

ERROR OF CONJUNCTIONS IN INDONESIAN EFL LEARNERS' COMPOSITION

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Abstrak – *The objectives of the research are to investigate the most-frequent errors of conjunctions usage in the EFL learners' composition and whether they occur in intra-sentential or inter-sentential level. The samples taken are from 34 EFL students' compositions of ABA BSI Jakarta which are treated as corpus. The research utilizes Stephen Pitt Corder Error Analysis Procedure. The method selection provides guidance on how to conduct an error analysis by de-contextualizing the sentence. Then the results show most errors occur in the usage of adversative conjunction. The result shows as many as 45 errors out of 223 adversative conjunctions in use or 21 % of total conjunction. Then it is also found 69 errors out of 181 conjunction usages in intra-sentential level or 38% of total placement. The conclusions are the errors of conjunction mostly occur on the use of adversative conjunction and mostly in intra-sentential level.*

Key Words: Error Analysis, Conjunction, Student's Composition

I. INTRODUCTION

Writing is a learning process. Making error is a human nature in every learning process, and it has no exception in writing. The rationale comes from the fact that writing is not easy and more complex than reading and listening, and in some ways more difficult than speaking (Norrish, 1983). It tests a persons' ability to use a language and to express ideas. As a consequence, a person is required to write cohesively in which it shows how sentences are associated. Further writing cohesively is barely sufficient since logical organization of ideas through paragraphing and logical sequencing of ideas (coherence) within paragraph is compulsory to achieve writing flows and unity.

From those essentials, it is explicit that deal with the errors within those complexities in writing requires more time and effort (Liu and Braine, 2005). Then this difficulty of writing in the process leads students to be more susceptible to producing errors. Since writing is one of imperative skills to be mastered so that every error in the process of acquiring it must be treated by teachers seriously, otherwise the tendency of language error in writing soars up. Teacher's ignorance of immediate treatment on student's writing error consequently makes the inter-language in student language transfer takes longer or worse to fossilization (Selinker and Douglas, 1985).

Furthermore, error in second language or foreign language learning (SLA/FLA) is important to analyze because by the analysis of this error teacher can find some particular spots where errors often occur. Then consequently teachers could take integrated pedagogical action (e.g. setting up appropriate syllabus and teaching material) so that

the errors are not repeated or less occurs. In addition, error analysis could be conducted to produce the basis of teaching methodology appropriate to the particular aspects of teaching writing and develop an integrated syllabus. On this basis, the benefit of error analysis has direct implications for teaching English composition to students since it is starting point to devise teaching tools and to anticipate common error in particular subject of teaching writing.

Associated with particular subject of error, the focus of this research is error of conjunction in writing. The study taken is based on the writer observations during the writing class in which most students tend to make mistakes in applying correct conjunctions between clauses (intra-sentential) and sentences (inter-sentential). The researcher assumes those errors are probably due to the separation of conjunction materials given in grammar class rather than in writing class. The errors themselves are sometimes getting worse by the grammatical fallacy of coordinating conjunction which is often used by students as conjunctive adverb to connect sentences. The errors themselves may be sourced from students' ignorance of cohesion aspect between clauses and sentences or perhaps they don't even know about what cohesion is. The other possibility of error source perhaps the students fail to recognize the type of propositions in sentences. The phenomenon makes the research on this field is significance in developing a pedagogical approach of teaching writing in general.

Another importance of the research in conjunctions is also based on its role as the only means of language that has at least three functions at once: to connect words, phrases, and sentences (Chaer, 1993). Errors in the use or absence of

conjunction on them may lead to lack of wholeness of ideas and meanings and further complicate the interpretation of the sentence by reader (Achmad, 2005). Further consequences, the misuse of conjunctions could also lead to disunity of sentences or text. Therefore the further study of error of conjunction use is in need to map the most conjunction misuse by Indonesian EFL learners.

II. THEORETICAL REVIEW

2.1. The Definition of Error

According to *Dictionary of Language Teaching and Applied Linguistics* (1992) “an error is the use of linguistic item in a way that a fluent or native speaker of the language regards it as showing faulty or incomplete learning.” In other words, it occurs because the learner does not know what is correct, and thus it cannot be self-corrected.

An implied definition is also provided by Ellis (1997) regarding Error and Mistake, two terms that is sometimes misinterpreted; he says:

There are two ways to distinguish between an error and mistake. The first one is to check the consistency of learner’s performance. If he sometimes uses the correct form and sometimes the wrong one, it is a mistake. However, if he always uses it incorrectly, it is then an error. The second way is to ask learner to try to correct his own deviant utterance. Where he is unable to, the deviations are errors; where he is successful, they are mistakes.

From both definition, it can be synthesized that an error occurs as long as it fulfils three conditions:

1. An error is the repeated mistakes.
2. Students don’t know they make errors.
3. They don’t know how to correct the errors.

So deductively, to make sure the mistakes the students made are errors, the test should be carried out at least two times. And the students are given the times to review and then edit their composition.

2.2. Error Analysis

Second and foreign language learning are trial-and-error processes in nature. Error analysis thus provides those feedbacks by immediate analysis of student’s error in language production. As Corder (1967) states: *A learners’ errors are significant in (that) they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learners is employing in the discovery of the language.*

According to Longman dictionary of applied linguistics, Error analysis can be defined briefly as the study and analysis of the error made by second and foreign language learners (Richard et.al, 1989). It may be carried out in order to:

1. Find out how well someone knows a language
2. Find out how a person learns a language
3. Obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.

Another concept of error analysis is given by Brown (1980). He defined error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner.

Therefore, the error analysis asks the researchers, teacher, or educator to execute three main activities; it is to:

1. Observe
2. Analyze
3. Classify

errors or deviations and then expose the structure of error and then provide the pedagogical approach to reduce or if possible to eliminate the language errors.

In this research, the learner’s errors of conjunction on intra-sentential and inter-sentential level are the main focus. Thus errors produced in this context can be classified as phrases, clauses, and sentence and text errors respectively. All of them are syntax error. In other terms, they are referred to (1) phrase errors, (2) clause errors, (3) inter-sentential errors.

Rooted in the details preceding this paragraph then the error analysis of conjunction will be divided into two; the error analysis of conjunction between clauses in a sentence (intra-sentential) and error analysis between sentences (inter-sentential), or between paragraphs, if any. The first analyzes the misuse of conjunction within point number 1 and 2 mentioned in the previous paragraph while inter-sentential error analyzes the use of conjunction between sentences or between paragraphs.

2.3. Conjunctions

Conjunction, as described by Bloor and Bloor (1995), acts as a ‘cohesive tie between clauses or sections of text in such a way as to demonstrate a meaningful pattern between them.’ Though Halliday and Hasan (1976) indicate that conjunctive relations are not tied to any particular sequence in the expression. Therefore, amongst the cohesion forming devices (others are substitution, ellipsis, reference, and lexical cohesion) within text, conjunction is the least directly identifiable relation.

Unlike reference, substitution, and ellipsis, the use of conjunction as grammatical cohesion device does not instruct the reader to supply missing

information either by looking for it elsewhere in the text or by filling structural slots. Instead, conjunction signals the way the writer wants the reader to relate what is about to be said to what has been said before.

Furthermore, conjunction acts as a semantic cohesive tie within text in four categories: additive, adversative, causal and temporal. Those four divisions of conjunction are explained in the following sections.

1. **Additive Conjunction.** As its name suggest, additive conjunctions supply the sense of addition. This conjunction is useful to connect two propositions or more within a phrase, clause, sentence, and even paragraph. Commonly the two propositions are in coordinative state and the latter proposition gives additional information to the previous sentence or sentences. It is also implied from additive phenomena in sentences that Additive conjunctions simply add more information to what is already there. Halliday and Hasan (1976) present the additive-conjunction relation as follows:

Table 1. Halliday-Hasan Additive Conjunction

Additive Conjunction
and, and... also; nor, and ...not, or, or else, furthermore, in addition, besides, alternatively, incidentally, by the way, that is, I mean, in other words, for instance, thus, likewise, similarly, in the same way, on the other hand, by contrast

Of 22 additive conjunctions in the table, there are nine conjunctions (in bold) that explicitly state the additive relations and the rest covertly has a sense of “adding” in particular context.

2. **Adversative Conjunction.** Adversative conjunction is a relation used as “contrary to expectation” (Halliday and Hasan, 1976). Since the expectation may be derived from the content of what is being said, or communication process, cohesion can be found as being either external or internal adversative relation.

Further Achmad (2005) reaffirms the concept of adversative in conjunction by stating that adversative relation occurs when two ideas or propositions show the opposite or contrast. And to declare an association of this adversative cohesion devices of conflict can be used. The set of adversative conjunctions includes:

Table 2. Halliday-Hasan Adversative Conjunction

Adversative Conjunction

yet, though, only, but, however, nevertheless, despite this, in fact, actually, as a matter of fact, but, however, on the other hand, at the same time, that is, I mean, in other words, for instance, thus, likewise, similarly, in the same way, by contrast;

If the set of adversative conjunction is carefully examined, there are some conjunction listed e.g. on the hand is included as well in additive conjunction. This occurs because the same conjunctions can function differently depend on the context of the text. Thus, the factor of context in the text will be one of the influential elements in analyzing the division of the conjunctions.

3. **Causal Conjunction.** Causal conjunction is a cause-effect relation. According to Halliday and Hasan (1976), the specific relations of result, reason, and purpose are included under the heading of causal relations. They present the complete conjunctive set as follows:

Table 3. Halliday-Hasan Causal Conjunction

Causal Conjunction
so, then, hence, therefore, consequently, because of this, for this reason, on account of this, as a result, in consequences, for this purpose, with this in mind, for, because it follows, on this basis, arising out of this, to this end, then, in that case, in such an event, that being so, under the circumstances, otherwise, other circumstances, in this respect, in this regard, with reference to this, otherwise, in other respects, aside from this,

Of the set in the table, it is inferred that causal conjunction dominantly use prepositional phrase as its cause-effect relation. Frequently the placement of these conjunctions is preceded by cause and effect placed right after it.

4. **Temporal Conjunction.** Temporal conjunction is simply a relation of sequence in time (Halliday and Hasan, 1976). It relates two sentences in terms of their sequence in time: the one is subsequent to the other. The conjunctive relations of the temporal conjunction can be simple or complex. Here is the table of temporal conjunction.

Table 4. Halliday-Hasan Temporal Conjunction

Temporal Relation
then, next, after that, just then, at the same time, previously, before that; finally, at last, first...Then, at first ...in the end, despite this, at once, thereupon, soon, after a time, next time, on another occasion,

next day, an hour later, meanwhile, until then, at this moment, then, next, secondly, finally, in conclusion, first ... next,... finally, up to now, hitherto, at this point, here, from now on, hence-forward, to sum up, in short, briefly, to resume, to return to the point, after, before, when, now, since

Temporal conjunction is also the easiest-identifiable conjunction since it answers the question “when.” and the sense of time is the least-abstract-philosophical question than how, why, and what.

Temporal conjunction is commonly use in explanation text which most of the text is arranged in sequence and follow the time arrangement. Temporal conjunction can be used both as subordinating conjunction and conjunctive adverbs.

III. METHOD OF RESEARCH

The samples taken for the research are 34 students' compositions of English letter of ABA BSI JAKARTA and the data are collected in February 2017 and taken during academic writing courses. The research itself is taken place in ABA BSI JAKARTA.

The methodology of the research is qualitative method. It is conducted by collecting students' composition and then analyzed the composition.

The technique employed for data collection is students are given ten different topics and then they have to choose one and then write a composition regarding the topic chosen. The topics themselves are based on logical order so the

students are encouraged to use conjunctions and other cohesion devices in their writing. The kinds of logical orders being employed are chronological order, order of importance, and comparison and contrast. In this pre-writing session, the students are given the direction to write using the conjunctions to connect the ideas in intra-sentential and inter-sentential as well. Afterward the students are encouraged to write the topic chosen at least two paragraphs which consist at least ten lines or between 200 – 250 words.

During the process of writing, the students are not allowed to cheat or look up the dictionary. The process of writing itself takes 25 minutes and students are given 15 minutes to review and edit their compositions. It is conducted to make sure that if there are mistakes contained, they are really errors.

The researcher employs Stephen Pitt Corder's Error Analysis Procedure to analyze student's composition. The procedure uses de-contextualization of the text and reconstructs the sentences. The flowchart of the procedure is illustrated as follows:

In the flowchart, Corder dissects the process of error analysis into eight terminals in which every terminal describes the very process of analysis.

Utilizing the procedure, the researcher then analyzed the conjunction use in intra-sentential cluster or between clauses in sentences. Further the researcher review the use of conjunction in inter-sentential level

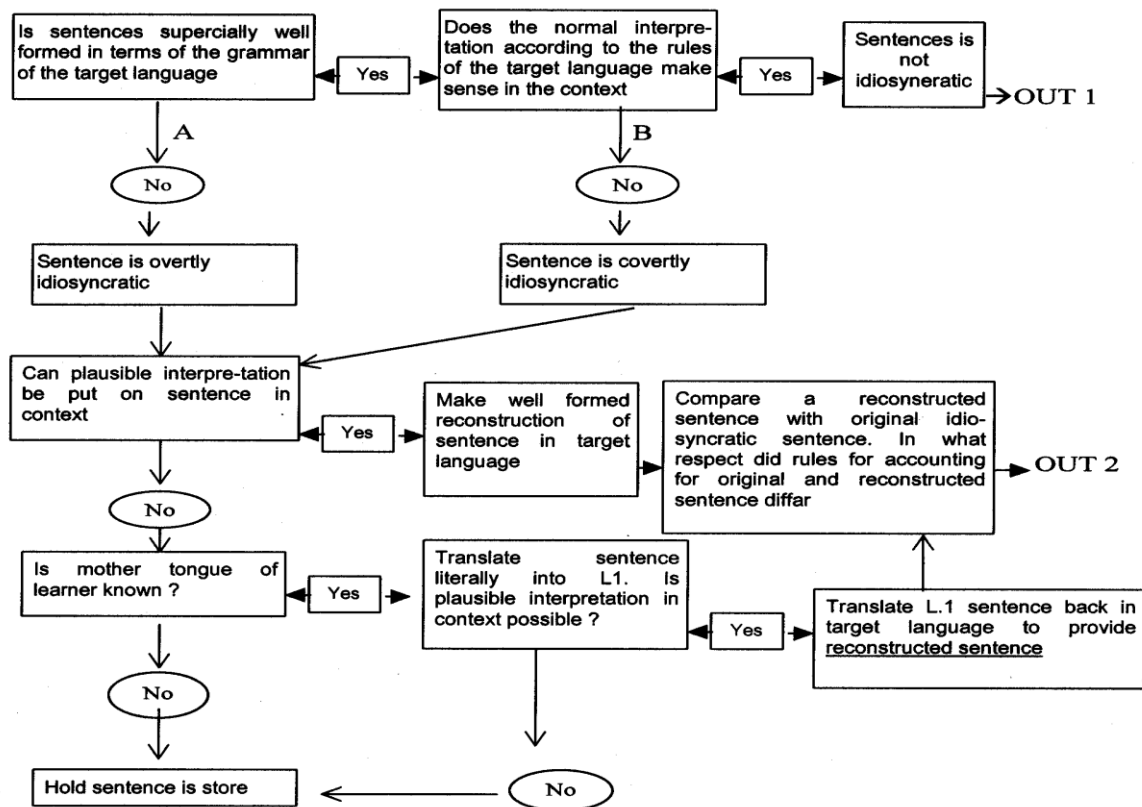
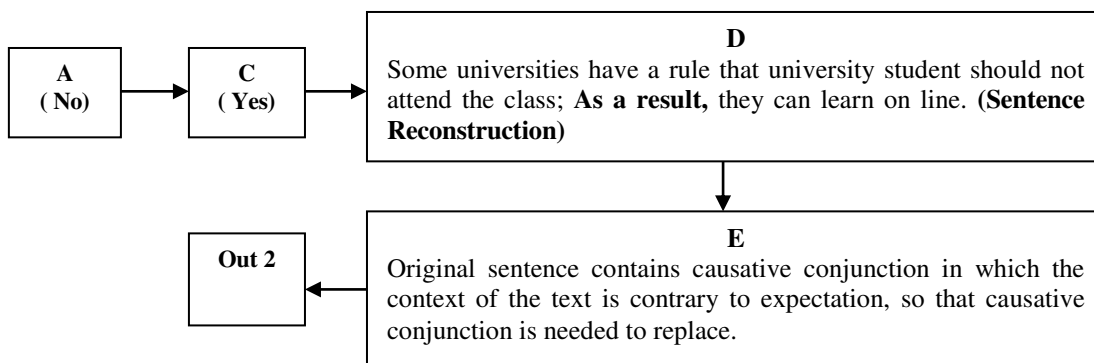


Figure 1. Procedure for Identifying Errors in Second Language Learner Production S.P. Corder (1971)

Step 1. Student's Composition

Some university has rule that university student should not attend to class, but the university student only learn by on line.

Step 3. S.P. Corder Error Analysis of a Student's Sentence. (Look up Figure 1)



Step 4. Recapitulation of Conjunctive Error of point C

Clause Pair/Original Sentence (Corpus Contains Errors)	Intra-sentential	Inter-sentential	Conjunctive Error			
			Add	Caus	Temp	Adv
Some university has rule that university student should not attend to class, <u>but</u> the university student only learn by on line.	+	-	-	-	-	+

Amount	1	0	0	0	0	1
Narration of the Table: An error occurs on the use of adversative conjunction "but" and it occurs between two clauses in a sentence. The relation between the first clause and the second supposed to be causal since the first clause is the cause and the second one is the effect of the action stated from the previous clause. So the causative conjunction is compulsory to conjoin the two clauses. The use of causative conjunction 'consequently,' 'therefore,' 'as a result,' or 'thus' is suggested to replace conjunction 'but'.						

IV. FINDINGS AND DISCUSSION

Of 34 students' composition have been analyzed on the basis of logical division, the researcher has found 223 conjunctions that consist of 105 additive, 78 adversative, 24 causative, and 16 temporal conjunctions. Those four categories of logical division of conjunction gives clear view how student tends to use adversative and additive conjunction in their

used as cohesive device or connectors between sentences and, if any, between paragraph.

Every sample will be treated likewise and collected as corpus to ease the recapitulation and the analysis. One of the student's composition is displayed to illustrate the technical analysis of the composition which consists of four steps.

Step 2. Deontekstualization of Sentence

- (1) Some university has rule that university student should not attend to class. (1st clause)
- (2) but the university student only learn by on line. (2nd clause)

composition other than causative and temporal and the significance gap of the conjunction usage describes how the students are more familiar with the conflicting and addition idea. The most interesting fact is the errors themselves mostly occur in seemingly simple conjunction like 'but' and 'and' which are very common coordinating conjunction to conjoin clauses within sentence.

In clause and sentential level, the usage of conjunction as grammatical cohesion device in intra-sentential level is 181 times and 42 times in inter-sentential level. It is overt that the use of conjunction is so dominant in intra-sentential level. The phenomenon is influenced by many sentences are in compound and complex sentences so the students have to use coordinating conjunction to connect them.

It is predictable that additive conjunction is used more often than the other conjunctions. 105 additive conjunction usages are applied in all genres of composition offered namely order of importance, chronological order topic, and contrasting topic in small amount.

Furthermore, adversative conjunction as the most-second use conjunction in the composition takes 78 times of overall conjunctions. It is implied that the choice of topic implicates the use of conjunction employed to conjoin the words and clauses as well. There are 18 students choose the contrasting topics and among 22 compositions the numbers of usages of adversative conjunctions are more than 75 percent of overall conjunctions.

Table 5. The Recapitulation of Conjunctive Relation

Conjunctive Relation	Types of Conjunction	Sub-Total	Total
Logical/Semantic Division	Additive	105	223
	Adversative	78	
	Causative	24	
	Temporal	16	
Grammatical Cohesion Device	Intra-Sentential	181	223
	Inter-sentential	42	

Of the total 75 additive conjunctions listed in table 6, there are 23 errors of conjunctions 'and,' most of which are used in compound sentence. The domination of this conjunction that exceeds 50 percent of overall additive conjunction indicates that the students are very familiar with this conjunction to conjoin two additive ideas. Many students also apply conjunction 'and' in the beginning of the sentence which is incorrect since 'and' is coordinating conjunction to conjoin clauses in intra-sentential and the position of this conjunction is always in between words, phrases, or clauses (intra-sentential).

The other error of additive conjunction is also caused by misidentification of proposition. One example of the error in this case can be seen in the following sentence fragment written by a student: *Everything has negative effects. And this is the role of parents to give more attention to their children then the sentence reconstruction would be: Everything has negative effects, so this is the role of*

parents to give more attention to their children. It can be inferred from the previous sentence fragment that the student fails to identify the proposition between first clause and the second clause which has causative relation

Next is the classification of conjunction usage as a grammatical cohesion device. It is recorded

that 181 conjunctions are applied between clauses or intra-sentential. Of the 181 conjunctions, there are 143

coordinating conjunctions employed to conjoin phrases in students' composition. The domination of these coordinating conjunctions in students' composition indicates that the students' writing style is still immature, causing over-coordination in an essay. So certainly, the essay is ineffective and boring.

As for inter-sentential, 23 subordinating conjunctions and 19 coordinating conjunctions are used as cohesion devices to connect sentences. The usage of subordinating conjunction as conjunctive device in inter-sentential itself is small which is only 20 percent. This phenomena is due to many students doesn't know or are ignorant to cohesion aspect in writing so many sentences have disconnection of idea. For more details, the following table division of conjunctive relation is presented. rather than additive relation so the causative conjunction like 'so' is compulsory. The other error of this sentence can be seen of the placement of conjunction 'and' at the first sentence and act as conjunctive adverb which is not allowed since 'and' itself is coordinating conjunction to conjoin two clauses within sentence. Hence the placement should be between clauses in the sentence.

The second is the usage of conjunction 'or' which are 20 times in the compositions. The error of this conjunction is 4 times. The usage of 'or' in the students' composition is mostly between two words or phrases and there are just four sentences using the coordinating conjunction 'or.'

The third is the usage of conjunction 'in addition' which are used as many as five times and the error of usage itself is two times. The usage of 'in addition' as cohesive device is mostly as conjunctive adverbs to connect inter-sentential.

The fourth is the usage of conjunction 'both...and' as correlative conjunction which are used three times and it is all used to conjoin two words and clauses to form compound sentence. This conjunction contains no error of usage.

The fifth is the conjunction 'besides' and 'furthermore' which both of them are used just one time in inter-sentential and it contains no error in the usage. Both of the conjunctions are found to serve as

conjunctive adverbs to connect the idea from the previous sentence to the next one in paragraph.

The next category of logical division is adversative conjunction. Of the total 78 adversative conjunction in students' composition, 62 of them are adversative conjunction.

The usage of conjunction 'but' which take 80 percent of total portion indicates that this conjunction is the most familiar conjunction for the students to express contrasting idea. This conjunction has 23 errors of usage and all of them occur in intra-sentential level. Since conjunction 'but' is coordinating conjunction so the usage is to connect two independent clauses to form compound or compound-complex sentence.

The usage of 'but' seems simple but the error still occurs many times in the students' composition. The following sentence shows how such simple use of conjunction 'but' still contain error. *She is student now, but she knows someday she will be a scientist.* From the sentence fragment it can be inferred that relation between the first clause and the second one is additive not contrastive since the second clause '*she knows someday*' add additional information to the first clause. So the proper sentence reconstruction is *She is student now, and she knows someday she will be a scientist.*

It can be inferred from the sentence fragment above that the student source of error is, again, the failure to identify the propositions between clauses which result the relation between them.

Next is subordinating conjunction 'however' which is used 10 times in both intra-sentential and inter-sentential level. Most of the usage of this Conjunction is as subordinating conjunction to form complex and compound-complex sentences and just few of them come up as cohesive device between sentences.

Most error of however is caused both by grammar faulty and misidentification of proposition between clauses and sentences. The faulty and the misidentification can be seen in the following sentence fragment written by student: *It's better to work and pray than sit and wait, Then let god decide, However, we don't need luck then the sentence reconstruction would be: It's better to work and pray than sit and wait, Then let god decide. Therefore, we don't need luck.* From the sentence reconstruction it can be inferred the student fails to identify the proposition between the first clause and the second one. Since the relation of both clauses is causative and not adversative so the causative conjunction like therefore is needed to replace adversative conjunction 'however.'

Table 6. Recapitulation of Conjunction Error

Types of Conjunction	Conjunctions	The Number of Conjunction Use	The Number of Conjunction Error	Error in Intra-Sentential	Error in Inter-Sentential
Additive	and	75	23	23	-
	or	20	4	4	-
	In addition to	5	2	-	2
	Both...and	3	-	-	-
	besides	1	-	-	-
	furthermore	1	-	-	-
Subtotal		105	29	27	2
Adversative	but	62	36	36	-
	however	10	6	2	4
	yet	3	1	1	-
	even though	1	1	-	1
	though	1	-	-	-
	nevertheless	1	1	-	-
Subtotal		78	45	39	5
Causative	so	16	9	3	6
	therefore	5	3	-	3
	then	3	-	-	-
Subtotal		24	12	3	9
Temporal	next	5	-	-	-
	first	4	-	-	-
	secondly	4	-	-	-
	After that	2	-	-	-
	finally	1	-	-	-
Subtotal		16	0	0	0
Total		223	86	69	16

The second error is the grammar faulty of 'however' which is supposed to act as a conjunctive adverb rather than subordinating conjunction to conjoin two clauses within sentence. So 'period' is needed to separate two clauses and followed by placement of 'therefore.' This type of grammar faulty occurs so frequent so it can be concluded that student really doesn't know the correct use of such conjunction.

The conjunction 'yet' as another adversative conjunction is used three times. The infrequent use of this conjunction is influenced by the application of 'but' which both of them share the same function and meaning.

The fourth is adversative conjunction 'even though' which has a stronger sense than 'though.' Both of conjunctions are used one time to contrast the clauses and used in complex sentence as subordinating conjunction.

The last of the adversative category is 'nevertheless' which is used just one time as inter-sentential connector or conjunctive adverb. As the conjunction 'yet,' the rarity of the 'nevertheless' usage is due to its function has been replaced by 'however' and 'but' which act as contrastive conjunction as well.

The third category in the list is causative conjunction which has three conjunctions utilized by students.

The first conjunction is 'so' which is used as many as 16 times as coordinating conjunction to connect independent clauses. 'So' as the most familiar causative conjunction dominates most of conjunctive function in the sentence other than other causative conjunctions.

Most of the error of conjunction 'So' is merely grammar faulty in which 'So' as a coordinating conjunction serves as conjunctive adverb to connect sentences. Therefore the proper usage of punctuation is emergence in this category of error.

One example of the error of 'so' can be displayed in the following sentence fragment written by a student: *In the recent years, the internet usage grows so rapidly and many teenagers use it without the control of their parents. So the parents have to be aware of these phenomena* then the sentence reconstruction would be: *In the recent years, the internet usage grows so rapidly and many teenagers use it without the control of their parents. Therefore, the parents have to be aware of these phenomena*

From the reconstruction of the sentence above, the usage of 'therefore' is more appropriate since it acts as a conjunctive adverb. It is tempting for the student to use the conjunction which has the same meaning like 'so' and 'however'. However, the same meaning of conjunction doesn't mean both can serve the same function. The first conjunction 'so' as

coordinating conjunction serves to conjoin clauses in compound and compound-complex sentence and it is never allowed to function as a conjunctive adverb. In addition 'therefore' can act as a conjunctive adverb and it fits its function to connect sentences. 'Therefore' as the second causative conjunction is used five times and most of them are employed as conjunctive adverbs to connect sentences. As conjunctive adverb, 'therefore' is the sole conjunction being used for connecting causal ideas in inter-sentential level.

The errors of 'therefore' mostly occur in inter-sentential to connect sentences. The errors themselves is caused by misuse of punctuation and grammar fallacy. The misuse of 'therefore' can be seen as follow: *many students feel the internet helps them alot, therefore the absence of it will have tremendous impact on them* then reconstruction would be: *Many students feel the internet help them alot. Therefore, the absence of it will have tremendous impact on them.*

'Therefore' as a conjunctive adverb cannot serve as subordinating conjunction since 'therefore' itself is not one of subordinating conjunction. Hence, the placement of comma splice is not appropriate and need to be replaced by period.

'Then' as the last causative conjunction is used three times in the student's composition. The usage of 'then' as causative is mostly applied in intra-sentential as subordinating conjunction. None of them is used as conjunctive adverb to connect two sentences.

The last category is temporal conjunction which has five conjunctions being used in students' composition.

The first conjunction belongs to this category is 'next' which is used five times in students compositions. The use of 'next' as conjunction is commonly used in inter-sentential as conjunctive adverb to conjoin two sentences and none of them are used as subordinating conjunction.

The conjunction 'first' as the next causative conjunction is used four times as the conjunctive adverbs. This conjunction is always put in the first place in the paragraph since it has the semantic meaning of 'beginning.'

'Secondly' as the sequence of conjunction 'first' is used four times as well. As the conjunctive adverbs, the use of this conjunction is limited in the first sentence to connect the previous paragraph or sentences and this captures the semantic purpose of this conjunction which integrates the purpose of conjunction 'first.'

'After that' as the third conjunction utilized in students' composition is used two times in the entire students' composition. The use of this conjunction is limited as conjunctive adverbs to

connect two sentences.

Finally' as the last conjunction in temporal conjunction is just used one time. The use of this conjunction is to describe the conclusion which is not many students' composition put the conclusion in their composition. Based on the data presented in table 6, it is explicit that there are 23 usage errors of 'and' which is nearly one third of overall usage. The biggest error is the placement of 'and' in the beginning of the sentence which acts as connector between sentences and the Second error is the use of 'and' as conjunction to conjoin two sentences which have contrastive sense. In addition, the errors of 'and' occur mostly in intra-sentential cluster.

Error of conjunction 'or' is just 4 times which is not as many as conjunction 'and' and all errors occur in intra-sentential. The last conjunction 'in addition to' has 2 errors in its use and all the errors occur is in inter-sentential. Most errors of additive conjunction usage are caused by the misinterpretation of additive relation instead of adversative. The relation between the first and the second clauses or sentences which need adversative conjunction to connect is not comprehended by the learners and it causes most of the error.

Most errors in adversative conjunction are dominated by 'but' which has 36 errors out of 62. The error of 'but' is the highest among all conjunction use and this indicates many Indonesian English learners are still confused to use this conjunctive relation. This phenomenon is due to many students fail to identify the relation between the first clause and the second one.

'However' as subordinating conjunction and conjunctive adverbs to connect the sentences has six errors in use. The errors themselves occur both in intra-sentential and inter-sentential cluster and most error the students do is related the misuse of conjunction to connect sentences which has the additive and causative sense.

The last error in adversative conjunction is 'yet' which has one error and it occurs in compound sentence. The error itself occurs when the additive sense between the first and the second clause is connected by adversative conjunction 'yet.'

'So' as one of the causative conjunctions has the highest use to connect the cause-effect sense and it also has most errors in application. There are as many as 9 errors out of 16 and most errors occur in inter-sentential. In further analysis, the error is merely grammatical fallacy which doesn't allow 'so' to be put in the first place in the sentence and its inappropriate use as conjunctive adverb as a cohesive device to connect sentences.

'Therefore' has been utilized as many as five times and the error occurs three times in its use and they all occur in inter-sentential.

Temporal conjunction as the last conjunctive

category records no error in the usage. As mentioned mentioned in the theoretical review, this type of conjunction is the most identifiable conjunction which allow the students to recognize the propositions easily. Thus this friendly characteristic makes the student to avoid mistakes in using them.

V. CONCLUSION

There are two important conclusions from the finding and discussion of the research which are presented as follow:

1. Based on the overall analysis of summary table, most errors occur in utilizing adversative conjunctions with total 45 errors out of 223 conjunctions in use (table 6) or 21 % of total conjunction and 36 errors among them are found in utilizing the conjunction 'but.' The majority of errors occurs in the intra-sentential level which has 69 errors out of 181 conjunction usages (table 5) or 38% of total placement.

2. It can be inferred from the result of reconstruction of the text that confusion sometimes occurs in the use of additive conjunction to adversative conjunctions, and vice versa. The data table shows 45 errors of adversative conjunctions and 29 errors of additive conjunctions. This indicates sometimes students still fail to identify the propositions between clauses or sentences which result the misuse of conjunction to connect clauses or sentences.

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