ERROR ANALYSIS OF CONJUNCTION USAGE IN STUDENTS' WRITTEN RECOUNT TEXT

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Abstrak

Penelitian ini dilakukan untuk mencari tahu penggunaan kata penghubung di dalam tugas menulis milik murid-murid kelas sepuluh sekolah menengah atas. Tujuan utama penelitian ini adalah untuk menemukan kesalahan di dalam penggunaan kata penghubung, menganalisanya dengan cara mengkategorikan kesalahan-kesalahan tersebut sesuai dengan teori *Surface Strategy Taxonomy* yang diajukan oleh Dulay, dan juga mengkategorikan penyebab kesalahan dengan menggunakan teori yang diajukan oleh Richard. Dasar penelitian ini menggunakan desain penelitian deskriptif kualitatif. Peneliti menemukan bahwa diantara empat tipe-tipe kesalahan yang diajukan oleh Dulay, ada dua tipe kesalahan yang muncul di dalam tugas menulis milik murid-murid tersebut, tipe kesalahan itu sebagai berikut; *Errors of Omission dan Errors of Addition*. Tipe kesalahan *Omission* (Pemotongan/Penghilangan) merupakan tipe kesalahan yang paling banyak muncul di dalam data, lalu diikuti dengan jenis tipe kesalahan *Addition* (Penambahan/Pengimbuhan). Kesalahan-kesalahan ini merupakan hasil dari menganalisis kata penghubung yang digunakan dalam komposisi menulis. Langkah selanjutnya yang dilakukan oleh peneliti adalah menemukan penyebab kesalahan. Menggunakan teori tentang penyebab kesalahan yang diajukan oleh Richard, yang sudah dijelaskan di paragraf atas, peneliti mendapatkan data bahwa ada tiga penyebab kesalahan, mereka adalah; Incomplete Application of Rules, Ignorance of Rules Restriction, dan Over-generalization. Kesalahan bertipe pemotongan/penghilangan yang ditemukan di dalam data, kemungkinan besar disebabkan oleh Incomplete Application of Rules. Lalu berikutnya, kesalahan bertipe penambahan terjadi karena Ignorance of Rules Restriction dan juga Over-generalization. Selebihnya, semua tipe kesalahan dan penyebabnya sengaja disajikan oleh peneliti untuk seluruh guru Bahasa Inggris agar lebih memperhatikan dan waspada terhadap bagian sederhana dari Bahasa Inggris di dalam tugas menulis murid-murid mereka ataupun di dalam materi pengajaran mereka sendiri.

Kata Kunci: *Kata Penghubung, Menulis teks Recount, Analisis Kesalahan, Sekolah Menengah Atas.*

Abstract

This research is conducted to find out the conjunction usage within the students' writing assignments of tenth graders of senior highschool. The main aim of this research is to find the errors of conjunction usage, anlayze it by putting them into categories of errors proposed by Dulay in Surface Strategy Taxonomy theory, and also categorizing the causes of errors using the theory proposed by Richard. The base of this research is using descriptive qualitative as research design. The researcher found out that among four types of errors proposed by Dulay, there are two types of errors which found in the students' writing assignments, they are; Errors of Omission and Errors of Addition. The error of omission is the most types of errors which occurred within the students' writing assignments and then followed by the error of addition. These errors are the result of analyzing conjunction usage in students' writing composition.The next step taken by the researcher in order to maximize the analyzation of conjunction usage is finding out the cause of errors. Using the theory of possible cause of errors proposed by Richard, which already

stated in the paragraph above, the researcher found out that there are three causes of errors, which are; Incomplete Application of Rules, Ignorance of Rules Restriction, and Over-generalization. The errors of Omission found out in the data, is most likely caused by the Incomplete Application of Rules. Next is error of addition, is caused by the Ignorance of Rules Restriction and also Over-generalization. Moreover, all of those types and causes of errors were presented by the researcher for all those English teachers to be more aware about simple part of English Language within their students' assignments or their teaching materials.

Key Words: *Conjunction, Recount text writing, Error Analysis, Senior Highschool*

INTRODUCTION

English is known as one of many languages in the world. There are some doubts as to its future status, but even in the present it is worth countering the idea that is an all embracing world language. There are many more people in the world, especially in Indonesia, who do not speak English than there are people who do. Therefore, English language teaching has an inmportant role in improving lanuage skill. Harmer (2004: a. 57) describes that teaching means to give (someone knowledge) or to instruct or train (someone). It is undertaking certain ethical task or activities the intension of which is to induce learning. Therefore, English language teaching means that the teacher gives some knowledge about English so that they can use English well anywhere.

Conjunction is considered as one of the items inside the grammar. Conjunction is known as a word that function is to links words, phrases, and clauses inside a sentence. Dewhurst (1991), states that conjunctions are words which link two clauses in one sentence. There are many definitions of conjunctions which are proposed by other scientist beside Dewhurst. Harris (2009) states that as their name implies, conjunctions joins together element of thought: words, phrases, sentences, and parahraph. As known, conjunction is separated into three types, depending on the use which is; coordinating conjunction, Subordinating conjunction, and Correlative conjunction.

Coordinating conjunctions are conjunctions that join, or coordinate, two or more items (such as words, main clauses, or sentences) of equal syntactic importance. For example is the acronym of FANBOYS which is: *for, and, nor, but, or, yet*, and *so*. Types of coordinating conjunctions include cumulative conjunctions, adversative conjunctions, alternative conjunctions, and illative conjunctions.

Subordinating conjunction also called subordinators, are conjunctions that join an independent clause and a dependent clause, and also introduce adverb clauses. The most common subordinating conjunctions in the English language include *after, although, as, as far as, as if, as long as, as soon as, as though, because, before, even if, even though, every time, if, in order that, since, so,*

so that, than, though, unless, until, when, whenever, where, whereas, wherever, and while.

The last one is Correlative conjunction that is conjunction that works in pair. For example*, either-or, neither-nor, not only-but (also), both-and*. The function of correlative conjunctions is to correlate, working in pairs to join phrases or words that carry equal importance within a sentence.

As stated in the paragraph above, the main function of conjunction is to combine the elements of thought. In writing comprehension, one cannot simply create a good writing text without the use of conjunctions. Like Alice and Ann (1997) said, writing is a progressive activity, when we try to write something down, we must think about what we are going to write and in what way we must pour our ideas. Once we have finished it, we still must reread it and make correction of it. Writing is not simply done by putting meaning down some words into a number of unrelated sentences; while Cecillia (1994), said that the purpose of writing is to communicate ideas and information. If the words are not well chosen the message will be vague, and communication will break down.

Nunan (1989) states that writing is complex cognitive activity which requires the writer to possess several variables like punctuation, grammatical system, and vocabulary and letter formation. Among the four language skills, writing is considered the most complicated activity for students to master. As Heaton (1975) said, that writing is one of a complex skill in learning a language. It is writing skills which are complex and difficult to teach, requiring mastery not only for grammatial and rhetorical devices, but also of conceptual and judgmental elements. It needs lot of practices in writing to make someone able to mastering it. Nunan (1991) stated that writing is the physical act of commiting words or ideas to some medium. Writing is also an action time for writers to reflect, play with ideas, gain new and deeper knowledge into what we can feel and believe. Bernards said that writing is time for the writers to refine the things about their wish to write until they become clear and understandable communication (Bernard, 1991).

While writing itself has the difficulties, learner needs to understand the components of writing which are essentials in creating a good writing text. Boardman (2002) stated that there are four components of writing; they are coherence, cohesion, unity, and completeness. The components of writing are: grammatical ability, lexical ability, mechanical ability, stylistic skills, organizational skills, and judgments of appropriacy. As stated before, one needs to possess the several abilities to be able to write a good text, in this case is Recount text.

Hornby (2000) said that, Recount text is one kinds of story genre, recount tells somebody about something, especially something that you have experienced. Mark and Anderson (1998) in their book Text Types in English 3 said that, recount is a piece of text that retells past events usually in the order which they occurred. Its purpose is to provide the audience with a description of what occurred and when it occurred. While Hyland (2003) in his book Second Language Writing also mentioned the purpose of recount is to reconstruct past experiences by retelling events in original sequences. From all the several definitions above, it can be concluded that the purpose of recount text is to retell past events chronogically in order to give information or entertainment for the readers. Within the curriculum, students need to master this kind of text. In order to master recount text, students need to know how to create a good written recount text. According to Raibert (1985), Good written text will permit your readers to concentrate on your ideas, and may help you to give the impression that you know what you are talking about.

In the curriculum 2013, there are three kinds of text which need to be mastered by tenth grader students of senior high school. Those texts are narrative, recount, and desscriptive. Also, within the 2013 curriculum, the students are told to create protfolio from each text. Each of the text have their own goal. As stated in paragraph before, there are three focus of writing in 2013 curriculum, the goals of these focuses are adjusting with the kinds of text, since those texts also have different goals and functions.

Reflecting to paragraph above, students are told to produce written recount text in order to master the writing skill. It is also stated above that in order to create a good written text, writer must use conjunctions to join or combine the clauses and words. And lastly, with three groups of conjunctions also with so many examples of conjunctions within each group, students are given choice to choose the proper conjunctions in their writing.

With so many choices of conjunctions that can be used by the students, mistakes are oftenly occurred. Students are often to use conjunctions in disorder. For example, the sentence *"The car **either** dashed against a goat **or** a donkey"* is a sentence with incorrect use of correlative conjunction *"Either-or"*, the correct one is *"The car dashed against **either** a goat **or** a donkey"*. The other mistake that occurred while students are applying conjunction is misinformation which is kinds of mistake that happened when students are using the wrong conjunction in a sentence.

The researcher also do a library research to find related previous study about conjunctions, and found three previous study that the researcher think it can be used to finding more information to develop this study. The first study which researcher used as helping tools to develop the study is from Hidayat (2015), entitled "Students' Common Errors in Using Transitional Words in Writing Paragraph at SMP Wachid Hasyim 7 Surabaya". In this study, he analyzed the common errors of transitional words in writing paragraph, and also the teachers' solution in order to overcome the errors which occurred in students' writing paragraph. The second previous study is from Khurriyati (2013), entitled "An Error Analysis of The Use of Prepositions of Place of The Eighth Year Students in SMP N 3 Ampel in The Academic Year of 2012/2013". Khurriyati's study focusing on students' mastery level of prepositions of place, the common errors which occurred, and also the factors which considered as the cause of the errors. Finally, the last previous study came from Mahaputra (2013) entitled "Analysis of Conjunction Found in The Novel "Daughters of Moon Song" by Jessica Stuart". In this study, Ari focuses on the function of Conjunction found in the novel, and the types of conjunctions which frequently occurred in the novel.

Based on the difficulties in using conjunctions found within the field of English writing compositions, and also the information which the researcher are already gathered by reading and reviewing the previous study done by another researcher, the writer of this thesis wanted to know about the causes of errors and the types of errors which occurred within the students' written recount text. The result of this study is expected both theoretical and practical purpose. Theoretically, the result of this research is expected more to the learners to recognize and realize that using conjunction in a recount text is really important, since it is related with the cohesion of the paragraph. Practically, this research is expected to be useful for the students, the researcher, the teachers and the future researchers.

First, this study is valuable for the students of SMAN 19 Surabaya because it will help them to motivate in learning English better, moreover in their writing ability. Then, they can practice in using conjunction better in their future writing assignments also in the real life.

Second, this study is expected to give some fresh reminder to the teacher that there are many conjunction

that can be taught in class, and also to remind the teacher not to let the students' error on and on in using conjucntion.

Last, this study is useful for other researcher as reference to conduct research corresponding to similar problem, like the use of conjunction in the writing text.

This research discusses and focuses on errors in using conjunction in writing recount text assignments. It is not focus only on certain conjunction, but it uses in any kinds of conjunction as the main data. This research is limited in data source by English class. In the same time, it focuses on finding the problem and solving of the second graders common errors in using conjunction.

METHOD

In this research, the researcher conducted the descriptive qualitative method. The descriptive research attempts to describe, explain and interpret conditions of the present i.e. "what is' and the purpose of a descriptive research is to examine a phenomenon that is occurring at a specific place(s) and time (Creswell, 2002). In his journal, Wyk (2000) stated that the main aim of descriptive research is to provide an accurate and valid representation of (encapsulate) factors or variables that pertain or are relevant to the research question. Another expert Glass & Hopkins (1984), said that Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection. From all explanations done by the experts about descriptive research, we can conclude that the main point of descriptive research is to describe, explain, and interpret phenomenon or variables which correlate with the research question(s). And if the descriptive research is analized qualitatively, it is called descriptive qualitative design (Lambert & Lambert, 2012). The descriptive qualitative research, compared to the other qualitative approach, tends to draw from naturalistic inquiry, which has commitment to study something in its natural state to the point that is possible within the context of the research area. This means that there is no pre-selection of study variables, no manipulation of variables, and no prior commitment to any one theoretical view of a target phenomenon (Lambert & Lambert, 2012). According to some definitions of descriptive qualitative research design provided by experts above, the researcher wanted to conduct descriptive qualitative research in order to obtain the data. The researcher did not give any addition or reduction into the teaching and learning process, or we can say that the researcher did not involve into the process. This process of obtaining data without doing any intervene is just fit with the explanations of experts about descriptive qualitative research design.

The subject of this research is the eleventh grade students of SMA N 19 Surabaya. In this research, the researcher focuses on the students' usage of conjunctions in their writing composition. The researcher chooses one class which is X MIA 1 as the sample to represent the entire classes of eleventh graders in the school. The students' writing assignment will be analized by the researcher in order to find the types of errors and its causes in their usage of conjunctions, to answer the first and second research question.

The researcher chose SMA N 19 Surabaya which is located at Kedung Cowek, North Surabaya. SMA N 19 Surabaya is a public senior high school which is the same as other formal school. It is implemented as a full day school which teaches formal knowledge. The researcher was given the class of XI IPA 3 which is consisted of 37 students, 15 male students and 22 female students.

To collect the data, the researcher collects the students' writing assignments from the teacher then analyzes it. The researcher analyzes the sudents' writing assignments in order to find out the common errors which occurred within the students' usage of conjunctions. After the researcher is done with the analyzing the documents, the researcher will keep it in order to be kept as a proof of study. In this research, to obtain a valid and strong data, the researcher planned to obtain the students' writing task by meeting with the teacher. Therefore, the researcher will get the students' writing task from the teacher. The researcher did not enter the class at all in conducting this research.

In this research, the researcher did not disturb anything which had effect into the teaching-learning process. The researcher only gets the data for this research using the students' writing assignments which is given by the teacher after the task is done or in the next day. The researcher and the teacher will meet in other places outside the school field. By doing so, the students will not know that they are being observed.

After obtaining the students' writing task the researcher then copied them and begins to analyze it in order to find the errors of conjunction. Right after the researcher have found the errors, the researcher started to categorize the errors which occurred into the classification of types of errors and the classification of cause of errors by using checklist. The researcher uses checklist as a tool to help him classifying the types of errors and also the causes of errors.

In this research, data are needed to answers the research questions mentioned in the chapter one. Research data are data that are collected, observed, or created for purposes of analysis to produce original research results.

The data that used in this research are students' errors in conjunctions. For the first research question, the

researcher will focus on the types of errors that made by the students in the term of conjunctions. While, for the second research question the researcher will analyze/identify the errors which occurred and then categorize it into the classification of the cause of error. For the both research questions, the source of data is students' writing compositions. Although the data that used for both two research questions are same, but the focus of the researcher will be different for each questions, which are the types of errors and the causes of errors in the term of conjunction.

The first step researcher take is by identifying the errors. The students were considered making errors if they deviated the rules applied in the usage of conjunction. In this part, the researcher also classify the conjunctions found within the students' writing composition into the three types of conjunction, which is coordinating conjunction, correlative conjunction, and subordinating conjunction. The researcher also identifies the errors within students' writing composition in order to find out the cause of the errors within it.

Second step is classifying, after identifying the errors within all the students' writing composition, the errors will be classified based on the Surface Strategy Taxonomy proposed by Dulay (1982) which explain that this taxonomy highlights the ways surface structure are altered. It shows the cognitive process that underlies the learner's reconstruction of the new language learned. In this taxonomy the errors could be described into four types, which is Omission, Addition, Misinformation, Misordering.

While in order to answer the second research question stated in the First Chapter, after identifying the errors within the students' writing composition, the researcher classifies the errors into the causes of errors which also proposed within the Intralingual Cause of Errors proposed by Richard (1974) which is Over-Generalization, Ignorance of Rule Restriction, Incomplete Application of rules, and False Concepts hypothesized which are explained in the Second Chapter of this study.

FINDINGS AND DISCUSSION

Based on the result of the data, there were many errors that were found. These errors would be analyzed further in order to find out the answer of the research questions stated earlier. After the errors had been identified based on the types of conjunctions, coordinating or subordinating conjunction, they were classified into types based on surface strategy taxonomy: omission, addition, misinformation, and misordering. In this case, the result showed that within the usage of all conjunction classes or types which are Coordinating conjunction and Subordinating conjunction, all types of errors which stated

by Dulay were found. The result stated that errors of omission, addition, misinformation, and misorder stated above are found in both types of conjunction, coordinating conjunction and subordinating conjunction.

Among the two types of errors which is found within the conjunction's usage, errors of omission came out to be the most errors that had been found. In the case, students are most likely to omit the coordinating conjunction "and", while the other coordinating conjunction which is omitted by the student is the coordinating conjunction "but". Meanwhile, in the subordinating conjunction types, students were omitting the subordinating conjunction "because" which is needed to construct a cause and result type of sentence.

The students were omitting the coordinating conjunction (and) which is classified as Cumulative Coordinating Conjunction which the function is to adding one statement to another. This kind of errors is classified as errors of omission within the main constitution sub type. Next in the errors of omission section, the researcher found that the student omit the coordinating conjunction (but) which is belonging to Adversative Coordinating Conjunction which function is to express the opposition or contrast between two statements. This omission type of error is still the same with the previous explained error, it is include in main constitution sub type. Last, the student omitted a subordinating conjunction (because) which is needed to show the cause in a combined sentence. For example, the clause "I am so very happy" in sentence (S19) is followed by the reason or explanation why the writer is happy. But in order to create a correct combined sentence, a conjunction is needed. Therefore, the fitting conjunction is (because) since the sentence which will be combined into one is a cause and result sentences. Still, this omission type of errors is belonged to the main constitution sub type of error.

The last errors of conjunction usage which had been found by the researcher is the error of addition. The errors of using coordinating conjunction "and" and subordinating conjunction "because" are found within these types of errors in the students' writing assignments. Within the data, the student uses a subordinating conjunction "because" in the wrong form. The student add suffix (-d) within the word "because". Eventhough the error is simple, but it is still considered as an error. In this case, the error is classified as the error of double marking, which is one of the sub types of the addition type of error. The double marking error is known when there is addition of more than one item in the same sentence or feature (Dulay, 1982: 156) Last errors of addition found within the students' written recount text were the usage of Coordinating Conjunction "and". Two student have the same errors on the usage of coordinating conjunction "and". Both of them adds conjunction "and" on the sentence where it is not needed. According to Dulay (1982), error of addition is characterized by the presence of an extra item which must not be present in a well formed utterance. Therefore, those errors which occure within each texts are categorized within the errors

of addition's scope. Also, as stated in the Chapter II, error of addition is divided into three, and those errors in the texts are belonged to the simple addition sub type of addition error.

In relation to a second language learning, Dulay et. Al (1982:138) state that people cannot learn language without first systematically committing errors. It means that people cannot avoid making errors when learning or using the foreign language. It is in line with the result of this study which showed that students are prone to make errors in learning the target language, particularly in the conjunction usage in their writing text assignment. In this regard, there are several factors that cause these errors. According to Richards (1974:174), there are four possible causes of students' errors. Those are overgeneralization, ignorance of rules restriction, incomplete application of rules, and false concept hyphotesized.

In this study, the researcher also tried to identify the causes of errors made by the students based on the theory proposed by Richards in order to answer the second research question provided in the first chapter within this study. As stated in the paragraph above, that there are four possible causes of students' errors, which in this case is used to analyze students' conjunction usage within their writing text assignment. Then, in this section, the discussions of those causes of errors were based on each type of errors.

The possible causes were drawn based on the theory proposed by Richards, that there are four possible causes of errors: over-generalization, ignorance of rule restrictions, incomplete application of rules, and false concepts hypothesized. Based on the result of the data, there were three causes of errors that appeared. They were, for the errors of omission is incomplete application of rules, and for the errors of adition is ignorance of rule restrictions and over-generalization.

The errors of omission were mainly caused by *incomplete application of rules*. It occurred because the students did not complete the rules. Richards (1974:177) cites that one of the examples of this cause can be observed from the systematic difficulty in the use of questions: a statement form may be used as a question, one of the transformations in a series may be omitted, or a question word may simply be added to the statement form. In this case, the students did not apply any conjunction in order to combine two sentences into one which should apply conjunction(s) within the combined sentence. Based on the data which the researcher already analyzed, it had been found that students omitted conjunction (and) for the coordinative conjunction, and conjunction (because) for subordinative conjunction. Coordinative conjunction (but) were also found omitted by the student.

Most errors of addition were caused by *ignorance of rule restrictions*. The application of the rules to contexts where they do not apply becomes a result of learners' failures to observe the restrictions of existing structures (Richards, 1974:175). In the sentence *"During that time I ran to my room to be alone, and I can't handle myself, and the only thing that I can do was crying." (Student 21, paragraph 3, line 1)* and

sentence *"When I back home from in the mall, I met her she called my name "Laras", and I hugged her, and retel." (Student 15, paragraph 1, line 5)* the students did not need to apply two coordinating conjunction "and" where there are already similar conjunction within them. This error breaks the rule which coordinating conjunction "and" can only be applied once in order to combine the ideas or items.

The error of addition did not only caused by ignorance of rule restrictions, it also caused by over-generalization. In this case, the error which caused by over-generalization only occurred within the sub type of addition type of error, which is double marking. According to Richard (1971), over-generalization cause of error is characterized when the learner creates a deviant structure on the basis of other structures in the target language. The explanation is in line with error which found within the sentence *"Unfortunaty we can't ate on there becaused it closed. So we decided to ate at the other placed." (Student 21, paragraph 2, line 1)*. In that sentence, the student add suffix (-d) within the subordinating conjunction "because". This is happened because the student thinks that since recount text is using pas tense, so the word "because" must be changed into a past form. Because of that, the student thinks that the past form of conjunction "because" is by adding (-d) in it. This is not right because conjunction did not have any kinds of form, whether it is past, present, or future.

In the process of learning, there are many efforts that have to be done. This is also required in the language learning process, particularly, learning and mastering a new language. Since the structures, sometimes, are having lots of differences with the former language that the learners had acquired, problems occur. Thus, errors are becoming an unavoidable thing; they cannot avoid the occurrence of errors on their language learning process, as stated by Dulay (1982:138) that making error is an inevitable part of learning and people cannot learn language without first systematically committing errors.

In this regard, many defiant words, which were also considered as errors, had been found on the usage of conjunctions on the students' recount text. Meanwhile, two types of errors were not found, they are misordering and misinformation. After the errors had been identified, they were categorized into types based on the surface strategy taxonomy: omission, addition, misinformation, and misordering. The researcher did not only put them into the categorization of error types, but also divide them based on the cause of errors. This dividation and categorization is done by analyzing and identificating the possible cause of errors based on theory proposed by Richard (1971).

Ultimately, the possible causes for the errors mentioned previously were drawn based on the theory proposed by Richards (1971); there are four possible causes of errors: ignorance of rule restrictions, incomplete application of rules, over-generalization, and false concepts hypothesized. From the result of the data, there were two causes of errors that appeared while there are three possible causes of errors which had been found. First is the error of omission which is caused by the

incomplete application of rule. Last is the error of addition which is caused by ignorance of rule restritions and over-generalization.

CONCLUSION AND SUGGESTIONS

Based on the result and the discussion of the study, it can be concluded that the tenth graders still face difficulty in learning English conjunctions. From the anlaysis of the classification of the types of errors based on the Surface Strategy Taxonomy, it was found that there were three types of errors within the usage of conjunction; they are errors of omission, errors of addition, and errors of misinformation. These kinds of errors are found in both types of conjunctions, wether in coordinating conjunction or in subordinating conjunction.

Among the two types of errors which is found within the conjunction's usage, errors of omission came out to be the most errors that had been found. In the case, students are most likely to omit the coordinating conjunction "and", while the other coordinating conjunction which is omitted by the student is the coordinating conjunction "but". Meanwhile, in the subordinating conjunction types, students were omitting the subordinating conjunction "because" which is needed to construct a cause and result type of sentence.

The last errors of conjunction usage which had been found by the researcher is the error of addition. The errors of using coordinating conjunction "and" and subordinating conjunction "because" are found within this types of errors in the students' writing assignments. Ultimately, the possible causes were drawn based on the theory proposed by Richards, that there are four possible causes of errors: over-generalization, ignorance of rule restrictions, incomplete application of rules, and false concepts hypothesized. Based on the result of the data, there were three causes of errors that appeared. They were, for the errors of omission is incomplete application of rules, and for the errors of adition is ignorance of rule restrictions and over-generalization.

Although the usage of conjunction are not taught directly in the English lesson, their application on the students' productive skills, particularly writing, is very essential. Therefore, the usage of conjunction on the students' writing skill should not be neglected. The correct usage of conjunction, based on the structure of the sentence that is applied, must be taught well. To overcome the problems, the teacher should find out the appropriate teaching techniques for each problem. Secondly, providing a good feedback for the students' writing can be a meaningful reference for the students themselves. That feedback can help the students know the errors that they have made and know the correct form of their errors in order not to apply them in their next writing. Because based on the fact in the field, in assessing students' assignments, especially in writing assignments, the teacher most likely to only give marks to their students without doing any attempt to correct the students' errors verbally or giving any feedback to the students which, in fact, can give a morale boost to the students to learn more about the English. Last but not least, hopefully, the findings which had been obtained by this study can elaborate the findings which had been obtained by the former study, however, further research that cover the similar topic are still needed in order to inform the development of the findings of the issue.

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