

Chapter Two

Literature Review

In this section, the researcher discusses the existing literatures that are related to the topic of this study. The topic consists of writing, conjunction, and an error analysis on the use of conjunction.

Writing

In this section, the researcher would explain three parts. The first part the researcher will explain about the definition of writing. The second part is about the process of writing. The last one is the aspect of writing.

The definition of writing. Having a good writing skill is very important nowadays. This skill is needed in various kinds of academic activities that should be owned by a student. Especially in language learning, writing is a way to master a language. Writing is not same as talking. How to arrange words into sentences, and arrange sentence becomes a whole paragraph to deliver a message in a piece of written work is a difficult thing to do, and all of it needs skill and lots of practices.

Writing is a complex process even when writing in native language, and writing in a second language or foreign language turns out to have a higher level of difficulty (Sarfraz, 2011; Heydari & Bagheri, 2012). “In L1 writing, the learners can perform with least hesitation and with few possibilities of errors and mistakes but in L2 writing it is difficult” (Hussain, Hanif, Asif, & Rehman, 2013,

p. 832). The differences in language and sentence structure become a major factor of the difficulties in writing. That is why among the four skills of language, writing is counted as one of the most difficult skills to master (Ong, 2011).

According to Nacira (2010), “Writing is a form of expression and communication which enables learners to communicate ideas, feelings, and different attitudes in a written mode” (p. 14). Writing is like transferring the ideas and feelings from mind that wants to be conveyed to others in a written form. Writing is also a part of the communication, but not delivered verbally.

The process of writing. “In terms of ESL and EFL instruction, writing helps student learn” (Sattaayatham & Ratanapinyowong, 2008, p. 19). In school, writing is used to explore student ability in a written task, with this ability student can pass the course (Brown, 2000). To pass the course of course student needs to learn how to write well. To make a good writing, learners should implement some step in writing process.

According to Scrivener (2005) writing involves some mental processes. Those are to think, to prepare, to rehearse, to make a mistake and to find the alternative or solution. The other processes in writing are planning, drafting, revising, and editing (Harmer, 2007). Writing takes a long process. To make a good piece of writing, of course it is not easy. Therefore the writer must follow the process in writing step by step, so that their writing will be good in the end.

First step in writing is planning, in this section the writer should prepare what they are going to write. This activity can be done by making a mind map or

brainstorming. The second step is drafting, this section focuses on writing freely without noticing the grammar. The third step is revising. At this stage, the writer should review their work. They have to check their ideas and find out the errors. The last step is editing. After the writers conduct planning, drafting, and revising, they should re-read and focus on tidying their writing like grammar, spelling, punctuation, and etc, to produce a final version of their written work.

Aspect of writing. There are some aspects in writing. Those aspects are macro and micro skills, mechanical components of writing, cohesion and coherence (Nurjanah, 2012; Ferdiyana, 2014). The aspects of writing are elaborated as follow:

Macro and micro skill. The first aspect of writing is macro and micro components. Brown (2007) mentioned some aspects of micro skill in writing. He said that macro skill consists of “Produce graphemes and orthographic pattern of English” (p. 399). Grapheme is the smallest unit of a writing system. Grapheme consists of a letter of the alphabet, numbers, punctuations, symbols (alphabet of Chinese, Japanese, or Korean), or other signs that are used to write. Meanwhile, orthographic pattern is the right way to write a system of writing the language. Orthographic consists of rules of spelling, hyphenation, capitalization, word breaks, emphasis, and punctuation.

Furthermore, he mentions the other aspects of micro skill that is “Produce writing at an efficient rate of speed to suit the purpose” (p. 399). Writing needs an efficient speed and time, so that the purpose of writing can be achieved. For example, to write an essay of 150 words it takes 15-20 minutes to write. The other

aspect that he mentions is “Produce an acceptable core of words and using appropriate word order patterns” (p. 399). In writing activity especially academic writing, students are required to write formally that uses appropriate words and patterns.

He also mentions, “Use acceptable grammatical systems (e.g, tense, agreement, patterns, and rules) patterns, and rules” (p. 399). A writing that can be understood by the reader is writing that uses correct grammar (e.g, tenses, agreement, patterns, and rules). Writing using correct grammar is in accordance with the rules of writing to make the message that the writer wants to convey can be delivered appropriately. The last aspects of micro skills that he mentioned is “Express a particular meaning in different grammatical forms” (p. 399). A word can have many forms. For example, the word ‘*compete*’ which is a verb, it could be a ‘*competition*’ which is a noun.

Brown (2007) also mentioned some aspects of macro skill in writing. The first aspect that he mentioned is “Use cohesive devices in written discourse” (p. 399). Writing cannot be separated from the cohesion or linking word. Cohesion uses for linking between two sentences, phrase, or clauses, so that the sentence has a logical meaning. Halliday and Hasan (1976) divided cohesion into five types, reference, substitution, ellipsis, conjunction, and lexical cohesion. The other aspect that he mentioned is “Use the rhetorical forms and conventions of written discourse” (p. 399). Rhetorical form in writing is the technique of using well-structured language. There are four common rhetorical forms: narration, description, exposition, and argumentation text.

Furthermore, he mentions the other aspect of micro skill that “Appropriately accomplish the communicative functions of written texts according to form and purpose” (p. 399). Writing is one of communication form. To convey what the writer think or feel can be done by writing. Every written text must have a goal. There are many goals in writing in accordance with the written form to be made. For example, narrative text aims to telling a story or an event to the reader. Besides that, he also mentioned that in writing the writer tries to “Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification” (p.399).

The next aspect is “Distinguishing between literal and implied meanings when writing” (p. 399). Literal meaning is a sentence written explicitly. For example, *I hate that ugly shoe*. Meanwhile, the implied meaning is a sentence written implicitly. For example, *Maybe you should wear other shoes*. The other aspect that he mentioned is “Correctly convey culturally specific references in the context of the written text” (p. 399). Culturally specific reference is a word or phrase that has meaning for one group, but has no meaning in the other group. In writing a second language this is often occurs. The differences of culturally specific references must be considered well in writing. For example, British usually use the term ‘*cab*’, while American uses the term ‘*taxi*’. The last aspect that Brown mentioned is “Developing and using a battery of writing strategies, such as accurately assessing the audience’s interpretation, using pre-writing devices, writing with fluency in the first draft, using paraphrases and synonyms,

soliciting peer and instructor feedback, and using feedback for revising and editing” (p. 399).

In conclusion, micro skills include things that are the most basic and easiest to write, such as mechanical component of writing, and macro skills include things that are more difficult to write like creating text that has a goal and arranged in a well-structured.

Mechanical component of writing. The second aspect is mechanical components of writing. Harmer (2004) mentioned some mechanical components, such as handwriting, spelling, punctuation, and construction of well-performed sentences, paragraphs and texts. To make a good writing of course, the writer should put components in writing into their writing. The writer that use proper spelling, punctuation, and use construction of well-performed sentences, paragraphs and texts, then their writing would be good.

Cohesion and coherence. The third aspect of writing is cohesion and coherence. Halliday and Hasan (1976) define cohesion as the “relations of meaning that exist within the text” and “it occurs when the interpretation of some elements in the discourse is dependent on that of another” (p. 4). It means that the use of cohesion is like a linking between sentence with other sentences, or paragraph with other paragraphs, so that the text will have an understandable meaning to the reader. Haliday and Hasan (1976) divided cohesion into five categories those are reference, substitution, ellipsis, conjunction, and lexical cohesion.

The other aspect of writing is coherence. Coherence means “to stick together” (Sattaayatham & Ratanapinyowong, 2008, p. 21). It means when writing a text, the previous sentence is always interconnected with the next sentence. In line with Sattaayatham & Ratanapinyowong, Harmer (2004) stated that coherence is an element of the writing that made phrase and sentence related to each other. If the text has coherence the reader would be able to understand about the writer’s purpose and what the writer’s think about.

Conjunction

In this section, the researcher would explain two parts. The first part is about the definition of conjunction. The second part is about the types of conjunction. In this part the researcher would explain four types of conjunction; those are additive, adversative, causal, and temporal.

The definition of conjunction. A conjunction is a word for connecting two or more words (Sanford, 1979). This statement is in line with Setyawan (2013) who said that “Conjunctions are words function to relate words, phrases, or sentences that can be classified into coordinating conjunctions, correlative conjunctions, and subordinating conjunctions” (p. 13). According to Raimes (1992) conjunction is ways to connect two clauses by using a comma followed by one of connecting word in order to be aligned sentences. Conjunction takes an important role in the writing. Without conjunction, the meaning of the text will be not logic.

Types of conjunction. Conjunction is divided into two types. Those are coordinating conjunction and subordinating conjunctions (Raimes, 1992;

Klammer & Schulz, 1992). However, this research will use the types of conjunction in taxonomy of cohesion by Halliday and Hasan (1976), they divided cohesion into five types. They are reference, ellipsis, substitution, lexical cohesion and conjunction. Conjunction is also divided into four types. They are additive, adversative, causal, and temporal (Halliday & Hasan, 1967). The researcher takes the types of conjunction from Halliday and Hasan (1976) because they provided the complete theory about conjunction in English and it is very detailed.

Actually there are four types of conjunction, but in this study the researcher limited the types of conjunctions that will be studied. They are additive, adversative, and causal. The researcher chose adversative, additive, and causal to be the focus of this the study because based on the research conducted by Hamed (2014) students often commit errors in these three types of conjunction namely adversative, additive and causal. Beside that, 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 temporal conjunction (Hamed, 2014).

Additive. Additive is used for linking units of semantic similarity. The additives emphasize the key points or add relevant new information to the previous sentence. Additive consist of *and* and *or*. “The conjunction *and* links words or phrases that are similar in sense, or go together in some other ways” (Seaton & Mew, 2000, p. 232). For the example, Daniel is playing a piano, *and* Emma is singing. Meanwhile “The conjunction *or* is used to show a choice”

(Seaton & Mew, 2000, p. 232). For the example, I am still thinking to buy this dress, *or* other person will buy it. From the example, we can see that there are similarities in semantic and also relevant information between two clauses.

Beside that, conjunction not only links a whole sentence, but also can connect phrases. Conjunction *and*, *but*, *or*, and *nor* can connect noun phrases, adjective phrases, verb phrases, and prepositional phrases (Raimes, 1990). The example of how to connect conjunction between phrases (Raimes, 1990, p. 246) is presented below.

Figure 1

Conjunction connecting phrases

Noun phrases

It has a fireplace and moldings. (two items)

It has a fireplace, moldings, and a view. (three items)

Adjective phrases

It always looks neat and tidy. (two items)

It always looks neat, tidy, and cheerful. (three items)

Verb phrases

They probably contemplate life and have drinks before dinner. (two items)

They probably contemplate life, have drinks before dinner, and think of

themselves as civilized. (three items)

Prepositional phrases

She works in the kitchen and in the bedroom. (two items)

She works in the kitchen, in the bedroom, and on the pool. (three items)

Adversatives. Adversative is used to indicate information that mark correction, contrast, and opposite to the sentence mention previously. One of conjunction that included in adversative is *but*. “Conjunction *but* is use to link words that have different or contrasting meaning” (Seaton & Mew, 2000, p. 232). For the example: Diana’s hair is short, *but* Ana’s hair is long. From the example, we can see that there are contrastive between two clauses.

Causal. Causal is used to express result, reason, or purpose. This sub-conjunction consists of *because* and *so*. “Conjunction *so* is used to express a result” (Eastwood, 1994, p. 326). For example: Harry told a sad story, *so* Julie cried. Meanwhile conjunction *because* is called as conjunction of reason, and conjunction *because* is used to say why something happens, why somebody does something, or why you are suggesting something” (Seaton & Mew, 2000, p. 235). For the example, I go to library *because* I want to read a book.

Temporal. Temporal used to connect two sentences with sequential, simultaneous, or preceding relation in the text. It consists of *then*, *next*, *after that*, and so on. For the example: *Next*, gather the ingredients in a bowl. *After that*, cut

the vegetable. Temporal conjunction indicates sequent in the sentences. Usually temporal conjunction can be found in a procedure text.

An Error Analysis on the use of Conjunction

In this section, the researcher would explain three parts. The first part is about error. The second part is about error analysis. The last one is about types of error on the use of conjunction.

Error. In language learning, a student does not always use correct English when they do the writing task. Sometime they make a mistake and error in writing. Mistake and error are different things in second language acquisition. According to Brown (2000) a mistake is “a failure to utilize a known system correctly”, meanwhile an error “reflects the competence of the learner” (p. 257). It means when the students made a mistake they know where their faults are, whereas when the students made an error they do not know their fault.

According to Harmer (2007) error is a mistake made by students, and they can not correct their mistake by themselves, also they need other help to solve their problem. Error is a mistake committed by students, because they don't know what correct is (Ellis, 2000). An error happens because student's lack of knowledge about the target language.

Error analysis. The most significant theories of second language acquisition is Error Analysis (Sawalmeh, 2013). The term of Error Analysis (EA) was first introduced by S. P. Corder (1967) and it makes him called as the 'Father of Error Analysis' (Nzama, 2010). “Error Analysis is a type of linguistic study that

focuses on the error learners made” (Sawalmeh, 2013, p. 2). Similarly, Rustipa (2011) said that Error Analysis is a type of study that investigated the amount of error that happens in linguistic area. According to Hourani (2008), error analysis is an important supply of information about students’ errors to the teacher so that the teachers can correct their student’s error as well increase their competence of teaching. Error analysis is a study that discusses about finding student’s errors in linguistic area.

According to Corder (1981) an error analysis has two functions: theoretical and practical. “The theoretical aspect of error analysis is a part of methodology of investigating the language learning process. Meanwhile, the practical aspect of error analysis is its function in guiding the remedial action we must take to correct an unsatisfactory state of affairs for learners or teachers” (Corder, 1981, p.27). When we want to find out the error made by learners, then we need an error analysis. From that method we can find the solution to overcome the error that learners made.

Types of error on the use of conjunction. Conjunction plays an important role in English language production. If the writers make an error in using conjunction, the message they try to convey will give misunderstanding to the readers. And also, the readers will feel the difficulty to comprehend the text (Ong, 2011). So, the writers should use conjunction appropriately to make the readers understand.

This research classified the error in conjunction based on Ong (2011) he said that there are four types of errors including misuse, unnecessary addition, omission, and redundant repetition. Misuse happens when the writers used a conjunction wrongly in the text. Unnecessary addition happens when a conjunction is used unnecessarily in the text. Omission happens when a conjunction is expected in the text but the writers did not write there. Redundant repetition occurs if the writers write a conjunction more than once in the text, so the conjunction can be deleted or replaced by other words.

Misuse. The use of a conjunction in text classified as misuse if the writers used a particular conjunction in the text wrongly. For the example, “The professors are almost the Doctors *and [but]* the Master postgraduates only can be assistants” (Ong, 2011, p. 53). The use of conjunction *and* on the sentence above is used wrongly. That sentence consists of two clauses connected with conjunction, and the sentence shows the contrast between the status of the professor and the master postgraduate. However, the writers uses additive conjunction *and* which marks semantic similarity, instead of adversative conjunction *but* which marks a contrast that will be suitable for linking that sentence above.

Unnecessary addition. The use of a conjunction in text classified as unnecessary addition if the writers used a particular conjunction unnecessary in the text. For the example, “The government should do its best to punish violators. *So*, the government should increase the fine. The government is the only one responsible for affecting cell phone usage while driving.” (Hamed, 2011, p. 117).

The use of conjunction *so* on the sentence above is an additional conjunction that is not needed. Conjunction *so* is used to connect the results or purpose between two clauses or sentences, but on the text above there is no explanation about result or purpose after the sentence that uses the conjunction *so*. The use of *so* in the text confuse the readers, so it should be deleted in order to become a correct sentence. Also, according to Davis, Minihan, Small, and Yitbarek (2007), it is better not start a sentence with conjunction *and*, *but*, *or*, and *so*. We can use *also* or *in addition* instead *and*, use *however* instead *but*, use *otherwise* instead *or*, and use *as a result* or *consequently* instead *so* to begin the sentence.

Omission. The use of a conjunction in text classified as omission if the writer does not use the conjunction that is expected in the text. For the example, “Shall we watch television go for walk play football?” (Seaton and Mew, 2000, p. 238). That sentence is difficult to comprehended because the sentence is lacking punctuation *comma* and a conjunction *or*. The sentence states a choice, and it needed a conjunction *or* to connect the words on the sentence. If the writer write the sentence like this, Shall we watch television, go for walk, *or* play football?, then the sentence will be correct and easy to comprehend.

Redundant repetition. The use of a conjunction in text classified as redundant repetition if the writer uses the same conjunction more than once in the text. The use of conjunction like that is not appropriate and one of two conjunctions should be deleted or replaced by other words. For the example, “When I back home from in the mall, I met her she called my name “Laras”, *and* I hugged her, *and* retel (Melyane & Kurniasih, 2014, p. 6). The writer uses more

than once conjunction *and* in one sentence. It makes the sentence structure not correct, so we need delete one of conjunction *and* from the sentence.

Review of Previous Study

Ong (2011) investigates the use of cohesive devices in expository composition written by Chinese EFL learners who were learning in a university of Singapore. The result shows that the participants had a most difficulty in using reference cohesion, followed by conjunction and lexical cohesion. For conjunction, the result shows that the greatest difficulty is using additive, followed by adversative, and then causal or temporal.

Shan-ling (2012) studied error analysis and related theory, and focused on the cause and the types of the error in student' writing. The result shows that there are some errors in students' writing. The errors include text error and error in discourse. Text error consists of error in vocabulary, error in collocation, error in grammar, and error in syntax. In the part of conjunction, the result show that Chinese learners made errors in using *because* and *so*. Chinese learners usually using *so* and *because* in one sentence. The use of *because* and *so* in one sentence is not proper sentence structure in English.

Hamed (2014) analyzed the use of conjunction in argumentative essays of the 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 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 shows that adversative conjunction is the most difficult conjunction for learners in Lybia, followed by additive and causal.

Melyane and Kurniasih (2014) investigated the use of conjunction in recount text of student's writing assignment of tenth graders of SMA N 19 Surabaya. The aim of this study is to find the errors of conjunction usage and the causes of error that students made based on Richard's theory (1974). The result shows that conjunction *and, but* and *because* are conjunction's error that occur most frequently. The type of error that most frequently occur is omission and addition. Also the cause of error that happened is because incomplete application of rules, ignorance of rule restrictions, and over-generalization.

Conceptual Framework

Based on the existing literatures that are related to the topic of this study, the researcher provides the conceptual framework about an error analysis on the use of conjunction in student writing.

Writing is a skill that hard to master by English learners. Even a native learner feels writing is ability that is very difficult to master. Writing can be defined as an activity to produce a written work. In school, this ability is required to pass the course. There are some aspects in writing like macro and micro skill, mechanical component of writing, cohesion, and coherence. In writing, there are some processes that should be done by a writer. They are planning, drafting, revising, and editing.

Conjunction is a word to connect two clauses to make a good sentence.

Conjunction is required to determine whether the text have a good cohesion and coherence. Conjunction is divided into four types covering additive, adversative, causal, and temporal.

In the field of Second Language Acquisition (SLA), there is a theory about an error analysis. This theory appeared because in learning English student always made an error in using target language. Error is defined as a mistake that cannot be corrected by students. So, the teacher needs an error analysis to find the way to solve the students' writing problem.

Figure 2

Conceptual Framework