

**AN ANALYSIS OF STUDENTS' CONJUNCTION ERRORS IN WRITING NARRATIVE  
TEXT**

**(An Analysis of Students' Narrative Text at SMA N 1 Mutiara)**

**THESIS**

**Submitted by**

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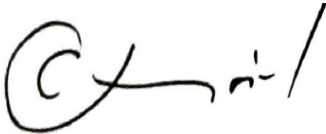
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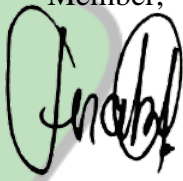
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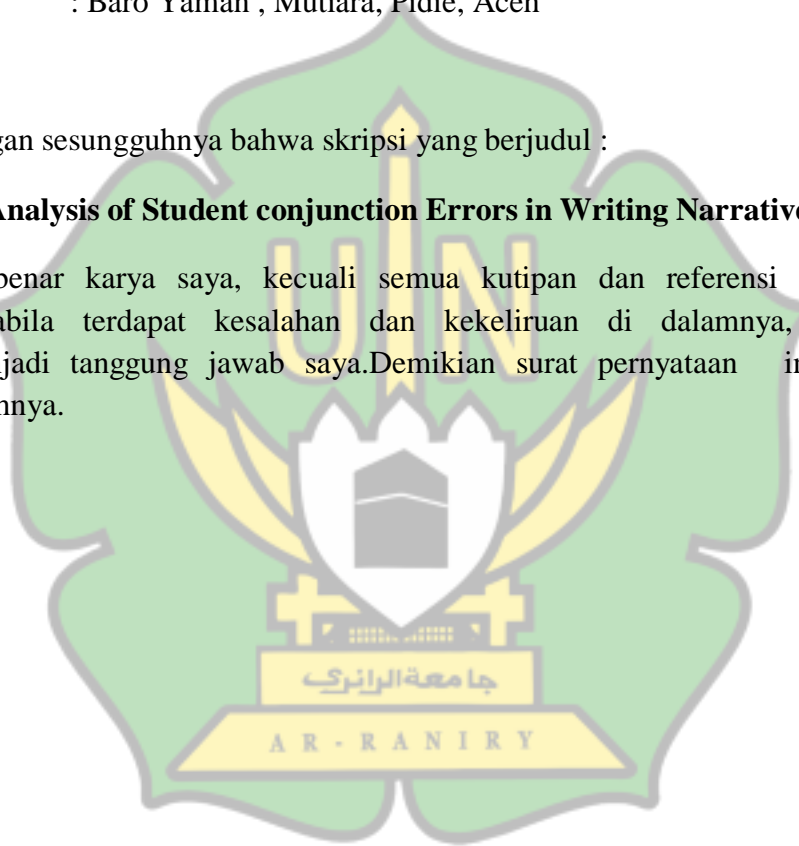
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**An Analysis of Student conjunction Errors in Writing Narrative Text**

Adalah benar- benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.



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## ABSTRACT

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Thesis Working : An Analysis of Student Conjunction Errors in Writing  
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Keywords : Conjunction errors, narrative texts.

This study focused on the analysis of common conjunction errors in students' narrative texts. It particularly aimed to describe the common conjunction errors employed by students in their narrative texts. The data relied on narrative writing results written by ten students at Class A of the first grade students of SMA N 1 Mutiara as the focus participants. The method used in the data analysis adopted a qualitative design. The results of analysis showed that subordinate conjunction of purpose was dominant conjunction error employed by students in their narrative texts. It is recommended that future related research should be conducted in more diverse educational settings and different kind of text to see what common conjunction errors were employed by students.

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## **CHAPTER I INTRODUCTION**

This chapter presents the introduction of the research paper. It consists of background, research question, aim of study, significant of study, and terminologies.

### **A. Background of the Study**

Nowadays, English plays an important role in education and students are expected to communicate effectively in institutions where English is the medium of instruction. Learners face the task of mastering content area in subjects such as mathematics, social studies, science, and business which are taught in the target language (English). In such cases, teaching and learning of English can assist the students to deal successfully with their academic demands and to perform successfully in their disciplines and professional contexts (Adams & Keene, 2000).

Recently the awareness of the essence of writing increases because of the necessities and complexities of the writing itself. This fact brings writing get more attention in English language teaching in Indonesian context. Furthermore, the main focus of teaching writing is to develop competency in creating or constructing a good writing. In this case, cohesion and coherence are considered as two important components of writing skill which are crucial part and virtual guarantee of good writing. The use of cohesive devices in text is the good solution for constructing good quality of text (Paltridge, 2012). If a text has no cohesion

and coherence, it is not qualified as a text. In addition, Celce –Murcia & Olshtai (2000) point out that cohesion and coherence are two important features of well-written text that should be considered in writing. For that purpose, a teacher's role as the main facilitator for writing instruction is required to assist students in generating, organizing, and ordering the content of the text they produce to become coherent. Coherent text could be produced by using appropriate conjunction. Conjunction refers to words which connect two sentences or clauses in the same sentence/clause. Dorgeloh (2007) explained that conjunctions are parts of speech. The eight parts of speech are verbs, pronouns, adjectives, adverbs, prepositions, conjunctions and interjections.

Conjunction functions as linking words, phrases or clauses. Misused conjunction and mispunctuated sentences can bring incoherent to sentences. There are three kinds of conjunctions: coordinate, subordinate and correlative conjunctions. Firstly, coordinate conjunctions. It joins structural units that are equal grammatically. Coordinating conjunction connects ideas of equal importance. The conjunction come before the last unit and is grammatically independent of this unit. The example of coordinate conjunction is and, but, or, so. Secondly, subordinate conjunction. It is grammatically part of the clause it introduces. It is never separated from its clause by comma. The chief subordinate conjunctions are: after, because, if, though, although, till, before, unless, as, when, while, where. Thirdly, correlative conjunction. When and, or, but join coordinate conjunction elements, the first item may also be preceded by conjunction. Such paired conjunction, called correlative conjunction. It serve to intensify the

coordination. Some correlative conjunctions are both, either, just as, neither, not only, whether.

Moreover, subordinate conjunctions could be found in every narrative text. Narrative text is the focus of the study. A narrative is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). The narrative is not the story itself but rather the telling of the story, which is why it is often used in phrases such as written narrative, oral narrative, etc. A narrative is a story that is created in a constructive format (written, spoken, poetry, etc) that describes a sequence of fictional or non-fictional events. Narrative text is a kind of text that exactly to tell the activities or events in the past, that show problematic experience and resolution means to amuse often times meant to give moral lesson to the readers (Pardyono, 2007).

Studies of analyzing students' common conjunction used in narrative text have been conducted by some researchers all over the world. This study notes three previous studies which have been done by scholars from various countries, dealing with narrative texts. Firstly, Kusumawardani (2017) conducted a study on the analysis of conjunctions in writing an English narrative composition. This study is aimed at analyzing conjunction as part of syntax in writing English composition. The research method used in this study is qualitative method. The data were taken from 20 students' narrative texts. Firstly, students were asked to write narrative texts, and then the compositions were grouped to be analyzed and corrected. After being analyzed and corrected, the finding shows that there are some errors in students' narrative texts, namely, 5 errors in subordinate

conjunctions, 2 errors in coordinate conjunctions, and 2 errors in adverbial conjunctions. From the finding, it could be noted that most students got difficulty in applying subordinate conjunction in their texts.

Secondly, Budiarjo (2018) conducted a study on the analysis of students' procedure text based on the use of conjunction. The analysis focused on the errors of conjunction in writing procedure text and the factors that causes the errors in students' writing. The study used qualitative research design. The finding shows students made errors in applying conjunctions in the text with the percentage of errors 34.75 %. The data showed that the most common errors made by students were temporal conjunction with 25.6 % errors. Meanwhile, the result of the questionnaire showed that the most factors causing students' errors were intralingual error and interlingual error.

Thirdly, Nurbaidah (2019) investigated the error analysis of using conjunction in writing narrative text. The aim of the research is to find out the quality of students' writing in terms of conjunction and to analyze students' problems using conjunction in writing narrative text. This research is a qualitative research method. The sample of the research is 9 students of MTs YPKS Padangsidempuan. The findings show that students have problems in using conjunction. The problems are related to the use of coordinating and subordinating conjunction. The reason of the problems in using conjunction in writing is based on linguistic, pragmatic, cognitive and cultural factor. Four of them give influence that causes the lack conjunction writing.

From the aforementioned previous studies, it can be noted that the previous studies research on analyzing students' text focus on general conjunction. Thus, the present study attempts to research on analyzing students' text focused on the use of specific conjunction, namely, subordinate conjunction. The present study was located in Mutiara region. The research was done in order to find out how far they can apply subordinate conjunction in texts, especially narrative texts and how far their comprehension regarding the use of subordinate conjunction functionally. It is hoped that students finally could comprehend that every conjunction has their own function in clauses. It could not be positioned carelessly, since it will bring misinterpretation or confusing.

## **B. Research Questions**

The present study attempts to answer some following questions:

- 1) What are the dominant subordinate conjunction errors in the students' narrative text?
- 2) What are the problems faced by students in choosing the right conjunctions during writing narrative text?

## **C. Aims of the Study**

Based on the research questions, the present study aims at:

- 1) Describing the dominant subordinate conjunction errors employed by students in their narrative texts.



- 2) Explaining the problems faced by students in choosing the right conjunctions during writing narrative text.

#### **D. Significances of the Study**

The present study gives some advantages for both teachers and students. For the teachers, they will know the types of conjunction error frequently produced by students. Teachers also know the difficulties in using conjunction in narrative text faced by students. Moreover, teachers have input for their teaching strategy in teaching conjunction. Teachers can find out the effective method which can be used to teach conjunction so that they are able to understand the material easier.

Meanwhile for the students, they could understand how to use appropriate conjunctions which are in line with their functions. Moreover, they can practice the use of conjunction in their writing assignment. It will help them motivate in learning English better, and minimizing them in employing incorrect conjunction.

#### **E. Terminologies**

To avoid misunderstanding and misinterpretation of the key terms used in this study, some clarification of each terminology is provided below.

### 1. Error

In this study, the definition of error is inappropriate use of conjunction in students' texts due to their incompetence on how to use conjunction in clauses correctly and appropriately.

### 2. Subordinate Conjunction

In this study, subordinate conjunction refers to words or phrases that connect a dependent clause or adjective or adverbial phrase to an independent clause. It is also called coordinators, means conjunction that introduce a dependent clause. The dependent clauses provide context and description for the independent clause. In short, it adds information that is not the direct focus of the sentence but it is important in adding time, place, or reasons to the sentence.

### 3. Narrative text

In this study, narrative text refers to kind of story text containing some moral lessons in it. It tells a story or a series of events in an interesting way. Writing narrative text involves your imagination and its function is to amuse and interest the readers.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter showing the review of related literature to the definition of the nature of writing, writing process, conjunction, structure of narrative text, linguistic features of narrative text, teaching narrative text, the nature of narrative composition, error analysis, and related previous study.

#### **A. The Nature of Writing**

In English, there are four skills that should be mastered, they are listening, speaking, reading, and writing. Writing skill becomes very important in education because the student should study continuously about writing. The students need to have writing skill in their daily life to report something. They have to put words on the paper, to express and deliver their messages or ideas to other persons freely, deeply and systematically. They need to write, to conduct and accomplish the assignments given by their teacher or lecturer. In short, the writing skill plays an important role in the students' life.

Writing is one of the important skill in English because writing is a process to enlarge our knowledge by comprehending the meaning of the text. Writing needs a long process for its complex activity or process that involves a host of advance skill and also critical thinking and logical development of ideas. As Nunan (2003) cited in Munjiah (2014) stated that “writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. Unfortunately, writing is generally difficult task for students. This phenomenon might occur because

students consider writing is difficult. They also do not know how and what to write, feel less of vocabulary, are afraid of giving criticism, and sometimes lose their mind of topic in composing the paper, many careless errors, poorly planned papers and reports, difficult to develop and organize ideas, frequent capitalization, punctuation, and grammar errors, and mental fatigue or tiredness while writing.

Moreover, Gloria (2013) states that writing is good when it gives information or messages clearly and creates effective verbal dialogue to readers. It aims to give point of view of the ideas in text where it organizes in different way of writing such as narration, description, exposition, and argumentation. When students write a paragraph, they try to explore what they are thinking in mind, and they also concern with the language, meaning, and the structural of context related to English language acquisition as second or foreign language. Additionally, Mousapour (2011) states that writing must be related to the content, the language and grammatical rules. In order to avoid misunderstood, the students have to use correct sentences by creating a well written text and giving attention to the arrangement of words in their composition to express their ideas and give the value of the writing to readers.

Writing is seen as a product constructed from the writer's command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating models provided by the teacher. For many who adopt this view, writing is regarded as an extension of grammar-a means of reinforcing language patterns through habit formation and testing learners' ability to produce well-formed sentences. Alamargot et al. (2010) state that developing

writing is related to the writer's knowledge of language and writing exposure. Writing process is the way the writers give their ideas and messages to readers in the form of text. The writers present their ideas in various ways of writing such as narration, description, classification, comparison and contrast, argumentation and etc. First, narration is a basic writing strategy for presenting past event or activities. It can be used for a variety of purposes such as to illustrate and support ideas with anecdotes, to entertain readers with revealing stories, to analyze causes and possible effects with scenarios, and to explain procedures with process narrative. Second, description is a strategy used to create a dominant impression. For example, students describe a place in order to set a scene and make readers aware of its atmosphere and to describe people to show a kind of person's performance. Third, classification is aimed to classify number of items or ideas into a small number of classes. In a classification of paragraph, it is important to set up adequate categories and define what goes into categories. Fourth, comparison and contrast are to compare similar aspects or to contrast different aspects of two subjects, people or things. At last, argumentation is to argue ideas or opinion by giving some argues to proof the concept or research. A good paragraph must give readers complete information and unified by a controlling idea. It is organized form and can be understood what the paragraph is going to be about. A paragraph is a group of sentences that works together to develop a main idea. Paragraphs are organized differently depending on their purposes.

It could be concluded that there are two qualification of good writing, namely, cohesion and coherence. Coherence and cohesion could be built through

the use of connective words appropriately and correctly (Paltridge, 2012). In addition, in teaching writing for students, we could teach them how to write correctly based on its own genre, for example, narrative text. Teacher should explain to students that narrative text presents past event or activities. In this case, the tense used should be past tense. Additionally, descriptive text functions as describing things; for example; a student describes her home that makes readers feel the atmosphere of the home. Moreover, argumentative text functions as arguing some thoughts or opinions by providing some arguments to proof the concept. Teacher could ask students to choose the title of the text, and then make main mapping regarding the title, including its pro and cons.

### **B. Writing Process**

There are some stages of writing proposed by Tompkins (2008). They are prewriting, drafting, revising, editing and publishing.

#### *Stage 1 Prewriting*

Choose a topic, gather and organize the ideas, consider the potential audience, identify the purpose of the writing, and choose an appropriate genre. The most important one before doing the writing activity is brainstorming the ideas of writing. Brainstorming is really needed in case of avoiding stucked during the writing process. Additionally, one of the appropriate teaching methods that could be applied in prewriting is mind mapping. Through mind mapping, students can map the ideas of their writing one by one. This method is quite useful to make some supporting sentences or some explanation in the writing cohere with the title of the writing and also to prevent stucked in the process of writing.

### *Stage 2 drafting*

Write a rough draft. Draft leads to grabs readers' attentions, and emphasize content rather than mechanics. In the drafting stage, you can write whatever which connects to the main ideas. Just focus on the content of the text rather than its full stop, comma, etc.

It can be concluded that drafting contains some main information that will be exposed in your writing. The information should be in line with the title of the writing. Writing mechanics is not the main focus in this stage.

### *Stage 3 revising*

Share writing in writing groups, participate constructively in discussions about classmates' writing, make changes to reflect the comments of classmate and the teacher, make substantive rather than only minor changes between list and final draft. Peer editing is quite needed in this context where the teacher or friend could give feedback regarding your writing. It is quite important in case of improving your writing skill.

### *Stage 4 editing*

Proofread composition to locate errors and correct mechanical errors. Proofreading is useful to find out the errors in our writing involving the content of writing and also its mechanics. Later on, there will be an improvement in our writing in case of content and mechanics.

It can be concluded that proofreading is a good choice for producing the best writing. The best writing here means that the correct writing in case of content, coherence and cohesiveness, and its mechanics.



### *Stage 5 publishing*

Publish writing in an appropriate form and share finished writing with an appropriate audience. After completing the aforementioned stages of writing, next is publishing your writing. See the form of writing publication and your writing is ready to publish.

### **C. Definition of Narrative Text**

A narrative is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). The narrative is not the story itself but rather the telling of the story, which is why it is often used in phrases such as written narrative, oral narrative, etc. A narrative is a story that is created in a constructive format (written, spoken, poetry, etc) that describes a sequence of fictional or non-fictional events. Narrative text is a kind of text that exactly to tell the activities or events in the past, that show problematic experience and resolution means to amuse often times meant to give moral lesson to the readers (Pardyono 2007).

Narrative texts can help increase students' motivation. Moreover, many narratives contain morals and themes. For example, fables are short stories followed by an important moral point. According to Pearson & Fielding (1991), students benefit from reading narrative texts. Therefore, reading instructors can use narratives to teach moral lessons. Anderson (1997) states that a good narrative uses word to paint a picture in our mind of: what characters look like (their experience), where the action is taking place (the setting), and how things are



happening (the action). Furthermore, Anderson (1997) describes the characteristics of narrative texts:

- a) It tells us about a story of event or events.
- b) The events are usually arranged in chronological order (the order in which they occurred in time).
- c) The narrator has a purpose in mind in telling the story. There are some points the narrator wishes to make, or some impression he or she wishes to convey to the reader.

A good story must have interesting content. It should tell us about an event the audience would find engaging. A writer might even think of the narrative as a movie in which readers see people in action and hear them speak. Therefore, it should be detailed and clear, with events arranged in order in which they happened or in some other effective ways, as proposed by Anderson (1997):

- a) It is unified, with all the action a developing central idea;
- b) It is interesting, it draws the writer into the action and makes them feel as if they are observing and listening to the events;
- c) It introduces the four *WS* of a setting, namely, who, what, where, and when within the context of the action,
- d) It is coherent; transition indicates changes in time, location, and characters;
- e) It begins at the beginning and ends at the end. The narrative follows a chronological order with events happening in a time sequence;

- f) It builds towards a climax. This is the moment of most tension or surprise (a time when the ending is revealed or the importance of events becomes clear).

#### **D. Structure of Narrative Text**

##### **1. Schematic Structure of Narrative Text**

Based on Derewianka (2004), state that the schematic structure of narrative text consists of:

###### **a. Orientation**

In the orientation stage, the writer describes the possible world of a certain story. The writer introduces the main character(s) and some minor characters.

###### **b. Complication**

In the complication stage, some problems appear and then lead to the climax of the main participants. It could be various kinds of complication in the story. Of course, the complication is in line with the main topic of the story.

###### **c. Resolution**

In the resolution stage, the problem is resolved, either in a happy ending or sad ending. Resolution is marked by the end of the story.

##### **2. Linguistic Features of Narrative Text**

There are some language features of narrative text:

- a. Specific, often individual participants with defined identities.  
Major participants are human, sometimes animals with human characteristic.
- b. Mainly action verb (material processes), but also many verbs which refer to what the human participants said, or felt, or thought (verbal and mental process).
- c. using past tense.

Simple past tense, is used to show the events or occurrence that happened in the past. Commonly, it uses verb two (V2) followed by adverb of time (past time).

Following is the formula:

S + V2 / ed + O + adverb of time

- d. Many linking words to do with time.
- e. Dialogue often include, during which the tense may change to the present or future.
- f. Descriptive language chosen to enhance and develop the story by creating images in the reader's mind.
- g. Can be written in the first person (I, we) or third person (he, she, they). (In choose – your - own – adventures, the reader is involved in the story as a major character and addressed as “you”) (Derewianka, 2004).

### **E. Teaching Narrative Text**

There are five kinds of genres that are taught in junior high school. Narrative, descriptive, report, recount, and procedure. One kinds of text or genre which is taught to the students of junior high school is narrative. Because narrative is to amuse, entertain and to deal with actual or vicarious experiences in different ways to the readers or listeners with our stories. This type of essay can be fun to read and even to write. Thus, in narrative story, the students usually try to write a composition based on his or her personal experience (Anwar & Tanjung, 2014).

Lance (2011) in international children's education explains about how to teach writing, and there are some strategies for it. Learning how to write can be difficult, especially if try to learn both the rules of writing, writing styles, vocabulary, and grammar at all in the same time. Firstly, students will write about familiar subjects, such as about the legend of Malin Kundang in teaching writing narrative text. Secondly, teach them brainstorming techniques early, it will help them to develop clear thought and focus in their writing. Thirdly, the students write stories to develop their writing. The last, be patient with students. If teachers become frustrated with them, they will become discouraged. A calm teacher will help students in reformulating and adjusting parts of the manuscript. The students write the story about the legend of Malin Kundang by using simple past tense, linguistic features, and the generic structures of the text such as: Orientation: Where the writer attempt to sketch in or create the possible world of this

particular story. The reader is introduced to the main character(s) and possibly some minor character, Complication : Tells the beginning of the problems which leads to the cross (climax) of the main participants, and Resolution: The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending. The text should be consisted of at least five paragraphs, and the students begin write the story in the paper.

It could be concluded that narrative story aims at amusing, enjoying, entertaining the readers with the story. Besides, narrative story also could lead students to differentiate the actual and fictive experience. Teaching narrative story to students could be done by asking them to write the story which they know well. After each student choose the story that will be exposed, the teacher can ask them to do mind mapping such as which characters, steps of the story including problems and solution. Mind mapping is quite useful to sequence some thoughts or ideas, so that it could be clear when the writing process takes place. Besides, mind mapping could make students focus on their topic of writing.

#### **F. The Nature of Narrative Composition**

Writing is the most difficult part in English subject as what it is said different from what it is written. Writing is far from being a simple matter of transcribing language into written symbols; it is a thinking process in its right (Ron White & Valerie Ardnt, 2011). Thus, before the learners start to write an English composition, they should master the English pattern correctly.

A composition is a group of closely related paragraph that develop a single idea. Writing exercises may be of various types such as filling the blanks, writing composition and may be modification, sentences composition and paragraph writing (Mc. Dougal, 2008). Hence the theory of the composition based on Mc. Dougal is the activity of writing which is started by mastering words and the grammar itself.

There are 4 kinds of compositions, namely, argumentation, description, exposition and narration. Argumentation is used in persuading and convincing; it is closely related to exposition and is often found combined with it (George & Julia, 2010). Description is used to create a visual image of people, places and even time of day or seasons. Additionally, exposition is used to give some information, make explanation, and interpret meanings and narration in the form of writing used to relate the story of acts or events (George & Julia, 2010).

Narration is telling of a story. Narratives are plots. They are essays that tell a story, in an interesting way, which also convey themes. Often, if students are asked to write a narrative essay, they will not be asked to research a theory or topic. Rather, they will be asked to use their imagination instead of a bibliography (Hornby, 2006). A narrative paragraph tells a story or a series of events. It tells what person or thing did during a particular period of time. Regarding this, White (2011) states that in narrative it is *activities* which are important; in description it is things. In describing *things*, students are usually more concerned with the *noun* rather than the verb phrase. Thus, description gives us a reason for teaching features of the noun phrase.

Narrative text is one popular and common form of writing. It is a type of spoken or written text that tells a story of one character or more who faces certain situations. In narratives, stories are told and plots unfold. Narratives have characters and plot with a sequence of events. They are written according to forms, or story grammars. Story grammar is similar to sentence grammar in that it attempts to explain the various components in a story and how they function. The story grammar includes characters, a setting, events, and a conclusion. This conclusion illuminates the theme of the story. As Rosenblatt (1978) explains that most well-written stories, whether simple or complex, have a fairly similar structure, and most children have a basic schema for this structure. Therefore, they can easily understand narrative texts.

It could be concluded that each text has its own genre. Teachers should teach students the genre of each text including the schematic structure of the text and the linguistic feature of the text. Regarding narrative text, it functions as entertaining the readers. Since it is used to tell story in the past, students should be taught to use past tense when constructing narrative text. Additionally, in narrative text, a series activities / events happened in the past is the focus of the composition. In this case, narrative text uses verbal verbs dominantly.

### **G. Subordinate Conjunction**

Conjunction includes relationship between words, sentences, clauses, and phrases that join with a textual sequence and signals and also have a meaning as conjunctive in a sentence. Mahendra (2013) states that a conjunction is a way of linking different parts of text to create cohesiveness. Cohesiveness was



demanding to learn and use conjunctions correctly in a foreign language. It means conjunctions refer to the way used to create cohesiveness in different parts of text become correctly language. Hameed (2008) states that conjunction acts as a cohesive tie between clauses or sections of text in such a way as to demonstrate a meaningful pattern between them. It clearly shows that conjunctive relations has a meaningful pattern in some situation for expressed of conjunction act in clear context. The aforementioned explanation shows the relation of conjunction between two clauses have meaning in one sentence and there are no relation of any particular sequence in the expression in conjunctive relation.

Conjunction is a connecting word. It joins single word, words, groups and sentence parts. Frank states that the conjunctions are members of a small class that have characteristic form. There are three types of conjunction:

#### 1) Coordinate conjunction

It joins structural units that are equal grammatically. Coordinating conjunction connects ideas of equal importance. The conjunction come before the last unit and is grammatically independent of this unit. Unit joined a coordinate conjunction are labeled compound. For example, for, and, nor, but, or, yet, so.

#### 2) Correlative Conjunction

When and, or, but join coordinate conjunction elements, the first item may also be preceded by conjunction. Such paired conjunction, called correlative conjunction. It serve to intensify the coordination. Some correlative conjunctions are both, either, just as, neither, not only, whether.



For example:

a. Both-and

She is both beautiful and intelligent.

b. Not only-but also

Not only the women but also the men loved this strange little man.

### 3) Subordinate Conjunction

It is grammatically part of the clause it introduces. It is never separated from its clause by comma. The chief subordinate conjunctions are: after, because, if, though, although, till, before, unless, as, when, while, where.

a. Before-conjunction: I had never seen him before he arrived in town.

b. Before-preposition: I had never seen before his arrival in town.

c. Before-adverb: I had never seen him before.

Frank states that subordinate conjunction connects word groups that are not equal. Subordinate conjunction begins subordinate clause, that is, a group of word contains a subject and verb but can not stand alone as a sentence. The subordinate conjunctions connect the subordinate clause to main clause, which can stand alone.

Frank classifies the subordinate conjunction based on meaning, namely:

1) Subordinate conjunction of time, e.g. when, while, after, and before. For example:

- a. He even read *while* he conducted cabinet meetings.
- b. She never saw him again *after* he left town.

2) Subordinate conjunctions of contrast concessive, e.g. although and though

For example:

- a) Although he had never liked math, he decided to take a course in statistics.
- b) Though he still felt ill, he decided to go back to work.

3) Subordinate conjunction of contrast adversative, e.g. whereas. For example, he was very generous, whereas his brother was quite stingy.

4) Subordinate conjunction of cause, for example, because, since, and as.

For example: جامعة الرازي

- a) He was fined because he was speeding.
- b) Since the weather is so bad outside, why do not you stay with us over night.

5) Subordinate conjunction of conditions, e.g. if, once, and unless.

For example:

- a) Once you have made a mistake, you can not correct it.

- b) He never goes to any social function unless his wife can come with him.

6) Subordinate conjunctions of purpose, e.g. so that, in order to.

For example:

- a) He travelled through half the world so that he might see her once more
- b) They left very early in order to arrive before the dark.

7) Subordinate conjunctions of degree, e.g. in so far as and as far as.

For example:

- a) As far as I am concerned, he can do whatever he likes with the money.
- b) Our firm will do whatever is necessary in so far as we are able to.

## H. Error Analysis

Error analysis is a tool to assist writing analyst checked the grammatical error that made by students especially using tenses in narrative text. According to Hourani (2008), through error analysis, teachers could obtain some information regarding students' errors which in turn helps teachers to correct students' errors and also improves the effectiveness of their teaching. It implies that error analysis is very important because the writing analyst could find out the errors made by students. Errors is very usual in writing paragraph or essay, so errors analysis is needed by teacher to

correct the student's essay. Based on Dulay (1982), error analysis is divided into four types, namely, omission, addition, misinformation, and misordering.

Omission is a part of errors that usually the writer omit or change the words; for example, "He is so cute. If the writer omits helping verb (is), such as He so cute, it means that he/she misses function of word. According to Sompong (2014) "Learners in the early stages often do omission in which they tend to omit function words rather than content words. More advanced learners tend to be aware of their ignorance of content words rather than omit one". It means that when students make a paragraph, sometimes they omit the part of sentences and if the teacher did not clarify, the students would use incorrect grammar in writing paragraph. According to Dulay (1982), omission are characterized by the absence of an item that must appear in a well-formed utterance". It means that students omit one of the language structures, and also students get confused about the structures.

Meanwhile, addition is opposite to omission (Dulay, 1982). Addition is characterized by the presence of item, which must not appear in a well-formed utterances. It means that addition is a part of errors that should not be required to be used in making a sentence. In this section, students make a paragraph with abbreviate the utterances in writing paragraph. Moreover, addition has some categories. They are regularization, double marking, simple addition.

#### *Regularization*

Regularization is a part of addition that make a exception in writing paragraph. Moreover, the writer should be obey the rules that have been created by international law about using English language. For example “buy as a verb 1 and bought as a verb 2 and eat as a verb 1 and ate as a verb 2. According to Dulay (1982), ” Regularization a rule typically applies to a class of linguistic item”. It means that regularization is a part of types errors that explained about using linguistic item like verb. For example eat become eaten.

#### *Double Marking*

According to Sompong (2014), double marking defined as failure to delete certain items which are required in some linguistic constructions but not in others. It means that the part of addition which change or make an abbreviation of utterances. The example is “She can’t do the job well”.

#### *Simple addition*

Simple addition is different from regularization and double marking. In this part, simple addition is a part when the writer should pay a close attention to the context of the sentences in writing paragraph. Since it is related to the context of the sentence, it does not appear in utterances. It is only related to the circumstance.

Misformation is a part of errors that teacher found in students’ writing paragraph such as using wrong structure in arrangement sentences. Moreover, according to Sompong (2014), this category has relation with

adverbials, interrogatives and adjectives. It means that misformation is a element that focused on the sturctural sentences in students writing.

Finally, the last form of error analysis is misordering. Misordering means that getting wrong in ordering sentences. Students can select the right forms to use in the right context, but they arrange them in the wrong order, such as getting wrong in ordering adverbials, interrogative and adjectives. For example: They yesterday did not go to school.



### **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter explains about the research question, instrument and data sources, data collection, data analysis, analysis of students', and teachers interview research.

#### **A. Research Design**

The writer applied descriptive qualitative research for completing this study because this study is intended to find out the common conjunctions errors used in students' narrative text. Qualitative research does not intend to test a hypothesis but this method has a deep tendency to describe, analyze, and interpret the constructive aspects of social world (McLeod, 2010 as cited in Tavallaei and Talib, 2012). Qualitative data is in the form of words, sentences, and paragraphs rather than number. It clearly that basically qualitative research are to describe, to analyze, and to interpret utterances in the form of words, sentences, and paragraphs and it does not involve the numeric data.

The writer used descriptive qualitative research because in the analysis process, the writer did not put any numeric data. The primary data is the use of conjunction in each student's narrative text. The conjunctions joined with words, phrases, clauses, and sentences rather than used numeric data in this study.

The writer described the types of conjunction in each student's narrative text and then explained the functions of each conjunction in the data analysis. The writer used descriptive explanation as the methods to show the descriptive information in her research. Descriptive explanation is used to explain some information that contained in the conjunctions which have relation with other

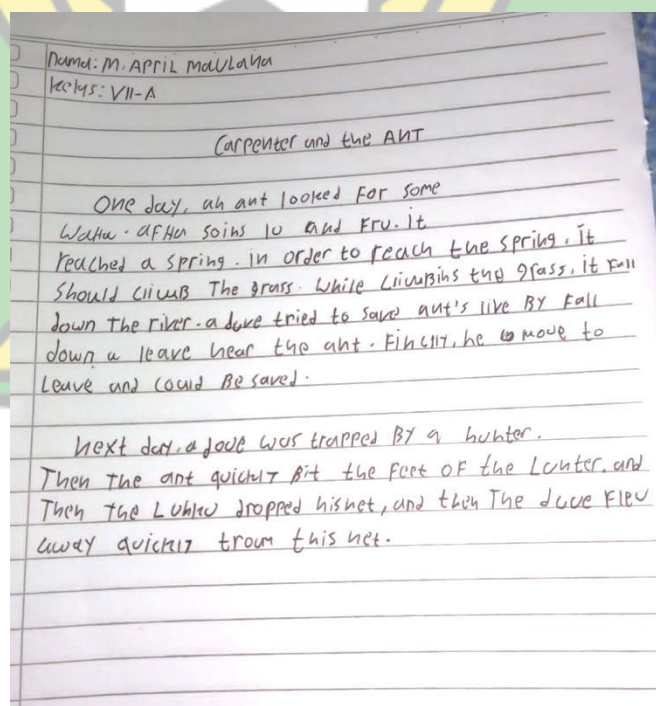
words or sentences. Descriptive explanation is also used to give clear explanation of the functions of conjunction which is used in the text.

## B. Instrument and Data Sources

### 1) Document Analysis

The first instrument to collect the data in this research was students' narrative texts analysis. The students were asked to write a composition in narrative text in three paragraphs consisting of 100 words based on the topics they know well.

Regarding the data sources, among 15 narrative texts, the writer only took 10 texts of students' narrative text to be analyzed by considering the existing of subordinative conjunction in it and also good writing produced.





The data were taken on May, 2<sup>nd</sup>, 2022. The teacher who teaches English in the classroom is Mrs. Ainal Mardiah.

## 2) In-Depth Interview

Another instrument of data collection in the present study is in-depth interview. This is a kind of interview technique in order to gain participants' point of view regarding a subject matter. In this case, a researcher attempts to learn all things regarding a subject matter through asking a series impartial questions to the participants (Mack et al; 2005). There is no best or worst answers in this kind of interview technique since the researcher wants to gain deep insight regarding a matter based on participants' perspective and examples. The participants are free to answer the questions based on their perspective and the researcher could not manipulate the answers. Lastly, the researcher could make conclusion based on the participants' answers.

Moreover, Mack et al; (2005) state that in-depth interview could be done through a call and the interview participants could be more than one. The more participants you have, the more knowledge you gain since there are so various point of view, feelings and knowledge/ experience of each participant.

The present study used in-depth interview in order to find out students' difficulties in applying subordinate conjunction during writing narrative text. To know deeply about the topic, the researcher used face to face interview around 10-15 minutes per participant and each participant was given neutral questions.

### C. Data Collection

To collect the data, the first step done was collecting the students' narrative text. The second step was reading the students' printed texts. The third step was identifying students' errors and then doing classification. The classification table is below.

3.1 classification table

| Text | The Students' Errors   | Correction   | Types of Subordinate Conjunction errors |
|------|--|--|---|
|      | While the race began, the rabbit ran away passed of the turtle | When the race began, the rabbit ran ahead of the turtle. | Subordinate conjunction of time         |

The last step is making conclusion. The researcher identified each function of subordinate used by students.

### D. Data Analysis

#### 1. Analysis of Students' Texts

After collecting the data, the writer did some steps in analyzing the conjunctions which appeared in students' narrative texts. The first step was classifying every conjunction. In the present study, the writer focuses on the following subordinate conjunctions which mostly appeared in narrative text.

Table 3.2 subordinate conjunctions

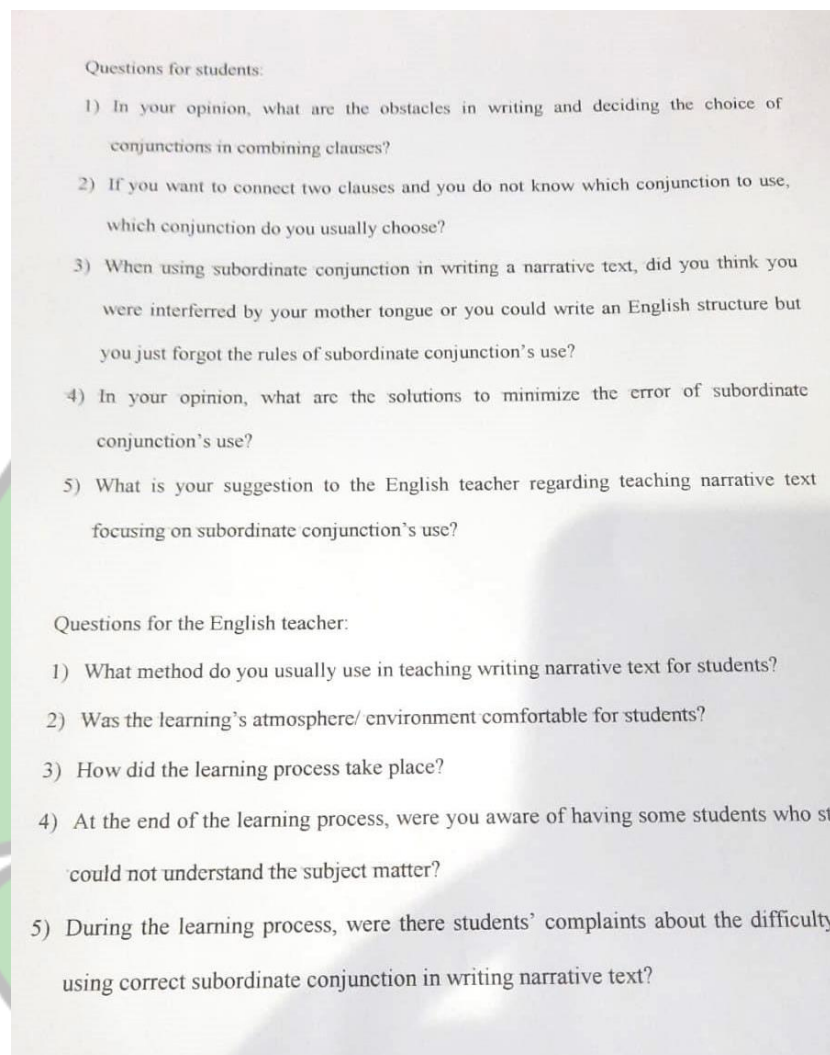
| <b>Focused Subordinate<br/>Conjunction</b> | <b>Example</b>             |
|--|----------------------------|
| Subordinate conjunction of<br>time         | When, while, after, before |
| Subordinate conjunction of<br>cause        | Because, since, as         |
| Subordinate conjunction of<br>condition    | If, once, unless           |
| Subordinate conjunction of<br>purpose      | So that, in order that     |

The second step was describing and explaining the types of conjunction. Then, the writer used Frank's (2005) theory to analyze the types of conjunction which appear in students' narrative texts. The next step was classifying the categories from the functions of conjunction that join some of the following language units such as word, phrase, clause, and sentence which found in the students' narrative texts.

Moreover, the writer described and explained each category from the functions of conjunction which appear in students' narrative texts. The last step was the writer concluded the finding types and functions of the conjunctions in students' narrative texts. Finally, the writer drew the conclusion based on the concrete data of this study.

## 2. Analysis of Students' and Teacher's Interview Result

Here is the list of interview questions.



The questions for teacher arise based on the basic of writing skill exposed by Heaton (1995) "the writing skills are complex and sometimes difficult to teach, requiring mastery not only grammatical and rhetorical devices but also conceptual and judgemental elements. It covers many parts of skill such as language use, mechanical skills, treatment of content, and judgement skills. To cover all of the complexities in teaching writing skill, the English teacher must use quite

appropriate teaching method/strategies in teaching writing skill. Heaton (1995) adds that students' feelings and environment atmosphere are also should be payed attention by the teacher before teaching since they are crucial variable that can influence the success of teaching and learning process.



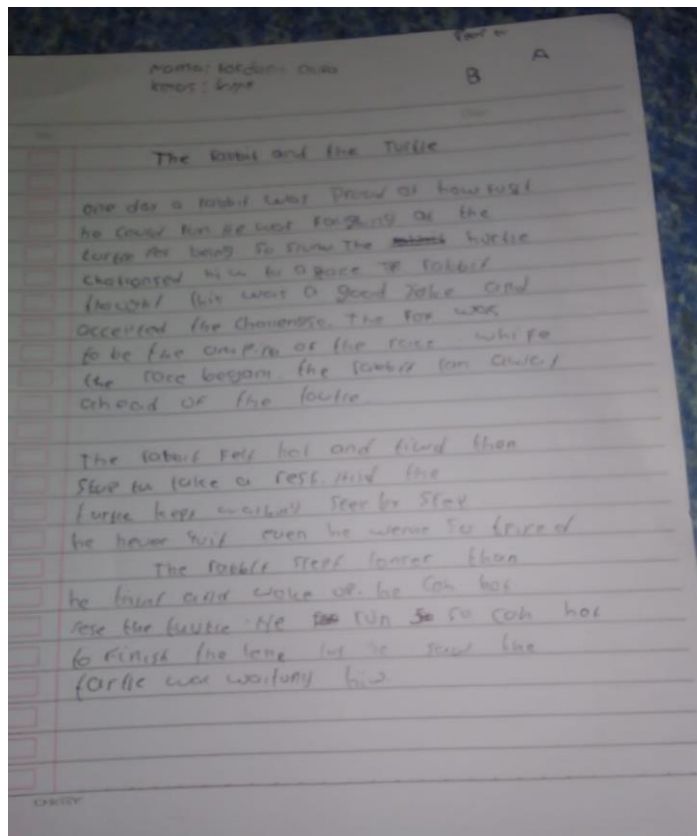
## CHAPTER IV FINDING AND DISCUSSION

In this chapter, writer wants to discuss about finding and discussion.

### A. Research Finding

#### 1. The Dominant Subordinate Conjunction Errors made by students in their Narrative Text

The research finding of this study is based on two research questions presented in the chapter I, namely, the dominant subordinate conjunction errors employed by students in their texts and students' problems in choosing the right conjunction during constructing narrative texts. Based on the first research question, students' texts include four common errors of subordinate conjunction use. Firstly, the error of subordinate conjunction of time. It was found in AG's text, namely, "while the race began, the rabbit ran away passed of the turtle". The use of "while" here is inappropriate since it changes meaning. "While" is used for two actions which were happening in the same time. Of course it used past continuous tense. It could be like this "while the race *was beginning*, the rabbit *was running away* passed of the turtle". However, since the meaning of the sentence above is two actions which have been completed in the same time in the past time, so the correct sentence is "when the race *began*, the rabbit *ran away* passed of the turtle".



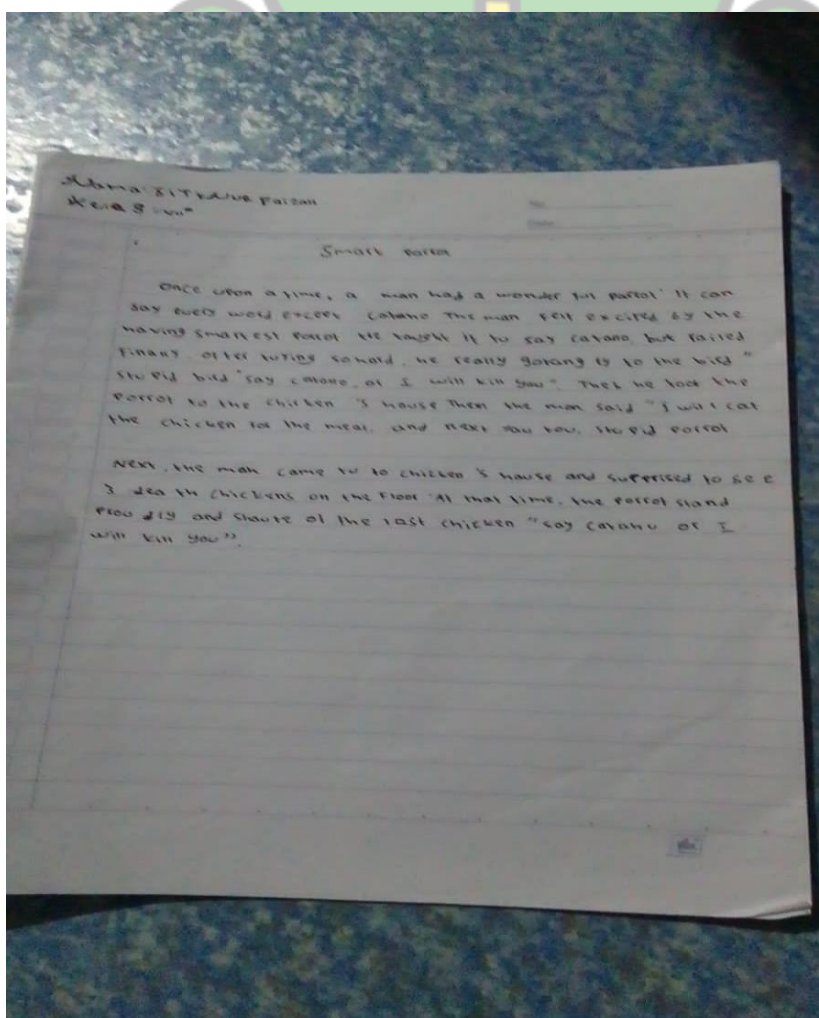
Furthermore, The error use of subordinate conjunction of time was also found in HM's text, namely, "The man felt excited for the having smartest parrot". The pattern "for the having" in the sentence is inappropriate and it also means "because of the existence of the parrot, the man was happy". Actually, the writer implies the meaning here " the man was happy after the parrot being his own pet. So the correct one is "the man felt excited after having the smartest parrot".

Beside the error of subordinate conjunction of time, the students' common error was also found in subordinate conjunction of purpose. For example, in the ZR's text "He tried to climb the tree but he was too heavy, and then he decided to cut the tree over", the text does not imply the meaning of purpose here. He only added further information without implying the purpose meaning. The correct one is "He tried to climb the tree but he was too heavy, *so that* he decided to cut the tree over", meaning that in order to be able to reach the tree, he decided to cut the tree over.

The error of subordinate conjunction of purpose was also found in the AV's text, namely, "she had climbed up the grasses, then she can reach the spring. It could be seen that the text does not imply the meaning of purpose here. The use of "then" does not indicate purpose meaning. It only contains further information. Actually the writer implies purpose meaning here, so the correct sentence is "she had climbed up the grasses, *so that* she can reach the spring".



Moreover, the students also made error in the use of subordinate conjunction of condition. It could be seen in NV's text, namely, "Snow white did not want her uncle and aunt do this so she decided it would be best *unless* she ran away". The use *unless* here is inappropriate since the meaning of unless is *jika tidak*. It does not mean "syarat". The correct sentence here is "Snow white did not want her uncle and aunt do this so she decided it would be best *if* she ran away".

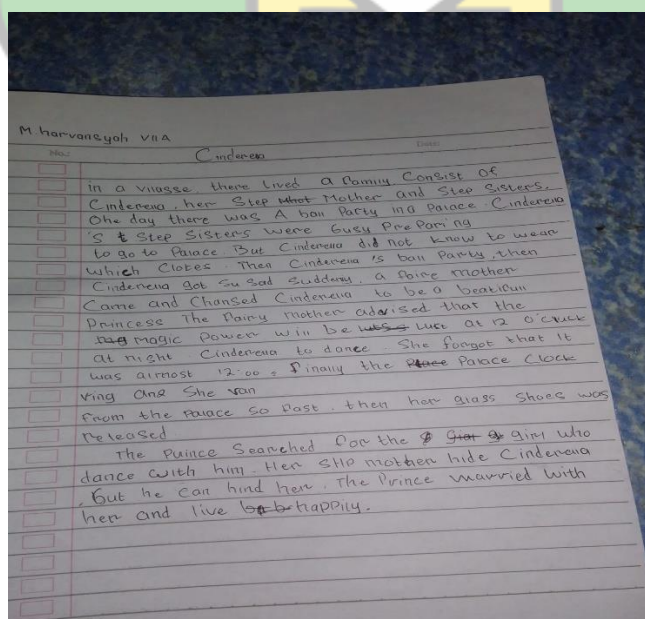


Finally, students did error in the use of subordinate conjunction of cause. It could be found in the AR's text, namely, the villagers left angrily *because of* the boy made them frighten about the disaster. The sentence of AR contains cause

effect relationship, but she could not differentiate the use of “because” and “because of” in the sentence. It could be stated that in the context of meaning it is true, but in the part of pattern it is inappropriate. The appropriate pattern is “the villagers left angrily *because* the boy made them frighten about the disaster”.

Next, error in subordinate conjunction of cause also could be found in the RZ’s text, namely, “The bear left the place slowly. He does not want to touch the dead creature”. RZ did not use subordinate conjunction here because he got doubt about which conjunction is suitable in this context. So that, in order to avoid sentence error, he tended to separate the sentence with the full stop. Actually, the most appropriate cause effect relationship meaning is “The bear left the place slowly *because* it does not want to touch the dead creature”.

The error of subordinate conjunction of cause also could be found in the AL’s text, namely, “Cinderella goes out with her friends and then her bad sisters mess up all the clothes in the Cinderella’s cupboard”. AL avoid the use of subordinate conjunction here in order to avoid error. Actually, the sentence implies the meaning of cause effect relationship. The missing of cause effect relationship is inappropriate. The appropriate one is “*Because* Cinderella goes out with her friends, her bad sisters mess up all the clothes in the Cinderella’s cupboard”.



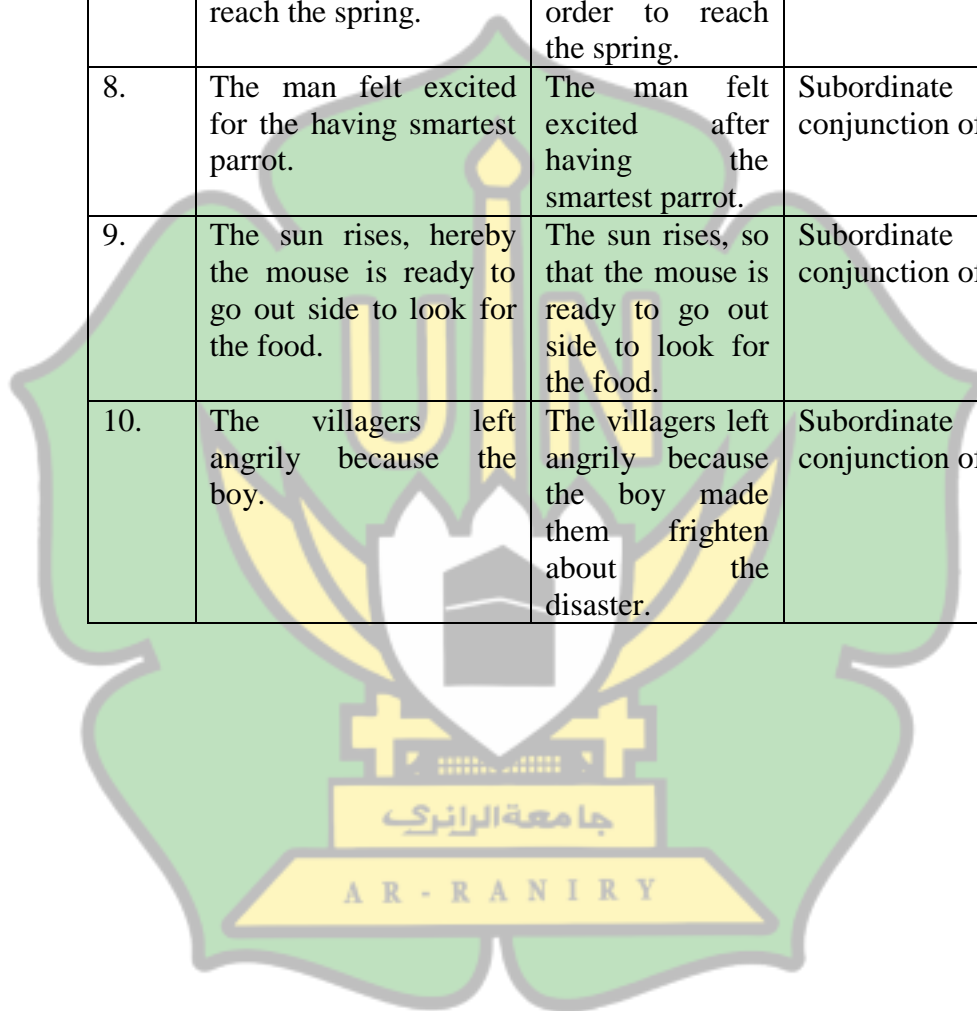
Based on the students' narrative texts, it could be found that most students did errors in applying subordinative conjunctions in their texts.

The detail could be seen in the following table.

Table 4.1 The result of student conjunction errors in narrative text.

| Text | The Students' Errors  | Correction   | Types of Subordinative Conjunction Errors |
|------|---|--|---|
| 1.   | While the race began, the rabbit ran away passed of the turtle  | When the race began, the rabbit ran ahead of the turtle.   | Subordinate conjunction of time           |
| 2.   | Then cinderella's sisters did not let her attend the ball party, then Cinderella got so sad.                        | Cinderella's sisters did not let her attend the ball party, so that Cinderella got so sad.                           | Subordinate conjunction of purpose        |
|      | Cinderella goes out with her friends and then her bad sisters mess up all the clothes in the cinderella's cupboard. | Because Cinderella went out with her friends, her bad sisters messed up all the clothes in the cinderella's cupboard | Subordinate conjunction of cause          |
| 3.   | Snow white did not want her uncle and Aunt to do this so she decide it would be best unless she run away            | Snow white did not want her uncle and aunt to do this so she decided it would be best if she ran away.               | Subordinate conjunction of condition      |
| 4.   | He tried to climb the tree but he was too heavy, and then he decided to cut the tree over.                          | He tried to climb the tree but he was too heavy so that he decided to cut the tree over.                             | Subordinate conjunction of purpose        |
| 5.   | The bear left the place slowly. He does not want to touch the dead creatures.                                       | The bear left the place slowly, because he does not want to touch the dead   | Subordinate conjunction of cause          |

|     |   |   |                                    |
|-----|---|---|------------------------------------|
|     |   | creatures.  |                                    |
| 6.  | They both beat each other. Sura bit Baya's tail. And does the same with Sura. | They both beat each other. Sura bit Baya's tail while Baya bit Sura's tail.       | Subordinate conjunction of time    |
| 7.  | She had climb up the grasses, then she can reach the spring.                  | She had to climb up the grasses, in order to reach the spring.                    | Subordinate conjunction of purpose |
| 8.  | The man felt excited for the having smartest parrot.                          | The man felt excited after having the smartest parrot.                            | Subordinate conjunction of time    |
| 9.  | The sun rises, hereby the mouse is ready to go out side to look for the food. | The sun rises, so that the mouse is ready to go out side to look for the food.    | Subordinate conjunction of purpose |
| 10. | The villagers left angrily because the boy.                                   | The villagers left angrily because the boy made them frighten about the disaster. | Subordinate conjunction of cause   |



## 2. Students' Problems faced in choosing the right conjunction.

Based on the interview result with the students, it was found that the majority of students had difficulties in arranging the ideas of how to use subordinate conjunction in sentence writing, especially for the subordinate conjunctions *when, while, after, and before*. The students know the meaning of those conjunctions literally. However, when they were applied in sentences, students got confused. As a result, they misused of those conjunctions. The excerpt of student – researcher interview could be seen in the following conversation:

*Researcher: what is your obstacles in constructing a narative text focusing on the use of subordinate conjunction in it?*

*AL (student): I got confused and doubt when using subordinate conjunction. I know the meaning of when and while, but I do not know how to use them in sentence.*

Moreover, students stated that they were influenced by their mother tongue when they were learning English conjunctions. The different rules (grammar) between mother tongue and the target language leads the students to make some errors. Eventhough they have learned the English grammar, they still could not distinguish the form (grammar) of their mother tongue and the target language (English grammar).

The excerpt of student – researcher conversation could be seen below:

*Researcher: what is your obstacles in constructing a narative text focusing on the use of subordinate conjunction in it?*

*ZR (student): I was influenced by my mother tongue.*

Finally, because they got confused with the conjunction, they did not use the conjunction in sentences. This was also done in order to avoid mistakes in their writing product. In order to reduce error, they took quite safe action such as only used the conjunction *then* and *and then* rather than other temporal conjunctions. In addition, they wrote simple clause only rather than compound clause. The excerpt of student – researcher conversation could be seen below:

*Researcher: what is your obstacles in constructing a narative text focusing on the use of subordinate conjunction in it?*

*AG (student): I am very confused in constructing sentence in English. That is why to avoid error I tend to use simple sentence and did not want to use conjunction. I am so confused.*

Students realize that in order to master English writing skill, they should practice the writing skill as much as possible since the productive skills like writing and speaking need practice. Additionally, the writing teacher also should teach them patiently and always be in their side when the writing process takes place. They should teach them slowly and step by step started from orientation phase and the conclusion. Students are also should be taught the meaning of subordinate conjunctions semantically; meaning that how to use those conjunctions in context. So that it is easy for them to practice it in sentences. Otherwise, when they understand the meaning of those conjunctions literally, they got confused when they are applied in sentences.

Regarding the English teacher's review result, it was found that the teacher used Contextual Learning Method in teaching narrative text to the



students. After the learning process, she directly asked students to write the narrative text with free title or based on their prior knowledge. The learning atmosphere was quite comfortable when the teaching and learning process took place. Moreover, the school facilities are adequate. Something which is underlined here is during the learning process, there was no student who asked some questions regarding the subject matter. So that the teacher could not measure how far they understand about the subject matter.

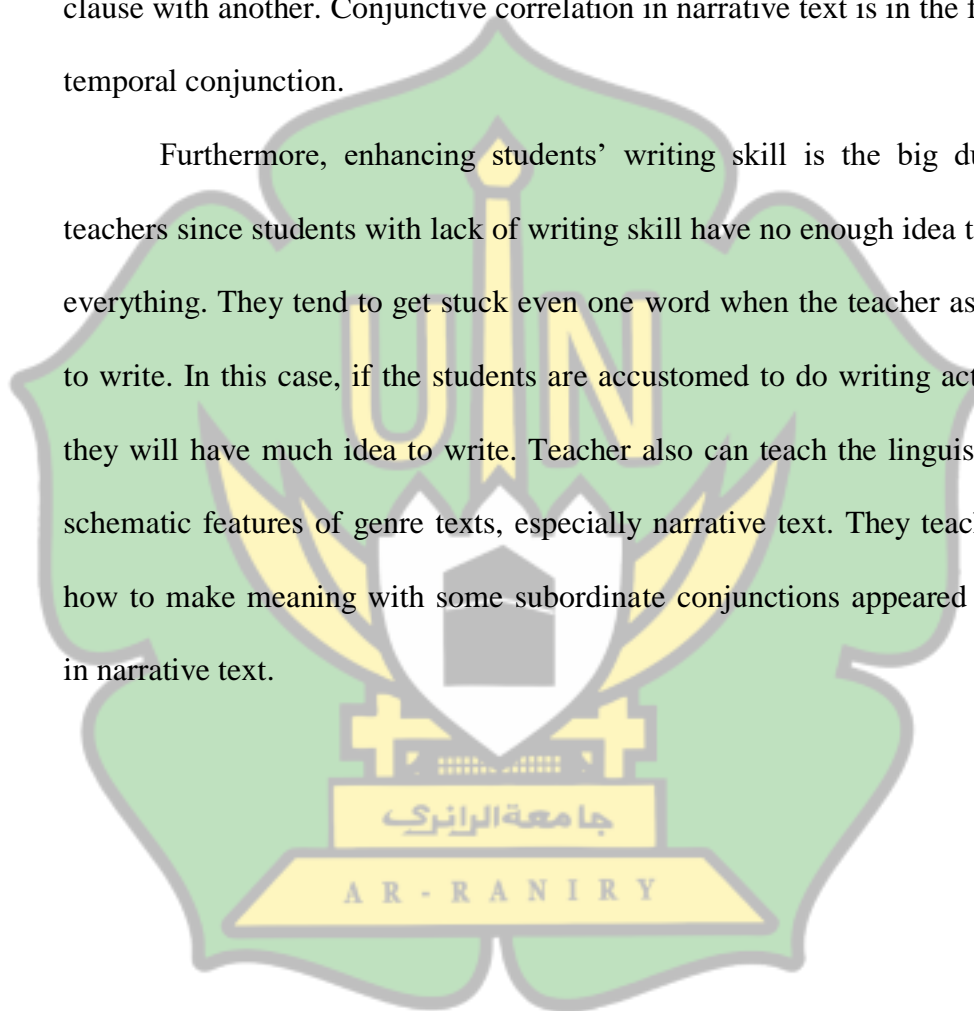
## **B. Discussion**

The result of students' writing revealed that all the sample made errors in their texts. They still did not understand yet in the use of correct form of subordinate conjunction due to their lack of understanding regarding function and making meaning with the words. This is correlated with the aforementioned previous studies conducted by Sitanggang. The finding shows that most students made errors in applying subordinate conjunctions in the text and they were confused in determining each function of subordinate conjunction they used. After being interviewed, they stated that they knew the meaning of subordinate conjunction of time "while" and "when", but they do not know the different context of use between them.

Teaching students intensively regarding how to use conjunction correctly in the text is quite needed since the use of conjunction correctly is one of the requirements to create a cohesive text. Regarding this, Eggins (2004) stated that conjunction is part of creating cohesiveness. The cohesive pattern of conjunction refers to how the writer creates and expresses logical

relationships between the parts of a text. Conjunctive cohesion adds to the texture of text, helping to create the semantic unity that characterizes unproblematic text. Moreover, Gerot and Wignell (1995) stated that cohesiveness could be achieved through the use of conjunction to relate one clause with another. Conjunctive correlation in narrative text is in the form of temporal conjunction.

Furthermore, enhancing students' writing skill is the big duty for teachers since students with lack of writing skill have no enough idea to write everything. They tend to get stuck even one word when the teacher ask them to write. In this case, if the students are accustomed to do writing activities, they will have much idea to write. Teacher also can teach the linguistic and schematic features of genre texts, especially narrative text. They teach them how to make meaning with some subordinate conjunctions appeared mostly in narrative text.





## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher presents the conclusion of this study and suggestion for the next researcher.

#### **A. Conclusion**

Based on the research findings and discussion in the previous chapter, the present study showed that most students still could not apply appropriate use of subordinate conjunction in their texts. There still students who can not differentiate between “because and because of”, and “when and while”. They also still omit the conjunction and separate the clauses with the full stop to avoid error. The students still did not understand how to link the clause by using correct subordinate conjunction. They also tended to translate their own word into English. So in the text, they used a very small amount of conjunction and did much errors, especially in the use of subordinate conjunction in their narrative texts. It was the common errors in their texts.

Furthermore, regarding the second research question, it could be concluded that students state that applying conjunction in texts is complicated since they know the meaning of each question, but when they were applied in sentences, they got confused.

#### **B. Suggestion**

The suggestion is delivered to some elements; teachers, students, and other researchers. It is suggested that for teachers to enhance students’ writing skill

since students with lack of writing skill have no enough idea to write everything. They tend to get stuck even one word when the teacher ask them to write. In this case, if the students are accustomed to do writing activities, they will have much idea to write. Teacher also can teach the linguistic and schematic features of genre texts, especially narrative text. They teach them how to make meaning with some subordinate conjunctions appeared mostly in narrative text. Moreover, The English teacher may use the students' errors as the guidance to evaluate the progress of students in learning English. For example, he or she could give special attention on the common errors that the students make in the target language performance especially in writing skill.

For the teacher, it is also suggested that to increase students' ability in using subordinate conjunction, teacher may asks students to do the exercise regularly. This can be done by giving them assignment about their favourite fable or fun story. Frequently, the teacher may show the errors carefully through the analysis in the classroom with students; i.e. through pair work or group discussion, so that students could share with their friends and be more aware of their errors.

For students, it is suggested that they should learn and more practice about writing in order to develop their writing ability. They also should do the exercise and homework given by the teacher. Also, they should be brave in asking questions to teacher when they got confused about teacher's explanation.

For other researchers, it is suggested that they conduct further research with the same object but in different perspective of other kind conjunction since

frequently, students still face difficulties in putting and organizing conjunction in their writing composition.



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## APPENDIX A



## APPENDIX B



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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### SURAT KETERANGAN

Nomor: B-784/Un.08/PBI/TL.00/12/2022

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-15321/Un.08/FTK.I/TL.00/11/2022 tanggal 30 November 2022, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Siti Nur Arifa  
NIM : 150203184  
Fak/Prodi : Pendidikan Bahasa Inggris/Fakultas Tarbiyah Keguruan

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Thesis yang berjudul:

*An Analysis of Students' Conjunction Errors in Writing Narrative Text*

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 07 Desember 2022  
Ketua Prodi Pendidikan Bahasa Inggris,

  
Svarifah Dahliana

## APPENDIX C

### INTERVIEW QUESTIONS

Question for student:

- 1) In your opinion, what are the obstacles in writing and deciding the choice of conjunctions in combining clauses?
- 2) If you want to connect two clauses and you do not know which conjunction to use, which conjunction do you usually choose?
- 3) When using subordinate conjunction in writing a narrative text, did you think you were interfered by your mother tongue or you could write an English structure but you just forgot the rules of subordinate conjunction's use?
- 4) In your opinion, what are the solutions to minimize the error of subordinate conjunction's use?
- 5) What is your suggestion to the English teacher regarding teaching narrative text focusing on subordinate conjunction's use?

Questions for the English teacher:

- 1) What method do you usually use in teaching writing narrative text for students?
- 2) Was the learning's atmosphere/ environment comfortable for students?
- 3) How did the learning process take place?
- 4) At the end of the learning process, were you aware of having some students who still could not understand the subject matter?



- 5) During the learning process, were there students' complaints about the difficulty of using correct subordinate conjunction in writing narrative text?



## APPENDIX D

### THE TRANSCRIPT OF STUDENTS' RESPONSES TOWARD THE INTERVIEW

#### A. Interviewing about Students' Obstacles in Writing

Researcher: In your opinion, what are the obstacles in writing and deciding the choice of conjunctions in combining clauses?

AG (student): I can not differentiate between the conjunction *when* and *while*. I think they can be used interchangeably without having different meaning.

AV (student): I do not know and master all the conjunction, for example, the conjunction *because* . I know the meaning because is karena. But when I write a sentence, I do not know how to use.

ZR (student): I know the pattern of English structure, but when I do writing, I am always interferred by my mother tongue.

RZ (student): I think English is hard. That is why when writing, I usually used simple conjunction like *and* and *and then* to avoid error. I am not self confident to write English writing since I often do Indonesian writing. When writing, I am also influenced by my mother tongue.

NV (student): I know the meaning of *after* and *before*, but when I apply it in sentences, I got confused.

MN (student): I am very confused in constructing sentence in English. That is why to avoid error I tend to use simple sentence and did not want to use conjunction. I am so confused.

AL (student): I was influenced by my mother tongue.

FT (student): I got confused and doubt when using subordinate conjunction. I know the meaning of *because* and *because of*, but I do not know how to use them in sentence.

RZ (student): It is hard for me to write compound sentences or long sentence in English. That is why during writing, I prefer to use simple sentence. It also be done to avoid error.

JN (student): Actually I can master the meaning of each subordinate conjunction well. But when I apply it in sentences, I got confused. It could be I master the meaning of the conjunction literally not semantically.

### **B. Interviewing about their Choice of Conjunction**

Researcher: If you want to connect two clauses and you do not know which conjunction to use, which conjunction do you usually choose?

AG (student): I usually use coordinating conjunction *and*

AV (student): I use *but*

ZR (student): I use full stop

RZ (student): I use dot

NV (student): I use *and* and *and then*

MN (student): I got confused

AL (student): I usually do not use conjunction if I got confused

FT (student): I connect the sentences without conjunction. I just use comma

RZ (student): I usually use simple conjunction, like *and*, *but*, *or*

JN (student): Actually if it is simple sentence I used *and*, *but*, *or* but if it is compound sentence, it is hard for me to understand which conjunction appropriate to use

### **C. Reviewing about the Influence of Using Subordinate Conjunction in Clauses**

Researcher: When using subordinate conjunction in writing a narrative text, did you think you were interfered by your mother tongue or you could write an English structure but you just forgot the rules of subordinate conjunction's use?

AG (student): I was interfered by my mother tongue

AV (student): I forgot the rules of subordinate conjunction's use

ZR (student): I forgot the rules of subordinate conjunction's use

RZ (student): I forgot the rules of subordinate conjunction's use

NV (student): I was interfered by my mother tongue

MN (student): I was interfered by my mother tongue

AL (student): I was interfered by my mother tongue

FT (student): I connect the sentences without conjunction. I just use comma

RZ (student): I usually use simple conjunction, like *and*, *but*, *or*

JN (student): Actually if it is simple sentence I used *and*, *but*, *or* but if it is compound sentence, it is hard for me to understand which conjunction appropriate to use

#### **D. Reviewing about the Solutions to Minimize the Error of Subordinate Conjunction's Use**

Researcher: In your opinion, what are the solutions to minimize the error of subordinate conjunction's use?

AG (student): Learning deeply about subordinate conjunction's use

AV (student): Doing exercise much

ZR (student): Doing writing exercise as often as possible

RZ (student): Learning how to use conjunction semantically

NV (student): Learning as diligent as possible

MN (student): Do not talk when the teacher explains

AL (student): Giving good attention to the teacher when the lesson takes place

FT (student): Give good care to English lesson

RZ (student): Writing as much as possible by using subordinate conjunction

JN (student): Doing exercise as much as possible

**E. Reviewing about Students' Suggestion to the English Teacher regarding Teaching Narrative Text Focusing on Subordinate Conjunction's Use**

Researcher: What is your suggestion to the English teacher regarding teaching narrative text focusing on subordinate conjunction's use?

AG (student): Giving students as much as writing exercise to train their capacity in writing especially using subordinate conjunction's use

AV (student): Choosing effective and fun learning activities in teaching

ZR (student): Asking students to write one by one in front of class

RZ (student): Teaching contextually

NV (student): Did not give students limitation of the narrative text theme

MN (student): Applying suitable learning method in teaching narrative text

AL (student): Training students as much as possible in using subordinate conjunction in sentences

FT (student): Teaching students how to connect one sentence to another sentence well

RZ (student): Explaining in detail the semantic use of subordinate conjunction

JN (student): After explaining, the teacher directly asks students to do writing task by using subordinate conjunction



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