

AN ERROR ANALYSIS OF CONJUNCTIVE ADVERBS USED BY THE TENTH GRADE STUDENTS IN WRITING DESCRIPTIVE TEXT

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Abstract

The objective of this research was to find out the error in using conjunctive adverbs by the tenth grade students of Madrasah Aliyah Al-Istiqamah Ngata Baru in writing descriptive text. The problem of this research was that the students cannot use appropriate conjunctive adverbs in writing descriptive text particularly in *additional information* and *contrasting ideas*. The researcher used a simple descriptive analysis. The sample of this research was 22 students chosen by using purposive sampling technique. The techniques of data collection were questionnaire, assignment, and interview. The researcher gave questionnaire and take-home assignment to the students. Moreover, to get additional information, the researcher interviewed the teacher. It is included that the error made by the student in using conjunctive adverbs in writing descriptive text is included in Intra-lingual errors. Those are *Ignore of rule restriction* (71%) and *Incomplete application of rule* (29%).

Keywords: Conjunctive Adverbs; Writing; Descriptive Text

INTRODUCTION

Grammar is one of the language components. It refers to the structure of language that is used by speaker and writer. Knowing grammar makes us easy to speak and to write the sentence. Sentence is a group of words consisting of subject and verb and having complete meaning. Grammar is also an important element in writing because we learn such as tense, types of sentence, parts of speech in grammar. Several parts of speech are included in writing accuracy, for example: nouns, adverbs, adjectives, conjunctions, and prepositions.

Parts of speech are utilized to determine words function in the sentence. According to Frank (1972:1):

The words from the central core of the sentence-around which all the others word “cluster” are the parts of speech known as noun, pronoun, and verbs; the word that modify the central core words are the parts of speech called adjectives

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and adverbs; the words that show particular kind of connecting relationship between these five parts of speech are called preposition and conjunction.

Adverb is a word which is used to describe a verb, adjective, and other adverbs. Adverbs usually end in *-ly*, but it is not a necessity. Crystal (1995:206) argues, “An adverb is used to qualify any part of speech, except noun or pronoun”. Similarly, King (2000) states that adverb also has functions to add information and extra layers of meaning to a statement.

Conjunctive Adverb is an adverb that functions to connect sentence to sentence and paragraph to paragraph. Another name of conjunctive adverb is transitional signal as a sentence connector. According to Oshima and Hogue (1999:25):

Transitional signals are the expression such as first, finally, and however, or phrase such as in conclusion, on the other hand and as the result. Other kind of word such as subordinators (when, although), coordinators (and, but), adjectives (another, additional), and prepositions (because of, in spite of) can serve as transitional signals.

Moreover, in writing we also need words that have function as connectors which are called conjunctive adverbs. Conjunctive adverb is an important part in writing because the function is as sentence connector. It is also called transitional signal. Sargean (2007:109) states, “Conjunctions are words used to link word, phrases or clauses”. On the other hands, Kolln (1982:118) argues, “As their name suggests, conjunctive adverbs join sentences to form coordinate structures as other conjunctions do. But they do so with an adverbial emphasis”. The difference between conjunctive adverb and conjunctions is by providing logical similar to coordinating and subordinating conjunctions, but those are generally more formal.

Descriptive text is a text which tries to describe a person, place, or thing in such a way that the reader can imagine the topic and enter into the writer’s experience. Furthermore, descriptive text presents the looks of things that occupy space, whether they are places, people, buildings, or towns. The purpose of descriptive text is to send to the reader what something looks like. It tries to get a picture with word. It uses simple present tense. The generic structures are introduction, supporting descriptive details, and summary. In addition, Lionel (1993:109) argue, “When we describe something that is in the world around us, we try to give the reader a mental picture of it”. Moreover, Kane (2000:351) states, “Descriptive is about sensory experience-how something looks, sounds, tastes. Mostly, it is about visual experience, but description also deals with other kinds of perception”.

The researcher tried to conduct her research to find out the students' errors in using conjunctive adverbs in writing descriptive text. This research was carried out at Madrasah Aliyah Al-Istiqamah Ngata Baru. In the preliminary observation, the researcher found the problem faced by the students, it is difficult for them to use appropriate conjunctive adverbs in writing descriptive text particularly for *contrasting ideas* and *additional information*.

According to the explanation above, the researcher formulated a research problem: *What are the errors made by the tenth grade students of Madrasah Aliyah Al-Istiqamah Ngata Baru in writing descriptive text?*

METHODOLOGY

In this research, the researcher used Quasi-experimental research design, namely the non-equivalent control group design. It means that the sample consists of two groups; experimental and control group. The researcher gave pre- test and post-test to both groups, but treatment was only applied to the experimental group. The researcher taught reading comprehension to the experimental group using reciprocal teaching technique while the control In conducting this research, the writer used simple descriptive analysis and simple statistic analysis. There are three instruments of data collection that the researcher used to get the data. Those are questionnaire, interview, and assignment. Furthermore, to analyze the data, the researcher used a formula adapted from Sudijono (1989:79) to get the data as follows:

$$P = \frac{f}{n} \times 100$$

Where:

P= percentage of errors

f= frequency of incorrect answer

n= number of students

In conducting the research, the researcher took the tenth grade students of Madrasah Aliyah Al-Istiqamah Ngata Baru as the population. It consisted of two classes. According to Sudjana (1989:5), "Population is a possible totality values as the result of counting of measuring qualitatively of the special characteristics concerning the set of complete and clear objects to be learned". Related to the population, the researcher took one class as the sample. Sampling is the process of selecting individual from a large collection of individuals for someone's research. Moreover, Lohr (1999:3) states the sample should be "Representative in the sense that each sampled unit will represent the characteristics of a

known number of units in the population”. The sample is chosen by applying purposive sampling technique. The writer applied the technique because in the school she can take the data in female class only.

In collecting the data, the researcher gave questionnaire to the students as first instrument. It consisted of 10 items. The questionnaire was used to help the researcher to analyze the assignment which is answered by the students. Furthermore, the researcher gave take-home assignment to students. The assignment was about writing descriptive text using conjunctive adverbs. To support the data that are gathered, the researcher also interviewed the English teacher. Interview is a systematic way to talk and listen to the people, and another way to gather the data from the people through dialogue. Kvale (1996:14) argues interview as “[...] an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situation of research data”. In conclusion, interview is a way that we use to get the data by asking someone about the information which has relation with our research.

FINDINGS

The researcher would like to describe the finding of the research. This finding is related to the errors in conjunctive adverbs used by the students in writing descriptive text. The objective of this research was find out the errors in using conjunctive adverbs by the tenth grade students of Madrasah Aliyah Al-Istiqamah Ngata Baru in writing descriptive text.

The researcher gave ten statements in the questionnaire which is distributed to the students. There are 22 students who answer the questionnaire in the class. Furthermore, the researcher provided the table containing the answer from the students. It can be seen as follows.

Table 1
Students' Interest about English

No.	Question	Students' Answer	Total Number of Students
1.	Do you like English Subject? Why?	- Yes, because by learning English we can speak English well.	8
		- Yes, because English is an interesting and fun.	5
		- Yes, because English is important subject.	1
		- Yes, because we can go around the world by using English.	3
		- Yes, because English is an international language	4
		- No, because I feel difficult to speak by using English.	1

Table 2
The difficulty in writing descriptive text

No.	Question	Number of students (Yes/No)
2.	Do you think writing descriptive text is difficult?	2 (Yes) 20 (No)

Table 3
The Knowledge about Conjunctive Adverbs

No.	Question				
3.	Have you ever heard the following words? Moreover, In addition, Additionally, However, in contrast, on the other hand				
4.	If you ever heard those words, what are they based on your teacher explanation?				
5.	If not, have you ever read the following sentences : a. My sister likes meatball. <i>however</i> , I like fried chicken. b. Uncle John buys a new car. <i>moreover</i> , he get free ticket to go to America. Write the words in the box that I provide below based on the function.				
	<table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Additional information</th> <th style="padding: 5px;">Contrast the idea</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table>	Additional information	Contrast the idea		
Additional information	Contrast the idea				
	Make a sentence that using one word for additional information and one for contrast idea.				

In the table above, the researcher provided questions from number 3 until 5. Those have relation to each other. In question number 3, there were 21 students answered “Yes” and only 1 student answered “No”. Also, the question number 4 continued the question from number 3 and the result was that 21 students answered those conjunctions. Besides, there were 7 students who can classify conjunctive adverb based on the function in question number 5. Furthermore, in the last question, there were 5 students only who can make sentences using correct conjunctive adverbs based on the function.

Table 4
The Error Analysis in using Conjunctive Adverbs

No.	Question	Option	Percentage
6.	Bob's leg was injured in a car accident. Consequently, he was not able to complete in the state championship.	Correct (22)	100%
		Incorrect (-)	-
7.	My brother doesn't like swimming. In contrast, he always goes to swimming pool with her friend every Sunday morning.	Correct (7)	31.81%
		Incorrect (15)	68.18%
8.	In her room there are beautiful baby dolls in the bed. Furthermore, in her desk there are nice watch lamp and watch.	Correct (10)	45.45%
		Incorrect (12)	54.54%
9.	My mother makes banana cake every Sunday morning. On the other hand, my father likes go to swimming pool every Sunday morning.	Correct (17)	77.27%
		Incorrect (5)	22.72%
10.	My sister buys a pair of shoes in Matahari department store. Additionally, she goes to book store to buys some new novels.	Correct (21)	95.45%
		Incorrect (1)	4.54%

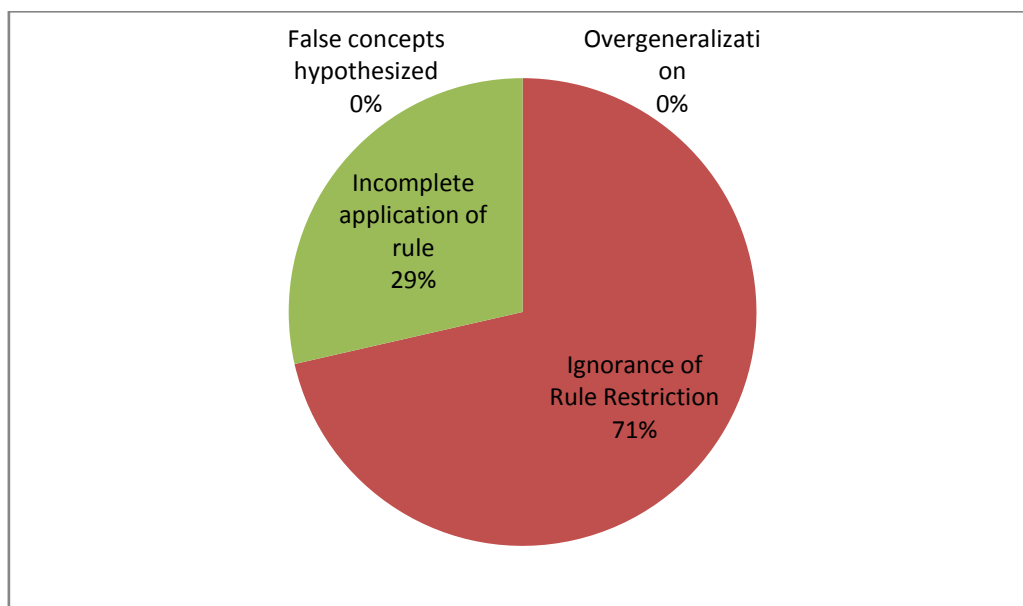
The second technique to get the data was interview. After distributing the questionnaire, the researcher interviewed the teacher. It was used to get additional information. The teacher answered all of the questions that. She gave 7 questions to interview the teacher. The researcher provides the result of interview as follows.

Table 5
The Questions and Answers of Interview

Questions and answer for teacher's interview	
R :	How many times do you teach English to the tenth grade students in a week?
T :	I teach English to the tenth grade students three times a week, two times for teach English and once for teach grammar because in our curriculum there is grammar as additional course.
R :	How do you teach structure to your students?
T :	Firstly, I give them the theory and the example. Additionally, I ask the students to do the task.
R :	Do you ever teach about conjunctive adverb/transitional signal?
T :	Yes, I do.
R :	What is the function of transitional signals that you ever teach to your students?
T :	The function of transitional signal is to connect word to another word or one sentence to another sentence.
R :	How do you teach them about it?
T :	It is the same way as I teach them the structure. I explain about the topic. Then I give an example and I ask them to do the assignment.
R :	In your opinion, how important is conjunctive adverb in writing?
T :	It is very important because by knowing about conjunctive adverb they can connect sentence to another sentence to make a good writing.
R :	In your opinion, do your students use conjunctive adverb correctly?
T :	Yes, sometimes. Only some students can use it correctly.

Note : T = Teacher ; R = Researcher

The third technique to get the data was an assignment. The researcher gave a take-home assignment to the students. and it was about writing descriptive text using appropriate conjunctive adverbs. Moreover, the researcher provided the words which are included in conjunctive adverbs in the table. The students put those in their writing. The percentage of the students' error in writing descriptive text can be seen in the chart below:



DISCUSSION

In the process of doing this research, the researcher did several techniques to collect the data. Those are questionnaire, interview, and assignment. The first technique was questionnaire. The second was interview which was used by the researcher to interview the teacher to get information. The third was assignment given to the students by the researcher as take-home assignment. The researcher discussed the data in the following lines.

1. Assignment

The main instrument to get the data was assignment, after interviewing the teacher, the researcher gave take-home assignment to the students. Moreover, the researcher asked the students to write descriptive text using appropriate conjunctive adverb based on the function. Furthermore, in the result of assignment there were 5 students or 22.72% who can write descriptive text by using appropriate conjunctive adverb correctly. Furthermore, 14 students only wrote descriptive sentences, one for additional information and one for contrasting ideas. There were 9.09% of students who wrote the sentences using conjunctive adverb based on the function for additional information and contrasting ideas and 9.09% of students wrote the contrast sentence using conjunctive adverbs for additional information. Additionally, there were 45.45% of students who wrote sentences without using conjunctive adverbs, and 13.63% of students did not work assignment. It has relation with the theory about sources of error because by knowing it the researcher can classify what kind of error that made by the student. Furthermore, the students made the error that categorized as intra-lingual error because the students do not understand the instruction of the target language.

Richard (1971) states that intra-lingual error is classified into four, those are overgeneralization, ignorance of rule restriction, incomplete application of rule, and false concept hypothesized. The researcher concluded that the error which is made by the students included in ignore of rule restriction because the students like using simple rule than complex rule in writing. For example, the students really like using coordinating conjunction than conjunctive adverbs.

2. Questionnaire

The researcher provided 10 questions, 5 questions were about English and conjunctive adverbs in general context. Besides, 5 other questions were about identifying the sentence that is using conjunctive adverbs, which one was correct and which one was incorrect. From the questionnaire, the researcher concluded that the students still have minimal knowledge about using conjunctive adverbs, they were familiar with the words including in conjunctive adverbs, but they did not know what the name is. Furthermore, the teacher said that category of the words like *moreover*, *furthermore*, *however*, *in contrast*, *in addition*, and *additionally* as conjunction.

3. Interview

The researcher interviewed the teacher to get additional information. Furthermore, the researcher provided 7 questions. The teacher said that she teaches English 3 times a week, twice for English course and once for English grammar because in curriculum at that school there is English grammar as additional course. Additionally, she stated that when teaching structure/grammar she used 3 steps. First, she explained about the material. Second, she gave an example relating to the material and the last she asked the students to do the task. Besides, the teacher said that she already explained about conjunctive adverbs to the students. She explained conjunctive adverbs like *moreover*, *however*, *additionally*, *in addition*, *furthermore*, *in contrast* which is included in additional information and contrast the idea. Moreover, the teacher created the sentences using conjunctive adverbs.

CONCLUSIONS AND SUGGESTIONS

Based on the finding, the problem statement ‘*What are the errors made by the tenth grade students of Madrasah Aliyah Al-Istiqamah Ngata Baru in using conjunctive adverbs in writing descriptive text*’ has been answered. It is concluded there are two inferences from this research. Firstly, the students do not know to classify conjunctive adverbs based on the function. Secondly, they do not understand the instruction given by the teacher. In short, it is

concluded that the errors that students made are included in Intra-lingual errors. Those are Ignorance of Rule Restriction (71%) and Incomplete Application of Rule (29%).

Referring to the importance of using conjunctive adverbs/transitional signals in writing, the researcher would like to offer some suggestions for teachers and students. Firstly, English teachers need to find out and start applying some fun techniques, methods, or approaches in teaching grammar. Secondly, the students should be encouraged to try writing sentences by using conjunctive adverbs based on the function. It can help the students to make a good writing. The students are already familiar with the conjunctive adverbs. In contrast, they do not know what the category of that word is, and they still do not know how to use it in making sentences.

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