

**STUDENTS' GRAMMATICAL ERROR IN USING CORRELATIVE
CONJUNCTION AT THE FIRST SEMESTER OF THE EIGHTH
GRADE OF SMP N 1 ABUNG TENGAH
IN ACADEMIC YEAR OF 2017/2018**

A Thesis

Submitted as a Partial Fulfilment of the Requirements for S1-Degree

By

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ABSTRACT

STUDENTS' GRAMMATICAL ERROR IN USING CORRELATIVE CONJUNCTION AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMP N 1 ABUNG TENGAH IN ACADEMIC YEAR OF 2017/2018

By:
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The object of this research was to find out the description of students' grammatical error in using correlative conjunction based on Surface Strategy Taxonomy, the proportions of error made by the eighth grade students at the first semester of SMPN 1 Abung Tengah North Lampung in the academic year of 2017/2018.

This research is descriptive qualitative research. Descriptive qualitative research is a research that produces descriptive data in the form of written words or oral form the subject and its behaviour that can be observed, therefore the goal is understanding and its background completely. In this research the writer identified and described the students errors, classified them in their categories based on Surface Strategy Taxonomy, calculating, frequency, and percentage.

The result of the research, the writer found that there are 124 items errors made by the students based on Surface Strategy Taxonomy. The students made errors in each type of them. They are omission, addition, misformation, and misordering error. The proportion (frequency and percentage) of each the error types are 15 items of omission, the percentage is (12.09 %), 0 items of addition, 70 items of misformation, the percentage is (56.46 %), and 38 items of misordering, the percentage is (31.45%). So in this writer found that misformation an error was the highest.

Keyword: *Error Analysis, Correlative Conjunction*



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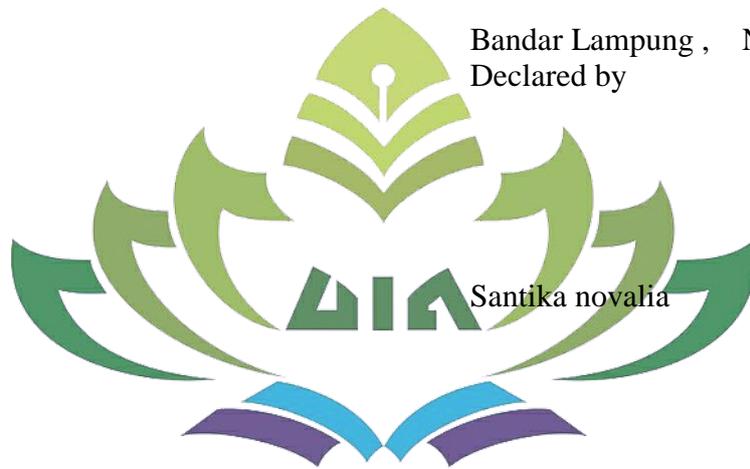
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DECLARATION

Hereby I state the paper is completely my own work. I am fully aware that I have quoted some statements and ideas from other sources, and they are properly acknowledged in my paper.

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MOTTO

أَلَا إِنَّهُمْ هُمُ الْمُفْسِدُونَ وَلَكِن لَّا يَشْعُرُونَ ﴿١٢﴾

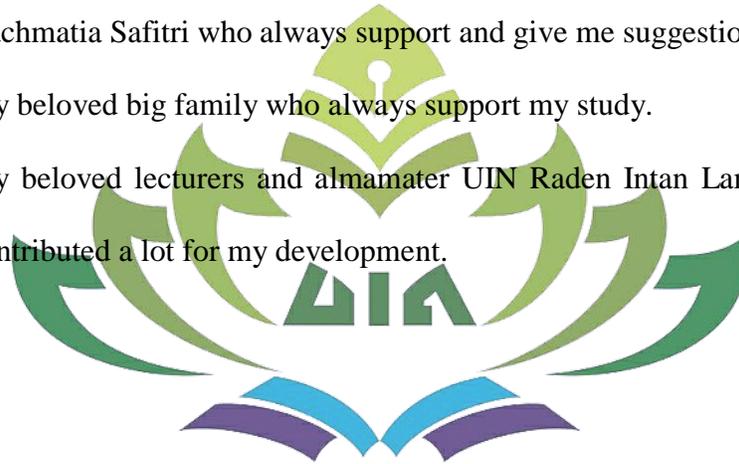
Are not they indeed the mischief-makers? But they perceive not. (Al-Baqarah: 12)¹

¹Available on, http://www.theonlyquran.com/quran/AlBaqarah/English_Mohammed_M_Pickt_hall/?ayat=11. Accessed on Oct 29th, 2017

DEDICATION

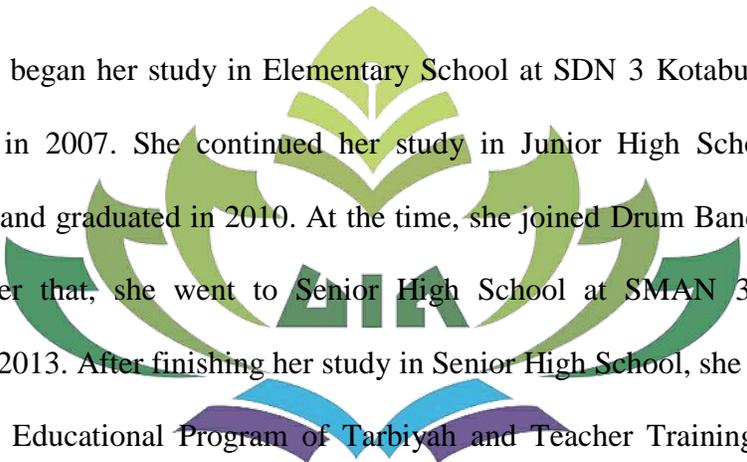
This thesis is dedicated to:

1. Allah SWT who always loves and keeps me everywhere and every time.
2. My beloved parents, Mr. Syafarudin and Mrs. Nurbaiti who have already prayed and supported for my success and advise me all the time.
3. My beloved sisters Syavera Irmalia, Silvia Riska Andina, and Salsabila Rachmatia Safitri who always support and give me suggestion for my success
4. My beloved big family who always support my study.
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CURRICULUM VITAE

The writer's name is Santika Novalia. She is called Santika. She was born in Kotabumi on November 16th 1995. She is the Third child of Mr. Syafarudin and Mrs. Nurbaiti. She has three beloved sisters their name is Syavera Irmalia, Silvia Riska Andina Amd.rad and Salsabila Rachmatia Safitri. She lives on Kotabumi Lampung Utara.



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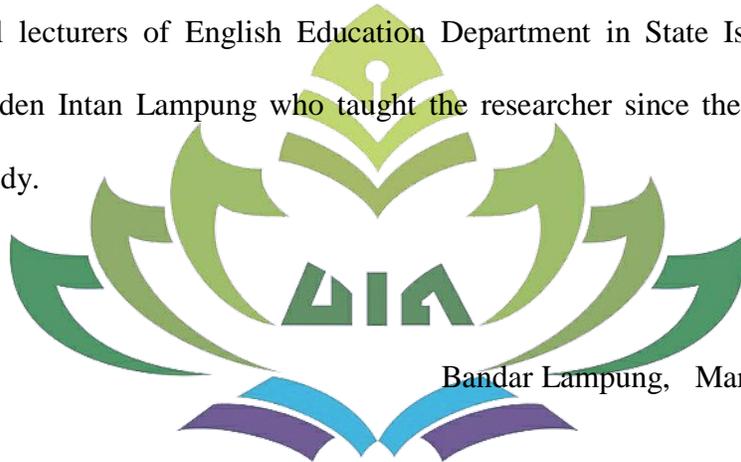
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The writer

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CHAPTER I INTRODUCTION

A. Background of Problem

Students should be able to communicate by using English in written form. By using written form, they can communicate through word or written language and arranging the word. Start from arrange the letter, combine the words to others, create a sentences, make a paragraph, until pour the topic or idea into a written form which able to be gotten the meaning by the readers. Writing can be used to express thought, ideas and feeling in the written form. As language production writing can be used as a way to communicate because students can express ideas or thought and feeling. A writer can express everything on their papers since those are their stage where she or he can show what is on their mind. This can be easy for a professional writer to express their ideas through written form, but not for learners especially those who are learn foreign English language.

In Indonesia, English is a foreign language. We know that learning English is important, moreover in this era. English is one of the major world languages.¹ Based on this statement, English as a tool that can be used to deliver message to others who have different language come from the other country. English as an International Language is needed and very important because English is used to communicate in

¹Charles Barber, dkk, *The English Language a Historical Introduction*, (New York: Cambridge University Press), 2009,p.239

international communication. It is the reason that English is very important. English also as a compulsory subject in both junior high school and senior high school. On the otherhand, learning English is not easy because Indonesian students learn English as the first foreign language.

There are four language skills in English: listening, reading, speaking, and writing. In fact many people cannot express their ideas in writing correctly. We should master the skills if we want to be able to use English for communication. The students should be given a lot of practice in using language because by having practices they are going to be more active and able to speak or write English well. It is also expected that the purpose of teaching and learning in Indonesia is the students should have the ability or skill to communicate either in spoken or in written English well.

When writing a text or a paragraph to express the idea in paragraph or text, the writer needs a group of related sentences constructed in complete components showing logical relationship each other. There are four types of sentences, according to Frank, they are simple sentence, compound sentence, complex sentence and compound complex sentence.²

As reported by Dulay , errors are the flawed side of learners speech or writing.³ Brown said that error is a noticeable deviation from adult grammar of a native speaker,

²Marcella Frank, *Modern English*, (New Jersey: Prentice Hall), 1972, p.221

³Dulay Heidn, et. al. *Language Two* (New York: Oxford University Press), 1982

reflecting the inter language competence of the learner.⁴ From the statement above, error is ungrammatical utterance which refers to the language performance.

As reported by Tarigan error analysis is study of identifying, describing and classifying the noticeable errors that is made by students in learning process.⁵ It means that error analysis is the technique for identifying and describing errors systematically made by student. The junior high school students still make error in producing grammar especially of using correlative conjunction in compound sentence.

Conjunction is considered as one of the items inside the grammar. Conjunction is known as a word functions is to link words, phrases, and clauses inside a sentence. Frank said that conjunctions are words, which join other words or group of words.⁶ A conjunction is a word which merely joins together sentences, and sometimes words.⁷

From the explanation above, it can be concluded that conjunction is one of elements on sentences that should be mastered in English especially in writing. Conjunction has important role in writing, When the conjunction is placed in incorrect order, we will be difficult to understand the sentence.

⁴Dounglas Brown H, *Principles of Language Learning and Teaching*. (New Jersey: Prentice hall, Inc), 1994, p. 205

⁵Henry Guntur Taringan and Djago Taringan, *Pengajaran Analisis Kesalahan Berbahasa*. (Bandung :Angkasa), 2011, p. 216

⁶Marcella Frank, *Op., Cit*, p.206.

⁷Wren , P.C dan Martin, H, *High School English Grammar and Composition*. (New Dehli: S. Chand &Co Ltd), 2000

Conjunction is divided into two types: they are coordinating conjunction and subordinating conjunction. Coordinating conjunction is a single word used to connect part of the sentence. The words used as coordinating conjunction are: but, and, or, for, and nor.⁸ When **and, or, but** join coordinate elements, the first item may also be preceded by a conjunctions, called correlative conjunctions, serve to intensify the coordinate.⁹

As stated by Gucker, Correlative conjunctions are the coordinating conjunctions (and, but, or and nor) used with both, not only, either, and neither. Correlatives are always used in pairs.¹⁰ The usage of correlative conjunction: **Both... And** –used before two words or phrases connected with and to stress that each is included. **Either... Or** – used with or to indicate choices or possibilities. **Neither... Nor** – used with nor to indicate two or more people, things, actions, etc., about which something is not true. **Whether... Or** – used to indicate choices or possibilities. **Not only... But also** – used to say that both of two related statements are true.

By interviewing english teacher at SMP N 1 abung tengah, the teacher said that based on syllabus, correlative conjunctions is one of the material that will be taught to students. Based on preliminary research the writer found that the students were having difficulty in using correlative conjunction. The teacher said that the students had low writing skill especially in using correlative conjunction in compound

⁸*Ibid*, p.207

⁹*Ibid*, p.212

¹⁰Gucker, Philips, *Essential English Grammar*. (New York: Dover Publications, Inc), 1996

sentence such as; they were confused how to use correlative conjunction in the form of compound sentence and how to make the good sentence.

Students often make error when using conjunction in the sentence. for example, difficult in combining elements of the sentence. sometimes students are difficult in adjusting said reversal, it is difficult in the merging singular and plural subject, verb forms (whether singular or plural), which is determined by the subject closest (which immediately followed by the verb).

Students get confused if **not only** placed at the beginning of the sentence, they do not know if not only placed at the beginning of the sentence should be performed inversion of the auxiliary / be / do / does / did before subject of the sentence. As he is not only handsome but also smart. if **not only** put forward the sentence into not only is he handsome but also smart. And if in the merging in to singular and plural subject, verb forms (whether singular or plural), which is determined by the subject closest (which immediately followed by the verb. For example : Either the students or the teacher is going to go to the museum tomorrow. if his (teacher) position is rotated into Either the teacher or the students are going to go to the museum tomorrow. use going to (not are going to) because directly follow the teacher as (singular subject).

Azar states that correlative conjunctions are usually used for emphasis, they draw attention to both part of the parallel structure.¹¹ It means that correlative conjunction should be used in pairs in parallel elements. Commonly, the relative pronouns are both..and, either...or, neither...nor, weither...or, not only...but also.

The writter found grammatical' errors as follows:

1. Not only you **and** but also Ahmad opens the door
2. Kevin is either tall **nor** short
3. I will phone my father and my mother

From the previous data the sentence (1) is definitely ungrammatical wrong because the addition of concept “and” in correlative conjunction “not only” pair with “but also”. This is categorized as addition. Sentence (2) is definitely ungrammaticall. Because of the use of nor to replace ”or” in correlative conjunction “either...or”. this is categorized as misformation. (3) The last is definnitely ungrammatical. Because the correlative conjunction “and” must pair with correlative conjunction “both”. In the sentence, should be there is correlative conjunction “both” after “my father”. This is categorized as omission error.

The correct sentences:

1. a. Not only you but also Ahmad opens the door
2. a. Kevin is either tall or short

¹¹Betty S. Azar, *English Grammar*, Fourth edition, (New York: Pearson Education), 2009, p.358

3. a. I will phone both my father and my mother

Correlative conjunction have been being teaching in the eighth grade in junior high school 1 Abung Tengah. The students learn about correlative conjunction . they learn how to use the correlative conjunction rightly. And the last, they master about the function or correlative conjunction taught by the teacher. It means that the students should be master about correlative conjunction. Hence, the writer want to check if they would do some kinds of errors and what kinds of errors would they do in using correlative conjunction .

There are several previous research studies relevant to this topic, they are as problem: Anna Dewanti (2013),discusses about An Analysis of Grammatical Errors in Writing Narrative.The data are taken Twenty six (26) narrative texts were collected from 26 students in the second semester. Based on the error analysis conducted, the study found that errors regarding verb-verb groups are the most dominant errors (39.07 %), with the biggest number of errors are in omission of suffix *-s/ -es/ -ed/ -ing* (18.19 %). Then it is followed by the miscellaneous errors which cannot be analyzed using theory (32.11 %). The third rank is the errors regarding noun-noun groups (13.02 %). Then, it is followed by errors regarding preposition which amount 9.08 %. Last, the errors regarding sentence structure occured in percentage 6.72 %. The findings indicate that the students have difficulties in using correct verb-verb groups, especially in omission of suffix *-s/ -es/ -ed/ -ing*.

Esti Kurniasih (2014) discusses about Strategy Taxonomy on the students' Composition : Error Analysis OfConjunction Usage In Students' Written Recount text. It shows that all of the students produced the errors in surface strategy taxonomy included the errors in surface strategy taxonomy including omission, addition, missformation, and misordering. The most errors focuses on the error of omission and addition.

Putut siswoyo, et.al (2014) explain about the grammatical errors of syrface strataegy made by the third semester students of the English dapartement of STKIP PGRI Sidoarjo in writing. It shows that all of the students produced the errors in surface strategy taxonomy including omission and it was followed by addition, misformation, misordering.

In contrast to previous studies, there are similarities in topic such as error analysis and surface strategy taxonomy, well the writter don't find the research that have a tittle students' grammatical error in using correlative conjunction. The writter never see the research disccuss about analyzing the correlative conjunction.

From the explanation above the writer is interested in conducting the research entitled "Students' grammatical error in using correlative conjunction at the first semester ofthe eighth grade of SMP N 1 abung tengah in 2017/2018 Academic Year"

B. Limitation of the Problem

Based on the background of the problem and identification of the student, the researcher focused on the students' way in joining two sentences by using correlative conjunction (both....and, not only....but also, either....or, neither....nor).

C. Formulation of Problem

Based on the background above, the problems will be formulated as follows:

1. What are the types of error done by students make in using correlative conjunction in compound sentence?
2. What are the most committed errors made by the students in using correlative conjunction in compound sentence based on Surface Strategy Taxonomy?

D. Objective of Research

The objectives of the research are: .

1. To describe the types of students' errors in using correlative conjunction in compound sentence.
2. To know the most committed errors made by the students in using correlative conjunction in compound sentence based on Surface Strategy Taxonomy.

E. Uses of the Research

This research has some uses both theoretically and practically

1. Theoretically

The result of this research can give contributions for the previous theories and also can be used to verify them.

2. Practically

The result of this research can become a feedback for the English teacher at junior high school in which this research is done about the students' errors of using correlative conjunction. Moreover, they can be a reflection for the students at the junior high school about their compound sentences uses.

F. Scope of the Research

Scope of the research is as follows :

1. Subject of the Research

The subject of the research was the students' of the eighth grade of SMP N 1 Abung Tengah in 2017/2018 Academic Year.

2. Object of the Research

The objectsof the research was the students'errors in using correlative conjunction.

3. Place of the Research

The research was conducted at SMP N 1 Abung Tengah.

4. Time of the Research

The research was conducted in the eighth grade of SMP N 1 Abung Tengah in 2017/2018 Academic Year.



CHAPTER II REVIEW OF RELATED LITERATURE

A. Concept of Error

In Learning English, the students often make error and mistake in their writing. According to Dulay, et, al that error is students wrong utterance or sentence in writing or speaking because they have lack of knowledge of English structure in language rules.¹ The writer is sure that we know the differences between error and mistake, but they have assumption that error is the same meaning with mistake.

Errors in a proper prespective, it is crucial to make a distinction between mistakes and errors, technically two very different phenomena. A mistake refers to a performance error that is either the random guess or “slip”, in that it is failure to utilize a known system correctly. It is result of some sort of temporary breakdown or imperfection in the process of random ungrammaticalities.² Mistakes are of no significance to the process of language learning.³ It can be inferred that a mistake is made by learner because he does not apply the rules that he actually knows, in other words, a mistake is a non systematic deviation from the norms of the language.

Furthermore, Crystal states that errors are assumed to reflect in a systematic way, the level of competence achieved by learner, they are constructed with “mistakes”, which

¹Dulay, et, al., *Language Two*, (New York: Oxford University Press), 1982 ,p.138

²H. Doulgas Brown, *Principles of Language Learning and Teaching, second edition* ,(London: longman) ,2000 ,p.257

³Jack C. Ricahards, *Error Analysis: Prespective on second language acquisition*, (London: Longman) 1984,p.25

are performance limitations that learner would be able to correct.⁴ Meanwhile, Brown states that error is noticeable deviation from the adult grammar or a native speaker reflecting the interlanguage competence of the learner, while mistake refers to a performance error that is either a random guess or “slip”, in that it is a failure to utilize a known system correctly. He also identifies that error is a result from lack of knowledge of the rules of the language.⁵ In some of the second language literatures performance error is called mistake, when their error was reserved for the systematic deviation due to the learner is still developing of the second language system.

Further, many experts distinguish between error and mistake. This seems to be reasonable in order to put the two phenomena in their proper perspectives. One of the most common distinctions was made by Brown, which highlights that errors are direct manifestation of a system within which a learner is operating at the time, while mistakes refer to failures to utilize known system correctly.⁶

As reported by Dulay, et al., the distinction between performance error (mistake) and competency error (error) is extremely important, but it is often difficult to determine the nature of a deviation without careful analysis. Therefore, they define error as deviation from a selected norm of language performance, no matter what the

⁴David Crystal, *Dictionary of Linguistics and Phonetics*, (USA: Blackwell Publishing), 2008, p.173

⁵H. Douglas Brown, *Principles Of Language Learning and Teaching*, (New Jersey : Prentice-Hall, inc), 1980 ,p.258

⁶S.P Corder, *Errors Analysis and Interlanguage*, (New York: Oxford University Press), 1981 ,p.35

characteristics or causes of the deviation might be.⁷Based on the theories above, the writer practically used the idea proposed by Dulay as the root of determining the deviation produced by the subject in which any deviation would be considered as an error.

From the explanation above, it is clear that error and mistake are different. Error is result from lack of knowledge of rules of language. The learners cannot know error because they do not know that they have done something wrong. It caused by the lack knowledge of language, the learners cannot correct by themselves and they need explanation about it. It refers to language competence that shows learners' ability in using language. The different is learners can know mistake because it refers to language performance but the learners can correct themselves. It is the result of imperfection in producing speech. The learners know about the rules to make good sentences but condition make they do error.

B. Description of Error

Indonesian students tend make error in both writing and speaking when they use English as the second or foreign language . Basically, error explains their competence in English. The students do not realize when they make the error because it occurs unconsciously. That is why, when they are asked to revise the error made, they cannot self-correct it, because they do not know the correct rule. James clarifies that to identify the errors by applying the following stages.

⁷Dulay.et.al.,*Language Two*,Op.Cit.,p.140

1. Error Detection

Error detection is not as simple as you might think. Spotting one's own error is more difficult than spotting other people's errors.⁸ But, spotting other people's errors are not easy too. We have to be thorough in doing error detection. We have to collect a set of works produced by the learners' language. A sentence is usually taken as an essential part of analysis and then we point out the suspicious or potentially erroneous utterances. We have to understand the grammatical rule, the students' errors can be detected.

2. Locating Errors

After detecting the error, we locate the errors. We have to be also thorough in locating errors, because some errors may happen in every sentence. Some errors can be diffused throughout the sentence or the whole text. The errors will appear only after the whole text is carefully examined. Thus we have to be careful to locate the errors.

3. Describing Errors

The system used for description of learners' error must be one having two essential characteristics. First the system must be well-developed and highly elaborated because many errors made by beginners are remarkably complex. The second, the learners' errors are described is that it should be as simple, self-explanatory and easily learnable as possible.⁹

⁸ Carl James, *Error in language learning and use*, (New York: Longman, 1998), p.91

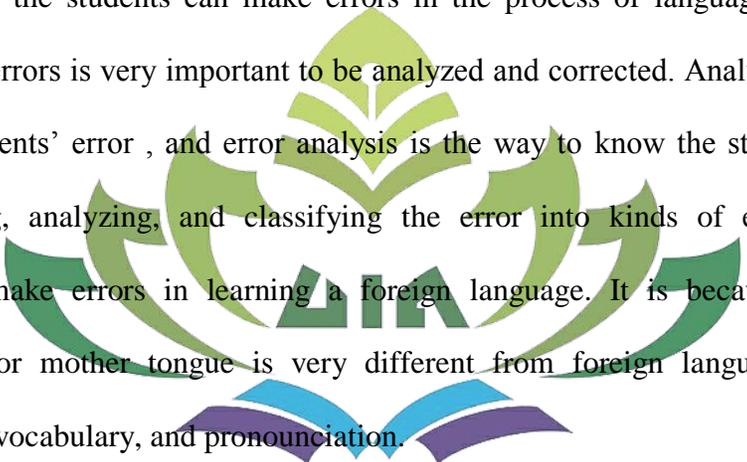
⁹ *ibid*, p.95

4. Error Classification

Error classification is the fourth major step in the error analysis procedure then, after error detection , error location, and error description. We must decide people's error by clasifying the types of each error. Error classification is important for people who committed errors.

C. Concept of Error Analysis

Inevitably, the students can make errors in the process of language learning. The students' errors is very important to be analyzed and corrected. Analysis is needed to know students' error , and error analysis is the way to know the students' error by identifying, analyzing, and classifying the error into kinds of error. Naturally, students make errors in learning a foreign language. It is because their native language or mother tongue is very different from foreign language in term of grammar, vocabulary, and pronunciation.



Error analysis is study or an effort to observe, analyze and classify the students' errors. It also expresses that the teacher will guide the students' to avoid errors, both the students the teacher need to study hard. So, it will be very useful for the language teacher to have an error analysis. This is emphasize that error analysis is the fact that leraners do make errors, and those errors can be observed, describing, and analyzed to reveal something of the system operating within the learners, led to surge of learners'

error.¹⁰ It means that error analysis is very useful to observe, analyze, classify the learners error. Meanwhile, Richard states error analysis an activity to reveal error found in writing and speaking. Error analysis also is a study of errors made by the second and foreign language learners. Error analysis may be carried out in to find out how well someone knows a language, find out how a person learners a language and obtain information on common difficulties in language learning, as an aid in teaching or the preparation of teaching materials. This definition stresses the function of error analysis.¹¹ It means that error can be found in writing and speaking. Error analysis is used to know the learners' language ability.

In teaching learning process of language as mention above, studying students' error is very important, because it can increase their language proficiency. Students' error should be analyzed carefully because these errors show the process of learning a language. The students' errors are very important providing insight into how far a learner has progress in acquiring a language and showing how much more the learner needs to learn.

According to Corder states that error analysis has two main functions: theoretical aspect and practical aspect. The theoretical aspect of error analysis is part of methodology of investigating the language learning process while the practical aspect

¹⁰H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York : Oxford University Press), 2000,p.218

¹¹Jack C, Richard, *Error Analysis: Prespective on Second Language Acquisition*, (London: Longman) 1984 ,p.190

of error analysis is function in guiding the remedial action we must be take to correct an unsatisfactory state of affairs for learners or teacher.¹² There are two main functions of error analysis. Firstly, it is used to investigate aspect of error analysis, it is called theoretical aspect. Secondly, it is used to guiding the remedial action, it is called practical aspect.

Based on the those theories, it can be inferred that error analysis is to investigate the language learning process and to judge whether it is necessary or not for teacher to have remedial teaching. The result of error analysis can give benefit not only for the teachers, but also for students. For the teacher, it can be used as information about students' progress in reaching the goal of learning and considerable whether the teacher needs to have remedial teaching or not. And for students, it can be used as references to learn in language learning process.

There are some procedure to analyze the error according to Ellis: identifying errors, describing errors, evaluation errors, and error explanation.

1. Identifying errors

The first step in analyzing learner errors is to identify them. To identify errors we have to select the wrong sentence. After we know the errors sentences then compare the sentences learners produce with what seem to be the normal or correct sentences in the target language which correspond with them.

¹²Corder, *Error Analysis and Interlanguage*, (New York: Oxford University Press), 1981, p.45

2. Describing errors

Once all the errors have been identified, they can be described and classified into types. There are several ways of doing this. One way is to classify errors into grammatical categories. The errors were classified based on surface strategy taxonomy those include four types of errors according to Dulay those are:

- a) Omission Error
- b) Addition Error
- c) Misformation Error
- d) Misordering Error

3. Evaluation errors

Where the purpose of the error analysis is to help learners learn a second language, there is a need to evaluate errors. Some errors can be considered more serious than others because they are more likely to interfere with the intelligibility of what someone says. Teachers will want to focus their attention on these.

4. Explaining errors

The identification and description of errors are preliminaries to the much more interesting task of trying to explain why they occur.¹³

¹³Rod Ellis , *Second Language Acquisition* (New York : Oxford University Press), 1997, p.15-20

Because the purpose of this research are to find kinds and proportions of errors made by students, then the writer only took two steps of the five steps suggested by Ellis, identifying errors and describing errors.

D. Types of Taxonomies in Error Analysis

Error actually cannot be separated from language learning. It happens in speech as well as writing. Therefore, some linguistics are encouraged to study about errors made by the language students.

In accordance with error classification, there are four most useful and commonly used bases for the descriptive classification of the error, those are :

1. Linguistic Category Taxonomy

These linguistic categories taxonomies classify errors according to either or both the language component (phonology, syntax and morphology, semantic and lexicon, discourse) and the particular linguistic constituent that the error affects.¹⁴

This linguistic category taxonomy classifies errors in respect to language component the errors affect. The language component include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style).

¹⁴Heidi Dulay, Marina Burt and Stephen Krashen, *Op.Cit*, p.146-150

2. Comparative Taxonomy

The classification of error in a comparative taxonomy is based on comparison between the structure of second language and certain other types of contraction.¹⁵

In this study, the errors made by the children learning the target language as their first language and equivalent phrases or sentences in the learner's mother tongue. When learning a target language and the learner have already mastered his native language, so that its feature interfere to the process of learning the target.

3. Communicative Effect Taxonomy

The communicative effect taxonomy, this taxonomy focuses on the effect the errors have on the listener or reader. This taxonomy focuses on errors that caused of miscommunication.¹⁶ Communicative effect taxonomy deals with errors from the perspective if their effect on the listener and reader. Therefore, the focuses on distinguishing between errors that seems to cause communication focuses on aspect errors themselves.

4. Surface Strategy Taxonomy

Surface strategy taxonomy highlights the ways surface structure are altered: learners may omit necessary items or add unnecessary ones, that may misfrom item or disorder them.¹⁷ The surface elements of language are altered in specific and systematic ways. It show the cognitive process that underlined the learners'

¹⁵*Ibid*,pp.150-163

¹⁶*Ibid*, pp.163-172

¹⁷*Ibid*,pp.189-193

reconstruction of the language learned. It also makes aware that learners' errors are some logic.

Based on the explanation of types taxonomies above, the writer focuses on the Surface Strategy Taxonomy that consists of. Omission, addition, misformation, and misordering error. Analyzing errors from surface strategy taxonomy perspective holds much promise for reasercher concern with identifying cognitive process that underlie the students' reconstruction of the new language. It also makes us aware that the students' errors are based on some logic. They are not the result of laziness or sloppy thinking, but of students' use of interim principle to produce a new language.

E. Concept of Surface Strategy Taxonomy

Surface strategy taxonomy is one of the most common taxonomy used in analyzing language errors. Dulay defines it as the taxonomy that high lights the ways surface structures are altered : learners may omit necessary items or add unnecessary ones; they may misform items or misorder them. Therefore, surface strategy taxonomy classifies errors into four: Omission, Addition, Misformation and Misordering.¹⁸

1. Omission

Omission errors are characterized by the absence of an item that must appear in a well formed utterance.

For example : *Mary the presiden of the new company* (incorrect)

¹⁸*Ibid*,p.150

Reviewing the sentence above, it can be seen that the sentence lost morpheme 'is'. Should be Mary is the presiden of the new company.

2. Addition

Addition errors are the opposite of omission. They are characerized by the sentence of an item, which must not appear in a well formed utterance.

For example:

She didn't studied yesterday (incorrect).

She didn't study yesterday (correct).

From the sentence above, it can be seen in the first sentence there is the addition 'ed' in the word 'study' and it is incorrect because based on rules after auxiliary 'didn't', the verb is without addition 'd/ed'.

There are three terms of addition as the following :

a. Double Marking

An error in which a concept is expressed twice then the language requires its expression only once

Example : He doesn't knows my name (incorrect)

The sentence above is incorrect because the word 'know' added (s). In simple present tense, the verb in negatif sentence may not add (s/es). The correct sentence is He doesn't know my name.

b. Regularization

An item, which requires rules is indicated by the application of a regular rule or an error.

Example : The verb: 'eat' does not become *eated* but *ate*. The noun: *sheep* is also *sheep* in the plural *not sheeps*.

c. Simple addition

Simple addition error is another subtype of addition error. If an addition error is not double marking or regularization, it is called the simple addition.

Example : “*The Pink House building was in over there*” (incorrect)

The correct one is “*The Pink House building was over there*”.

3. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme of the structure. For example:

The dog ~~eated~~ the chicken (incorrect)

The dog ate the chicken (correct)

From the sentence above, it can be seen the word 'eated' in the first sentence should be change into 'ate' for the verb 'eat'. The past from of 'eat' is 'ate' not 'eated'.

There are three types of misformation error :

a. Regularization error

Error that belong to this category are in which a regular marker is use in place of an irregular one and commonly in comprehension of grammar.

Example :

My friend has two geese (incorrect)

My friend has two geese (correct)

b. Archi- forms

Archi-forms, which they call 'misselection', is the selection of one member of a class of forms to represent others in the class.

Example :

That dogs (incorrect)

That dog (correct)

c. Alternating forms

As the learner's vocabulary and grammar grow, they have known the various member of a class. Nevertheless, they still fail to select and use the member appropriately.

Example :

This cats (incorrect)

Those dog (correct)

4. Misordering

Misordering errors characterized by the use incorrect placement of morpheme or group of morpheme. In this case the student makes sentence incorrect order.

For example:

What daddy is doing ? (incorrect)

What is daddy doing? (correct)

From the sentence above, we can see that the first sentence is incorrect. For the of 'is' in the interrogative form should be placed before subject not after subject.

F. Concept of Sentence and Clausa

Adisutrisno states that a sentence is basically a structure of predication. An element that must present in all sentences is the predicate.¹⁹ Frank defines sentences is a full predication which contains a subject plus a predicate with a finite verb.²⁰ It means that sentence is a structure of predication which contains subject and predicate with a finite verb.

Devitt and Stereny in wagiman state human beings apply the principle of referent refer to the conceptual meaning of the works which are embodied in the sentence, while the principle of structure refers to organization or combination of the words to form a sentence by means of structural rules.²¹ The sentences agreement may be symbolized by such formulas as :

S V O (Subject + Verb + Object)
N1 V N2 (Noun + Verb + Noun),or
NP + VP (Noun Phrase + Verb Phrase).

Besides Frank Classifies sentences in two ways, they are based on types and the number of formal predication. Based on classification of sentences by types, there are four classes. They are declarative sentence (statement), negative sentence, imperative sentence (command/request), and exclamatory sentence (exclamation). Meanwhile , classification based on the number of formal predication there are four kind of

¹⁹Wagiman Adisutrisno, *Semantic: An Introduction to the Basic Concept*, (Yogyakarta: CV . Andi Offset), 2008, p. 43

²⁰Marcella Frank, *Modern English: A Practical Reference Guide*, (New Jersey: Practice- Hall)

²¹Wagiman Adisutrisno, *Op. Cit.* P. 43

sentences namely : simple sentence, compound sentence, complex sentence, and compound complex sentence.²² It means that, sentence is structure of predication contains subject and verb.

Referring to the explanation above, it can be concluded that sentence is a structure of predication which consist of one or more clauses capable that contains subject and predicate with a finite verb which is grammatically acceptable. Sentences devided in for types they are simple sentence, compound sentence, complex sentence and compound-complex sentence.

Frank also classifies the sentences by types are as follows:²³

a. Declarative Sentences (Statements)

In a declarative sentence the subject and predicate have normal word order. The sentence ends with a period in writing and a drop in pitch in speech.

Example: *The child ate his dinner*

b. Interrogative Sentences (Questions)

In an Interrogative sentence the subject and auxiliary are often reversed. The sentence ends with a question mark (or, interrogative point) in writing.

Example: *Did the child eat his dinner?*

²²Marcella frank , Loc. Cit.

²³Marcella Frank, *Op,Cit*, p.220

c. Imperative sentences (Commands, Requests)

In an imperative sentence, only the predicate is expressed. The simple form of the verb used, regardless of person or tense. The imperative sentence ends with a period in writing and a drop in pitch in speech.

Example: *Eat your dinner*

d. Exclamatory Sentences (Exclamations)

Such sentences begin with an exclamatory phrase consisting of *What or How* plus a part of the predicate. The exclamatory phrase is followed by the subject and the balance of the predicate. In writing, the exclamatory sentence ends with an exclamation mark (or, exclamation point).

Example: *What a good dinner that was!*

1) Kinds of Sentences

Pardiyono classifies sentences in four classes. They are as follows:

a) Simple Sentence

Simple sentence is a simple sentence form. It is called simple because this sentence is only composed of one subject and one predicate only.²⁴ It is supported by Alexander that a simple sentence is a complete unit of meaning which contains

²⁴Pardiyono, *TOEFL Practical Strategy for the Best Score*, (Yogyakarta: 1989), p.48

a subject and a verb, followed, if necessary, by other words which make up the meaning²⁵. So:

- *Made in Germany* is correct English but it is not a sentence because it doesn't have a subject
- *My car was made in Germany* is a complete sentence with a subject and verb
- We can't say e.g. **Is tired** because we need a subject: *He is tired*.
- The subject may be 'hidden'. *Open the door*. Really means *you open the door*.

b) Compound Sentence

Compound sentence is two simple sentences which made to be one sentence by using a conjunction.²⁶ In addition, Alexander states that we make a compound sentence when we join two or more simple sentences.²⁷

For instance:

- *Tom phoned. He left a message.*
- *Tom phoned and left a message*

c) Complex Sentence

Complex sentence consists of two clauses, the position of the main sentence and the others as a sub-clause are merged into one by using a particular conjunction

²⁵L. G Alexander, *Longman English Grammar Practice for intermediate students*, (Longman: 1990), p.6

²⁶*Ibid*

²⁷L. G Alexander, *Op, Cit*, p.8

and relative pronoun.²⁸ It is added by Alexander that in a complex sentence there is one ‘main’ idea and one or more ‘subordinate’ ideas.²⁹ We can take the main idea (or clause) out of the sentences so that it stands on its own:

- *The alarm was raised* is a main clause: it can stand on its own... *as soon as the fire was discovered* cannot stand on its own. It is subordinate to the main clause.

d) Compound – Complex Sentence

Compound – complex sentence is a sentence form that is a combination of a compound sentence with a complex sentence.³⁰ Therefore, it can be interpreted that to convey our idea it will use those sentences apply based on the thought of ourselves, simple and compound are sufficient used by many people because it including the easy thought while complex and compound-complex sentence are insufficient used because it consist of complex rule of the structure.

Harris in Steffani defines a clause contains a subject and predicate (verb plus any complements or modifiers).³¹ Azar also has the same definition with Harris. She defines that a clause as a structure that has a subject and a verb.³² It is supported by Frank’s definition that a clause is a full predication that contains a subject and a

²⁸Pardiyoo, *Op, Cit*, p.48

²⁹L. G Alexander, *Op, Cit*. p.10

³⁰Pardiyono, *Op, Cit*, p.48

³¹Susan A Steffani, *Op, Cit*, p.45

³²Betty S. Azar, *English Grammar*, (Longman: Pearson), 2009, p.270

predicate with a finite verb.³³ It is supported by Murphy's definition that a clause is a part of sentence.³⁴ So a clause can be concluded as the part of sentences but in the same way as a sentence because it consists of subject and a verb. Pardiyono's clause definition is not quite different from experts above. Pardiyono states that a clause is a clause whose function is to provide information to the objects before, both the subject positions and object positions.³⁵ From the definition from those experts above, the writer conclude that clause is a structure consists of subject and predicate that has a full predication to provide information to the object before.

Frank states two kinds of clauses, the clauses are independent clause and dependent clause.³⁶

(1) Independent Clause

An independent clause is a full predication that may stand alone as a sentence.³⁷

Full predications may be joined coordinately by punctuation alone, by coordinate conjunctions or by conjunctive adverbs. The independent clauses can be found in compound sentences.

(2) Dependent clause

A dependent clause cannot stand alone although it has a subject and also a predicate.³⁸ It has a special introductory word that make makes the predication

³³Marcella Frank, *Op, Cit*, p.222

³⁴Raymond Murphy, *English Grammar In Use*, (Cambridge: 1985), p.182

³⁵Pardiyono, *Op, Cit*, p.60

³⁶Marcella Frank, *Op, Cit*, p.222

³⁷*Ibid*

³⁸*Ibid*

depend on an independent clause. Dependent clause can be found in complex sentence.

There are three types of dependent clause, which are named according to their function in the sentence. They are adverbial clause, adjective clause, and non clause. In this research is to analyze students' adjective clause it will be explained more in the next section.

Thus, clause is not sentence but in a same way it was a sentence if the clause position as an independent clause, it is also fundamental in a sentence which consist of complex thing, because the function of clause is to provide information to the objects before, both the subject positions and object positions.

G. Concept of Compound sentence

The term compound means consisting of two or more independent elements that have been joined together to form a larger unit.³⁹ This term is source of difficulty in grammar because it is applied not only to separate grammatical items joined by a correlative conjunction. Compound sentence may be classified according to the formal stricter of the units (parts of speech and phrase) or according to the function of units (subject, predicate, modifier, and object).⁴⁰ A compound subject joined both...

³⁹Marcella Frank, *Modern English a Practical Reference Guide*, (New Jersey: Prentice Hall), 1972, p.206

⁴⁰Ibid. p. 207

and requires a plural verb-both ahmad and his sisters like reading novel. However, if the compound parts of a subject are thought of as one unit , a singular verb is used.

For a compound subject **for joining nouns** :

Joining nouns is a noun that is made up of two or more words. Most compound nouns in English are formed by nouns modified by other nouns or adjectives.

Example:

- The culprit is either Ramesh or Mahesh.
- Both apples and mangoes contain vitamin C.

For joining adjectives:

Joining adjectives is formed when two or more adjectives are joined together to modify the same noun. These terms should be hyphenated to avoid confusion or ambiguity.

Example:

- Chinese products are not only better but also cheaper.
- The French love both red and white wine.

For connecting prepositional phrases:

Prepositional phrases is a group of words that lacks either a **verb** or a subject, and that functions as a unified part of speech. It normally consists of a preposition and a **noun** or a preposition and a **pronoun**.

Example:

- I'll take my vacation either in July or in August.
- Most students are neither below nor above national academic standards.

For connecting independent clauses:

Independent clauses is it has one subject part and one predicate part, it expresses a complete thought and it can stand alone. We can say the independent clause is also simple sentence.

Example:

- My brother studies very hard.

Rule: Correlative conjunctions connect two equal grammatical structures within a sentence. For example, if a **noun** follows either, a noun will also follow or. Similarly, if an adverb plus an adjective plus a noun follow 'neither,' an adverb plus an adjective plus a noun will also follow 'nor.'

Compounding is most effective for two or three items only.⁴¹ If more than three larger structures are compound, the reader or listener may lose the thread of the ideas. If more the three units of the same parts of speech are compounded, the compounding may have the effect of more statistical list of items.

H. Concept of Conjunction

Conjunction is one of elements in sentences that should be mastered in English especially in writing, making a sentences or making paragraph. Conjunction has an important role in writing, when the conjunction is placed in incorrect order, we will be difficult to understand the sentence.

Swan states that conjunction are words that are used to join clauses together, and show the relationship between ideas in the clauses.⁴² In addition, Harrap states that conjunction is a word which links different parts of a sentence.⁴³ In addition, Hornby defines conjunction as word that joins word, phrases or sentences.⁴⁴ Frank also adds that most conjunction are historically derived from other parts of speech, particularly from prepositions, the conjunction are members of a small class that have no characteristic form. They function chiefly as non-movable structure words that join such units as parts of speech, phrases, or clauses.⁴⁵

⁴¹*Ibid.* p. 206

⁴²Michael, Swan, *practical English Usage* (Oxford: Oxford University Press), 1980, p.216

⁴³Harrap, Harrap's *Learning English Dictionary* (London: Melting Press), 1981, p.93

⁴⁴Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, Sixth Edition), 2003, p.306

⁴⁵Marcella Frank, *Modern English Grammar A Practical Reference Guide* (USA: Prentice Hall, Inc), 1972, p.206

A conjunction is a word which merely joins together sentences, sometimes words.⁴⁶ Conjunction must be carefully distinguished from relative pronouns, relative adverbs and preposition which are also connecting words. Conjunctions are used to combine words, phrases, clauses.⁴⁷ Swick also makes a formulation to make his explanation easy.

Word + Conjunction + Word
 Phrases + Conjunction + Word
 Clause + Conjunction + Clause

For example :

1. John and Mary became engaged last night. (combine words)
2. Did they go finishing or hiking out in the forest. (combine phrase)
3. Uncle Jake is smoozing on the couch and aunt Sue is working in the kitchen. (combine clauses).⁴⁸

In addition, Frank points that the conjunctions are members of a small class that have no characteristic form.⁴⁹ She also states that function of conjunction is to combine the units as clauses of phrases, and parts of speech.

Based on the statement above that concept of conjunction has similarity in the principle of the point of the views, the researcher assumed that conjunction has

⁴⁶Pc. Wren and H Martin, *High School English Grammar And Composition* (New Dehli: S. Chand & Co Ltd), 2000, p.15

⁴⁷Ed Swick, *English Sentence Builder* (United States: The Mcgraw-Hill Companies), 2009, p.41

⁴⁸*Ibid*

⁴⁹Marcella Frank, *Op. Cit*, p.206

similarity in the principle of the point of the views, the researcher assumed that conjunction is a word which link different parts of sentence, it used to combine words, phrases, and clauses.

I. Classification of Conjunction

According to Frank, there types of conjunction :

1. Coordinate conjunction

Coordinate conjunction joins structural units that are equal grammatically. The conjunction come before the last unit and is grammatically independent of this unit. Unit joined a coordinate are labeled compound.

Coordinate conjunctions are: for, and, nor, but, or, yet, so.

a. Part of speech (single word)

Ex : the old woman slipped and fell on the pavement.

b. Phrases

Ex : I can see you before two o'clock or after five

c. Clauses

Ex : i don't know when he left town or why he wanted to do so.⁵⁰

⁵⁰*Ibid.*, p.206-208

2. Subordinate conjunction

Subordinate conjunction is grammatically part of the clause it introduces , it is never separated its clause by comma, the chief subordinate conjunction are: after, because, if, that, thought, althought, till, before, unless, as, when, where, while.⁵¹

a. Before-conjunction

Ex : i had never seen him before he arrived in town.

b. Before-preposition

Ex : I had never seen him beforehis arrival in town.

c. Before-adverb

Ex : I had never seen him before .

3. Correlative conjunction

When and, or, but join coordinate conjunction elements, the first item may also be preceded by a conjunction. Such paired conjunction, called correlative conjunction, serve to intensify the coordination.

Some of correlative conjunction are: both, either just as, neither, not only, whether.⁵²

a. Both-and

Ex : they enjoy both going on vocation and coming back home.

⁵¹*Ibid.*, p.215

⁵²*Ibid.*, p.212

b. Not only-but also

Ex : not only the woman but (also) the men loved this strange little.

J. Concept of Correlative Conjunction

According to Azar, Conjunction is a function word that serves as a connector or a linking word to join words, phrases, or clauses.⁵³ While according to Wishon and Burks connect word or conjunction is word that connecting two or more sentences.⁵⁴

It means that conjunction is a word that joins two or more words, phrases, or sentences. Besides, Wishon And Burks said, “there are four kinds or connectors or conjunction; they are coordinate conjunctions, correlative conjunctions, conjunctive and transition expression”.⁵⁵

Correlative conjunctions usually connect two words, phrases, clauses, or parallel elements (have same grammatical structure), it is called paired conjunction.⁵⁶

Besides, Wishon and Burks states that correlative conjunctions are used in pairs: they may be used to join two basic sentence patterns or two parallel elements of any kind.⁵⁷ In addition Azar states that correlative conjunctions are usually usedfor

⁵³Betty S. Azar, *English Grammar Teacher's Guide, Let's Write English, Revised Edition*, (New York: Pearson Education), 2001, p. 195

⁵⁴George E. Wishon and Julia M. Burks, *let's Write English*, Revised Edition, (New York: Litton educational Publishing), 1980, p. 135

⁵⁵Ibid. p. 137

⁵⁶Wilma Yulia, *Pengertian dan Contoh Kalimat Correlative Paired Conjunction*, (available in [http:// www. Wordsmile. Com/](http://www.Wordsmile.Com/)), September 24th 2014

⁵⁷George E. Wishon and Julia M.Burks, *Op. Cit*, p. 158

emphasis, they draw attention to both part of the parallel structure.⁵⁸ It means that correlative conjunction should be used in pairs in parallel elements.

Element of sentences should have parallel accrued according to grammatical structure. If subject singular and plural are connected, then the closest subject will determine whether it is singular or plural verb. For example, “not only my brother but also my sister is here”. After using conjunction not only – but also, the sentence is followed by singular to be “is” to represent “my sister” as the last subject.⁵⁹

The examples of correlative conjunctions are as follows:

Either...Or...
Neither...Nor...
Both...And ...
Not only....but also...

Sentence pattern correlative conjunction :

Conjunction + noun + conjunction + noun
Conjunction + verb + conjunction + verb
Conjunction + adjective + conjunction + adjective
Conjunction + sentence + conjunction + sentence. ⁶⁰

a. Join two subject

Conjunction + subject + conjunction + subject + verb + complement

Both Martin and Sherly are Maya’s friends

Either Martin or Sherly is Maya’s Friends

⁵⁸Betty S. Azar, *English Grammar*, Fourth edition, (New York: Pearson Education), 2000, p.358

⁵⁹Rifqie Shahab, *Pengertian Correlative Conjunction*, (available in <http://bahasainggrisonlines.blogspot.com/2012/12/>), September 24th 2014

⁶⁰Loc. Cit

Not only Martin but also Sherly is Maya's friends.

Neither Martin nor Sherly is Maya's friends.⁶¹

b. Join two objects

Subject + verb + Conjunction + object + conjunction + object

She passed both civics and physics

She passed either civics or physics

She passed not only civics but also physics

She passed neither civics nor physics.⁶²

c. Join two adjectives

Subject + to be + conjunction + adjective + conjunction + adjective

He is both dependable and trustworthy

He is either dependable or trustworthy

He is not only dependable but also trustworthy

He is neither dependable nor trustworthy.⁶³

d. Join two basic sentences

Conjunction + subject + verb + conjunction + subject + verb

Both you will confess, and I will complain.

Either you will confess, or I will complain.

Not only you will confess, but also i will complain.

⁶¹*Loc. Cit*

⁶²*Ibid*,p. 287

⁶³*Ibid*,p. 291

Neither you will confess, nor will I complain.⁶⁴

If using correlative to connect two independent clauses, the punctuation comma (,) should be used before the second clauses.⁶⁵

Related to the explanation above, it can be concluded that correlative conjunction usually connect two words, phrases, clauses, or parallel elements. Correlative conjunction should be used in pair. It cannot be parted. It is usually used for emphasis; it draws attention to both part of the parallel structure. The elements should have same grammatical structure, when correlative conjunction connect two independent clauses, the punctuation comma (,) should be used before second clause.

K. Concept of Error Analysis in Correlative Conjunction

According to Wishon and Burks correlative conjunctions are used in pairs, they may be used to join two basic sentence patterns or two parallel elements of any kind.⁶⁶ In addition Azar said that correlative conjunction are usually used for emphasis; they draw attention to both parts of the parallel structure.⁶⁷ It means that correlative conjunction should be used in pairs and used in parallel elements. Elements of sentences should have parallel accrued according to the grammatical structure. If

⁶⁴*Ibid.* p. 291

⁶⁵Marcella Frank, *Modern English a Practical Reference Guide*. (New Jersey : Prentice Hall), 1971, p.206

⁶⁶George E. Wishon and Julia M. Burks, *Loc. Cit.*

⁶⁷Betty S. Azar, *Loc. Cit*

subject singular and plural verb.⁶⁸ In order to get the scoring scale for controlled writing based on Brown as follows:⁶⁹

Score 2 : Grammatically and lexically correct

Score 1 : Either grammar or vocabulary is incorrect, but not both

Score 0 : Both grammar and vocabulary are incorrect.

Example :

- a. Incorrect grammatically because misplacement but correct lexically.

Her husband either speaks English or her children speaks English.

- b. Correct grammatically and lexically because join two parallel elements, it join two subject.

Either her husband or her children speaks English.

Example :

- a. Incorrect grammatically and lexically because misplacement and not use appropriate word.

Studentseitherpays their HECs fees up-front during their studies, orthepays them off during their working lives.

- b. Correct grammatically and lexically because right in placement and appropriate word.

Eitherstudentspay their HECs fees up-front during their studies, orthepay them off during their working lives.

⁶⁸Rifqie Shahab, *Loc. Cit*

⁶⁹Rifqie Shahab, *Loc. Cit*

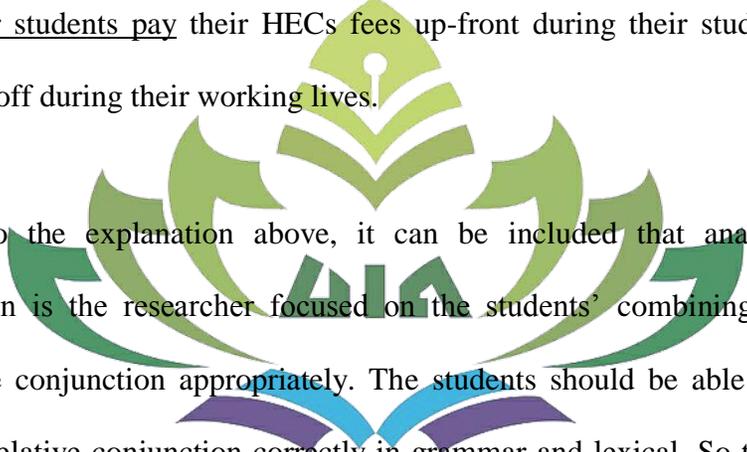
Example :

- a. Incorrect lexically because, it is not use appropriate word, but correct grammatically.

Students either pays their HECs fees up-front during their studies, or pays them off during their working lives.

- b. Correct grammatically and lexically because right in placement and appropriate word.

Either students pay their HECs fees up-front during their studies, or they pay them off during their working lives.



Related to the explanation above, it can be included that analysis correlative conjunction is the researcher focused on the students' combining sentence using correlative conjunction appropriately. The students should be able make sentences using correlative conjunction correctly in grammar and lexical. So that, the students are to make good sentences.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

This study refers to the qualitative research with one variable. Bodgan and Taylor in Setiyadi state that “qualitative research is research that produces descriptive data in form or written words or oral from the subject and its behavior that can be observed , therefore the goal is an individual understanding and its background completely”.¹ It means that this research is qualitative, because the writer produces descriptive data. By the qualitative research , the writer focused on the research on analyzing the students’ grammatical errors in using correlative conjunction at the first semester of the eighth grade of SMP N 1 Abung Tengah.

In the research, the writer analyzed and described the students error in using correlative conjunction. The writer observed the error made by the students, then identified the errors and finally classified the error based on Surface Strategy Taxonomy.

B. Data Source

The term data refers to kinds of information researchers obtain on the subjects of their research.² The sources of data in this study were all the result sentences of the

¹Ag.BambangSetiyadi ,*MetodePenelitianUntukPengajaranBahasaAsing*. (Yogyakarta: GrahaIlmu), 2006, p. 219

²Suharsimi arikunto, *Procedure Penelitian: suatu pendekatan praktek (second Edition)*, Jakarta : Bineka Cipta), 2003, p.209

correlative conjunction by 120 students of SMPN 1 Abung Tengah. For more details see the table.

Table 1
The Total Number of The Students at Eight Grade of SMPN 1 Abung Tengah

No	CLASS	TOTAL
1	VIII A	32
2	VIII B	30
3	VIII C	28
4	VIII D	30
	TOTAL	120

C. Research Subject

1. Population

Population is the subject of the research. Population is generalization area which consist of object or subject that has certain qualities or characteristics that set by writer to learn and then draw the conclusion.³ In this research the writer employed the eighth grade of SMP N 1 Abung Tengah. The population in this research all the sentences in using correlative conjunction made by 120 students that consist four classes.

A sample is a portion of population. The sample can be selected from a large number of persons identified as the population, or it can simply refer to the group of subjects

³Sugiyono, *Statistik Untuk Penelitian*, (Bandung: Alfabeta), 2007, p.61

from data are collected.⁴ In this research, the writer only all the sentences that content error in using correlative conjunction made by students.

In this research the writer used purposive sampling technique. Purposive sampling technique is a sampling technique which is done because some cause, such as the researcher particular toward to sample and the very limited time and funding.⁵

D. Data Collecting Technique

According to Creswell data collection is a series of interrelated activities aimed at gathering good information to answer emerging research question.⁶ Sugiyono states that data collecting technique is the first main step in the research, because the main purpose of the research is to get the data.⁷

To collect the data, the researcher used field research, the researcher would get in touch directly with the students of SMPN 1 Abung Tengah Lampung Utara. The writer given the students' task in using correlative conjunction.

⁴James H. McMillan and Sally Schumacher, *Researcher Education*, (New York: Wesley Longman Inc), 2001, p. 169

⁵Suharsimi Arikunto, *Prosedure Penelitian*, (Yogyakarta: Rineka cipta), 2010, p.266

⁶John W Creswell, *Qualitative Inquiry and Research Design*, Second Edition, (SAGE Publication, Inc, United State, America), 2007, p. 118

⁷Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabetha), 2008, p.306

E. Research Procedure

In conducting the research, the writer uses procedures as follows:

1. Determining the subject of the research.

The subject of the research is the students of the first semester of the eighth grade of SMPN 1 Abung Tengah.

2. The students' task

The writer given the students' task about correlative conjunction to analyze.

3. Collecting data

The writer collected the data of students' task

4. Identifying and classifying the data.

The writer explained a little about what the students have to with the writing test then ask the students make using to combine sentence in correlative conjunction.

5. Making report findings

After identifying and classifying the data, the writer will analyze the students' error and calculating the errors made by students.

6. Result of the research

The writer made report of the result from the research in the form of a script.

F. Data Analysis

Ellis in Tarigan states that there are four steps to analyze the data which contains students' errors. It consists of: collecting the data, identifying the error, classifying,

explaining and evaluating.⁸ According to Kususma and Dwigatama, analysis is giving meaning to what will happen in the real life/class. Giving meaning or analyze data after collecting data.⁹ In this research , the writer analyzed the data by qualitative descriptive with the steps as follows:

- a. Data reduction, the activity to select the data that is suitable with the focus of the obstacles. In these steps the writer discards the relevant data.
- b. Data display the activity to explain the data in order to be meaningful. Data description is finished in the form graphic and table.
- c. Data conclusion, the activity to conclude the data. After analyzing the data, the writer made a conclusion.¹⁰

To count the percentage the writer uses the following formula:

$$P = \frac{F}{N} \times 100\%$$

Note:

P = Percentage Number

F = Frequency

N = Number of student.¹¹

⁸Hendri Guntur Tarigan and Djago Tarigan, *Pengajaran Analisis Kesalahan Bahasa*, (Bandung: Angkasa), 2011, p. 315

⁹Wijaya Kususma & Dedi Dwigatama, *Mengenal Penelitian Tindakan Kelas*, (Jakarta: PT Indeks), 2001, p. 103

¹⁰Rochiati, *Prosedure Penelitian Tindakan Kelas*, (Bandung : PT Remaja Rosdakarya), 2008, p. 139

¹¹Anas Sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada), 2008, p.39

CHAPTER IV RESULT AND DISCUSSION

A. The Description of SMP Negeri 1 Abung Tengah

SMP Negeri 1 Abung Tengah Lampung Utara is located on Jl. Hanura-Gunung Besar, Desa Gunung Besar, Kecamatan Abung Tengah, Kabupaten Lampung Utara. In the research the researcher took the eighth grade students work to be analyzed in term of errors in using correlative conjunction based on Surface Strategy Taxonomy.

1. Circumstance and Education Facilities

SMP Negeri 1 Abung Tengah has had a permanent building condition and in condition and in good working order. The details can be seen in the table below:



Table 2
The Building of SMP Negeri 1 Abung Tengah Lampung Utara
in 2017/2018

1. Rooms

No	The Name of room	Total
1	The Headmaster room	1
2	The Co-Headmaster room (Curriculum, Students and Equipment)	3
3	Administration room	1
4	Conseling room	1
5	Classes	14
6	Teachers room	1
7	Computer Lab.	1
8	Science Lab.	1
9	Skill room	1
10	UKS Room	1
11	Pramuka Room	1
12	Mosque	1
13	Library	1
14	Hall room	1

Source: Documentation of SMPNegeri 1 Abung Tengah

1. Support in Facilities

Table 3
Data of support facilities in SMP Negeri 1 Abung Tengah

No	The Name of room	Total
1	Headmaster's Toilet	1
2	Teacher's Toilet	4
3	Student's toilet	10
4	Tennis field	1
5	Badminton field	1
6	Footsal field	1
7	Long jump field	1
8	High jump field	1
9	Basket ball field	1
10	Volly ball field	1

Source: Documentation of SMPNegeri 1 Abung Tengah

1. Situation of the Teacher and Staffs of SMP Negeri 1 Abung Tengah

SMP Negeri 1 Abung Tengah has 413 students in the academic year of 2017/2018. The teacher and staff are 47 people.

Table 4
The Data of Teacher and Staff in SMP Negeri 1 Abung Tengah in the Academic Year of 2017/2018

No	Position	Total
1	The Headmaster	1 person
2	The Co- Headmaster	1 person
3	The Teacher	35 persons
4	The administration Staff	4 persons
5	Librarian	2 persons
6	Cleaning Service	2 persons
7	Security	1 persons

Source: Document of SMPNegeri 1 Abung Tengah

Based on the table above, it can be said that the teachers and staff in SMP Negeri 1 Abung Tengah was complete when compared to the total number of students which are supported with good facilities and classrooms. This means possible to

held the learning process to reach the goal of SMP Negeri 1 Abung Tengah according to the curriculum.

C. The Result of the Research

The purpose of this research were to describe the kinds of errors that students make in using correlative conjunction based on surface strategy taxonomy and to find out the proportions (frequency and percentage) of error that the students make in using correlative conjunction based on surface strategy taxonomy.

In collecting data, the researcher used documentation. Document is the transcript of phenomenon to bygone. Document can be writing shaped, picture, or monumental work from someone.¹ The researcher used document analysis as a technique in collecting data.

The instrument of this research was students task. The data were gained from the students' writing. In collecting data, the writer asked the eighth grade students (VIII A, B, C, D) of SMPN 1 Abung Tengah to combine two simple sentences into single sentence which consist of 4 items. The students' task were identified and classified based on surface strategy taxonomy. Surface strategy taxonomy has four errors types, they are omission, addition, missformation, and misordering. Then, after checking the students' writing, the researcher found that there are 124 items or errors.

¹ Heidi dulay, et.al., *Language Two*, (New York:Oxford University Press, 1982), p.240

1. Types of Students Grammatical Errors in Using Correlative Conjunction

After checking the test result of the student writing, it was found that there were three types of errors made by students in combining sentences in using correlative conjunction based on Surface Strategy Taxonomy (SST). They were Omission, Addition, and Misformation, misordering

Below were presented several sentences of apparent errors made by the students in using correlative conjunction in compound sentence .

1. Omission Errors

Omission error is characterized by the absence of an item (word) required in a well-formed utterance. In this research omission errors committed by the students were 15 errors. The following data were presented as examples of the error did by the students:

a. Not only – but also

1. (1) Sita sing a song but also composes it
2. (2) The tv show has good actor but also an incredibly written script
3. (3) Nia is not friendly but also humorous

In The data (1-3) , the omission can be identified the omission of the word “*not only*”. This omitted refers to the same thing. Therefore, the omission lead to grammatical errors of correlative conjunction not only – but also . Here , the revisions of sentences are as follows:

1. a. Not only sita sing a song but also composes it
2. a. The tv show has not only good actor but also an incredibly written script
3. a. Nia is not only friendly but also humorous

All the example with the same pattern can be found in appendix 3 (A1-A7).

b. Both – and

4. (8) The teacher and the student are not in the class
5. (9) She is a nurse and a teacher
6. (10) I will phone my father and my mother

Based on the data above (1 – 3), it showed that omission of sentence can be identified by the omission of the word “both” . This omitted refers to the same thing. Therefore, the omission lead to grammatical errors of correlative conjunction both –and . The correct sentences should be :

4. a. Both the techer and the student are not in the class
5. a. She is both a nurse and a teacher
6. a. I will phone both my father and my mother

All the example with same pattern to be clear can be seen in appendix 4 (B8 – B12).

c. Either – or

- 7. (13) You must stop smoking or i will leave you
- 8. (14) You are smart or your friends are stupid

From the data above (1-3) , we can see from the example above the omission error did not know what of the word “Either “ should use. This omitted refers to the same thing. Therefore, the omission lead to grammatical errors of correlative conjunction Either – or . the revisions of sentences are as follows:

- 7. a. Either you must stop smoking or i will leave you
- 8. a. Either you are smart or your friends are stupid

In omission errors some students forgot to put an item in their sentence. Other example same pattern can see in appendix 4 (C13, C14).

4. Neither – nor

- 9. (15) Tom is kind nor handsome

In The data (1) , the omission can be identified the omission of the word “neither” (1) . This omitted refers to the same thing. Therefore, the omission lead to grammatical errors of correlative conjunction Neither – nor . Here is the revised version for missing items in those examples:

- 9. a. Tom is neither kind nor handsome

The items above are correct form items of correlative conjunction to make it in to well-form. All the example above see appendix 4 (D15).

2. Addition Errors

Addition error is characterized by the presence of an item must not appear in a well-formed utterance. In this item, the student did not commit error. They might have understood about to place a morpheme in their sentence. In this research, the researcher did not find errors in addition.

3. Misformation Errors

Misformation errors are characterized by the use of the wrong morpheme or structure. The total number of misformation error in students' writing assignment was 70 items. Here examples of errors in misformation:

a. Not only – But also

10. (16) He is not only handsome and smart

11. (17) Not only Ahmad and his sister like reading novel

For those sentence above (1-2) , it the happened because the students were still confused the usage of the word “Not Only” is used to indicate joins sentence that are opposite contrast. This wrong use refers to something. The conjunction error in the example above the word Not only – but also . the revisions of sentences are as follows:

10. a. He is not only handsome but also smart

11. a. Not only Ahmad but also his sister like reading novel

In the sentence above category error , occurs because the items supplied was incorrect. Therefore, the whole of data missformation error can be seen in appendix 4 (A16 - A17).

b. Both – and

12. (20) Both lukas or harry consider the value nina
13. (21) I am taking English program both at primagama or at GO

From the analysis of the students' answer above , it could be concluded that number (1 – 2) were incorrect sentences. It happened because corelative conjunction that used by students in the sentences was not appropriate. The revision of misformation error as follows:

12. a. Both lukas and harry consider the value nina
13. a. I am taking English program both at primagama and at GO

all the example with the same pattern to be clear can be found in appendix 4 (B20 - B23).

c. Either – or

14. (24) Either I nor my friend want to see the film
15. (25) Either you stay nor I leave
16. (26) Either the student nor the teacher is going to go the museum tomorrow

Based on the data above (1-3) , it can be seen that the students made errors in combining the word “Either”. Therefore, the misformation lead to grammatical

errors of correlative conjunction “either – or” . Here examples revision of misformation error are as follows:

14. a. Either i or my friend want to see the film

15. a. Either you stay or i leave

16. a. Either the student or the teacher is going to go the museum tomorrow

all the example with the same pattern can be found in appendix 4 (C24 – 52).

d. Neither – nor

17. (53) Neither yayat friends or Yayat is attending the class now

18. (54) Neither Tomy friend or Tomy is going to visit me to night

19. (55) Neither he work or traveling

In The data (1-3) , the misformation can be identified by ,misformation of the word “Neither”. Therefore, the misformation lead to grammatical errors of correlative conjunction “Neither – nor” . Here example misformation error will be are as follows :

17. a. Neither yayat friends nor yayat is attending the class now

18. a. Neither tomy friend nor tomy is going to visit me to night

19. a. Neither he work nor traveling

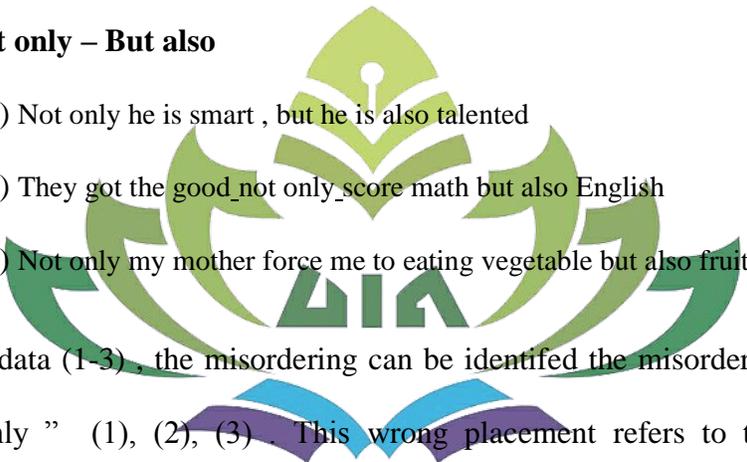
all the example with the same pattern can be found in appendix 4 (D53 – D85).

4. Misordering Errors

Misordering error is characterized by the improper order of a morpheme or a group of morphemes in an utterance. The total number of misordering errors appeared in students' writing assignments were 39 items.

The following data are represented as examples of misordering errors made by students.

a. Not only – But also

- 
20. (86) Not only he is smart , but he is also talented
 21. (87) They got the good_not only_score math but also English
 22. (88) Not only my mother force me to eating vegetable but also fruit

In the data (1-3), the misordering can be identified as the misordering of the words “not only” (1), (2), (3). This wrong placement refers to the same thing. Therefore, the omission leads to grammatical errors of correlative conjunction Not only – but also. Here are the corrections of misordering error “not only”:

20. a. Not only he is smart, but also he is talented
21. a. They got the good score not only math but also English
22. a. My mother force me to eat not only vegetable but also fruit

all the examples with the same pattern can be found in appendix 4 (A86 – A102).

b. Both – and

23. (103) Both she love reading and writing

24. (104) The researcher project both will take time and money

25. (105) Both i will take red dress and blue dress

From the example above (1-3) , is the wrong placement correlative conjunction “both” . it will be true if each of them replace their correlative conjunction. Therefore, the misordering lead to grammatical errors of correlative conjunction both –and . here the revision of the misordering errors are as follows:

23. a. She love both reading and writing

24. a. The researcher project will take both time and money

25. a. I will take both red drees and blue

The items above are correct form and should be changed by the right position the make it into well – form. All the example with the same pattern can be found in appendix 4 (B103 – B111).

c. Either – or

26. (112)Either i will text or phone you tomorrow

27. (113) Either you do your homework or help your parent

28. (114) I will either buying cake or a bouquet of flower to celebrate birthday my mother

In The data (1-3) , the misordering can be identified the misordering of the word “Either” (1), (2), (3) . This wrong placement refers to the same thing. Therefore, the omission lead to grammatical errors of correlative conjunction Either – or . The revisions of sentences are as follows:

26. a. I will Either text or phone you tomorrow

27. a. You either do your homework or help your parent

28. a. I will buying either cake or a bouqet of flower to celebrate

all the example with the same pattern can be found in appendix 4 (C112 – C115).

d. Neither – nor

29. (116) Will the work neither go off strike, nor negotrare until they receive a higher pay

30. (117) The kids neither saw the strange man nor the man dog

31. (118) This job requires ability neither possese by jack nor by john

For the sentence above (1 – 3) , the students exhibited incorrect placement of morpheme or group of morpheme. The students made same errors at the correlative conjunction “Neither “.Therefore, the omission lead to grammatical errors of correlative conjunction Neither – nor .

The following is revisions of misordering errors:

29. a. Neither will the work go off strike, nor negotrate until they receive a higher pay
30. a. The kids saw neither the strange man nor the man dog
31. a. This job requires ability possese neither by jack nor by john .

all the example with the same pattern can be found in appendix 4 (D116 – D124)

D. The Percentge

After collecting the data student in making sentence of correlative conjunction. The writer identified 4 sentences from each students by using surface Strategy Taxonomy. They are: omission, addition, misformatio n, and misordering. Then she classified the types of errors and determined the frequency of them. The calculate the percentage of errors, the writer used the following formula:²

$$P = \frac{F}{N} \times 100\%$$

Explanation:

P= the Percentage of Errors

F= the Total Number of Errors

N= the Total Number of Students Sentences

Based on the analysis, The total number of errors is 124 items. They were 0 items of addition errors, 15 items of omission errors, 70 items misformation errors, and

² Anas Sudijana, *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2005), p.43

39 items of misordering items. After getting the data, the writer made the percentage of the result of analysis. The result of this analysis showed that the highest percentage of errors is misformation (56.46%). The lowest one is addition (0 %), while the other types of errors were omission (12.09%), and misordering (31.45%). To be clearer see the table below:

Table 15
The Percentage of Students' Errors

Kinds of Error	Frequency	Percentage
Omission	15	12.09%
Addition	0	0%
Misformation	70	56.46%
Misordering	39	31.45%
Total	124	100%

Source: Data Analysis

E. Discussion

After collecting the data from the students, the errors were identified and then they were classified based on Surface Strategy Taxonomy. James states that under this category, errors can be classified in to four types there are omission, addition, misformation, and misordering.

Omission is characterized by the absence of an item that must appear in a well-formed utterance. The researcher found the number of omission error is 15 items or 12.09%. In this case the students did such errors because they do not understand the use of grammar. Therefore, the omitted the important part in structure of the sentences. Meanwhile, addition is the presence of an extra item which must not appear in well-formed. In this case, the students made a lot of errors in their

sentences, there are 39 items or 31.45 % of misordering errors. They Add some items that should be no appear.

Furthermore, in this research, the students made a lot of errors in the form of misformation there is 70 items or 56.46%. As we know that misformation is the use of the wrong form of the morpheme or structure. Then, the students are still confused and have difficulties in using type two of conditional sentences because in this type using *V2* and to be *were* in nominal sentence. The writer has found the total numbers of addition error are 0%, as we know that misordering is incorrect placement of a morpheme or a group of morpheme or word utterance. Students are still incorrect placement in correlative conjunction .

Based on the result of the research above, the writer found that the highest frequency of errors made by students in using correlative conjunction based on Surface Strategy Taxonomy is misformation with 56.19%, meanwhile the lowest one is addition with 0%. Then the other types of errors are omission with 12.39%, misordering with 31.40%.

In supported previous research by Muhammad mursyid, entitled The Analysis of students' of using correlative conjunction at the second semester eighth grade of SMP N 1 Kelumbayan Barat in the Academic Year of 2014/2015. She was found that there are 254 incorrect items of 600 sentences. The proportions of students' error in using correlative conjunction omission error with 82 items or

32.28%, addition 57 items or 22.44%, misformation error with 115 items or 45.28%, and the last misordering errors (0). Therefore the result of the research shows that misformation errors are the highest error made by students. From the previous research it can be conclude that the highest error happen in misformation. The result of previous research is same with this research. The students are often use of the wrong form of the morpheme or structure.



CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the result of the data , the writer can make conclusion as follows:

1. The writer found that the students made error in using correlative conjunction in compound sentence writing. The subjects committed all the fourth error types of Surface Strategy Taxonomy namely misformation, omission, addition and misordering.
2. The total number of errors committed by the students based on Surface Strategy Taxonomy is 124 items. The proportions (prequency and percentage) of the four error types in this research as follows:
 - a. The number of misformation errors are 70 items, and the percentage 56,46%
 - b. The number of misordering errors are 39 items, and percentage 31.45%.
 - c. The number of omision errors are 15 items, and percentage 12.09%.
 - d. The number of addition errors are 0 items, and percentage 0%.

B. Suggestion

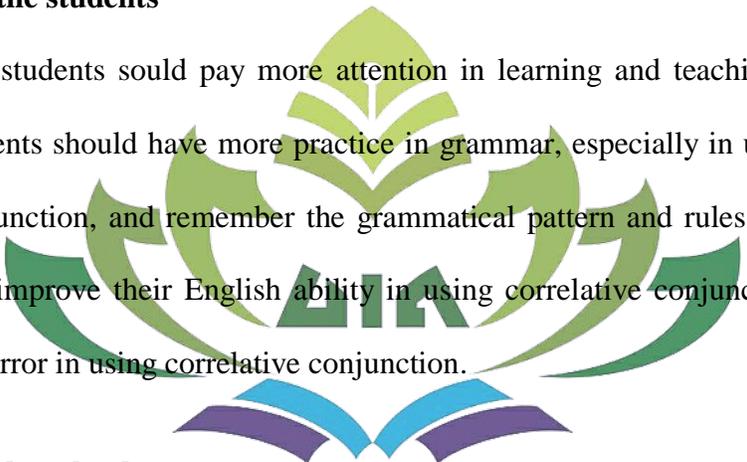
Having analyzing the students' erros in using correlative conjunction in compound sentences at SMPN 1 Abung Tengah in the first semester of the eighth grade in the academic year 2017/2018, the writer has some suggestions:

1. For the English teacher

The teacher should inform these kinds of errors to the students. The teacher should give further practice about sentences and give example to use correlative conjunction which are easily remembered by the students. It is better if the teachers use more English in learning and teaching process so the students will be more familiar with English.

2. For the students

The students should pay more attention in learning and teaching process. The students should have more practice in grammar, especially in using correlative conjunction, and remember the grammatical pattern and rules, so the students can improve their English ability in using correlative conjunction and reduce the error in using correlative conjunction.



3. For the school

The school should provide some more English books to read by the students, so they can increase their knowledge.

4. For other researchers

It is necessary for other researchers to conduct further research with the same object and different perspective in other grammatical patterns of English because many students have a lack of grammar in their writing. Then, the researcher is recommended to concern about grammar.

No	The Students' Error	Corrections	Types of Error
1	Either i will ___text or phone you tomorrow	I will Either text or phone you tomorrow	MO
2	He is not only handsome <u>but</u> smart	He is not only handsome but also smart	OM
3	Both she love___ reading and writing	She love both reading and writing	MO
4	not only he is smart , but <u>he is</u> also talented	Not only he is smart, but also he is talented	OM
5	___Sita sing a song but also composes it	Not only sita sing a song but also composes it	OM
6	Either you do your homework or help your parent	You either do your homework or help your parent	MO
7	The tv show has__good actor but also an incredibly written script	The tv show has not only good actor but also an incredibly written script	OM
8	___Will the work neither go off strike, nor negotrate until they receive a higher pay	Neither will the work go off strike, nor negotrate until they receive a higher pay	MO
9	Either i <u>nor</u> my friend want to see the film	Either i or my friend want to see the film	MF
10	Neither yayat friends <u>or</u> yayat is attending the class now	Neither yayat friends nor yayat is attending the class now.	MF
11	They got the good <u>not only</u> score math but also English	They got the good score not only math but also English	MO
12	Either you stay <u>nor</u> i leave	Either you stay or i leave	MF
13	The kids neither saw ___the strange man nor the man dog	The kids saw neither the strange man nor the man dog	MO
14	Not only my mother force me to eating vegetable but also fruit	my mother force me to eat not only vegetable but also fruit	MO
15	Not only they are___ smart, but also diligent	they are not only smart, but also diligent	MO
16	Nia is <u>not</u> friendly but also humorous	Nia is not only friendly but also humorous	OM
17	Neither Tomy friend <u>or</u> tomy is going to visit me to night	Neither Tomy friend nor tomy is going to visit me to night	MF
18	This job requires ability neither possese___ by jack nor by john	This job requires ability possese neither by jack nor by john	MO
19	Either the student <u>nor</u> the teacher is going to go the museum tomorrow	Either the student or the teacher is going to go the museum tomorrow	MF
20	The researcher project both will take time and money	The researcher project will take both time and money	MO
21	Not only father___typed the contract but also corrected it	father not only typed the contract but also corrected it	MO
22	Neither he work <u>or</u> traveling	Neither he work nor traveling	MF
23	I will eat either eating ramen <u>nor</u> sushi for dinner	I will eat either eating ramen or sushi for dinner	MF
24	He is neither rich <u>or</u> famous	He is neither rich nor famous	MF
25	He can not only driver___car but also helicopter	He can driver not only car but also helicopter	MO
26	Neither wiliam___studies nor read book	Wiliam Neither studies nor read book	MO
27	___You must stop smoking or i will leave you	Either you must stop smoking or i will leave you	OM
28	___The teacher and the student are not	Both the teacher and the student are not	OM

	in the class	in the class	
29	Neither eli <u>or</u> i like watching movie	Neither eli nor i like watching movie	MF
30	Reptiles not only live <u>on</u> the land but also in the water	Reptiles live not only on the land but also in the water	MO
31	Neither venta <u>or</u> his father speak english	Neither venta nor his father speak english	MF
32	Either tom <u>nor</u> shinta don't like swimming	Either tom nor shinta don't like swimming	MF
33	Either i <u>nor</u> my friend want to see the film	Either i or my friend want to see the film	MF
34	Neither jason <u>or</u> jimy want to play this song	Neither jason nor jimy want to play this song	MF
35	She not only worked <u>at</u> the bawang restaurant but also worked at the book store	She worked not only at the bawang restaurant but also worked at the book store	MO
36	Either nova <u>and</u> her partner is coming to the party	Either nova or her partner is coming to the party	MF
37	He buy <u>not only</u> blue t-shirt but also the black t-shirt	Not only he buy blue t-shirt but also the black t-shirt	MO
38	<u>Both</u> i will take red dress and blue dress	i will take both red dress and blue dress	MO
39	I will either go fishing <u>and</u> go swimming	I will either go fishing or go swimming	MF
40	He was <u>a</u> not only bad person, but also cruel	He was not only a bad person, but also cruel	MO
41	Either tom <u>nor</u> kalvin playing very well	Either tom or kalvin playing very well	MF
42	Ali has Neither to Bali <u>or</u> to singapore	Ali has Neither to Bali nor to singapore	MF
43	<u>Carea</u> is neither handsome nor clever	Neither is handsome nor clever	MO
44	The event will <u>not</u> be held for today but also tomorrow	The event will not only be held for today but also tomorrow	OM
45	Either ratna <u>nor</u> his employed are not coming to the meeting	Either ratna or his employed are not coming to the meeting	MF
46	Neither the parent <u>or</u> the child enjoy watching movie	Neither the parent nor the child enjoy watching movie	MF
47	The hurrican both was devastating emotional and economi	The hurrican was devastating both emotional and economi	MO
48	Not only is the beautiful <u>but she is also</u> clever	Not only is the beautiful but s also clever	MO
49	I like neither dog <u>or</u> cat	I like neither dog nor cat	MF
50	Neither ashley <u>or</u> susan has happily the surprise	Neither ashley nor susan has happily the surprise	MF
51	Either the student <u>nor</u> teacher goes to bandung	Either the student or teacher goes to bandung	MF
52	Not only did we get lost, <u>but we also</u> ran out of gas with no gas station in sight	Not only did we get lost, but also ran out of gas with no gas station in sight	MO
53	Either i take a fifteen minutes to walk every day <u>nor</u> i join the gym for a month	Either i take a fifteen minutes to walk every day or i join the gym for a month	MF
54	Neither join <u>or</u> michael came to the music festival	Neither join nor michael came to the music festival	MF
55	She is not <u> suffering</u> from diare but	She is not only suffering from diare but	OM

	also nausea	also nausea	
56	I will <u>either</u> buying__cake or a bouquet of flower to celebrate birthday my mother	I will buying either cake or a bouquet of flower to celebrate birthday my mother	MO
57	Both lukas <u>or</u> harry consider the value nina	Both lukas and harry consider the value nina	MF
58	Neither grandma <u>or</u> grandpa was here yesterday	Neither grandma nor grandpa was here yesterday	MF
59	<u>Both</u> ichal __ likes and fans the linking park board	ichal both likes and fans the linking park board	MO
60	Neither john , sussie <u>or</u> i have a good studying habit	Neither john , sussie nor i have a good studying habit	MF
61	Either nisa <u>nor</u> her mother is a scientist	Either nisa or her mother is a scientist	MF
62	Neither uncle <u>or</u> aunt go to bali	Neither uncle nor aunt go to bali	MF
63	<u>Either</u> you must stop smoking <u>nor</u> I will leave you	Either you must stop smoking or I will leave you	MF
64	<u>Neither</u> Ann <u>or</u> I study English	Neither Ann nor I study English	MF
65	You can find kiki either in the library <u>nor</u> in the canteen	You can find kiki either in the library or in the canteen	MF
66	Neither riska <u>or</u> linda came to the transmart	Neither riska nor linda came to the transmart	MF
67	Not only is he smart, <u>but he is also</u> talented	Not only is he smart, but also he is talented	MO
68	Either keyla and citra coming to the library	Either keyla or citra coming to the library	MF
69	<u>Either</u> you must stop smoking <u>nor</u> I will leave you	Either you must stop smoking or I will leave you	MF
70	<u>Neither</u> Ann <u>or</u> I study English	Neither Ann nor I study English	MF
71	Tom is __ kind nor handsome	Tom is neither kind nor handsome	OM
72	__ you are smart or your friends are stupid	Either you are smart or your friends are stupid	OM
73	Either i take a fifteen minute to walk everyday <u>nor</u> i join the gym for a month	Either i take a fifteen minute to walk everyday or i join the gym for a month	MF
74	Neither eti <u>or</u> sinta like this course	Neither eti nor sinta like this course	MF
75	Neither from mother <u>or</u> his father spoke english	Neither from mother nor his father spoke english	MF
76	<u>Either</u> you must stop smoking <u>nor</u> I will leave you	Either you must stop smoking or I will leave you	MF
77	<u>Neither</u> Ann <u>or</u> I study English	Neither Ann nor I study English	MF
78	He is neither rich <u>or</u> famous	He is neither rich nor famous	MF
79	Either mala nor mother go to transmart everyday	Either mala or mother go to transmart everyday	MF
80	She is __ a nurse and a teacher	She is both a nurse and a teacher	OM
81	Either we can go to the movie or stay inside and watch netflix	we can either go to the movie or stay inside and watch netflix	MO
82	Either i not my mother can <u>nor</u> sing very well	Either i not my mother can or sing very well	MF
83	April not __ sings the song but also composes it	April not only sings the song but also composes it	OM
84	Reptiles not only live __ on the land but also in the water	Reptiles live not only on the land but also in the water	MO

85	Neither venta <u>or</u> his father speak english	Neither venta nor his father speak english	MF
86	Either tom <u>nor</u> shinta don't like swimming	Either tom nor shinta don't like swimming	MF
87	I will phone ___ my father and my mother	I will phone both my father and my mother	OM
88	rio is <u>neither</u> kind <u>or</u> handsome	rio is neither kind nor handsome	MF
89	Neither does he <u>nor</u> come do I wait for him	Neither does he come nor do I wait for him	MO
90	<u>Either</u> you <u>nor</u> Ahmad open the door.	Either you or Ahmad open the door.	MF
91	<u>Either</u> you must stop smoking <u>nor</u> I will leave you	Either you must stop smoking or I will leave you	MF
92	Shake spear not only was __a writer but also an actor	Shake spear was not only a writer but also an actor	MO
93	She is either doctor nor teacher	She is either doctor or teacher	MF
94	I will phone ___ my father and my mother	I will phone both my father and my mother	OM
95	rio is <u>neither</u> kind <u>or</u> handsome	rio is neither kind nor handsome	MF
96	I like __eating both banana and aple	I like both eating banana and aple	MO
97	Either dewi <u>nor</u> desi goes to the library on Monday	Either dewi or desi goes to the library on Monday	MF
98	Neither lia <u>or</u> cika playing game every week	Neither lia nor cika playing game every week	MF
99	Both ruly or saras like swimming	Both ruly and saras like swimming	MO
100	I am taking English program both at locus Primagama <u>or</u> at GO	I am taking English program both at locus Primagama and at GO	MF
101	Daniel drinks neither wine <u>or</u> coffe	Daniel drinks neither wine nor coffe	MF
102	Not only Ahmad and his sister like reading novel	Not only Ahmad but also his sister like reading novel	MF
103	My uncle both likes __gardening and fishing	My uncle likes both gardening and fishing	MO
104	Neither kayla <u>or</u> my sistem is a student	Neither kayla nor my sistem is a student	MF
105	I am taking English program both at locus Primagama <u>or</u> at GO	I am taking English program both at locus Primagama and at GO	MF
106	Daniel drinks neither wine <u>or</u> coffe	Daniel drinks neither wine nor coffe	MF
107	Not only Ahmad <u>and</u> his sister like reading novel	Not only Ahmad but also his sister like reading novel	MF
108	The man neither is __ handsome nor faithful	The man is neither handsome nor faithful	MO
109	Not only my cousin play the piano but also write the song	my cousin not only play the piano but also write the song	MO
110	I am taking English program both at locus Primagama <u>or</u> at GO	I am taking English program both at locus Primagama and at GO	MF
111	Daniel drinks neither wine <u>or</u> coffe	Daniel drinks neither wine nor coffe	MF
112	Not only Ahmad <u>and</u> his sister like reading novel	Not only Ahmad but also his sister like reading novel	MF
113	Neither does he <u>nor</u> come do I wait for him	Neither does he come nor do I wait for him	MO
114	Both my father has two job ___in the mall and in the workshop thai make him never get enough sleep	my father has two job both in the mall and in the workshop thai make him never get enough sleep	MO
115	Neither i <u>or</u> my friend are going to	Neither i nor my friend are going to	MF

	school right now	school right now	
116	Either my brother nor my friend is policeman	Either my brother or my friend is policeman	MF
117	Neither does he <u>nor</u> come do I wait for him	Neither does he come nor do I wait for him	MO
118	Neither richard <u>or</u> jimi is in their room now	Neither richard nor jimi is in their room now	MF
119	Mia tell his point in the school either excited <u>nor</u> eighteen	Mia tell his point in the school either excited or eighteen	MF
120	___ I will they <u>not only</u> paint outside of the but also the inside	Not only I will they paint outside of the but also the inside	MO
121	Neither dara <u>and</u> friend visited to bandung	Neither dara nor friend visited to bandung	MF
123	___ My mother and my sister are here	Both My mother and my sister are here	OM
124	Not only his father <u>but</u> his brother is here	Not only his father but also his brother is here	OM

OM : Omission

MF : Misformation

MO : Misordering



Appendix 2

INSTRUMENT FOR COLLECTING DATA

Subject : English Language

Skill : Writing

Topic : Correlative Conjunction

Time allocation : 45 minutes

Direction

1. Write your name on the paper!
2. Work Individually!



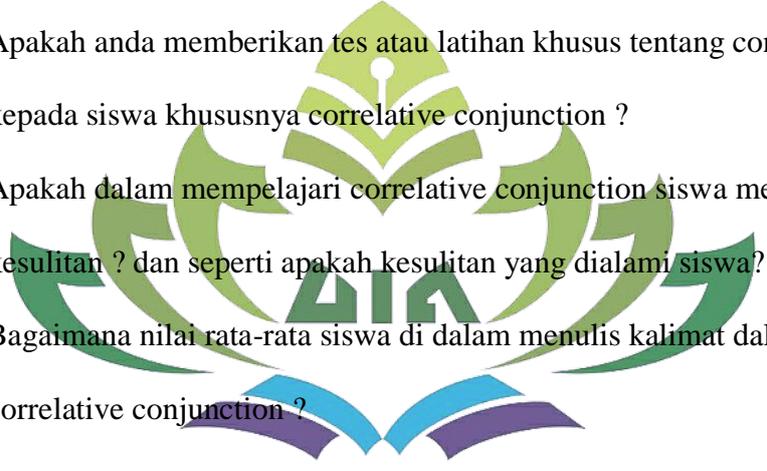
Instruction :

1. Make 4 sentences in each correlative conjunction (both – and , not only – but also, either – or , neither – nor).

Appendix 1

Interview Guideline for the Teacher

The following are the interviewing guidelines in the pre-liminary research :

1. Apakah dalam silabus kelas 8 terdapat materi tentang conjunction khususnya correlative conjunction?
 2. Apakah anda sudah mengajarkan materi tentang conjunciton khususnya correlative conjunction kepada siswa?
 3. Apakah anda memberikan tes atau latihan khusus tentang conjunction kepada siswa khususnya correlative conjunction ?
 4. Apakah dalam mempelajari correlative conjunction siswa mengalami kesulitan ? dan seperti apakah kesulitan yang dialami siswa?
 5. Bagaimana nilai rata-rata siswa di dalam menulis kalimat dalam correlative conjunction ?
- 

The result of interview with the English Teacher

1. Apakah dalam silabus kelas 8 terdapat materi tentang conjunction khususnya correlative conjunction?

Jawab : Ya, ada

2. Apakah anda sudah mengajarkan materi tentang conjunction khususnya correlative conjunction kepada siswa?

Jawab : ya saya sudah mengajarkan correlative conjunction menggunakan sentence sesuai dengan panduan yang ada di silabus.

3. Apakah anda memberikan tes atau latihan khusus tentang conjunction kepada siswa khususnya correlative conjunction ?

Jawab : ya saya memberikan mereka tes dalam bentuk latihan dengan beberapa unit correlative conjunction . karna mereka masih kelas 8 jadi saya hanya melakukan latihan membuat 4 jenis correlative conjunction contohnya : both – and , not only –but also , either –or , neither – nor . karna itu yang paling mudah dan yang paling sering digunakan .

4. Apakah dalam mempelajari correlative conjunction siswa mengalami kesulitan ? dan seperti apakah kesulitan yang dialami siswa?

Jawab : ya mereka banyak sekali mengalami kesulitan dalam membuat kalimat dalam correlative conjunction , mereka bingung dalam menggabungkan kalimatnya. Sebagian siswa masih bingung dalam membuat kalimat correlative conjunction .

5. Bagaimana nilai rata-rata siswa di dalam menulis kalimat dalam correlative conjunction ?

Jawab : untuk penilaian siswa dalam membuat kalimat correlative conjunction masih di bawah rata rata teteapi sudah cukup bagus karna tidak mudah dalam membuat kalimat conjunction khususnya correlative conjunction .



SILABUS PEMBELAJARAN

Sekolah : SMP N 1 Abung Tengah

Kelas : VIII (Delapan)

Mata Pelajaran : Bahasa Inggris

Semester : 1 (satu)

Standar Kompetensi : Menulis

8. mengungkapkan makna dalam teks tertulis fungsional dan esei pendek sederhana menggunakan ragam bahasa yang ssesuai dengan lancar dan akurat dalam wacana interaksional dan atau menolong berbentuk descriptive , dan recount untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
8.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan untuk berinteraksi dengan lingkungan sekitar.	1. Teks tulis berbentuk - Complex sentence Contoh : - To express time (after, before, since, until, when) - To express cause (because , as, since) - To express condition (if, unless)	1. Menggunakan complex sentence di dalam kalimat untuk membuat teks berbentuk descriptive dan recount	1. Membuat kalimat berbentuk complex sentence	Tes tulis	<i>Essay</i>	1. <i>Write sentences based on the situation given.</i> 2. <i>Make a sentence using complex form</i>	4 x 40 menit	.Buku teks yang relevan .Contoh teks fungsional .Gambar terkait materi dan topik .Benda sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	<p>1.correlative conjunction</p> <p>2. compound sentences contoh :</p> <ul style="list-style-type: none"> - both – and - not only – but also - either – or - Neither – nor <p>2. Tata Bahasa</p> <ul style="list-style-type: none"> -Conjunction * You came here when i playing football * you and i are best friend <p>3. kosa kata</p> <ul style="list-style-type: none"> -kata terkait jenis teks 	<p>1. Membuat kalimat secara individu menggunakan compound sentence</p>	<p>1.Menggunakan tata bahasa , kosa kata , tanda baca, ejaan, dan tat tulis dengan akurat .</p> <p>2.membuat kalimat berbentuk compound sentence</p>	<p>Tes tulis</p>	<p>Essay</p> <p>Completion</p> <p>Penugasan</p>	<p>1. Write sentences based on the situation given.</p> <p>2. make a sentence using sompound form</p>	<p>4 x 40 menit</p>	<p>.Buku teks yang relevan</p> <p>.Contoh teks fungsional</p> <p>.Gambar terkait materi dan topik</p> <p>.Benda sekitar</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
8.2. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan untuk berinteraksi dengan lingkungan sekitar.	<p>1. teks pendek berbentuk <i>descriptive</i> dan <i>recount</i></p> <p>2. informasi faktual</p> <ul style="list-style-type: none"> - informasi rinci - gagasan utama - gagasan pendukung dalam teks pendek berbentuk <i>recount</i> <p>3. ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i></p> <p>4. langkah retorika teks <i>descriptive</i></p>	<p>1. Review ungkapan yang terkait jenis teks <i>descriptive</i> dan <i>recount</i></p> <p>2. Menulis kalimat yang berdasarkan yang terkait jenis teks <i>descriptive</i> dan <i>recount</i> teks.</p> <p>3. Melengkapi kalimat rumpang dalam teks <i>descriptive</i> dan <i>recount</i> text dengan kata yang tepat</p>	<p>1. Melengkapi rumpang teks esai pendek berbentuk <i>descriptive</i></p> <p>2. Menyusun kalimat menjadi teks yang bermakna dalam bentuk <i>descriptive</i> dan <i>recount</i></p> <p>3. Menulis teks esai dalam bentuk <i>descriptive</i> dan <i>recount</i></p>	Tes tulis	<p><i>Essay</i></p> <p>Completion</p> <p>Penugasan</p>	<p>1. <i>Write sentences based on the situation given.</i></p> <p>2. <i>Complete the text using suitable word/words.</i></p> <p>3. <i>Write notices related to certain places.</i></p>	4 x 40 menit	<p>.Buku teks yang relevan</p> <p>.Contoh teks fungsional</p> <p>.Gambar terkait materi dan topik</p> <p>.Benda sekitar</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	<p>dan recount text</p> <p>5. kosa kata terkait tema dan jenis teks</p> <p>6. Tata bahasa</p> <p>- Adverb phrase</p> <p>- Conjunction</p> <p>- both – and</p> <p>- not only – but also</p> <p>- either – or</p> <p>- neither – nor etc</p>	<p>4. Menyusun kalimat acak menjadi kalimat descriptive dan recount yg terpadu</p> <p>5. Kosa kata terkait jenis teks .</p> <p>6. Mengekspos teks descriptive dan recount yang ditulis dikelas</p>		<p>Tes tulis</p> <p>Product</p>	<p>Essay</p> <p>Completion</p> <p>Penugasan</p>	<p>1. Write sentences based on the situation given.</p> <p>2. Complete the text using suitable word/words .</p> <p>3. Write notices related to certain places.</p>	<p>4 x 40 menit</p>	<p>.Buku teks yang relevan</p> <p>.Contoh teks fungsional</p> <p>.Gambar terkait materi dan topik</p> <p>.Benda sekitar</p>