

Manipulating Students' Errors in Using Conjunctions in Writing English Texts

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Abstract

This paper aimed at identifying and describing the types of conjunctions errors made by Students in English Procedure text especially in conjunction. The sample of this study was the second year Students of Sudan University of Science and Technology majoring in English language in Academic Year 2019/2020. This study involved (20) students as the sample of the study which was selected by using purposive sampling technique. The instruments used in this study was written test. In analyzing the data quantitative method was used. Based on the data analysis, it was found that the Second year students of Sudan University of Science and Technology made errors in using conjunction in English Procedure text with percentage of errors 34.75 %. The data From the test showed that the most common errors made by students were temporal Conjunction with 68 % errors. Meanwhile, the result of the written test showed the most Factors causing students errors in writing were intra -lingual error and inter -lingual errors.

المستخلص

هدفت هذه الورقة الي تحديد ووصف انواع الاخطاء التي يرتكبها طلاب اللغة الانجليزية عند كتابة اي نص اجرائي وخاصة عند استخدام الروابط (حروف العطف) . تم اخذالعينة لهذه الورقة لعدد 20 طالبا من طلاب السنة الثانية في تخصص اللغة الانجليزية بجامعة السودان للعلوم والتكنولوجيا للعام الدراسي 2020/2019 . استخدم الباحث الية العينة المستهدفة ,والادوات المستخدمة في جمع المعلومات لهذه الدراسة كانت طريقة الاختبار وتحليل المعلومات استخدمت طريقة الكمية لجمع المعلومات, واستنادا علي النتائج, وجد الباحث ان طلاب السنة لثانية بجامعة السودان للعلوم والتكنولوجيا قاموا بارتكاب اخطاء بالكتابة وخاصة بنسبة 34.75% عنداستخدام الروابط. بالنظر الي نتائج الاختبار, فان اكثر الاخطاء الشائعة كانت في استخدام الروابط الزمنية بنسبة 68% من جهة اخري اظهرت نتائج الاختبار ان من اكثر العوامل المسببة لاطياء الطلاب في الكتابة سؤ استخدام معين لقاعدة معينة في اللغة المستهدفة كذلك التركيزعلي اللغة المستهدفة من هذا المنظور يعتقدانها سبب للخطا.

INTRODUCTION

1. Background of the Study

Writing is one of the skills that students have to master. They need to use writing skill to report something in their daily life. They have to put words on the paper, to express and deliver their messages or ideas to others freely,

deeply, and systematically. They also need to write assignments given by their teachers or lecturers, like paper in which they have to able to write in English well. In short, the writing skill plays an important role in the students' life.



For the second year students of Sudan University of Science and Technology, writing is one of the four skills that they have to study. One of the types of writing that has been studied by the students in second year Students of Sudan University of Science and Technology in the use of conjunctions. Conjunction is a set of steps which should be completed in the right sequence to get the goal. That is why, the students should understand what a conjunction is, how to use conjunctions, and what components in the language features of conjunction. The language features of conjunction consist of five principle components such as the use of subordinate conjunction , the use of coordinate conjunction, the use of temporal conjunction (or numbering) to show someone how to do something or to make things or showing the order of instructions, the use of adverbial phrase, and the use of simple present tense to indicate an event, action, or occurrence which is happening now .Based on my experience, there were some problems that occur when delivering writing materials to students, especially conjunction. The first problem is that the students' writing is not comprehensible because the content of the composition is not relevant to the topic, the ideas are not clearly stated, the ideas and the sentences are not well organized. The second problem is that the students produce some errors in spelling and grammar, especially in using conjunctions.

Conjunction is one of the items inside the grammar, it is known as a word that functions to link words, phrases, and clauses in a sentence. With so many choices of conjunctions that can be used by the students, students are confused to

use conjunction. Students frequently misuse additive (*and* and *or*) and adversative (*but*)Based on the problems based on observations, this study is intended to find out the causes of errors and the common conjunction errors which occurred within the students' written procedure texts A conjunction is a word for connecting two or more words.

Setyawan (2013) stated that "Conjunctions are words function to relate words, phrases, or sentences that can be classified into coordinating conjunctions, correlative conjunctions, and subordinating conjunctions". According to Raimes (1992)' conjunction is ways to connect two clauses by using a comma followed by one of connecting word in order to be aligned sentences. Conjunction takes an important role in the writing. Without conjunction, the meaning of the text will be not logic, Conjunction are divided into two types: those are coordinating conjunction and subordinating conjunctions (Raimes, 1992). In the other hand Quirk (1973) stated that "conjunctions are divided into three types: correlative conjunction, subordinate conjunction, and coordinating conjunction". However, this study uses the types of conjunction in taxonomy of cohesion by Halliday and Hasan (1976), they divided cohesion into five types. They are reference, ellipsis, substitution, lexical cohesion and conjunction. Halliday and Hasan (1976) further subdivided conjunctions into four categories, according to the relationship they express: additive, adversative, causal, and temporal conjunctions. We usually find many kinds of text in daily life.



One of those text is procedure text which is an instructional text that describes how to make something or how a series of sequence steps or phrases. Mark and Anderson (1998) through their book *Text Types in English 3* defined a procedure text as a piece of text that tells the readers or listeners how to do something, do in something, or getting somewhere. Procedure is a set of steps which should be completed in the right sequence to get the goal. In our daily lives, we often have to perform some step to make or get something done. For example, early in the morning you have your mother prepare cups of tea for all members of your family. In making cups of tea you have to follow certain procedure in order to get a nice drink. Most of our daily activities are related with procedure. That is why you should understand what a procedure text is, how to make and use it. According to Robert (2006), procedure text usually includes the following language features

1. The use of imperative
2. Use of Action Verb
3. Use of Temporal Conjunction/Connectives (or numbering)
4. Use of Adverbial Phrases
5. Use of Simple Present Tense

Generally, a procedure text consist of three main parts; Aim or Goal of the procedure, List of materials which needed to complete the procedure, and sequence of steps in correct order that need to be taken to accomplish the task.

2. The aims of this study are:

1. To identify and describe the type of English conjunctions where errors made by Students.
2. To identify and describe the causes of making errors by the students in using conjunctions in writing procedure text.

3. Significance of the Study:

The findings of the study are expected to be useful for student and teacher.

1. To the students, the result of this research can motivate them to learn English in writing skill by minimize the errors in using conjunctions.
2. To the teachers, the result of this research can be used directly by the teachers in teaching activities to solve the problem faced by students in the context of development of writing skill especially in using conjunction.

4. Definition of Key Terms:

To avoid misunderstanding and misinterpretation in order to clarify the key terms used in the title of this paper such as:

Error

Error is noticeable deviation from the adult grammar of native speaker, reflecting the inter -language competence of the learner' (Brown, 1980:163). In this study errors refer to the use of conjunction

Mistake: Mistakes are said to be unsystematic in nature and correctable when attention is drawn to its producers.

Conjunctions

Conjunctions are words which link two clauses in one sentence. (Dewhurst, 1991). Conjunction is a part of procedure text which is produce by the students.

Procedure text

Procedure text is a piece of text that gives us instructions for doing something. (Mark and Kathy Anderson, 1997). In this study, procedure text is one of the writing skills that have been studied by the students.



Conjunction made by the second grade students in their writing stuff like procedure text

Intra-ligual

Is an error that takes place due to a particular misuse of a particular rule of the target language.

Inter-language

It puts the target language into focus, the target language in this perspective is thought of an error cause.

5. Method

The method used in this study is a quantitative research method. Quantitative research is suitable for this research because this study want to identify what types of errors in using conjunctions and what causes the students errors in using conjunction in writing procedure text.

6. Previous Studies

This part reviews some of the previous studies related to the literature of the field being surveyed. These studies are verily matched with the present one in terms similarities and difference to find out the points of intersections for more consolidation and explorations in the field. English conjunction is one of matter that has studied by many researchers. There are three related studies that can be referred to find more information for developing this study.

Kurniasih (2014), entitled “Error Analysis of Conjunction Usage in Students’ Written Recount Text”. In her study, she analyzed the common errors of conjunctions inwriting recount text and the factors that causes the errors in students writing stuff. The method used in her study is qualitative approach. Kurniasih did not enter the class at all or even used any test to students, she collected the data from students written task which is given by their teacher and

take the students task outside the class so the students do not know that they are being observed. She found out that among four types of errors proposed by Dulay, there are two types of errors which found in the students’ writing assignments, they are; Errors of Omission and Error of Addition.

conducted by Setyawan (2013), entitled “Analysis of Students’ Errors in Using Correlative Conjunction in students; Writing Setyawans’ study focused on the use of correlative conjunctions., The result of his research shows that the students made some error on omission and disordering errors in using correlative conjunction.

Hastuti (2011), entitled “An Error Analysis in Writing Text Made by The fourth year Students .In this study, Hastuti focuses on student’s errors in making writing text, to know the percentage of errors, and the causes of errors in writing procedure text, There are some differences found in the previous studies, they are: the research method, the limitation of study, and the technique of data collecting. The research method used in the previous study is qualitative method. Kurniasih did not enter the class when collected the data or even used any single test for the students she got the data from students’ written task which is given by the teacher outside the class. On the basis of theory, Behaviorists view errors as symptom of ineffective teaching oras evidence of failure. They also view it as being due to largely to the first language Interference, when errors occur they are remedied by a bombardment of correct forms which can be achieved by the intensive drilling or over teaching. On the other hand,

Mentalists, who following cognitive principles, suggested that learners process the new data in his mind and come up with a set of rules that produce new patterns in the target language. Consequently, errors are inevitable; in fact, they even become a part in learning \process and developing competence. Errors are not regarded as a sign of failure, but evidence that the learner is working toward the correct rules. The attitude of Mentalists is positive toward errors in language learning, it removes the anxiety caused by the behaviorist in classroom

Richards **et al.** (1974) believed that both children learn the first language,

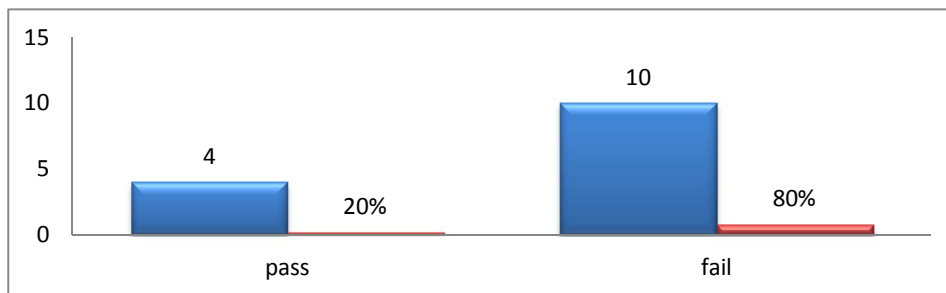
and children and adults learning foreign languages likely to produce errors of following types:

- i) The omission of grammatical morphemes.
- ii) The double marking of a given semantic feature.
- iii) The over generalized application of irregular rules.
- iv) The use of one form for several required.
- v) The wrong word ordinary.

7. Results

After collecting the data using a test the obtained data was analyzed statistically to arrive at the main results and findings illustrated in table (1).

	Frequency	Percent
Pass	4	20%
Fail	16	80%
Total	20	100%



From the table above, the researcher noticed that the percentage of learners' errors is greater 80% and only 20% answered questions correctly.

So, the researchers recommended the teacher to pay their attention to the use of conjunctions specially the temporal conjunction.

8. The notion of errors in language teaching

The test was designed to show the ability of learners in using conjunctions. From the table above, the researcher noticed that , the percentage of learners' errors is greater80% and only 20% answered question correctly. So, the researcher recommended English language teachers to pay their attention to the use of conjunctions especially the temporal conjunction



Errors Vs Mistakes

The distinction between “errors” and “mistakes” has been given by many linguists though it is impossible to indicate any sharp differentiation. H. Douglas Brown considered errors as "a noticeable deviation from the adult grammar of a native speaker ,reflecting the inter language competence of the learner."According to Klassen (1991), the term “error” is used to refer to a form of structure that a native speaker deems unacceptable because of the lack of language competence. Chomsky (1965) initiated the distinction when he suggested that there were two types of errors: one resulting from verbal performance factors, the other from inadequate language competence. Later, Corder (1967) named the former mistakes and the later error. Mistakes are said to be unsystematic in nature and correctable when attention is drawn to its producers. Errors, on the other hand, refer to any systematic deviations from the rules of the target language system. In short, errors are caused by lack of knowledge about the target language or by incorrect hypothesis about it; mistakes are caused by temporary lapses of memory, confusion, and carelessness and so on. If we are uncertain whether one of the learners has made an error or a mistake, the crucial test must be: can he correct himself when challenged? If he can, probably it is a mistake; if not, it is an error.

8.1 Causes of errors in foreign language learning

According to Corder (1967), errors traced to their sources are beneficial in different ways. Firstly, they help

language teachers know how much progress a learner has made in the target language, in which area he needs help and what sort of help he needs.

Secondly, they provide researchers with evidence in language learning process; therefore, researchers through errors discover strategies applied in acquiring a language. Apart from that, errors can serve as good feedback to learners for self-adjustment. For these reasons, this study should be conducted to find out types of errors, specifically errors in the use of cohesive devices in Vietnamese learners’ writing and what their causes are. Basically, two types of causes are classified: (1) *first language interference* and (2) *causes independent of the first language interference*. The notion of *first language interference* is understood as negative transfer from the first language to the target language, it is the way learning new habits is hindered by previously learnt ones. Lado (1957), Myles (2002), Ellis (1994) have proved the effects of the first language. Corder (1967) observed language learners make hypotheses about the language they are learning, tried to compare it with their native language, and then came to the conclusion that errors in foreign language reflected the first language’s features. Later in 1978 he recasts interference as learners’ reliance on the first language as their strategy of communication, which means learners use literal translation as a learning strategy to overcome their ignorance.

Why do language learners apply their native language in second language acquisition?

The answer lies in four major factors.



Firstly, it is the performance pressure. Windowson(1990) realized that when learners write under pressure, they may rely on systematic resources from their native language for the achievement and synthesis of meaning. Secondly, the limited foreign language environment also contributes to errors in language learning. The lack of natural linguistic inputs with native speakers results in learners' recourse on their language. Moreover, language tasks assigned for the learners have a significance effect on their verbal production. Among these tasks, translation is said to "increase the foreign language learners' reliance on first language structures" (Dulay et al., 1982:110). Lastly, Dulay et al. (1982) considered the monitor as "an important factor associated with the learner's use of foreign language acquisition" (1982:110). Learners tend to think in the first language and attempt to put the idea in the target language Myles (2002) defined the above four factors as social factors affecting writing in foreign language. "Research based on direct and indirect measures generally shows that learners with positive attitudes, motivation, concrete goals will have attitude reinforced if they experience success. Likewise, learners' negative attitudes may be strengthened by lack of success or by failure" (2002:2). He concluded that learners' attitudes, motivations and goals Can explain why some foreign language writers perform better than others.

Causes independent of the first language include: *overgeneralization, false concepts hypothesized, incomplete application of rules, cross association, and fossilization*. Sometimes it is difficult to decide exactly which process is applied in a certain error. Littlewood

(1980:29) concluded that many processes might operate simultaneously and Reinforce each other in causing the learners to produce errors.

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