lanjut ke pertanyaan inti ya. Pertanyaan yang pertama, conjunction apa saja yang sering anda gunakan dalam menulis essay?

R : Em yang sering digunakan itu biasanya coordinating sama subordinating.

I : Kalau boleh disebutkan contoh dari jenis conjunction tersebut.

R : Kalo yang coordinating biasanya and, but, or, so, kalo yang subordinate biasanya because, yang sering sih because, also.

I : Ok, untuk pertanyaan kedua dari conjunction yang sering anda pakai, mana saja yang sering terjadi kesalahan?

R : Kalo sering kesalahan sih biasanya mungkin karena kurang teliti ya kak ya jadi beberapa kali menggunakan conjunction itu ada dua, misalnya udah ada and terus nanti malah ada because, karena kan waktu itu sama dosen juga ditegor karena itu.

I : Oh, jadi double conjunction dalam satu kalimat. Alasannya karena kurang teliti ya.

R : Iya kak betul

I : Ok, segitu saja pertanyaannya. Sekali lagi terimakasih atas jawabannya. Maaf mengganggu. Wassalamualaikum.

R : Iya ka, engga kk, makasih ya kak. Waalaikumsalam.

Interview Data Transcription

Student's Name : Vinka Putri M

Date : February 19th 2021

I = Interviewer R = Respondent

I : Hallo, Assalamualaikum. Perkenalkan saya Dwi Intan Yusti mahasiswi yang sedang melakukan penelitian. Sebelumnya maaf mengganggu ya.

R : Waalaikumsalam, iya gapapa kak santai.

I : Sebelumnya boleh disebutkan terlebih dahulu nama lengkapnya?

R : Nama saya Vinka Putri dari kelas C.

I : Ok, langsung saja kita ke pertanyaannya ya. Sebelumnya saya mau bertanya, apakah kamu sebelumnya sudah mempelajari tentang conjunction? pada semester berapa ya?

R : Emm conjunction tuh semester berapa ya kak lupa deh aku. Pokonya awal awal gitu.

I : Ok, lanjut ke pertanyaan inti ya. Pertanyaan yang pertama, conjunction apa saja yang sering anda gunakan dalam menulis essay?

R : Biasanya yang biasanya dipake itu and, but, or, kaya gitu aja kak.

I : Sekitar conjunction FANBOYS itu ya?

R : Iya kak.

I : Ok, untuk pertanyaan kedua dari conjunction yang sering anda pakai, mana saja yang sering terjadi kesalahan?

R : Emm, yang sering tuh kaya conjunction waktu gitu loh kak. Kaya when kaya after before.

I : Lalu contoh kesalahannya tuh seperti apa atau alasannya kenapa sering terjadi kesalahan?

R : Emm, jadi mungkin karna saya jarang pake conjunction waktu jadi saat pake sering salah. Salah pake conjunction sama suka terbalik yang ini kak either, neither gitu

I : Ok, segitu saja pertanyaannya. Sekali lagi terimakasih atas jawabannya. Maaf mengganggu. Wassalamualaikum.

R : Iya kak, semangat. Waalaikumsalam.

Interview Data Transcription

Student's Name : Salsabila Puja

Date : February 19th 2021

I = Interviewer R = Respondent

I : Hallo, Assalamualaikum. Perkenalkan saya Dwi Intan Yusti mahasiswi yang sedang melakukan penelitian. Sebelumnya maaf mengganggu ya.

R : Waalaikumsalam, iya gapapa kak.

I : Sebelumnya boleh disebutkan terlebih dahulu nama lengkapnya?

R : Nama saya Salsabila Puja dari kelas A.

I : Ok, langsung saja kita ke pertanyaannya ya. Sebelumnya saya mau bertanya, apakah kamu sebelumnya sudah mempelajari tentang conjunction? pada semester berapa ya?

R : Conjunction disemester 2 atau 3 ya.

I : Ok, lanjut ke pertanyaan inti ya. Pertanyaan yang pertama, conjunction apa saja yang sering anda gunakan dalam menulis essay?

R : Emm, and, also, or, but, so, yet, moreover, then, because, for, therefore, while, however, if, that, eventhough, inside of, when, iya yg 5W 1H itu.

I : Berarti banyak juga yang sering kamu gunakan.

R : Iya kak.

I : Ok, untuk pertanyaan kedua dari conjunction yang sering anda pakai, mana saja yang sering terjadi kesalahan?

R : Besides, inside of.

I : Kalau boleh tau kenapa ya?

R : Karena kadang ketuker penggunaan besides sama inside of. Karena kurang paham pas dosen ngejelasinnya.

I : Ok, segitu saja pertanyaannya. Sekali lagi termakasih atas jawabannya. Maaf mengganggu. Wassalamualaikum.

R : Iya gapapa kak lagi senggang. Waalaikumsalam.

Interview Data Transcription

Student's Name : Ulvi Junia Putri

Date : February 22th 2021

I = Interviewer R = Respondent

I : Hallo, Assalamualaikum. Perkenalkan saya Dwi Intan Yusti mahasiswi yang sedang melakukan penelitian. Sebelumnya maaf mengganggu ya.

R : Waalaikumsalam, iya gapapa kak.

I : Sebelumnya boleh disebutkan terlebih dahulu nama lengkapnya?

R : Nama saya Ulvi Junia Putri dari kelas A.

I : Ok, langsung saja kita ke pertanyaannya ya. Sebelumnya saya mau bertanya, apakah kamu sebelumnya sudah mempelajari tentang conjunction? pada semester berapa ya?

R : Iya sudah pernah teh diawal.

I : Ok, lanjut ke pertanyaan inti ya. Pertanyaan yang pertama, conjunction apa saja yang sering anda gunakan dalam menulis essay?

R : Emm, yang sering ya but, because, then, as, terus or, since, while, when, where.

I : Oh cukup banyak berarti ya. Ok, untuk pertanyaan kedua dari conjunction yang sering anda pakai, mana saja yang sering terjadi kesalahan?

R : Emm, kalo aku then, while yang suka salah..

I : Alasannya kenapa suka salah?

R : Suka kurang tepat aja gitu nyambunginnya sama kalimat yang awal ke kalimat selanjutnya. Suka salah pake conjunction jadi kurang pas.

I : Ok, segitu saja pertanyaannya. Sekali lagi termakasih atas jawabannya. Maaf mengganggu. Wassalamualaikum.

R : Iya teh maaf ya, tidak apa-apa teh. Waalaikumsalam.



YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian

Jalan Pakuan Kotak Pos 452, E-mail: fkip@umpak.ac.id, Telepon (0251) 8375608 Bogor

SURAT KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN
Nomor : 648/SK/D/FKIP/X/2020

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN.
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Menimbang : 1. Bahwa demi kepentingan peningkatan akademis, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku.
2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana.
4. Ujian Sarjana harus terselenggara dengan baik.

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.
2. Peraturan Pemerintah Nomor 32 Tahun 2013 Merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan.
3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan.
4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.
5. Keputusan Rektor Universitas Pakuan Nomor 35/KEP/REK/VIII/2020, tentang Pemberhentian Dekan Masa Bakti 2011-2015 dan Pengangkatan Dekan Masa Bakti 2020-2025 di Lingkungan Universitas Pakuan.

Memperhatikan : Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.

MEMUTUSKAN

Menetapkan :
Pertama : Mengangkat Saudara
1. Dr. Yanti Suryanti, M.Pd.
2. Abdul Rosyid, M.Pd.

Sebagai pembimbing dari:

Nama : DWI INTAN YUSTI
NPM : 031116087
Program Studi : PENDIDIKAN BAHASA INGGRIS
Judul Skripsi : STUDENTS' ERROR IN POSITIONING CONJUNCTION IN WRITING ESSAY

Kedua : Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.

Ketiga : Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperfunya.

Ditetapkan di Bogor
Pada tanggal 22 Oktober 2020
Dekan

Dr. Erni Kusuma M.Pd.
NIP : 1.1101033404

Tembusan :
1. Rektor Universitas Pakuan
2. Wakil Rektor I, II, dan III Universitas Pakuan



YAYASAN PAKUAN SILIWANGI
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Jalan Pakuan Kota Pos 432, E-mail: kip@unpak.ac.id, Telpax (0251) 8375608 Bogor

Nomor : 2601/WADEK/IFKIP/II/2021

01 Februari 2021

Perihal : Izin Penelitian

Yth. Dekan Fakultas Keguruan dan Ilmu Pendidikan
Universitas Pakuan
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : DWI INTAN YUSTI
NPM : 031116087
Program Studi : PENDIDIKAN BAHASA INGGRIS
Semester : Akhir

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 5 Februari s.d. 5 April mengenai:
STUDENTS' ERROR IN POSITIONING CONJUNCTION IN WRITING ESSAY

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan
Wakil Dekan
Pengantar Akademik,

Asnani Gudana, M.Pd.
NIM 111006025469



IDENTITAS MAHASISWA

Nama Mahasiswa : Dwi Ihtan Yuli

Alamat : Jl. Ciomas Cibinong rd km 0101
 no.01 kec. Ciomas kab. Bogor

Tempat, Tgl Lahir : Bogor, 30 Agustus 1998

NPM : 03116043

Program Studi : Bahasa Inggris

Tahun Masuk/Angkatan : 2016

Judul Skripsi : *Conjunction in writing Argumentative essay
 students' error in positioning*

Pembimbing : 1. Dr. Yanti Susanti, M. Pd.
 2. Abdul Rasyid, M. Pd.

Bogor, 20.....
 Ketua Program Studi,

• Pembimbing : Dr. Tanti Suryana, M.Pd.

Tanggal	Bab	Catatan Pembimbing	Paraf
14/12/19	I	Revisi case fully layout p.	{14}
05/20	I	Revisi design & pereng of gambar	{15}
05/20	I	Tangan atas tulis, perbaikan struktur & pereng layout	{15}
19/03/20 (By Email)	I	- Grammatical errors. - Cari Proofreader.	
09/05/20	II	- layout → Perbaiki - Grammar, structure - Format.	

Tanggal	Bab	Catatan Pembimbing	Paraf
23/05/20	III	- Salakan kalimat dengan menggunakan conjunction. - Grammatical errors.	
19/10/20	III	- Typo - Perbaiki Research Method	
20/10/20	III	- Salakan kalimat dengan conjunction.	
25/10/20	III	- Perbaiki kalimat.	
19/09/21	II	- Perbaiki structure kalimat - Perbaiki Theory essay.	
	III	- Ganti tenses dari pasture menjadi present.	
	IV	- Spacing → 1 - Single space	

Tanggal	Bab	Catatan Pembimbing	Paraf
27/09/21		(Bibliography) - Single space - Perbaiki format spacing.	
29/09/21		- Perbaiki penulisan dalam Preface. - Penggunaan pronoun - Perbaiki penulisan abstract.	

• Pembimbing : Abdul Rosyid, M.Pd.

Tanggal	Bab	Catatan Pembimbing	Paraf
10/11/19	I	<ul style="list-style-type: none"> - Background should cover Problems / Phenomenon - Expected Condition - Gap happen between Part 1 and 2. - Perbaiki Reason for choosing the topic. - Background too short - Perbaiki Research significant 	
10/12/19	I		
10/3/20	I	<ul style="list-style-type: none"> - Beri contoh di bagian Reason - Too many simple sentences - Perbaiki Background - Overall definition, and - Research significant 	
10/3/20 (By Email)	I		

Tanggal	Bab	Catatan Pembimbing	Paraf
26/08/20 (By Email)	II	<ul style="list-style-type: none"> - Grammatical errors. - Concluding sentence tidak sesuai dengan kalimat sebelumnya. - Sentence fragment - Too old theory. - Wrong diction - Grammatical error 	
31/08/20	II		
21/09/20 (By Email)	III	<ul style="list-style-type: none"> - What is the consideration in choosing research participants? - Part bagian Research instrument belum lengkap. - Sampaikan kriteria instrument. - Perbaiki questions in interview form. - Paragraph akhir masih confusing. - belum ada part data collecting Technique. 	
01/10/20	III		
10/10/20	III		

Tanggal	Bab	Catatan Pembimbing	Paraf
03/03/21 (Email)	IV	<ul style="list-style-type: none"> - Perbaiki Cara penulisan data. - More explanation. - Gramatical errors. - Perbaiki isi dari Data analysis. 	
12/04/21	IV	<ul style="list-style-type: none"> - Perbaiki Cara penjelasan error yang ditemukan - Cek lagi perihal type of 'addition' error. 	
21/04/21	✓	<ul style="list-style-type: none"> - Jelaskan secara singkat dimana dan bagaimana cara pengambilan datanya. (conclusion part) - Reason memberikan saran dan contohnya. 	
23/04/21	✓	<ul style="list-style-type: none"> - Perbaiki kalimat pertama bagian conclusion. 	
25/04/21		<ul style="list-style-type: none"> - Perbaiki Some grammatical errors pada abstract. 	

Students' Work

Name: Erlyn Pradinie

Sex Education in Schools for Children

Sex education at school will become a bulwark in one's life. Education and correct information about sex is the basis for children and adolescents to be able to behave and act right in making decisions related to sexual behavior in his life. Sex education should be introduced to children at the age list, providing children with information that corresponds to their needs at a certain age. Also, sex education at schools should be introduced as early as possible, ensuring children's healthy sexual development. people assume that sex education provided early is very important and influential in a child's life when he enters adolescence. But some people think sex education in schools will encourage teens to have sex.

children have a great curiosity. Children who once, twice, and many times saw the program, then the children will record it and form it into a view that they hold until they are adults. Therefore children must also be given knowledge about sex at school early on. Said by dr. H. Boyke Dian Nugraha, SpOG, MARS, sex education is very important at an early age because it can help children avoid the danger of harassment or sexually deviant behavior. Apart from at home, sex education can also actually be at school. Many children who experience sexual violence show signs of physical, emotional, sexual, or verbal abuse. This effect can cause stress and long-term difficulties for children to adulthood, and often cause concern for parents, teachers, (NSVRC, 2011).

Knowing knowledge about sex from an early age will also make them better understand sexual behavior that should be done, understand reproductive health and development, relationships between men and women and restrictions that should not be ignored, and can be a moral formation early on so that children Indonesia has a strong fortress to protect itself from various sexual violence and pornography that can damage its future.

However, most parents assume that sex education for children is not appropriate to be taught and because the information received by students is not as expected. That is, their understanding is in the wrong direction and encourages students to engage in sex and damage children's morals.

In conclusion, assume that sex education for children is not appropriate to teach because the information received by students is not as expected, the teacher is wrong in explaining, so it makes students want to do the wrong thing, that is not a problem. the role of parents is very important, by means of parents more

monitoring and giving understanding back to the child, after they receive learning about sex by the teacher. if the role of parents and teachers is involved in sex learning, sex education in schools will be very important because it can help children understand the impact of sex on their lives, and prevent children from sexual abuse. We must agree with the existence of sex education in schools, especially for parents not to worry about sex education for these children, **because not only** children are given sex education at school, **but because** we as parents must also continue to supervise so children can be comfortable while studying this. let's give children an understanding and learning about sex appropriately and involve the role of parents in it.

Students' Work

Neilan Sabila Awaludin

GOVERNMENT POLICY ON THE PROHIBITION OF GOING TO HOME TOWN

Do you know what is going home town?. According to Wikipedia going home town is an activity for migrants / migrant workers to return to their hometowns. Many people say it is incomplete **when** EidMubarak if not returned to home town, but in fact, this year's Eid Mubarak will be different from Eid Mubarak from the previous year. The government forbids residents for going hometowns due to the 19th covid plague. People who went home town said that they were very homesick for their families and they also did not have jobs so they returned to their hometowns. **I agree about the government's regulation on going home town.**

First, I agree with the government which prohibits residents for going home town because when they homecoming they usually use public transportation and the rate of infection is very high and they also have to do independent isolation at home which I think is also a concern for families. **So** I assure you that if the situation is not too urgent, it is better to stay in the place that is living now so that the percentage of transmission does not increase again.

Secondly, I believe why the government prohibits for going home town because the rate of positive people affected by corona is still increasing. According to data, from covid19.go.id , 14,749 people who have been confirmed and every day this confirmed person rate always increase and then the people who has recovered is 3,063. Even though many people have recovered, but we must still aware about it until the government announce the condition is better.

Third, most people disagree with the government's prohibits for homecoming, because they don't have jobs which is they will difficult to suffice daily needs. In fact, the government has already provided assistance in the form of discounted electricity bills even to free ones and basic necessities, although not yet evenly distributed but we must still respect the government's efforts because the population of Indonesian citizens is very much.

Consequently, now you can see why the government forbids for going home town because there are still many factors that can make things worse. I believe everyone wants to meet their families or siblings, but we also have to follow the rules of the government, **that so** this situation gets better soon. If you follow the government regulations very well and obey, like doing social distancing and etc and then the corona virus can decrease in Indonesia and maybe the government

will definitely revise the regulation. So, you must stay healthy and just stay at home.

Good Essay! I like this!

Students' Work

Name: Salsabila Puja

"Eid Al-Fitr Amid Pandemic"

We all know that Eid al-Fitr is not just a religious holiday, but as also a tradition of gathering families from various cities so that it can fully celebrate Eid al-Fitr. This tradition has been going on for a long time who knows who popularized it but clearly this tradition was formed from a the habits and culture of the people who miss their families. So, how does this tradition work in the midst of this pandemic?

With the condition of the 19th pandemic outbreak, the government is demanded firmly to suppress the growth in the number of victims of this pandemic. One of the policies is to prohibit homecoming activities during the pandemic which coincided with the holy month of Ramadan. The hindrance of homecoming traditions and government policies made people confused and not confused. Get one vote, some people are obey government regulations, some are reckless going home because they miss their families.

The government issued a policy of large-scale social restrictions or commonly known as PSBB to dispel the spread of viruses that are increasingly out of control, with this expected to minimize transmission of the virus from one regional area to another. So, that it can be controlled by the affected regions. The government issued this policy also not without reason but for the sake of mutual safety which happens to coincide with the Holy Month of Ramadan.

Ramadhan this time felt clearly different from the previous year where the ramadan which was usually crowded by the noisy noise all over the city was instantly deserted. The nuances of ramadan were not so felt, going home was no longer a matter of waiting and prioritized because our health together was far more valuable, can gather with family at another time. We must realize that what we do has a big influence on the people and therefore the need for solidarity and one voice to protect our families and help the government so that this pandemic quickly ends and the homecoming tradition returns to be a longing relief when people are tired face the world.

Students' Work

Name: Ulvi Junia Putri

"The prohibition of celebrating Eid Mubarak at a home town"

Eid Mubarak is a victory day for all Muslims. Where everyone forgives one another and gather with their respective families. **But** today Eid Mubarak is very different. President Joko Widodo made a ban on celebrating Eid in their hometown, due to the very dangerous situation at the moment, COVID-19. According to the transportation department, **as much as** 70% of the people do not celebrate Eid al-Fitr with their families in their yard. **And** 30% of residents celebrate Eid Mubarak with their families. Regarding this issue, some residents agreed with the statement and some did not.

For some people who agree with the statement, it means they comply with government regulations. They also think to reduce the spread of COVID-19. To reduce their longing for the family, they are utilizing current technology. By using a cellphone they can meet even though online. That's the way some people decide not to go to their hometown.

and some people who do not agree with this regulation, it means that they are ready to accept all the stipulated conditions, ready to accept all risks and do all the applicable requirements. For the requirements, first, we must show the negative COVID-19 test results based on the Polymerase Chain Reaction Test (PCR) or health certificate from a health service Centre/hospital / public health. Second, must be in good health. **And** the return must also be in good health. **And** the third, must have personal protective equipment (PPE) such as masks, hand sanitizers, gloves, etc. those are some of the conditions we must do in order to meet with beloved family.

With the decision to ban homecoming this year, there are some residents who agree and some do not. For residents who agree, they are ready to accept the stipulated conditions and ready to take risks. For residents who disagree, that means he complies with government regulations and they are willing to celebrate Eid through mobile phones because of reducing the spread of COVID-19. Hopefully, COVID-19 is fleeting in order to carry out activities as usual and quickly to meet with beloved family.

Students' Work

Name: David Jazmi

"The prohibition of celebrating Eid Mubarak at a home town"

Celebrating Eid Mubarak at a home town is a time for gathering with big family. The way to gather is to go home. But this time Eid Mubarak is very different, news of the ban on going home has spread in Indonesia. Indonesian President Joko Widodo has issued a ban on homecoming at this year's Eid Mubarak. Some people agree the president banned going home because to prevent and mitigate the spread of Corona Virus in Indonesia, there are also some people who disagree because it can change their economic needs.

There are some people who agree that the president prohibits going home. So that this pandemic ends quickly and we can return to normal activities. We go home, we afraid will spread COVID 19. Even though we can't gather with family, we can still communicate. Especially now that there is a PSBB (large-scale social restrictions) where we can't go anywhere and if we go outside of course we have to wear a mask. In addition, we also have to support a healthy body, so that we can avoid COVID 19. That is the reason some people agree with the president's decision.

Unfortunately, there are also people who disagree on the prohibition of going home and prohibiting staying at home. Because it will lack economic needs or money. Maybe for some people can not get money if not out of the house. Like a salesman, J&T courier, and others. And there are also people who insist on going home because they don't care about the president's decision. That's why people don't agree with this policy.

So the prohibition of celebrating Eid Mubarak at a home town It should not, because of the COVID 19. There are people who agree with this decision. Because of in order, this pandemic quickly ends. There are also people who disagree with this decision. Because it will lack economic needs. We should agree to this decision, because to spread the corona virus is complete. So that we can go home, gather with family and celebrating Eid Mubarak at a home town anymore.

QUESTIONNAIRE FORM

Students' Name: Erlyn Pradinie

Indikator	Jenis error	No.	Pernyataan	Jawaban	
				Ya	Tidak
Students' Error	Omission	1.	Saya sering lupa menggunakan Conjunction dalam menulis sebuah kalimat.	●	
	Addition	2.	Saya terkadang menggunakan lebih dari satu Conjunction dalam satu kalimat.	●	
	Misformation	3.	Saya terkadang membuat kesalahan dalam pemilihan conjunction dalam menulis kalimat.	●	
		4.	Saya sering menggunakan Conjunction yang tidak seharusnya digunakan diawal sebuah kalimat, seperti; And, But, Because, dll.	●	
	Misordering	5.	Saya sering salah meletakkan susunan conjunction yang memiliki lebih dari satu kata dalam menulis kalimat.	●	

QUESTIONNAIRE FORM

Students' Name: Neilan Sabila Awaludin

Indikator	Jenis error	No.	Pernyataan	Jawaban	
				Ya	Tidak
Students' Error	Omission	1.	Saya sering lupa menggunakan Conjunction dalam menulis sebuah kalimat.	●	
	Addition	2.	Saya terkadang menggunakan lebih dari satu Conjunction dalam satu kalimat.	●	
	Misformation	3.	Saya terkadang membuat kesalahan dalam pemilihan conjunction dalam menulis kalimat.	●	
		4.	Saya sering menggunakan Conjunction yang tidak seharusnya digunakan diawal sebuah kalimat, seperti; And, But, Because, dll.	●	
	Misordering	5.	Saya sering salah meletakkan susunan conjunction yang memiliki lebih dari satu kata dalam menulis kalimat.		●

QUESTIONNAIRE FORM

Students' Name: Salsabila Puja

Indikator	Jenis error	No.	Pernyataan	Jawaban	
				Ya	Tidak
Students' Error	Omission	1.	Saya sering lupa menggunakan Conjunction dalam menulis sebuah kalimat.		<input checked="" type="radio"/>
	Addition	2.	Saya terkadang menggunakan lebih dari satu Conjunction dalam satu kalimat.	<input checked="" type="radio"/>	
	Misformation	3.	Saya terkadang membuat kesalahan dalam pemilihan conjunction dalam menulis kalimat.	<input checked="" type="radio"/>	
		4.	Saya sering menggunakan Conjunction yang tidak seharusnya digunakan diawal sebuah kalimat, seperti; And, But, Because, dll.	<input checked="" type="radio"/>	
	Misordering	5.	Saya sering salah meletakkan susunan conjunction yang memiliki lebih dari satu kata dalam menulis kalimat.	<input checked="" type="radio"/>	

QUESTIONNAIRE FORM

Students' Name: Ulvi Junia Putri

Indikator	Jenis error	No.	Pernyataan	Jawaban	
				Ya	Tidak
Students' Error	Omission	1.	Saya sering lupa menggunakan Conjunction dalam menulis sebuah kalimat.	●	
	Addition	2.	Saya terkadang menggunakan lebih dari satu Conjunction dalam satu kalimat.	●	
	Misformation	3.	Saya terkadang membuat kesalahan dalam pemilihan conjunction dalam menulis kalimat.		●
		4.	Saya sering menggunakan Conjunction yang tidak seharusnya digunakan diawal sebuah kalimat, seperti; And, But, Because, dll.	●	
	Misordering	5.	Saya sering salah meletakkan susunan conjunction yang memiliki lebih dari satu kata dalam menulis kalimat.	●	

QUESTIONNAIRE FORM

Students' Name: Kireina

Indikator	Jenis error	No.	Pernyataan	Jawaban	
				Ya	Tidak
Students' Error	Omission	1.	Saya sering lupa menggunakan Conjunction dalam menulis sebuah kalimat.	●	
	Addition	2.	Saya terkadang menggunakan lebih dari satu Conjunction dalam satu kalimat.		●
	Misformation	3.	Saya terkadang membuat kesalahan dalam pemilihan conjunction dalam menulis kalimat.		●
		4.	Saya sering menggunakan Conjunction yang tidak seharusnya digunakan diawal sebuah kalimat, seperti; And, But, Because, dll.		●
	Misordering	5.	Saya sering salah meletakkan susunan conjunction yang memiliki lebih dari satu kata dalam menulis kalimat.		●