

Chapter Four

Findings and Discussion

This chapter presents the answers of two research questions. The first research question is “What are the students’ common errors in the use of conjunction in students’ writing?”. The second research question is “Which types of errors occur most frequently in the use of conjunction in students’ writing?”. The discussion of the findings is also presented in this chapter.

Findings

In this section, the researcher presents the findings of the research. This heading will explain two parts. The first part is about the students’ common errors in the use of conjunction in students’ writing. The second part is the types of error that occurred from the most to the least frequently in the use of conjunction in students’ writing.

The students’ common errors on the use of conjunction in students’ writing. The researcher categorized conjunction based on Halliday and Hasan (1976). Halliday and Hasan (1976) said that there are four types of conjunction, namely adversative, additive, causal, and temporal. However, the researcher only studied conjunction *but* included in adversative conjunction, *and*, and *or* included in additive conjunction, as well as *because* and *so* included in causal conjunction. Based on the data analysis, it can be seen in table 3 about the frequency of conjunction used in the text by students of the EED of UMY in academic year 2015/2016 when using conjunctions *but*, *and*, *or*, *because*, and *so*.

Table 3		
<i>Total of Conjunction but, and, or, because, so in the text</i>		
Conjunction	Total of Conjunction	% of Conjunction
But	156	9,05
And	1.104	64,04
Or	24	1,39
Because	290	16,82
So	150	8,70
Total	1724	100

Based on the table 3, there were 1.724 conjunctions that consist of *but*, *and*, *or*, *because*, and *so*. There were 156 conjunctions *but* (9,05%), 1104 conjunctions *and* (64,04%), 24 conjunctions *or* (1,39%), 290 conjunctions *because* (16,82%), and 150 conjunctions *so* (8,70%) that were used by students in the texts. The result showed that the most to the least frequent used conjunctions in students' writing respectively were *and*, *because*, *but*, *so*, and *or*.

Based on the findings, the frequency of using conjunction *and* was the most commonly used in the text. The number of conjunction *and* was the highest among the other conjunctions because the researcher used recount text on this study. If the researcher used other genres such as argumentative text, compare and contrast text, or procedure text, the possibility of the frequency of conjunction use would be different.

Table 4			
<i>Errors on the use of conjunction in a sentence</i>			
Types of Conjunction	Conjunction	Frequency of errors in a sentence	% of error in a sentence
Adversative	But	71	27,52
Additive	And	104	40,31
	Or	1	0,39
Causal	Because	13	5,04
	So	69	26,74
Total		258	100
The total of sentence that use conjunctions <i>but, and, or, because, and so</i> incorrectly.			258
The total of sentences that use conjunctions <i>but, and, or, because, and so</i> correctly.			1.173
The total of sentences without conjunctions <i>but, and, or, because, and so</i> .			1.369
Total			2.800

Based on table 4, of 2800 sentences there were 258 error sentences in the use of conjunctions *but, and, or, because, and so*. There were 1369 sentences that were written without conjunctions *but, and, or, because, and so*. Meanwhile, there were 1173 sentences that were written using conjunctions *but, and, or, because,*

and *so* correctly in the texts. The data showed there were 71 error sentences (27,52%) in using conjunction *but*, 104 error sentences (40,31%) in using conjunction *and*, 1 error sentence (0,39%) in using conjunction *or*, 13 error sentences (5,04%) in using conjunction *because*, and 69 error sentences (26,74%) in using conjunction *so*. The data revealed that the most to the least frequent common errors in the use of conjunctions in students' writing was respectively conjunction *and*, *but*, *so*, *because*, and *or*.

The types of error occur most frequently on the use of conjunction in students' writing

The researcher categorized the types of errors made by the students of the EED of UMY in academic year 2015/2016 when using conjunction in writing based on research by Ong (2011) written in chapter two (p. 21-23). Ong (2011) divided errors into four types, namely misuse, unnecessary addition, omission, and redundant repetition.

Misuse. The first type of errors in conjunction is misuse. The result of this error type is presented in the table below.

Table 5			
<i>Misuse on the use of conjunctions but, and, or, because, so</i>			
Type of Conjunction	Conjunction	Total of Errors	% of Errors
Adversative	But	60	35,50
Additive	And	56	33,14
	Or	0	0
Causal	Because	1	0,59
	So	52	30,77
Total of Misuse		169	100

Based on the table 5, the result showed there were 169 misuses in conjunction. There were 60 sentences misusing conjunction *but* (33,50%), 56 sentences misusing conjunction *and* (33,14%), 1 sentence misusing conjunction *because* (0,59%), and 52 sentences misusing conjunction *so* (30,77%). The data reported that conjunction *and* was the most frequent misuse.

Unnecessary addition. The second type of errors in conjunction is unnecessary addition. The result of this error type is presented in the table below.

Table 6			
<i>Unnecessary addition on the use of conjunctions but, and, or, because, so</i>			
Types of Conjunction	Conjunction	Total of Errors	% of Errors
Adversative	But	8	38,09
Additive	And	0	0
	Or	0	0
Causal	Because	1	4,76
	So	12	57,14
Total of unnecessary addition		21	100

From the table 6, 21 sentences were included in the unnecessary addition. There were 8 unnecessary addition sentences that used conjunction *but* (38,09%), 1 unnecessary addition sentence that used conjunction *because* (4,76%), and 12 unnecessary addition sentences that used conjunction *so* (57,14%). It can be concluded that the use of conjunction *so* is the most frequent error in unnecessary addition type.

Omission. The third type of errors in conjunction is omission. The result of this error type is presented in the table below.

Table 7			
<i>Omission on the use of conjunctions but, and, or, because, so</i>			
Types of Conjunction	Conjunction	Total of Errors	% of Errors
Adversative	But	3	7,32
Additive	And	25	60,97
	Or	1	2,44
Causal	Because	7	17,07
	So	5	12,19
Total of omission		41	100

It can be seen from table 7 that 41 sentences were included in the omission type. There are 3 omission sentences that used conjunction *but* (7,32%), 25 omission sentences that used conjunction *and* (60,97%), 1 omission sentence that used conjunction *or* (2,44%), 7 omission sentences that used conjunction *because* (17,07%) and 5 omission sentences that used conjunction *so* (12,19%). As the result, conjunction *and* is the most frequent error in omission type.

Redundant repetition. The last type of errors in conjunction is redundant repetition. The result of this error type is presented in the table below.

Table 8			
<i>Redundant repetition on the use of conjunctions but, and, or, because, so</i>			
Types of Conjunction	Conjunction	Total of Errors	% of Errors
Adversative	But	0	0
Additive	And	23	85,19
	Or	0	0
Causal	Because	4	14,81
	So	0	0
Total of omission		27	100

It can be seen from table 8 that 27 sentences were included in conjunction types. There were 23 redundant repetition sentences that used conjunction *and* (85,19%), and 4 redundant repetition sentences that used conjunction *because* (14,81%). The finding showed that conjunction *and* is the most frequent error in redundant repetition type.

Based on the presented data of each error type, the results of all types of errors in the use of conjunction are presented below.

Table 9		
<i>Types of error on the use of conjunction</i>		
Types of Errors	Total of Errors	% of Errors
Misuse	169	65,50
Unnecessary Addition	21	8,14
Omission	41	15,89
Redundant Repetition	27	10,47
Total	258	100

Based on table 9, there were 169 sentences (65,50%) of misuse type, 21 sentences (8,14%) of unnecessary addition type, 41 sentences (15,89%) of omission type, and 27 sentences (10,47%) of redundant repetition type. the data showed that types of error occurring most frequently in the text were respectively misuse, omission, redundant repetition, and unnecessary addition.

Discussion

The students' common errors on the use of conjunction in students' writing. Based on the results, there were many errors on the use of conjunction that were found. Errors on using conjunction that were found in the students' writing assignment would be analyzed by using error analysis. The researcher read all of examined documents. There were many errors in the use of adversative conjunction (*but*), additive conjunction (*and, or*), and causal conjunction (*because, so*).

The use of adversative conjunction. One of that adversative conjunctions examined by the researcher is *but*. The results showed that students made mistakes in using conjunction *but* when they wrote. The inappropriate use of conjunction *but* was showed in 71 sentences (27,52%).

Error in the use of conjunction "but". This research found out that students of the EED of UMY still made errors in using conjunction *but* when they wrote. For example, "She should arrived Jogja in the morning because she went in evening. *But because* of far away and stagnation effect of holiday" (Respondent 14). The respondents who wrote that sentence used the conjunction *but* want to show the contrastive relation between the sentences. However, he used conjunction *but* in the text incorrectly. He added conjunction *because* right after he used conjunction *but*. "Conjunction *but* uses to link words that have different or contrasting meaning" (Seaton & Mew, 2000, p. 232); otherwise, conjunction *because* included in causal conjunction is used to express a result, reason, or purpose (Halliday & Hasan, 1967). The use of conjunction *but* in the sentence is improper because of the use of the conjunction *because* after the conjunction *but*. It made the sentence confusing, whether the sentence showed contrast relation or a reason.

Based on the findings, the researcher found out that most of respondents used two conjunctions to link two clauses. For instance, "*Although* I felt so tired *but* I enjoyed my trip" (Respondent 93). The respondent used two conjunctions to link two clauses in the text. The use of conjunction in the sentence is inappropriate because, according to Raimes (1992), conjunction is ways to

connect two clauses by using a comma followed by one of the connecting words in order to be aligned sentences. The respondents should delete conjunction *but* in the sentence to make the sentence correct.

The other error in the use of conjunction was that students often used conjunction *but* to begin a sentence. Meanwhile, Davis, Minihan, Small, and Yitbarek (2007) said that students should not start a sentence with conjunction *and, but, or, and so*. For example, “They went to Jogja by car and they left on Friday. *But*, there was traffic jam on the trip” (Respondent 70). The research findings showed that many respondents used conjunction *but, and, or, and so* to begin a sentence even though they used a correct conjunction in the text. However, they wrote the conjunction *but, and, or, and so* to begin the sentence, and it was not appropriate based on Davis, Minihan, Small, and Yitbarek (2007). If they used coma instead of full stop before the conjunction *but*, it would be correct.

The use of additive conjunction. There are two additive conjunctions which are *and* and *or* examined in this research. The results showed that students made mistakes in using conjunction *and* and *or* when they wrote. The inappropriate use of conjunction *and* was showed in 104 sentences (40,31%) and the incorrect use of conjunction *or* was revealed in 1 sentence error (0,39%).

Error on the use of conjunction “and”. The findings showed that most of respondents used conjunction to begin a sentence. For example, “And then after subuh prayer, I drank a cup of coffe. *And* I went to the kitchen, I called my family” (Respondent 23). The other respondent also made an error in the use of

conjunction because he began a sentence with conjunction *and*. For instance, “*And* we build a tent, it's almost take 25 minutes. *And* didn't forgot to make a fire camp to keep warm” (Respondent 60). It is line with the theory of Davis, et al. (2007) that a sentence should not begin with conjunction *and*, *but*, *or*, and *so*.

This research also found out that students of the EED of UMY did not use conjunction *and* to link the word, clause, or sentence. For example, “After that stand by for walk around beach, Lawang sewu, tembarang, simpang” (Respondent 48). The sentence was error because the respondent did not use conjunction to link word *tembarang* and *simpang*. It was in line with Raimes (1990) saying that conjunction *and*, *but*, *or*, and *nor* can connect noun phrases, adjective phrases, verb phrases, and prepositional phrases. To make a correct sentence using conjunction *and* to connect two noun phrases, the sentence should be “After that stand by for walk around beach, Lawang sewu, Tembarang, *and* Simpang”.

Error on the use of conjunction “or”. After analyzing the error on the use of conjunction *or* in students’ writing assignment, the researcher found one error on the use of conjunction *or*. “I did not go to Mall, Market, *or* the Historical Site *and* the other place because I was save my money” (Respondent 32). The respondent used conjunction *or* in the text inappropriately. There were three noun phrases in the sentence that should be linked by conjunction. The sentence showed the choice among four places so that conjunction *or* to link the noun phrases was necessary. It was in line with Seaton and Mew (2000) saying that conjunction *or* is used to express a choice. However, the respondent used conjunction *or* between the second and third noun. He also added conjunction *and*

between the third and fourth noun. To make a correct sentence, the respondent should change conjunction *and* and put conjunction *or* between the third and fourth noun. It was supported by Raimes (1990) saying that conjunction *or* can connect noun phrases. If there are two or more noun phrases, the conjunction between the last two noun phrases should exist.

The use of causal conjunction. This research examined two adversative conjunctions, namely *because* and *so*. The findings showed that students made mistakes in using the use of conjunction *because* and *so* when they wrote. The inappropriate use of conjunction *because* was showed in 13 sentences (5,04%) and the incorrect use of conjunction *so* was revealed in 69 sentences (26,74%).

Error on the use of conjunction “because”. This research found out that most of error in using conjunction *because* is because the respondent did not use conjunction to connect two clauses when it needed. “There was any problem to met him, he asked me to met at night” (Respondent 68). The first clause told that there was a problem to meet the respondent’s friend, and the second clause told the reason why the respondent cannot meet his friend was because his friend wanted to meet him at night. The conjunction *because* was necessary to connect those two clauses so that the relation of the clauses would be clear.

The other respondents also made the same errors in the use of conjunction *because*. For instance, “At the time, my nephew come from solo to my house, she want holiday in Jogja” (Respondent 140). The first clause of the sentence told that the respondent’s nephew who came to his house from Solo, and the second clause told the reason why his nephew came to Jogja was to have holiday. The

conjunction *because* was necessary to connect those two clauses because Seaton and Mew (2000) said that “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” (p. 235).

Besides, this research also found that a respondent forgot to use a conjunction to link two clauses and they also used the same conjunction in one sentence. “I felt so happy to worked here *because* almost all of the crew who still young, *because* they are AMPTA student” (Respondent 25). It can be seen that the respondent used conjunction *because* twice in the sentence. The first clause told that the respondent was happy working at his work place, and the second clause told that he gave a reason why he was happy. To link the first and the second clause, he used conjunction *because*, However, after he linked those two clauses, he added the other conjunction *because* in the sentence. The use of two conjunctions was not appropriate and one of two conjunctions should be replaced by another conjunction (Ong, 2011).

Error on the use of conjunction “so”. This research found the most dominant error on using conjunction *so* is because the respondents used conjunction *so* to begin the sentence. Meanwhile it clearly stated by Davis, Minihan, Small, and Yitbarek (2007) not to start a sentence with conjunction *and*, *but*, *or*, and *so*. If there is a sentence begin with conjunction *so*, then it will be error. For the example, “The location was on the top of the hill. *So* all of us gave a little extra try to got on the top” (Respondent 19). Same problems happened on the other respondents who make an error in using conjunction because he begins

the sentence with conjunction *so*. “We also took some pictures with tourist from another country. *So*, I can practice my English to the tourist” (Respondent 30).

Another error in the use of conjunction *so* was also found in this research because the respondent used conjunction *so* in correctly. For example, “Last week it was a new year eve, *so* I didn’t went anywhere” (Respondent 120). The sentence, in fact, was not about purpose relation that the conjunction is *so*, but the sentence actually showed contrast relation between two clauses. It is in line with the statement of Seaton and Mew (2000) that “conjunction *but* is used to link words that have different or contrasting meaning” (p. 232). Thus, to make the sentence correct, conjunction *but* is more appropriate than conjunction *so*.

The types of error occur most frequently on the use of conjunction in students’ writing. After finding error on the use of conjunction *but*, *and*, *or*, *because*, and *so*, then the researcher classified the error based on the types of error by Ong (2011). He said that there are four types of error including misuse, unnecessary addition, omission, and redundant repetition. The finding shows as much as 169 sentences error (65,50%) in misuse types. It makes the *misuse* error occurs most frequently on the use of conjunction in students’ writing.

Misuse of “but”. This research found out that some students of the EED of UMY made errors in the use of conjunction *but* included in the misuse type. The most dominant error of this type was because the respondents used conjunction *but* to begin the sentence. It is in line with Davis, et al. (2007) saying that a sentence does not start with conjunction *and*, *but*, *or*, and *so*. “In the morning, I get up and did something. *But*, 2 my friends still slept at my bedroom”

(Respondent 1). Another respondent also wrote a similar error sentence. He wrote conjunction *but* in the beginning of the sentence. “So I went to did my homework in my holiday. *But*, I forget if I have two homework” (Respondent 135).

The researcher found that the respondents have same problems when they used conjunction. The respondents frequently used conjunction *but*, *and*, *or*, and *so* to begin the sentence. Actually the respondents knew the function of conjunction in the sentence, but they did not know how to write conjunction properly in the text. They always made mistakes put conjunctions in the sentence. Meanwhile, the way the respondents wrote conjunction and punctuation in the text was important and determined whether or not the sentence was correct. The misuse type occurred because the respondents placed the conjunction wrongly in the text.

Misuse of “and”. The research findings also revealed that most respondents made errors because they wrote conjunction *and* to start a sentence. “On weekend I and my brother went to Magelang by motorcycle. *And* we can't go together I am very happy for that day” (Respondent 16). Another example is that “Many guest came in the wedding even. *And* the even was amazing with pandang ornament” (Respondent 31). The sentences showed the misuse type in the use of conjunction *and*. It was clearly stated by Ong (2011) that misuse happened when the writer used a particular conjunction in the text wrongly.

Misuse of “because”. There is only one error on this type. As a sample, “Before we going home we take pictures *because* as good beaches” (Respondent 63). The writer who wrote that sentence using conjunction *because* did not provide a sufficient reason after the use of conjunction *because*. It made the sentence is not clear if the writer put conjunction *because* without giving the clear reason after the previous clause.

Misuse of “so”. Errors in the use of conjunction *so* in this type were similar to misuse *but* and misuse *and*. The respondents used conjunction *so* in the beginning of the sentence. “One of the store named sport station was gave discount for some shoes. *So* my friend asked me for accompanied her bought a shoes” (Respondent 22). Many respondents did the same mistakes as respondent 22. “When I was in home, I spent many times for slept. *Because* I thought that there is heaven in my home. *So* I felt like a prince who haven't any problem in this life” (Respondent 3). The findings showed that students of the EED of UMY were not aware of not using conjunction to start a sentence.

Unnecessary addition of “but”. Most of errors in this type were showed that the respondents used two conjunctions to link two clauses. For example, “*Although* quite tiring *but* I love being able to help my parents” (Respondent 131). Another example showing the use of two adversative conjunctions to link two clauses in one sentence was that “*Even though* we just played a game, *but* we enjoyed it” (Respondent 128). The use of conjunction *but* in those sentences was unnecessary because using conjunction *although* and *even though* in the sentences was enough. These errors included in unnecessary addition were is in line with

Ong (2011) saying that the use of a conjunction in text classified as unnecessary addition if the writer used a particular conjunction unnecessary in the text.

Unnecessary addition of “because”. The same problem also happened in this type. The respondents used two conjunctions to link two clauses. For instance, “And then we started to climb Prau Mountain at 6.00 p.m with another climber. *Because* it’s the first time for me to climb the mountain, *so* I felt very tired” (Respondent 88). Conjunction *because* in the sentence was unnecessary. If the conjunction *because* was omitted, the use of conjunction *so* would make the sentence better.

Unnecessary addition of “so”. Based on the findings, students of the EED of UMY in academic year 2015/2016 did not make many errors in this type. The respondents made errors in the use of conjunction *so*. They added conjunction *so* unnecessarily. For example, “Because we were tired so we decided to take a rest in the mosque and slept there. In the morning *so* we went back to boarding house” (Respondent 14). There was a conjunction *so* in the second sentence, but conjunction *so* in the sentence is confusing the readers. Before conjunction *so*, the respondent should write the purpose of doing something. However, the respondent only wrote “in the morning” before conjunction *so* that led confusion. To make a sentence better, conjunction *so* should be omitted in the text.

The other example of unnecessary addition type in the use of conjunction *so* was the same as the use of conjunction *but* and *because*. The respondent used two conjunctions to link two clauses. It made one of two conjunctions

unnecessary in the text. For instance, “We went to Purworejo to hunt Durian fruit. We shocked because when we found the seller and asked for the price, it was so expensive. *So*, we were canceled to buy Durian *because* the price is more cheap in Jogja” (Respondent 51). The use of conjunction *because* was enough to make the sentence have relation, and the respondent did not need to add conjunction *so*. If the conjunction *so* was deleted, the use of conjunction *because* would make the sentence better.

Omission of “but”. This research found out that some students of the EED of UMY made errors in the use of conjunction *but* in the omission type. For instance, “It because when we hangout didn’t just spent our energy and get tired, we also spent our money” (Respondent 25). There was contrastive relation between the clause before the coma and the clause after coma. Conjunction *but* between the two clauses would make the sentence better.

The other respondents also made the same error included in the omission type. For instance, “We arrived at Sadranan beach on 22.00 pm, it's so dark, they didn't have a lamp” (Respondent 60). The respondent put a coma after he stated “it’s so dark”, while the statement of “they didn’t have a lamp” showed contrast relation to the previous clause. Thus, the conjunction *but* was necessary. It was in line with Seaton and Mew (2000) saying “conjunction *but* is used to link words that have different or contrasting meaning” (p. 232).

Omission of “and”. The researcher found out that most dominant error of this omission type was because the respondent did not put conjunction *and* to link

the phrases. For example, “At 10.00 a.m to kill my boring time, I browsing on the internet, downloaded the movie, listen to music” (Respondent 32). In the sentence, there were some verb phrases like browsing, download, and listening, but the respondent did not use conjunction *and* to link the verb phrase. It was clearly stated by Raimes (1990) that conjunction *and*, *but*, *or*, and *or* can connect noun phrases, adjective phrases, verb phrases, and prepositional phrases. If there are three verb phrases conjunction should be put in the last two verb phrases.

The same problem was also found in another respondent’s writing. Meanwhile, this respondent used noun phrase in the sentence. For example, “After that we went to my boarding house. He checked all, my bed, my bathroom, my cupboard” (Respondent 61). There were three noun phrases in the sentence. They were my bed, my bathroom, and my cupboard. However, the respondent did not use conjunction in the last two phrases. It means that this sentence is error in omission type.

Omission of “or”. The result shows that from all respondents who participated in this research, error in conjunction *or* just found in omission type. This happened because just a few respondents used conjunction *or* in their writing. Here is the sample error in the use of conjunction, “I did not go to Mall, Market, *or* the historical site *and* the other place because I was save my money” (Respondent 32). There are four noun phrases in the sentence above that were Mall, Market, Historical place, and other place. The sentence also told that the respondent did not go to any places which make the sentence express about the choices. If there are three noun phrases and it express choice in the sentence, so

we need conjunction *or* to link them. We do not need conjunction *and* between the last two noun phrases, because we need conjunction *or* in the text. The sentence should be like this, “I did not go to Mall, Market, the historical site, *nor* other places because I was save my money.” Because the sentence was negative, we should used conjunction *nor*. If the sentence was positive, the conjunction should be wrote as *or*.

Omission of “because”. The researcher found out there are several omission error on the use of conjunction *because* from the respondent. For instance, “I was very annoyed, I thought she will help me to make a cake” (Respondent 42). That sentence had two clauses. The first clause expressed the respondent’s feeling, and the second clause told the reason why the respondent felt annoyed. To connect those two clauses, conjunction *because* was necessary. It was in line with (Seaton & Mew, 2000) saying that “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” (p. 235).

Another respondent also made a similar error. For example, “I felt sad, I didn’t went anywhere for celebrating the new year” (respondent 120). That sentence had two clauses. The first clause expressed the respondent’s feeling, and the second clause told the reason why the respondent felt sad. To connect the clauses, conjunction *because* was necessary.

Omission of “so”. The researcher also found the omission type in the use of conjunction *so*. For example, “I am just watched TV and watched some anime

cartoon. That's makes me felt bored, I am just went to go outside" (Respondent 59). There are two clauses in the second sentence that should be connected with conjunction. In the first clause, the respondent said that watching TV and cartoon is bored, and in the second clause the respondent told that he will go outside. It made the readers confused. Appropriate conjunction for the sentence was *so* because the second clause expressed the result of doing something. It was in line with statement by Eastwood (1994) that "conjunction *so* is used to express result" (p.326).

The same problem was also found in another respondent's writing. One of the respondents wrote "At 6.30 p.m I tried to looked for the direction, I asked to the seller beside street" (Respondent 103). The sentence consisted of two clauses. In the first clause, the respondent told that he tried to look the direction, and in the second clause the respondent said that he asked the seller for the direction. The sentence was incorrect because he did not put a conjunction between the clauses. The conjunction *so* was necessary so that the sentence would be more understandable. The purpose relation between the two clauses will be connected.

Redundant repetition of "and". The research findings showed many errors in this type. For example, "He gets up *and* take a bath *and* I called the taxi" (Respondent 61). The respondent used conjunction *and* twice to connect the verb phrase. The way to use conjunction to connect verb phrases is put the conjunction between the last two verb phrases. To make the sentence correct, then we should delete one conjunction between the first and the second verb phrase. It also stated

by Ong (2011) that if there is similar conjunction used more than once in a text, one of the two conjunctions should be deleted or replaced by another word.

The same error also happened to another respondent. He wrote conjunction *and* more than once in a sentence. For instance, “So we decided to sleep again *and* woke up at 5.00 pm for subuh prayed *and* cooked” (Respondent 88). The respondent put not only conjunction *and* between the last two verb phrases but also another conjunction *and* in the first and second phrase. The use of conjunction in the sentence was not appropriate.

Redundant repetition of “because”. This error type of error was found in many respondents’ writing. However, there were several respondents who wrote conjunction *because* redundantly in a sentence. For example, “Someone from my members, the motorcycle had trouble. *Because* before we went Sekar langit waterfall, he forgot to control the motorcycle *because* he rushed” (Respondent 101). The other respondent also made similar errors to respondent 101. He also wrote conjunction *because* twice in one sentence. “I was happy *cause* that, she talked why she gave me the sling bag *because* I always helped her and she talked we are family so why not to gave something to our family” (Respondent 62). The use of conjunction *because* more than once in the sentence was not appropriate, and it damaged the cause effect relation between the clauses on those sentences.