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AN ERROR ANALYSIS IN USING CORRELATIVE CONJUCTION IN EXPRESSING LIKE AND DISLIKE AT THE EIGHTH GRADE OF SMP NEGERI 3 SITOLU ORI IN 2023/2024

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ABSTRACT

The purposes of the research is to analyze the types of errors and find out the sources of errors made by the eighth-grade students of SMP Negeri 3 Sitolu Ori on using correlative conjuction in expressing like and dislike. The method used in the research was descriptive qualitative. The analysis of the data was conducted by following the procedures of error analysis namely collect data, identification of error, description of error, explanation of error and evaluation of error. Furthermore, the informant of the research is class VIII–A students of SMP Negeri 3 Sitolu Ori which consisted of 20 students. The data will collect by took the video documentation of student speaking about expressing like and dislike and interview both of students and the English Teacher. Based on the explanation above, the researcher interests to do a research by entitling, "An Error Analysis on Using Correlative Conjuction In Expressing Like And Dislike At The Eighth Grade of SMP Negeri 3 Sitolu Ori in 2023/2024"
Keywords: *Speaking, Correlative Conjuction, Error Analysis*

INTRODUCTION

Language is as a tool of communication to express our idea, feeling and thought. It is supported by Richards & Schmidt (2017:311), language is the system of human society for communication which consists of the structured arrangement of sounds (or theirwritten representation) into largerunits, morphemes, words, sentences, utterances. It means that languageis used for communication all over the world. In modern life, the ability to speak in English is a necessity since most of the information in the field oftechnology; science, social media, and education are in English.

Focuses on the education field, studying the four skills – reading, listening, writing, and speaking are substantial for students particularly on oral communication tool. Nunan (2001:29) conveys that speaking is in fact the activity of giving speeches and talk; the way someone presenting information in stories, describing things, instructing, comparing,and evaluating as well as giving explanation, making a justification, predicting, coming to a decision, and making interview. Furthermore, in the act of speaking, the students can share in personal experience through direct participation in giving and taking of conversation, discussion and express the idea in real time.

In the syllabus of SMP Negeri 3 Sitolu Ori particularly at the Eighth Grade, the basic competenceof speaking states the students can speak in functional oral text and short conversation while the on the basic competence, the students are expected to be able to convey the meaning in short functional oral text by using oral language in accurate figure, fluent, and accept with environment. In speaking the students should be competence to express their ideas, opinions and feelings both of their English class in everyday life. To achieve the target in this syllabus, the school has decided the Minimum Competence Criterion (MCC) especially the seventh grade was 70 which should be achieved by the students to be successful in English lesson. The inability to achieve the standard will fail the students themselves.

Unfortunately, based on the observation toward the students and interview with the English teacher in SMP Negeri 3 Sitolu Ori on January – February 2022 and may 2023 the researcher discovers that students' ability in performing a simple dialogue of expressing like and dislike by using correlative conjuctionis questionable since the students are showing weaknesses. Most of the students are not quite able to perform the expected acts of expressing like and dislike by using correlative conjuction. It isvery difficult for the students to express ideas, not confident when they are speaking and made them less motivated in English. Their structure is not good. Both their performance and motivation of speaking are not satisfied. It indicates the existence of problem in students'speaking ability.

In conducting the research is supported by the latest related research, they are: According to Yuliati (2018), errors in using correlative conjunctions often occur among students in writing English. This is due to a lack of understanding about the function and usage of correlative conjunctions in a sentence. Therefore, research is needed to identify the errors in using correlative conjunctions among students and how to address these issues. Pangaribuan (2018) also revealed that errors in using correlative conjunctions can cause ambiguity and inaccuracies in the meaning of a sentence. Such errors can occur because students do not fully understand the function and usage of correlative conjunctions. Therefore, research on the usage of correlative conjunctions is needed to help students understand and overcome errors in using them. Ehsan and Manalu (2020) demonstrated that errors in using correlative conjunctions are a common problem faced by EFL (English as a Foreign Language) students. Such errors often occur because students do not fully understand how to use correlative conjunctions in a sentence.

Based on the views of the experts above, it can be concluded that research on errors in using correlative conjunctions among students is crucially important. This aims to assist students in understanding and overcoming errors in using correlative conjunctions in writing English. Additionally, this research can also help teachers in designing effective learning strategies to improve students' understanding of correlative conjunctions. Therefore, research on the usage of correlative conjunctions among students is necessary to help them understand and overcome such errors.

Therefore, the researcher wants to conduct descriptive qualitative research to describe the condition of the students' speaking ability, particularly in expressing like and dislike. Gay and Airasian (2018:11) say that descriptive research is used to describe, investigate and study cause-effect, which involves collecting data in order to answer questions about the current status of the subject or topic of study and it can also measure what already exists. Additionally, Robbert and Knopp (2018:274) state that qualitative research is an approach to social science research that emphasizes collecting descriptive data in natural setting, uses inductive thinking, and emphasizes understanding thesubjects point of view. Thus, the descriptive qualitative research is an approach to describe, investigate and study cause-effect that emphasizes the data collecting in natural setting and uses inductive thinking. Inductive thinking begins with specific details or facts and progresses to a general principle as conclusion.

Regarding to the explanation above, the researcher will investigate the eighth grade' speaking ability in performing a dialogue of expressing like and dislike by using descriptive qualitative research entitled An Error Analysis in Using Correlative Conjunctionsin Expressing Like and Dislike at The Eighth Grade.

METHOD

The researcher will use the inductive approach aims on finding the focus of the research. Thomas (2018:238) says that the inductive approach is a systematic procedure for analyzing qualitative data in which the analysis is likely to be guided by specific evaluation

objectives which allows research findings to emerge from the frequent, dominant or significant themes inherent in raw data.

The location of the study is SMP Negeri 3 Sitolu Ori located in North Nias regency. There are 32 teachers in this school, and 3 of them are the English teachers. This school consists of 10 classes, which 5 classes are the eighth grade and total numbers of the eighth grade are 151 students. Then, The technique of data analysis which used by the researcher in the research was qualitative analysis technique which function is to describe and interpret the result of qualitative data. In analyzing data, the researcher will use Surface Taxonomy Strategy.

For getting the quantitative data, it would be described in the table of percentage and formula by Sudjono (2017) in Mulyono (2016:69) to have the frequency and percentage of error as follows:

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

Notes:
P: Percentage
F: Frequency
N: Number of cases (total of frequency)

The researcher continues to analyze the secondary data obtained from the transcripts of interviews. The explanation as follows:
1) Reading and Memoing
2) Describing
3) Classifying

RESULT AND DISCUSSION
A. The Research Finding

In the previous chapter, the procedures of collecting the data have been mentioned clearly. The researcher has collected the sample of the students' language by the students' test result. Furthermore, the results of data collection are such seen as below:

a) Result of the test from students' speaking products in using correlative conjunctions in expressing like and dislike

Based on the study that was conducted at SMP Negeri 3 Sitolu Ori class VIII-A, the researcher found some results of students' errors in using correlative conjunctions in expressing like and dislike. After collecting and identifying the data, the researcher explained them in detail. The researcher identified and then classified type of errors according by James (1982 :106-110), error of omission, addition, misformation and misordering. After identifying and describe of error, the researcher counted the errors by using the table and calculating the number of each error. Next, the researcher proces the calculation of the result of the speaking task by using the formula which has been mentioned in the previous chapter

Table 1. The Recapitulation of Identification and Description of Students' Types of Error

No	Types of Error			
	Omission	Addition	Misformation	Misordering
1	1	4	-	5
2	1	4	-	-
3	4	5	1	6

4	5	3	-	5
5	2	2	2	2
6	1	2	1	1
7	3	6	-	1
8	5	6	-	1
9	-	1	1	-
10	-	1	-	1
11	-	2	1	-
12	2	1	-	-
13	1	-	2	-
14	4	3	1	4
15	-	1	2	-
16	3	7	-	2
17	-	9	1	-
18	6	6	-	5
19	7	5	1	3
20	6	4	2	5
21	7	9	-	7
22	10	5	1	7
23	2	1	1	7
24	-	8	-	-
25	7	8	1	7
26	9	5	-	7
27	2	1	2	7
	88	109	20	83

As the calculation above, the researcher counteing the percentage of the error as follow:

The error of omission $= \frac{88}{299} \times 100 = 29$ %

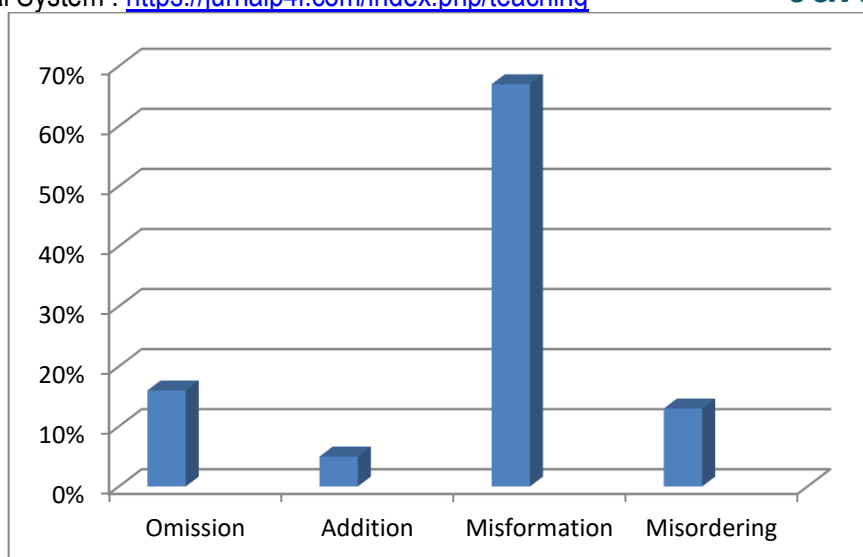The error of addition $= \frac{109}{299} \times 100 = 36$%

The error of misformation $= \frac{19}{299} \times 100 = 7$ %

The error of misordering $= \frac{83}{299} \times 100 = 28$ %

Table 2. The Recapitulation of Frequency and Percentage of Students' Types of Error

No	Types of error	Frequency	Percentage
1	Omission	88	29%
2	Addition	109	36%
3	Misformation	20	7%
4	Misordering	83	28%
	Total	299	100%

Graphic 1. The Percentage of Students' Types of Error

Clearly, the frequency of the types of error can be shown in graphic 2 below:
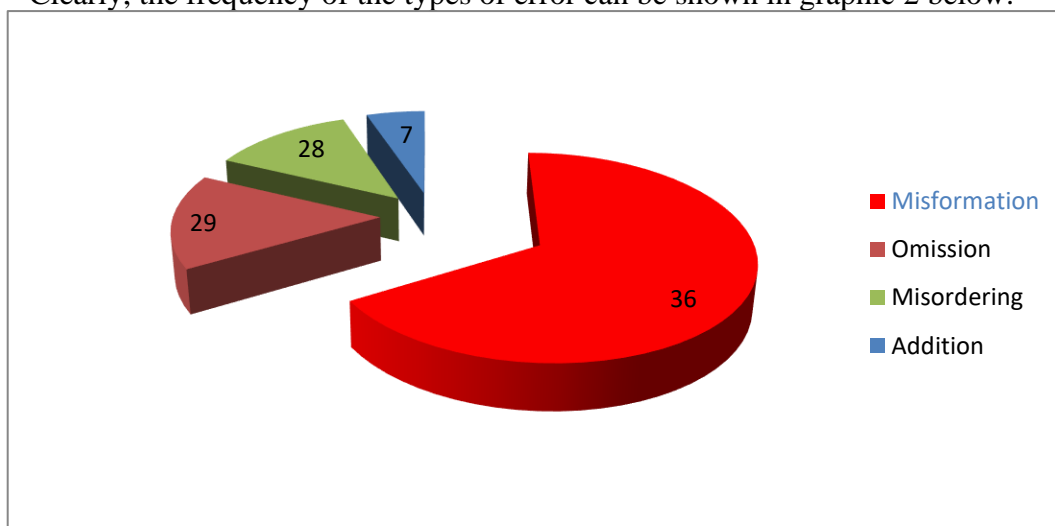
Graphic 2. The Frequency of Types of Error

The total of based on the recapitulation of the frequency and percentage of types of error, the highest error was omission, which they made 88 errors of Omission (29%). Meanwhile, the students made 109 (36%) errors of addition, 20 (7%) errors of misformation, and 83 (28%) errors of misordering. Therefore, total of error made by the student were errors in using present tense in expressing like and dislike.

Theywere presented in the form of table in order to answer the firstresearch question about the most dominant students' errors in using present tense in expressing like and dislike.

1. *Omission*

After analyzing the students' speaking products based on surface strategy taxonomy. In their speaking products, the researcher found 88 errors of omission.
Suggested corrections:
a. My mother or my father cooked this very delicious food for breakfast to day i really like it
b. Marvel chris will sing this song to night i really like listening to it
c. Either you nor i have finished this homework and the teacher doesn't like students like that

Errors made by student:

a) Either my mother or my father cooked this very delicious food for breakfast to day I really like it
b) Marvel or chris will sing this song to night I really like listening to it
c) Neither you nor I have finished this homework and the teacher doesn't like students like that

Based on the examples, the students did not add suffix 's' that should appear in using third singular person and plural noun. Omission errors happened when the learners did not contribute the important item that should be written. These errors happened because in Indonesia the subject did not change the verb and did not require to add s or es in using plural noun.

2. Addition

After analyzing the 27 student speaking products, the researcher found 109 errors of addition. The sample of utterences are:

Suggested corrections:

a. Oth parents and teachers are all responsible for educating teenagers and teenagers like goodways of educating
b. My mother is very good at cookingoth indonesian and regional and my father doesn't like it
c. Either students nor teachers turn on cameras during online classes and students love learning online

Errors made by student:

a. Both parents and teachers are all responsible for educating teenagers and teenagers like goodways of educating
b. My mother is very good at cooking both indonesian and regional and my father doesn't like it
c. Neither students nor teachers turn on cameras during online classes and students love learning online

The examples above represented the other examples of student errors in using correlative conjunction in expressing like and dislike. Addition happened when the learners used the unwanted items.the students add to be after using verb and modal auxiliary verb, adding to-infinitive after modal auxiliary verb, and applying the double marking items. These errors happened since they had obtained inadequate rules of English. Thus, they just applied the rules that they had already known in writing the sentences by using present tense. Thus, they only knew that to be (is, am, and are) was necessary, but they did not know when it was required. Therefore, they had to learn more about the English rule in order to minimize those errors.

3. *Misformation*

Suggested corrections:

a. Whether it's rania our dinda who cooks our food i like the taste
b. I think either tito our tyo turned of the lights i dont like having the lights turned of because it's dark
c. ither Pipo nor Stop like playing football

Errors made by student:

a. Whether it's rania or dinda who cooks our food i like the taste
b. I think either tito or tyo turned of the lights i dont like having the lights turned of because it's dark
c. Ither Pipo nor Stop like playing football

4. *Misordering*

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After the researcher identifying and classifying the errors based analysis, the researcher found 83students' errors in misformation.

Suggested corrections:

a) Teachers like to take student assignments online and offline and parents like that way of learning

b) I like to walk to work or take the bus

c) Neither the scissors the cutting knife are in the box because I like the color of the scissors clothes and he likes round faces

Errors made by student

a) Teachers like to take student assignments both online and offline and parents like that way of learning

b) I like to walk to work or take the bus

c) Neither the scissors nor the cutting knife are in the box because I like the color of the scissors

In this category of errors, the students made 3 errors in their speaking products. The sentences in the incorrect placement which based on Indonesian pattern. These errors happened to they just translated the word from Indonesian to the English pattern. Means, they were still familiar with their first language structure.

b) Findings from Students' Questionnaire

The questionnaire was distributed to the students on second grade of junior high school inSMP Negeri 3 Sitolu Ori. The analysis of this data would be highlighted in relation to the second research question which aimed to describe the factors causing student errors in using correlative conjunction in expressing like and dislike. Thus, the table above showed the analysis of questionnaire by using the percentage formula.

Table 3. Factors causing students' errors in using present tense in expressing like and dislike

Questionnaires	Options	F	Percentages	Total Percentages
1. Speaking a descriptive text is easy	a. Strongly Agree b. Agree c. Disagree d.Strongly Disagree	4 23 0 0	15 % 85 % 0% 0%	100%
2. Correlative conjunctions is the easiest tense to learn	a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree	19 8 0 0	70% 30% 0% 0%	100%
3. But correlative conjunctions is difficult to be usedinexpressing like and dislike	a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree	0 4 16 7	0% 15% 60% 25%	100%
4. When I use present the tense in speaking the descriptive text I always confused in : a) Adding 's/es' for the plural nouns and the subject she, he and it.	a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree	2 10 7 8 3 11 9 4	7% 37% 26% 25% 11% 41% 33% 15%	100% 100%

b)	Using the right to be (is, am are) based on the subject	a .Strongly Agree	4	15%	100%
		b. Agree	18	67%	
		c. Disagree	1	3%	
c)	Frequently I write English based on Indonesian structured	d. Strongly Disagree	4	15%	
5.	When I write the descriptive text by using present tense, the errors always appear because of :		12 10	45%	100%
		a. Strongly Agree v	3	37%	
		b. Agree	2	11%	
		c. Disagree	5	7%	
		d. Strongly Disagree	12	18%	
a)	The influence of Indonesian structure	a. Strongly Agree	6	45%	100%
		b. Agree	4	22%	
b)	Just translate the word from Indonesian to English	c. Disagree	1	15%	
		d. Strongly Disagree	4	4%	
		a. Strongly Agree	12	15%	
c)	The sentence pattern is same both in Indonesian and English	b. Agree	10	44%	100%
		c. Disagree	1	37%	
		d. Strongly Disagree		4%	

B. Discussion

After analyzing the data collection; student speaking products in using present simple tense in expressing like and dislike and questionnaire were necessary to discuss the result of this study. The purposes of this study were to find out the answer of the research questions. Furthermore, the aims of this study were to identify the most dominant errors and to describe the factors causing the students' errors in using correlative conjunctions in expressing like and dislike. Thus, first research question was "What are the most dominant errors made by the second grade students in using correlative conjunctions in expressing like and dislike?". Thus, first discussion would focus on the analysis of students' speaking products in using correlative conjunctions in expressing like and dislike. This stage was to find out the types of error and identified the most dominant students' errors in using correlative conjunctions in expressing like and dislike based on surface strategy(omission, addition, misformation and misordering).

In this study, the researcher analyzed the 27 student speakingresult in using correlative conjunctions in expressing like and dislike. In this section, the researcher would classify the errors from the students' writing products into four types (omission, addition, misordering andmisformation). It support by Dulay, 1982 : 38. Omission was identified by the absence of an item or a morpheme that must appear in a well-formed utterance. And also sated by Liasari2011students made this error when they want to add sor es. Thus, In this research was found 88 (29%) errors of omission.

The second erroraddition, where the students used the unwanted items in the sentence. According to Dulay (1982) this type occurred since the learners had obtained several rules in English. Based on the student speaking products, the researcher found that most of student tended to use to-infinitive after using modal auxiliary verb (must and can). This case happened because their equation about the verb want, so when they wrote "must or can" they produced 'to' stated by Norrish, 1983. Thus, this study the researcher found 109 (36%) errors of addition.

The third errormisformation. It occurred because the students still confused about the use of subject would influence to be (is, am, and are) and the verb that they used such as auxiliary verb (have and has).This study was found 19 (7%) misformation. Hence these errors appeared since the students were misunderstanding in using some forms in English says by Soetikno, 1996.

The last error ofmisordering. The researcher was defined as the incorrect placement of the words. In addition, it happened due to the differences between the word sequence in English and Indonesian according by Saad&Sawalmeh, 2014. Based on the result of the student speakingproducts, there were 83 (28%) errors of misordering. Some of them wrote in English, but they used the Indonesian word order. Meant, the students were still familiar with the Indonesian word order.

Based on the explanation above, it could be concluded that the most dominant student errors in using correlative conjunctions in expressing like and dislike were omission and the factors causing the students errors' in using correlative conjunctions in expressing like and dislike were the interlingual transfer and intralingual interference. Thus, the second grade students of have to practice writing after learning the tenses and the teacher should correct their speaking product in order to minimize the errors. The teacher should ask the student to apply their knowledge of tenses in their speaking products in order to make them more familiar with the English pattern.

CONCLUSION

Based on the finding of student speaking products in using correlative conjunction in expressing like and dislike. It showed that student made a total of 299 errors which consist of 88 (29%) errors of omission, 109 (36%) errors of addition, 20 (7%) errors of misformation and 83 (28%) errors of misordering. Thus, the omission was the most dominant student errors in using correlative conjunction in expressing like and dislike. Then, the questionnaire showed that the factors causing the students errors' in using correlative conjunctions in expressing like and dislike were the language transfer andintralingual interference.

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