

Chapter One

Introduction

This chapter presents several parts. They are background of the study, identification of the problem, limitation of the study, formulation of the study, purpose of the study, significance of the study, and outline of the study.

Background of the Study

Writing is one of the four skills that should be owned in learning English. According to Husain, Hanif, Asif, and Rehman (2013) “Writing is an outward expression of what is going in the writer's mind” (p. 832). When studying English, of course, writing skill becomes one of the competencies that should be mastered by students in inside and outside the classroom. The more frequent the students practice writing skill both inside and outside the classroom, the better writing skill the students possess, because this skill can be better mastered by a lot of practices (Melyane & Kurniasih, 2014).

In writing we need a group of words to be a sentence. A sentence is a set of connected words that reveals a whole idea (Sanford, 1979). Sentences are divided into four types; simple sentence, compound sentence, complex sentence, and compound-complex sentence (Oshima & Hogue, 1998). A simple sentence consists of one clause. “A clause is a group of words containing a subject and a verb” (Phillips, 2001, p. 209). However, compound, complex, and compound-complex sentences consist of more than one clause. It means that whenever we

found a sentence with two or more clauses, then it needs a conjunction between them to make a correct sentence.

Conjunction is one of the parts of speech. A conjunction has a meaning that is a word for connecting other words or groups of words (Sanford, 1979; Warriner, 1982; Forlini, 1983). A conjunction is recognized as a word that is used to connect words, phrases, and clauses within a sentence (Melyane & Kurniasih, 2014). According to Warriner (1982) conjunction is classified into three types namely coordination conjunction, correlative conjunction, and subordination conjunction. While Warriner (1982) divided conjunction into three types, Halliday and Hasan (1976) categorized conjunction into four types that are additive, adversative, temporal, and causal. These four types of conjunction have different function in writing.

Nace (1983) stated, “Conjunction works like cements between bricks” (p. 73). We can assume that cements are conjunction and bricks are grammatical structure. So, the function of conjunction is combining grammatical structures (Klammer & Schulz, 1992) to make a well-formed sentence. “In writing comprehension, one cannot simply create a good writing text without the use of conjunction” (Melyane & Kurniasih, 2014, p. 2). Beside that, conjunctions are used to make a sentence have the cohesion and coherence in text. Hence without the right use of conjunction, the sentence would not have logical meaning and the message will be blurred.

Hamed (2014) analyzed the use of conjunction in argumentative essay of fourth-year undergraduate learners of English at Omar Al-Mukhtar University in Libya. The result of the study showed that students of English as Foreign Language (EFL) made many errors when they use conjunction in writing. The Libyan EFL students have difficulty in using the conjunction *on the other hand*, *but*, *in fact*, *and*, *furthermore*, *moreover*, *so*, and *because*. The finding showed that adversative conjunction is the most difficult conjunction for learners, followed by conjunction additive and causal.

As a student of English Education Department (EED) of Universitas Muhammadiyah Yogyakarta (UMY), it is important to have a good ability in writing. The student must learn, understand, and master the grammar to be able to write well. Writing will not be separated from the use of conjunctions because by using right conjunctions the writer can make a good sentence that is easy to be understood by readers. So, the use of conjunction has a very important role, and students of EED of UMY should master how to use it.

Based on researches by Blaz (1966), Faustino (1971), Floresheim (1972), Kimizuka (1968), Robinson (1970), and Waymire (1965) as cited in Tomiyama (1979) it was revealed that “Articles and connectors are two highly frequent categories of grammatical errors made by students of several different language backgrounds” (p. 2). It turns out that the conjunction constitutes one of the parts of speech that student encountered errors when they used it. This problem needs more attentions and also we should find the way to solve it. Therefore we require an error analysis to analyze the ability of the student to use conjunction. Then it is

also necessary to look for ways to overcome the problems of the students in the use of conjunction. Unfortunately, the research about an error analysis on the use of conjunction in student writing has not been done in EED of UMY.

Based on the above background, the researcher was interested in conducting the research about an error analysis on the use of conjunction in students' writing. This research wants to finding out the students' common errors on the use of conjunction in writing, and also the types of errors that most frequently occur on the use of conjunction in students' writing,

Identification of the Problem

Based on the background of the research that has been described above, this research aims to analyze errors on the use of conjunction in students' writing at EED of UMY. As we know in Indonesia people learn English as a foreign language, and every day we use Indonesian language to communicate each other. It makes learning English more difficult, because we are not accustomed to using it either spoken or written. Also, there are four skills that should be owned by the learner in learning English, and writing is one of the four skills that most difficult for them (Nacira, 2010).

The writing skill is the one of abilities that is difficult to master by students. One of the difficulties in writing lies on the use of conjunctions (Melyane & Kurniasih, 2014). Students sometimes overuse, misuse, and use unnecessary conjunction in their writing (Ong, 2011). Error in using conjunction happens because "student experienced the difficulty in using conjunction"

(Hamed, 2014, p. 117). Whereas without a proper conjunction student cannot make a well-formed sentence. Also, conjunction determines whether their writing is interconnected or not. This is why conjunction is important to be mastered by the students. To investigate the students' mastery on the use of conjunction, it is essential to carry out the research on the use of conjunction. Therefore, the research on an error analysis on the use of conjunction in student writing should be conducted in English Education Department of Universitas Muhammadiyah Yogyakarta.

Limitation of the Study

In order to make the problem in this research not too wide, it is necessary to decide the problem limitation. There are four types of conjunctions namely additive, adversative, causal, and temporal (Halliday & Hasan, 1976), but the researcher limited the problem in this study that is only discussed about an error analysis on the use of adversative (*but*), additive (*and, or*), and causal (*because, so*) in students' writing. The researcher did not choose temporal conjunction, because temporal conjunction (*then, next, after that*) is easy to use and the learners seldom make error in using it (Hamed, 2014).

The researcher chose adversative, additive, and casual for the study because based on the research by Hamed (2014) students often commit errors in these three types of conjunction including adversative, additive and causal. Beside that, based on the researcher's observation, conjunctions *and, or, but, so*, and *because* are also commonly used by students when they wrote an essay.

Research Questions of the Study

According to background of the study, identification of the problem and limitation of the study, then the research questions of the study can be state as follows:

1. What are the students' common errors on the use of conjunction in students' writing?
2. Which types of errors occur most frequently on the use of conjunction in students' writing?

Purposes of the Study

The purpose of this study is:

1. To find out the students' common errors on the use of conjunction in their writing.
2. To find out types of errors occur most frequently on the use of conjunction in students' writing.

Significance of the Study

This research will have several benefits as follow:

For the learners. This research will be useful to make the learners understand the common error and the types of error on the use of conjunction in writing. After knowing about error in conjunction, hopefully the learners will learn more about conjunction. Also learner will be more careful when using conjunction in their writing.

For the lecturer. This research will be useful for the lecturers to find out the errors in using conjunction and types of conjunctions' error that occur most frequently in students' writing. The presence of this research can be a reminder to the lecturers that there are many students who do not understand how to use conjunction properly. After the lecturers know about the error that their students made in writing, then the lecturers are expected to give more explanation when teaching writing especially in teaching about conjunction.

For the next researcher. The benefit for the next researcher is that the data in this study can be a reference for other researchers that would investigate the same thing in the future. Beside that, the presence of this research hopefully can help other researchers who want to conduct a research about the use of the conjunction such as helping the researcher in finding book or journal's source.

Outline of the Study

This *skripsi* consists of five chapters. The first chapter is introduction consisting of background of the study, identification of the problem, limitation of the study, research questions of the study, purposes of the study, significance of the study, and outline of the study. The second chapter describes about literature review. In this part there are several topics that will be discussed. The topic consists of writing, conjunction, and an error analysis. Then the third chapter explains the research method that is used to collect and analyze the data in this study. The fourth chapter presents the finding and discussion of this study. Finally, the last chapter tells about the conclusion, and recommendation.