

Enhancing EFL Learners Conjunction Proficiency in Recount Text: An Analytical Study

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ABSTRACT: This current research aims to identify and describe EFL learners' types and causes of conjunction errors in writing recount texts. This research relies on a mixed-methods design where 27 participants were 10th-grade EFL learners of SMK Muhammadiyah Berbah in the 2022/2023 academic year. Data were collected through documents and interviews. The collected data were analyzed both qualitatively and quantitatively. Qualitative analysis was used to discover EFL learners' types and causes of conjunction errors in writing recount text. Besides, quantitative analysis was used to present the number and percentage of EFL learners' errors. This research shows that EFL learners make four error types in using conjunctions to write recount text. The types of errors consist of 55.81% omission errors, 23.25% unnecessary addition errors, 18.60% misuse errors, and 2.32% repetition errors. Ignorance of rule restrictions causes EFL learners to make errors of misuse, unnecessary addition, and excessive repetition. The incomplete application of the rules caused EFL learners to make omission errors. This research implies that using conjunctions in recount text writing poses a severe challenge for Indonesian EFL learners who continue to misuse conjunctions. Therefore, this research highlights the necessity of providing qualified instructors and curriculum designers with insightful information that might be used to improve focused training and increase students' overall language competency and EFL writing abilities.

Keywords: *Conjunction, English Writing, Error Analysis, Recount Text*

A. INTRODUCTION

The use of conjunction in writing a recount text seems simple, but it brings a significant issue for Indonesian EFL learners where many of them still need to correct their usage (Fanny et al., 2022; Juhansar et al., 2022). These errors affect the cohesion, meaning, and logic of the EFL learners' recount text writing that reflects their English writing competence. Conjunction thus becomes one of the crucial elements that must be learned. Conjunctions connect other words, phrases, or clauses (Sargeant, 2007; Nurpahmi, 2022). A writer cannot join words, phrases, or clauses in a work if there is no relationship between them or connecting words. Again, using conjunctions in writing presents a significant challenge for Indonesian EFL learners, as evidenced by persistent errors in their usage (Unubi, 2016; Mohammed, 2015; Riadi et al., 2023). These errors impact the cohesion, meaning, and logic of EFL learners' recount text writing, underscoring the importance of understanding and mastering conjunctions as connectors in English writing.

The absence of conjunctions challenges the writer to effectively amalgamate words, sentences, or clauses, rendering the text less comprehensible for the reader. Consequently,

conjunctions in sentences are essential to forming logical and grammatically correct statements. Even though conjunctions are supposed to be simple, a significant percentage of English as a Foreign Language (EFL) learners tend to misuse them. Especially noteworthy is the frequent misuse of the conjunction “and,” which is a term that appears to be widely used by EFL students, some of whom have trouble using it correctly. The researchers argue that there may be fundamental flaws in how EFL learners understand conjunctions (Riadi et al., 2023; Culpeper et al., 2000; Halimah, 2023; Sari et al., 2020).

So far, several studies have emphasized the necessity of correct usage of conjunctions in English writing because conjunctions help maintain coherence and convey meaning within a text (Clarita et al., 2023; Subur et al., 2023; Juhansar et al., 2022). Thus, conjunctions are extremely important in writing. Conjunctions are essential to the creation of intelligible sentences; if they are not used correctly, the text may become less coherent, and readers may be less likely to understand the author’s intended message (Riadi et al., 2023; Culpeper et al., 2000; Halimah, 2023; Sari et al., 2020). Even experienced readers may interpret a text differently when incorrect conjunctions are used, as explained by Clarita et al. (2023) and Subur et al. (2023), highlighting the importance of good conjunction usage in written communication. According to Brown (2007), a mistake is improperly applying a recognized system, but an error shows the learner’s proficiency. In other words, when EFL learners make mistakes, they are aware of their shortcomings, as opposed to when they make errors and are unaware of their shortcomings.

Harmer (2007) notes that errors are mistakes made by EFL learners who cannot repair them on their own and must seek outside assistance to resolve the issue. He says that EFL learners make mistakes because they need to know what is correct (Harmer, 2007). Due to the EFL learners’ ignorance of the target language, a mistake occurs. As a result, the researchers investigated error analysis utilizing conjunction. Due to a few factors, it is crucial to take action. The EFL learners should *first* recognize their misuse of a conjunction before ensuring they refrain from repeating it. *Secondly*, EFL learners require assistance from others to identify their writing problems because those who omit errors never catch them. *Thirdly*, a conjunction plays a crucial part in creating text cohesiveness. Educating EFL learners on proper conjunction usage by highlighting their mistakes with a particular conjunction is crucial. *Lastly*, EFL learners must understand the reasons behind their mistakes in order to learn more in the future.

Regarding previous studies that emphasize the significance of proper conjunction usage in writing, the upcoming study is novel in that it focuses on conjunction usage errors among English as a Foreign Language (EFL) learners. While earlier studies have emphasized the

importance of conjunctions in preserving coherence and expressing meaning within a text, this study details the particular mistakes EFL learners made when creating recount text writings. In addition, the study attempts to pinpoint the underlying reasons for these mistakes, adding to a more complex knowledge of the difficulties EFL students encounter when learning conjunctions for efficient written communication.

B. REVIEW OF LITERATURE

English Recount Text Writing

Recount text describes past events, such as holidays, accidents, or activity reports (Autila & Theresia, 2018; Wardiman et al., 2005; Strong, 2013). It helps EFL learners develop their experience into writing and is usually told chronologically. The focus is on the events, with no complications among the participants. It is similar to a narrative text, but the structure of the body paragraph is different. There are three types of recount text (Derewianka, 1990). *First*, a personal recount text. Recounting a personal experience, personal letter, diary entry, journal entry, anecdote, or postcard are examples of personal narratives. A personal story is typically told in the first person (I, We), frequently serving as entertainment and information.

Second, a factual recount text. Accurate recollection of events is a concern. It can include routine tasks like reporting on accidents, scientific research that is organized, newscasts, and police reports. The reader should be given a thorough image of an event, experience, or accomplishment using exact, factual, and descriptive language. *Third*, imaginative or literary recounts text that aims to entertain the reader by recreating the events of an imaginary world as though they are real, such as fiction. In essence, each type has a trait that sets it apart. The type of personal recount text is the one that was selected among the other types of data for this study. Personal recount texts were chosen because it will be easier for EFL learners to write recall texts by retelling their own prior experiences. The three distinct recount text formats are (Derewianka, 1990). Language features and generic organization are two fundamental aspects of a recount text that authors should remember before writing.

A narrative recounting a story typically includes language elements like specific participants, such as my mother and friends. Simple past tense is used to describe completed actions that occurred in the past at the specified time; utilizing verbs of action or material processes, such as went, saw, and left; use of first-person pronouns like “I” or “we,” the setting in which the story is set, the use of conjunction words like “and,” “or,” “but,” “and,” ..., or the connection of ideas; A period of times that the context or scenario can show can be shown by past tense time circumstances and time adverbs like ago, yesterday, last week, and so on. (Derewianka,

1990). Understanding the story's point is greatly aided by the language elements. The audience can identify persons who participated in the story by locating the correct nouns. The descriptive words will provide extra information about the character, period, place, setting, and story's plot. The tense can be used to determine the type of text quickly; for example, past tense indicated that the work was a recount, which consistently employed the past tense to relate past occurrences. The story will read logically because of the phrases that depict the order of the occurrences. Conclusion: Language elements make the story appear more attractive, lively, and organized.

There are three key sections in the generic structures of a recount text (Anderson & Anderson, 2003). There are three things: orientation, the order of things, and reorientation. Participants, locations, and times are introduced during orientation. It gives all the historical context required to understand the text. The 5W questions—Who, What, Where, When, and Why—are used to gather organized, comprehensive data. As a result, this section describes the narrative, who or what was involved in it, and when and where the events took place. The order of events narrates the order of occurrences. Time order is used to organize the occurrences. Reorientation can be accomplished by wrapping up the story's events or adding a personal note from the author.

Error Analysis

Learning is inherently a process that entails making mistakes, as is described in the section of Brown's book that introduces error analysis (Brown, 2007). In this instance, learning a language is similar to learning anything else. Brown provided an example of the numerous mistakes kids made while learning their first language. Nonetheless, youngsters slowly learn the language correctly and achieve success by carefully analyzing input from others. Also, he said that learning a second language involves much more trial and error than acquiring a first language. EFL learners need to improve during the acquisition process. That process will be hampered if they do not make mistakes and receive various feedback forms (Brown, 2007). Nonetheless, English is taught as a foreign language in Indonesia. As a result, it follows the same principle as the first Brownian assertion that learning and error cannot be separated.

Harmer (2007) also claims to have separated errors into three types. *First*, once a mistake has been pointed out to a learner, they can repair the slip themselves. *Second*, mistakes are mistakes that EFL learners need help to remedy on their own and require an explanation or input from others. *Third*, mistakes are made by EFL learners when they attempt to speak or write what they still need to learn how to say or write (Harmer, 2007). According to the definition, Brown (2007) explains that an error indicates the learner's ability" and that "a mistake

is a failure to employ a recognized system appropriately caused by numerous factors such as temporally breakdown or imperfection the process of producing speech. It indicates that when EFL learners make mistakes, they are aware of their mistakes, as opposed to when they make mistakes and are unaware of their mistakes due to a lack of competence. In order to help EFL learners comprehend the language better and prevent them from making the same mistakes again, error analysis is crucial while learning a new language.

According to Brown (2007), error analysis is emerging because it is now known that EFL learners make mistakes and may be observed, evaluated, and categorized to reveal something about the system operating within the learner. Error analysis is the study and analysis of the errors produced by second-language EFL learners (Richards & Schmidt, 2010). Error analysis can help teachers or those creating teaching materials by identifying EFL learners' methods of learning a language, pinpointing why these methods fail, and gathering data on common language learning challenges. Also, error analysis has theoretical and practical functions (Corder, 1981). Theoretical aspects of mistake analysis are examined as part of the approach to studying language learning. Meanwhile, the practical application of mistake analysis is its role in directing the corrective action that must be taken to improve an unpleasant situation for EFL learners or teachers. We need an error analysis to determine EFL learners' mistakes. Using that approach, we can discover how to fix the mistakes the EFL learners committed.

Conjunction

According to Richards & Schmidt (2010), a conjunction is a word that binds words, phrases, or clauses together to create understandable sentences, paragraphs, or text. Examples of such words include "but," "and," and "so." Melyane and Kurniasih (2014) note that the definition of conjunction is recognized as one of the things inside grammar. A conjunction is a word that joins words, phrases, and clauses together in a sentence. Furthermore, Raimes (1998) states that a conjunction is a technique to join two clauses using a comma and a connecting word to create aligned sentences. Conjunction, then, plays a crucial part in the literature. With the conjunction, the text's meaning will make sense. Coordinating and subordinating conjunctions are the two types of conjunction.

Halliday & Hasan's (1976) taxonomy of cohesion, which classifies cohesion into five categories, is used by the researchers in this study. These are conjunction, reference, ellipsis, substitution, and lexical coherence. Following Halliday & Hasan (1976), there are four categories of conjunction; they are additive, adverse, causative, and temporal. The researchers selected the categories of conjunction described by Halliday and Hasan (1976) since they

presented a thorough conjunction theory in English. As seen in the accompanying Table 1, four different types of conjunction exist.

Table 1 Types of Conjunction

No	Types of Conjunction	Kinds & Examples
1	Additive (Noun phrases, Adjective Phrases, Verb phrases, and Prepositional phrases)	<i>Noun phrases:</i> It has a fireplace and moldings (two items), a fireplace, moldings, and a view. (three items). <i>Adjective Phrases:</i> It always looks neat. (two items); It always looks neat, tidy, and cheerful. (three items) <i>Verb phrases:</i> They probably contemplate life and have drinks before dinner. (two items); They probably contemplate life, have drinks before dinner, and think of themselves as civilized. (three items). <i>Prepositional phrases:</i> She works in the kitchen and the bedroom. (two items); She works in the kitchen, bedroom, and the pool. (three items)
2	Adversative	Diana’s hair is short, but Ana’s hair is long
3	Causal	Harry told a sad story, so Julie cried. I go to the library because I want to read a book.
4	Temporal	Next, gather the ingredients in a bowl. After that, cut the vegetable

Types of Conjunction Errors

The conjunction significantly influences the formation of the English language, claims Ong (2011). The readers will only understand the writers’ intended message if they use conjunctions correctly. Even so, readers will find it challenging to understand the language. In order to help the readers, writers should employ conjunction effectively. According to Ong’s (2011) theory, there are four categories of errors: misuse, superfluous addition, omission, and repetition. This research classified the error in combination based on his theory. A conjunction is misused when it is employed incorrectly in a text. When a conjunction is utilized in the text needlessly, it is called an unnecessary addition. The omission occurred when a conjunction that the authors should not have written was not. Whenever conjunction appears more than once in the text, it is redundant and should be removed or substituted with other words (Ong, 2011). The followings are the conjunctions error explanations adapted from (Ong, 2011):

Misuse

When writers employ a certain conjunction incorrectly, Ong (2011: 53) categorizes the use of that conjunction as misuse of the text. More specifically, the incorrect form must be replaced with the right one. For example, “The professors are almost the Doctors *and* [but] the Master postgraduates only can be assistants.” In the previous statement, the conjunction “and” has been misused. This sentence contrasts the rank of the professor and the master postgraduate

by combining two clauses joined by a conjunction. However, the authors link that line above using the additive conjunction “and,” which denotes semantic similarity, rather than the adversative conjunction “but,” which denotes opposition.

Unnecessary Addition

If a writer employed a certain conjunction in the text without needing to, it would be considered a superfluous addition. For example, “The government should do its best to punish violators. *So*, the government should increase the fine. The government is the only one responsible for affecting cell phone usage while driving”. In the statement above, “so” is an extra conjunction that is not required. In the language above, the conjunction “so” links the consequences or purpose of two clauses or phrases. However, the result or purpose must be explained after the sentence that employs the conjunction. The word “so” should be removed from the text to make the statement clearer to the readers and avoid confusing them. Also, according to Davis et al. (2007), it is incorrect to begin a sentence with the conjunctions “and,” “or,” “but,” and “so.” This is because they are quite casual. To begin the phrase, we can substitute “also” or “in addition” for “and,” “although” for “but,” “otherwise” for “or,” and “as a result” or “consequently” for “but.”

Omission

If a writer does not utilize the conjunction anticipated in the text, it is considered an omission (Ong, 2011). For example, “Shall we watch television go for walk play football?”. It is difficult to understand due to the absence of the comma and the conjunction “or” that statement. The statement presents an option; hence, the word “or” was necessary to join the sentences. Should we watch television, take a stroll, or play football? It would be a correct and understandable statement if it were written in this manner.

Redundant or Repetition

If a writer employs the same conjunction more than once in the text, it is considered repetition or repetitive usage of the conjunction. That particular combination is inappropriate, and one of the two should be removed or changed to another term (Ong, 2011). For example, “When I back home from in the mall, I met her she called my name “Laras,” *and* I hugged her, *and* started telling my story.” The writer uses more than one conjunction in one sentence. It makes the sentence structure incorrect, so we must delete one of the conjunctions.

Causes of Errors

According to Richards (1974), the interference of the EFL learners' mother tongue and the general characteristics of the rule learning may be the sources of mistakes when learning a language. The intralingual errors also result from the general properties of rule learning. Interlanguage errors are those brought on by the intervention of a learner's mother tongue (Richards, 1974). He separates three sources of competency mistakes (Richards, 1974). The usage of words from one language while speaking another causes interference problems. As an illustration, consider a German learner of L2 English who says, "I go not," although the German counterpart is, "*Ich gebe nicht.*"

Interlanguage error is another name for the error resulting from the learner's mother tongue interfering. The broad aspects of rule learning, such as incorrect generalization, inadequate application of rules, and failure to understand the circumstances in which rules apply, are reflected in intra-linguistic errors. Interlingua error, on the other hand, is a mistake resulting from the learner's poor comprehension of a particular role in the target language. When a learner makes assumptions about the target language based on scant knowledge, it is called a developmental error. According to the researchers, the source of the mistake in this study is intralingua error. According to Richards (1974), there are three intralingual mistake sources. These are as follows:

Ignorance of the Rule Restrictions

The learner needs to observe the limitations of the current conjunction structures in this deviant structure (conjunction). It includes putting rules into situations where they do not belong (Richards, 1974). The researchers' example of over-generalization in which EFL learners failed to understand the constraint on conjunction words and added the suffix-ed to the conjunction "because" serves as a good illustration of this error cause. In addition, Richards provides another illustration by displaying the statement that Learner 2 produced in Paragraph 3, Line 1. The sentence is "During that time I ran to my room to be alone, *and* I cannot handle myself, *and* the only thing that I can do was crying" When there are already identical conjunctions between two coordinating conjunctions, the learner does not need to use them again. The rule that the coordinating conjunction "and" can only be used once to join the thoughts or elements is violated by this error.

Incomplete Application of Rules

The occurrence of a structure whose deviation from the norm shows the level of rule development necessary to generate an acceptable utterance. It entails a structure that has yet to be fully developed. Consequently, it has been discovered that English language EFL learners ask inquiries using declarative word order. One of the transformations in a series may be

skipped using the statement form instead of the inquiry form. This error's root cause was omitting a component or element from a well-constructed sentence while utilizing a conjunction (Richards, 1974). For example, there is a sentence, "I was exhausted in this trip, I was happy." In order to integrate two sentences into one, a conjunction that did not relate to the sentence was used. It should include the conjunction "but" between the first and second sentences to make it a good sentence.

Over-generalization

It happens when a learner bases a deviant structure on another structure in the target language. Usually, one deviant structure is created in place of two target language structures (Richards, 1974). For example, "Unfortunately we can't ate on there *becaused* it closed. So we decided to ate at the other placed." (*Learner 21, paragraph 2, line 1*). The subordinating conjunction "because" has the suffix (-d) added by the learner in that sentence. It occurs because the learner believed that since the recount text is in the past tense, the word "because" must be altered to the past tense. Because of this, the learner believes that adding (-d) to the conjunction "because" creates its past form. It is incorrect because the conjunction had no past, present, or future form.

C. METHOD

This research relies on a mixed-method design using qualitative and quantitative data. The qualitative data, EFL learners' English recount text writings in the form of a document—taken from the English teacher, are presented qualitatively and quantitatively. This research was conducted from June to July 2022 on 10th-grade EFL learners of SMK Muhammadiyah Berbah in the academic year 2022/2023, with 27 respondents. In conducting this research, the researchers first made an appointment with the English teacher of class ten to discuss the content, English recount text writing, to be covered in the upcoming learning-teaching session. EFL learners' English recount text-writing documents were then given to the researchers for analysis. The analysis focused on EFL learners' types of conjunction errors and their causes. Besides, the researchers also interviewed teachers and EFL learners to check data validity and reliability. In analyzing document data, the researchers used the following steps adapted from Brown (2007) and Harmer (2007), as seen in Figure 1 and Figure 2 for analyzing interview data:

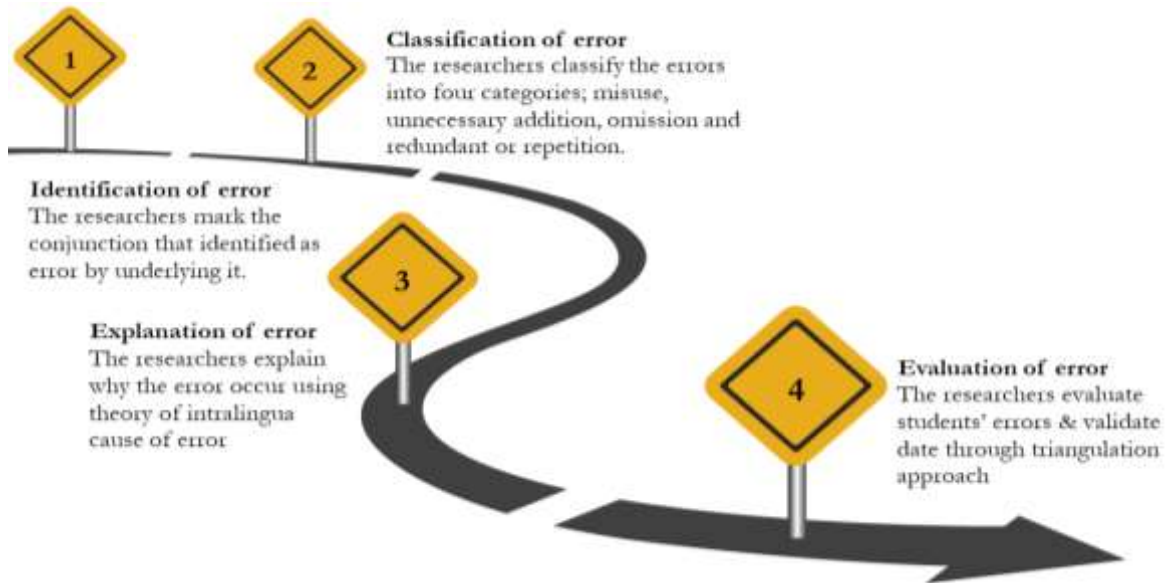


Figure 1 Steps of Document Data Analysis

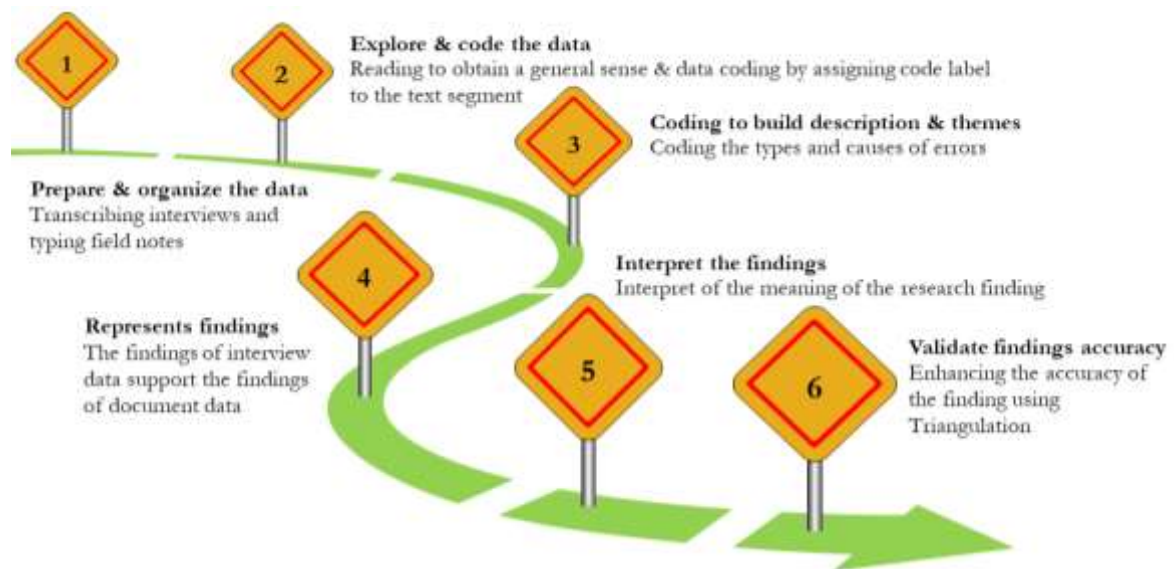


Figure 2 Steps of Interview Data Analysis

D. FINDINGS AND DISCUSSION

Types of Conjunction Errors of EFL Learners' Recount Text Writing

The researchers categorized the type of conjunction into four types, namely additive, adversative, causal, and temporal, according to Hasan and Halliday (1976), to make it easier to classify into each type of error. Additive contains “and” and “or.” Adversative contains “of” “but.” Causal contains “because” and “so.” Meanwhile, temporal contains “after, before, then, and next.” Conjunction “and” became the most conjunction used by EFL learners. It aligns with the

previous research conducted by Karman (2016), which investigated the lexical features of EFL learners' writing recount text. He discovered that the most common conjunction used by the learner to link a word, phrase, or clause was *and*.

After the conjunction had been classified into each type, the researchers categorized the conjunction into a type of error proposed by Ong (2011). They were omission, misuse, unnecessary addition, and redundant or repetition. The findings are described in the table below:

Table 2 The Types of EFL Learners' Conjunction Errors

Type of Errors	Total of Errors	Percentage of Error
Omission	24	55,81 %
Misuse	8	18,60 %
Unnecessary Addition	10	23,25 %
Redundant Repetition	1	2,32 %
Total	43	100 %

Table 2 shows four errors EFL learners commit in using a conjunction to write personal recount text. There were 24 sentences (55,81%) that were classified into omission type. Eight sentences (18,60%) were classified into misuse type. Ten sentences (23,25%) were classified into unnecessary addition types. Then, 1 sentence (2,32%) was classified into redundant or repetition type.

Error of Omission

The error could be categorized as omission if the writer did not use the conjunction expected in the text (Ong, 2011: 49). There were 24 errors of omission found in using a conjunction. It errors consisted of 17 omission errors in the use of adversative (*and*) conjunction, 1 omission error in the use of adversative (*but*) conjunction, 2 omission errors in the use of causal (*because* and *so*) conjunction, and 4 omission errors in the used of temporal (*then* and *after*) conjunction. The error of omission became the most common error committed by EFL learners. This finding was in line with the previous research conducted by Daristin (2017) and Amelia et al. (2018). Their research findings showed that from several types of errors, learners often omitted certain grammatical elements needed in the sentence. Moreover, this finding was also reinforced by interview data conducted with the teacher as these following interview data.

researchers : Miss, according to you, while teaching in the class, why do the EFL learners often not use certain grammatical elements that were supposed to be used to produce a good sentence in writing?

Teacher : The EFL learners often do not use certain grammatical elements while writing a sentence that is the element needed, so the EFL learners' sentences become incomplete and wrong.

Interview: July 15th, 2022

The error of Omission in Addictive Conjunction

Addictive conjunction consists of “*and*” and “*or*,” but the omission error in this type was only found in the form of *and*. This type of error was found in learner number 9. She omitted the conjunction “*and*,” which is the conjunction needed to link two independent clauses. In her text, she wrote, “*Last summer, my friends and I spent our holiday in Parangtritis beach. This is one of the beautiful beaches in Jogja it took us two hours to take get there*”. In the second sentence, there were two independent clauses, *This is one of the beautiful beaches in Jogja*, and *it took us two hours to take get there*, but the learner number 9 needed to put conjunction *and* between two independent clauses that was needed. Conjunction *and* was used to add relevant new information to the previous clause (Halliday & Hasan, 1976, p. 247). Moreover, it was clearly stated by Raimes (1998) that conjunction *and*, *but*, *or*, and *so* can connect two clauses. Then, when these conjunctions connect independent clause with another, a comma precedes the conjunction. Therefore, it should put conjunction *and* to link the two independent clauses, so the correct sentence should be, “*Last summer, my friends and I spent our holiday in Parangtritis beach. This is one of the beautiful beaches in Jogja and it took us two hours to get there*”.

The same error also found in the learner number 17. In her text she wrote, “*On Sunday my family and I went to Depok beach at 06.30 a.m we leave home*”. In the sentence, there were two clauses which stand together without using any conjunction. The first clause was *On Sunday my family and I went to Depok beach* and the second clause was *at 06.30 a.m we leave home*. It needed to put conjunction *and* between two clauses in order to produce a good sentence, but the conjunction *and* did not use by the writer then made the sentence classified as error. Therefore, the correct sentence should be, “*On Sunday my family and I went to Depok beach and at 06.30 a.m we leave home*”.

The other omission of error also found in the learner number 25. She did not use conjunction *and* to connecting words. In her text, she wrote, “*There are various kinds of animals such as elephants, monkeys, camels, penguins, tigers, snakes, lions, buffaloes, etc.*” There were eight noun words in the sentence. Elephants, monkeys, camels, penguins, tigers, snakes, lions, buffaloes, and etc, but the learner did not use conjunction *and* in the last two noun words. It was clearly stated by Sargeant (2007), conjunction *and* is used to link words that are similar. Moreover, Raimes (1998) explained, conjunction *and*, *but*, and *or* can connect words with others. Then when there are only two structures to connect, no comma is used, but when three or more

structures are listed in series, a comma should be used before the final conjunction. Beside that, the structure on each side must always be parallel in structure, for example all nouns or all adjectives. Therefore, it should put conjunction *and* to link the noun words between two last noun words. The correct sentence should be, “*There are various kinds of animals such as elephants, monkeys, camels, penguins, tigers, snakes, lions, buffaloes, and etc*”. The learner number 14 also committed same error. She omitted conjunction *and* to connecting noun words. In her text she wrote, “*On the first day I prepared tools including bamboo, nails, paint, hammer, saws*”. Meanwhile, the correct sentence should be, “*On the first day I prepared tools including bamboo, nails, paint, hammer, and saws*”.

The same problem was also found in another learner’s writing. Meanwhile, in the learner number 12, she used two parallel verb words inappropriate without using conjunction *and*. In her text she wrote, “*We stroll, buyed dress, shoes, slipper, and bag*”. There were two verb words in the sentence. They were *Stroll* and *buyed*. However, the learner did not use conjunction *and* between the two verb words. If there was no conjunction to link the verbs, the sentence would be error because a sentence cannot stand with two parallel verbs. It means this sentence classified as error of omission. The correct sentence should be, “*We strolled and bought dress, shoes, slipper, and bag*”. The other EFL learners’ cases of omission error in using additive conjunction were similar with the case in learner number 9 and presented in the appendix IV.

Error of Omission in Adversative Conjunction

There was only one error of omission in using conjunction *but* that found in the data. It was found in the learner’s writing number 4. She omitted conjunction *but*. In her text, she wrote, “*We felt tired that day we felt so happy to visit hill Tompak*”. The sentence consisted of two clauses, *We felt tired that day* and *we felt so happy to visit hill Tompak*. There was contrastive between two clauses. Conjunction *but* between two clauses was needed to link and construct rational meaning. It was in line with Hasan and Halliday (1976) stated that conjunction *but* is used to link words, clauses or sentences that have different or contrasting meaning. Therefore, the correct sentence should be “*We felt tired that day, but we felt so happy to visit hill Tompak*”.

Error of Omission in Causal Conjunction

Error of omission in using conjunction *because* was found in the learner number 1. She wrote, “*I felt excitement when playing with family, I can feel together*”. The sentence had two clauses which had correlation each other. The first clause expressed the learner’s feeling and the second clause told why the learner felt excitement. To connect those clauses, conjunction *because* was necessary to be used in order the meaning of the sentence became clear. It was line with Sargeant (2007) that said conjunction *because* is called as conjunction of reason because it is used to say

why something happens, why somebody does something, or why you are suggesting something. Therefore, to make the sentence become the right sentence conjunction *because* was needed. Then, the correct sentence should be “*I felt excitement when playing with family, because I could feel togetherness*”.

Other kind of omission error in using causal conjunction *so* was also found in the learner number 8. She omitted conjunction *so* which needed to link two phrases. In her text she wrote, “*In the morning at 5 o'clock I went to my sister's house in Purwodadi. The travel approximately 1 hour. I leave at 5 a.m until there at 6 a.m*”. In the third sentence there was one clause and one phrases which had correlation and needed conjunction *so* in order the meaning of the sentence became logic. In the first sentence the writer explained if she would go to her sister's house at 5 o'clock. Then, in the second sentence, she explained if the way to went to her sister's would take 1 hour, so in the third sentence she should put conjunction *so* between clause *I leave at 5 a.m* and phrase *until there at 6 a.m* to made the sentence more logic. The conjunction *so* was needed to emphasize the result if she went at 5 a.m and the way would spend 1 hour, so she would arrive at 6 a.m. It was clearly stated by Halliday and Hasan (1976) that conjunction *so* is used to express a result. Therefore, the correct sentence should be, “*In the morning at 5 o'clock, I went to my sister's house in Purwodadi. The travel took approximately 1 hour. I left at 5 a.m, so until there at 6 a.m*”

Error of Omission in Temporal Conjunction

Error of omission in using conjunction *then* was found in learner number 20. She omitted conjunction *then* to connect two sentences which had correlation each other. In her text she wrote, “*On Sunday, March 31st, 2019. I'm with friends go to home vita. Gave surprise. Morning prepare the way to do it. At 12 o'clock we go to room Vita*”. According to Ellis (1997), to identify error the researchers has to compare the learner's sentences with what seem to be correct sentences, so the correct sentence of learner number 20 should be “*On Sunday, March 31st 2019, I was with friends going to Vita's house to giving surprise. In the morning, we prepared the way to do it. Then at 12 o'clock, we went to Vita's house*”.

There were three sentences that have relation event each other, but it was necessary to put conjunction *then* between the second and the third sentence to build the clear sequence of events or time. In the first sentence it was clear if the event occurred on Sunday, March 31st 2019. Then the learner wrote specifically about the time noted by phrase in the morning at the second sentence. In the third sentence the learner wrote more specific noted by phrase at 12 o'clock or it had meaning at noon, so conjunction *then* was needed to connected the sequence of time or event. It was in line with Hasan and Halliday (1976) that stated, conjunction *then* is used to connect successive sentences in sequence.

The same error also occurred in the learner number 2. She omitted conjunction *then*. In her text she wrote, “*I and my friends make tape of bamboo. The first one we was looking for four bamboo, fifty pieces were cut*”. There was one independent clause and one dependent clause that had relation each other, but it was necessary to put conjunction *then* between the independent clause and dependent clause to build the clear sequence of events or time. In the first sentence it was clear if the event telling about making tape from bamboo. The second sentence told about the sequence in producing tape from bamboo. The first sequence they were looking for the bamboo, and the second sequence was they cut the bamboo into fifty parts, but the writer did not link the independent clause with the dependent clause using conjunction *then*. The conjunction was necessary because it was stated by Hasan and Halliday (1976) that conjunction *then* is used to connect successive sentences in sequence, so the correct sentence should be “*I and my friends made tape of bamboo. The first one we were looking for four bamboos, then fifty pieces were cut*”

Learner number 5 also omitted conjunction *then* in her sentence. In her text she wrote, “*Finally we did not want to stop the trip a few moments later the rain stopped and we began to continue the journey*”. There were three clauses in the sentence. The first clause explained if the writer did not want to end her trip because of the rain. In the second clause the writer told the rain stopped after a few moments. Then in the third clause, the writer showed they keep continue their journey after the rain stopped. However, the writer did not put conjunction *then* between the first and the second clause. It is clearly stated by Hasan and Halliday (1976) conjunction *then* is used to connect successive sentences in sequence. Therefore, the correct sentence should be, “*Finally we did not want to stop the trip then a few moments later the rain stopped and we began to continue the journey*”.

In learner number 17 she omitted conjunction *after* that was needed to construct the better meaning. In her text she wrote, “*Finished playing, I and my family came home and when in midway the trip stopped to buy chicken noodles*”. In the beginning of the sentence the writer used word *finished* to explained the event after he played. The word of *finished* was inappropriate to explained what event that would be occurred after playing. The word of *finished* should be changed by conjunction *after*. It is clear stated by Davis et al. (2007) conjunction *after* is used to express that one event follows another. Therefore, the correct sentence should be, “*After playing, I and my family came home and when in midway the trip stopped to buy chicken noodles*”.

Error of Misuse

The error could be categorized as misuse if the writers used a particular conjunction in the text wrongly (Ong, 2011:49). Beside that, a correct form should be used to replace the wrong one. Based on the chart, error of misuse was only found in the using conjunction of additive

(*and*). This type of error was not found in the using conjunction adversative (*but*), causal (*so* and *because*), and temporal (*after*, *before*, *then* and *next*).

The error of misuse was found in the learner number 8. She used conjunction *and* inappropriate in her text than should be replace with conjunction *so*. In her text she wrote, “I traveled about 3 hours. I leave at 3 o’clock and arrive there at 6 a.m”. There were 2 sentences. The first sentence explained if the trip would take 3 hours to arrive to the destination. The second sentences explained her time while starting to went and the time when she arrived. The learner used conjunction *and* wrongly in the second sentence. It should be replaced by conjunction *so*. It was line with Eastwood (1994) that stated “conjunction *so* is used to express result” (p. 326). Therefore, the second sentence should be “*I left at 3 o’clock, so I arrived at 6 o’clock*”. Then, the second sentence would be more logic.

The same error also occurred in learner number 7. She used conjunction *and* inappropriate in her text than should be replace with conjunction *then*. In her text she wrote, “*We photographed with various styles. And a few minutes later the sun sets*”. The learner used conjunction *and* wrongly because she put conjunction *and* at the beginning of the sentence. It was clear stated by Davis, Minihan, Small, and Yitbarek (2007), do not start a sentence with conjunction *and*, *but*, *or*, and *so*, because it too informal. Beside that, if there is a sentence begin with those conjunctions it will be error. To avoid the error it could be to use *in addition* or *then* in the beginning of the sentence, so the correct sentence should be “*We photographed with various styles. Then a few minutes later the sun sets*”.

Learner number 7 also committed error where she used conjunction *and* inappropriate than should be replace with conjunction *so*. In her text she wrote, “*We were satisfied with that day and we were happy*”. In the sentence, the writer used conjunction *and* to connect the independent clause and the dependent clause whereas the writer should use conjunction *so* to link two clauses that has result meaning. The dependent clause explained if the writer felt satisfied then the independent clause explained the result of the satisfied made the writer becoming happy. Therefore, the conjunction *and* was less appropriate then should be replaced by conjunction *so*. It was clearly stated by Halliday and Hasan (1976) that conjunction *so* is used to express a result. Moreover, Davis et al. (2007) stated avoid overusing the conjunction *and* then make sure to choose the conjunction that communicates what writer want to express, so the correct sentence should be “*We were satisfied with that day so we were happy*”.

The error of misuse also committed by the learner number 16. In her text, she used conjunction *and* inappropriate and should be replaced by conjunction *then*. She wrote, “*I am very happy to be able to eat with friends. And laugh with each other after eating*”. The second sentence was

error if the sentence was began using conjunction *and* and without using subject. It was clear stated by Davis et al. (2007) do not start a sentence with conjunction *and* because it will be error. Therefore, to avoid the error, the first and the second sentence should be linked by using conjunction *then* to replace the conjunction *and* in order the meaning of the sentence became clear. It was in line with Hasan and Halliday (1976) that stated, conjunction *then* is used to connect successive sentences in sequence. Then, the correct sentence should be, “*I was very happy to be able to eat with friends then laugh with each other after eating*”. The same case also occurred in the rest learner’s sentence number 13 as many 3 times and learner’s sentence number 26 who used conjunction *and* inappropriate then should be replaced by conjunction *then*.

Error of Unnecessary Addition

The error could be categorized as unnecessary addition if the writer used a particular conjunction unnecessary in the text then it should be deleted (Ong, 2011:49). Based on the chart, it showed this type only occurred in the use of additive (*and*) and temporal (*then* and *after*) conjunction and did not found in the used of adversative (*but*) and causal (*because* and *so*) conjunction. Some EFL learners put unnecessary conjunction in their text as follows:

Error of Unnecessary Addition in Addictive Conjunction

This kind of error was found in the learner number 18. She wrote, “*And after all is done, we then rest and eat*”. Conjunction *and* in the beginning was unnecessary and was identified as error. It was unnecessary to put conjunction *and* because the conjunction *after* was enough to constructed good sentence. Beside that, Davis et al. (2007) explained do not start a sentence with conjunction *and* because it would be error. Therefore, it was categorized as the error of unnecessary addition. Then the correct sentence should be “~~And~~ *After all was done, we then took rest and ate*”.

The learner number 1 also did same error. She put conjunction *and* in the beginning of the sentence whereas the conjunction was unnecessary. In her text she wrote, “*And the price was also cheap*”. Conjunction *and* was unnecessary to be put in the beginning of the sentence and should be deleted. The same error also occurred by learner number 15. In her text she wrote, “*And we also did not forget to capture it with a photo together*”. Then, the learner number 11 and 13 who write, “*And at Thursday, we used to groovy self like playing together, shopping and lunch*” and “*And on Tuesday, I and my friends went to another friend’s house*”. It was clear stated by Davis et al. (2007), do not start a sentence with conjunction *and* because it very informal and would be an error. Therefore, conjunction *and* in the beginning of the sentence should be deleted.

Error of Unnecessary Addition in Temporal Conjunction

This kind of error was also found in the using of temporal conjunction. It was found in the text of learner number 11. She used conjunction *after* unnecessary then should be deleted. In her text she wrote, “*At this week the school holiday. My friend and I apply that day to did preparation camp. At Monday, my friends and I go to Novia’s home to cutting bamboo. After Tuesday till Wednesday we used to colouring it*”. The conjunction *after* was not appropriate and unnecessary in the sentence. It should be deleted. The conjunction *after* made the sentence difficult to understand by the readers. It was clear if the intention of the sentences would to tell about the sequence events that occurred during Monday until Wednesday. However, the learner made an error of unnecessary addition with put the conjunction *after* in the beginning of the second sentence. Therefore, the conjunction should be deleted. The correct sentence should be “*At this week the school holiday. My friend and I apply that day to did preparation camp. At Monday, my friends and I go to Novia’s home to cutting bamboo. ~~After~~ Tuesday till Wednesday we used to colouring it*”

The same problem also occurred in learner number 19. in her text she used conjunction *after* unnecessary in the text and it should be deleted. She wrote, “*At exactly 12 o’clock my friend and I immediately cleaned the body and after that lunch*”. From the sentence there were double conjunction who putting together, they were *and* and *after*. One of them should be deleted to construct the better meaning, so conjunction *after* needed to eliminate. Therefore, the sentence should be, “*At exactly 12 o’clock, my friend and I immediately cleaned the body and ~~after~~ took lunch*”. The verb *took* was needed to make the conjunction *and* link the parallel verb phrase.

Learner number 13 also did error of unnecessary addition in the used of conjunction *then* as many 3 times in the text. In her text she wrote phrase, “*Then, after it home*”. The sentence used conjunction *then* and *after* together. Then, one of them should be deleted to construct the better meaning, so conjunction *then* should be deleted. Conjunction *after* was enough to link with the previous sentence.

Error of Redundant Repetition

This error could be happened if the writer uses the same conjunction more than once in the text. The use of conjunction like that is not appropriate and one of two conjunctions should be deleted or replaced by other words (Ong, 2011:49). Based on the chart, there was only one learner that conducted the error of redundant repetition. She conducted the error while using conjunction additive *and*. In her text she wrote, “*We arrived there then headed to the beach to take photos and play sand and enjoy the beach atmosphere*” (learner number 5). There were double conjunction *and* which used in the sentence. One of them should be deleted. To connected the three verb phrase it was only to use one conjunction *and* in the two last verb phrase. It was in

line with Raimes (1998) that explained, conjunction *and* can connect phrase with other phrases. Then when there are only two structures to connect, no comma is used, but when three or more structures are listed in series, a comma should be used before the final conjunction. Therefore, the correct sentence should be, “*We arrived there then headed to the beach to take photos, and play sand and enjoy the beach atmosphere.*”

Causes of EFL Learners’ Conjunction Error in Writing Recount Text

After finding the types of error on the use of conjunction *and, or, but, so, because, after, before, next, and then*, the researchers classified the error based on the causes of error by Richard (1973). According to Richard there are three types causes of error based on intralingual case of error including ignorance of rule restriction, incomplete application of rule and Over-generalization. Based on the findings there were two kind causes of error that found. Ignorance of rule restriction and incomplete application of rule became the causes of why the tenth EFL learners of SMK Muhammadiyah Berbah committed errors. Over-generalization was not found as the causes of error. The causes of errors would be discussed specifically as follow:

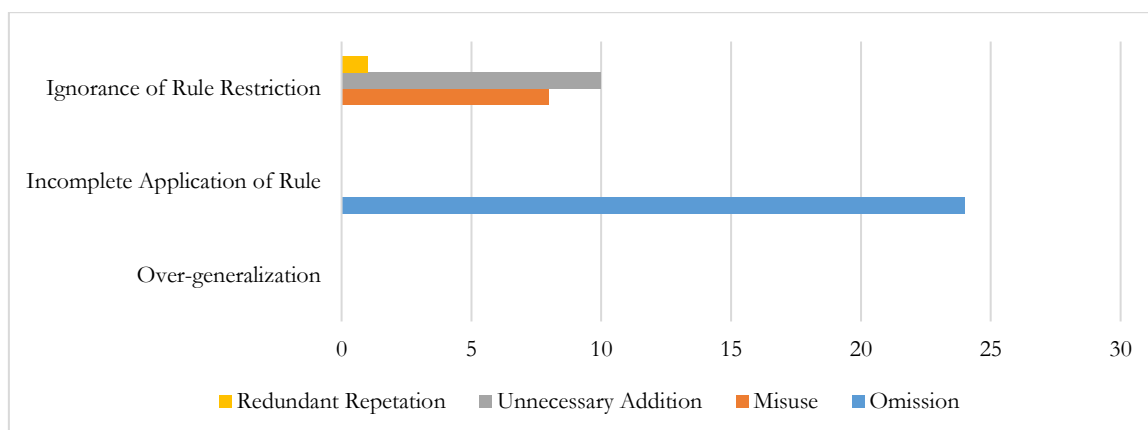


Figure 3 Causes of Conjunction Errors in Writing Recount Text

Ignorance of Rule Restriction

The researchers found out three type of error which committed by EFL learners of tenth grade of SMK Muhammadiyah Berbah were caused by ignorance of rule restriction. Some EFL learners used certain conjunction where they should not apply in the sentence because they did not understand the usage restriction of the conjunction, (Richard, 1974:175). This was in line with the previous research that conducted by Adriyati and Hartono (2004). In their research, the cause of error in EFL learners’ conjunction usage caused by the EFL learners cannot well manage their essay. Then the EFL learners used conjunction inappropriate in the sentence.

Moreover, this cause also supported by the interview data which conducted with learner. Based on the interview data, the EFL learners said they did not know the restriction of certain element grammatical, so they usually used the certain element which should not apply. The EFL learners' cause of error could be seen in the following interview data:

- Researchers : What is your cause of error when using certain grammatical element was caused because you do not understand the usage restriction of certain grammatical element, so you used the unnecessary certain grammatical element in the sentence? For example, you wrote "He was sang yesterday", whereas to be "was" unnecessary to be used in the sentence. However, you still used the word because you do not understand the usage restriction of "was".
- LN-13-A : Yes, I often put conjunction "but" in the beginning of the sentence because I do not understand the usage restriction of conjunction "but".
- LN-20-B : Yes, I often conducted error when put certain word in the English sentence because I do not understand the restriction when used certain words in English, so I just used it.
- LN-2-C : Yes, I often conducted error when putting certain word in the sentence because I do not understand the usage restriction of it.

Interview: July 17th, 2022

Notation

- LN-13-A : *Learner number 13 as the representation of the learner who conducting the most of error.*
- LN-20-B : *Learner number 20 as the representation of the learner who conducting the midst total of error.*
- LN-2-C : *Learner number 2 as the representation of the learner who conducting the fewest total of error*

Therefore, when the EFL learners did not know the restriction of certain rule of grammatical element such as conjunction, they would apply the certain grammatical element where it should not be applied and made error of misuse, unnecessary addition or redundant repetition. The three types of error that caused by ignorance application of rule restriction would be explained as follows:

Misuse

The error of misuse happened where the EFL learners using conjunction wrongly in the text and the correct form should be replaced to the wrong one (Ong, 2011:49). Then why the EFL learners did the error. According to Richard (1973), when there is the learner who apply the certain conjunction in the structure where they do not apply it was caused by the EFL learners did not know the restriction of certain conjunction rule, then the error happened. It was showed in the error which conducted by learner number 8. In her text she wrote, "I traveled about 3 hours. I leave at 3 o'clock and arrive there at 6 a.m". The using of conjunction *and* in the second sentence was categorized as the error of misuse. In addition, it was caused by the learner

ignorance of rule restriction in using conjunction *and*. There was restriction that the EFL learners ignored while using the conjunction *and* in the text.

The two sentences have correlation that explained about cause-effect relationship. The cause explained by the first sentence, "*I traveled about 3 hours*" and added by the first clause in the second sentence that explained, "*I left at 3 o'clock*". The effect of the cause was explained in the second clause at the second sentence, "*arrived there at 6 a.m*". The sentences were clear would to give message to the readers the trip needed 3 hours on the way, then if the writer went at 3 o'clock so she will arrive at 6 o'clock. The ignorance of restriction that conducted by the EFL learners was she used conjunction *and* to link sentences that showed cause-effect relationship. It was clear stated by Davis et al (2007) conjunction *and* is used to add information, but not in the aspect of cause-effect. The cause - effect relationship is function of conjunction *so*. Therefore, the writer used conjunction *and* wrongly because she ignorance of the rule restriction. Then, the writer should change the conjunction *and* into conjunction *so*.

Unnecessary Addition

The other error that caused by ignorance of rule restriction also occurred in the error type of unnecessary addition. Unnecessary addition happened when the learner used unnecessary conjunction in the text (Ong, 2011:49). Error in this type was also caused by the EFL learners ignored the rule restriction. It was because they applied the certain conjunction in the structure where they do not apply which was caused by the EFL learners did not know the restriction while using certain conjunction. It was proven by some learner who used unnecessary certain conjunction in the text. In the learner number 11, she wrote, "*At Monday, my friends and I go to Novia's home to cutting bamboo. After Tuesday till Wednesday we used to colouring it.*" The conjunction *after* was not appropriate and unnecessary in the sentence. It should be deleted.

The conjunction *after* made the sentence difficult to understand by the readers. It was clear if the intention of the sentences would to tell about the sequence events that occurred during Monday until Wednesday. However, the learner made an error of unnecessary addition with put the conjunction *after* in the beginning of the second sentence that made as if the writer passed the day Tuesday until Wednesday with doing nothing, whereas the writer wanted to say during Tuesday until Wednesday he used to colouring the bamboo. The error was caused by the writer ignored the restriction conjunction *after*. *After* is used to link the sentence that has intention to express sequence events in the text after the other event occurred (Hasan and Halliday, 1976:243).

Redundant Repetition

The last type of error that was caused by ignorance of rule restriction was the error of redundant repetition. Redundant repetition occurred while the EFL learners use the same conjunction more than one in the sentence. Then one of them should be deleted or replaced by other words (Ong, 2011:49). The errors were caused by the learner ignorance the restriction of certain conjunction where they apply certain conjunction in the structure where they do not apply (Richard, 1974: 175). It proven by the learner number 5. She wrote, “*We arrived there then headed to the beach to take photos and play sand and enjoy the beach atmosphere*”. There were double conjunction *and* which used in the sentence. One of them should be deleted. The learner ignorance the rule restriction of *and* with use double *and* in the sentence. It was clear explained by Raimes (1998) that to connected the three verb phrase it was only to use one conjunction *and* in the two last verb phrase. Then when there are only two structures to connect, no comma is used, but when three or more structures are listed in series, a comma should be used before the final conjunction. Therefore, error of misuse, unnecessary addition and redundant repetition was the error that caused by the learner failure to observe the restriction of the existing structure then applying certain conjunction where they do not apply.

Incomplete Application of Rule

Researchers found there was only one type of error that caused by incomplete application of rule in the text that wrote by tenth EFL learners of SMK Muhammadiyah Berbah. Some of EFL learners committed error where they did not apply certain conjunction in the text that should be applied to produce an acceptable utterance. This kind of error called as error of omission. The cause of this error was the learner incomplete application of conjunction rule. They did not fully understand how to applied certain conjunction in the text then as the result they did omission. In the previous study which conducted by Daristin (2017), it also found EFL learners committed error because they put careless in the conjunction usage, so they omitted certain conjunction and finally producing error. It was similar with the causes of error in this research.

Moreover, this cause of error also supported by the findings in the interview with EFL learners. They said the another reason why they did error because they did not fully understand the rule when using certain grammatical element such as conjunction. The EFL learners’ cause of error could be seen in the following interview data:

Researchers : What is your cause of error when using certain grammatical element was caused by you did not fully understand how to applied certain grammatical element, so you often omitted certain grammatical element which supposed

- to be applied in the sentence to produce acceptable utterance? For example, you often confused when you should to added suffix-s or es on the verb while the form of the subject is she or he in present tense. Therefore, you would write “She go to the market” which must be “She goes to the market”.
- LN-13-A : Yes, because I do not understand the usage of certain grammatical element, so I omitted verb 2 while writing a sentence in the past form.
- LN-20-B : Yes, I felt confused when using certain grammatical element. For example, when it should be used verb 2 in the sentence, but I do not know the form so I used the verb 1. Then when I wanted to write negative sentence form, I forget to used the word ‘not’ and sometimes I did not added suffix ‘s’ in the form of countable noun.
- LN-2-C : Yes, I have less comprehension about how to use certain grammatical element, so I often omitted a certain grammatical elements which is needed in the English sentence.

Interview: July 17th, 2022

Notation

- LN-13-A : Learner number 13 as the representation of the learner who conducting the most of error
- LN-20-B : Learner number 20 as the representation of the learner who conducting the midst total of error.
- LN-2-C : Learner number 2 as the representation of the learner who conducting the fewest total of error.

It was proven by the error that made by learner number 14. She wrote, “*On the first day, I prepared tools including bamboo, nails, paint, hammers, saw, then split bamboo to become a fence around the tent*”. In the first clause the writer explained if she prepared 5 items. Those items were noun. They were *bamboo, nails, paint, hammer and saw*. However, the writer did not use conjunction *and* between the two last items which expected applying in the clause. It was clear stated by Richard and Schmit (2010), conjunction such as *and, or* and *but* is a word which joins words, phrases, or clause together. Moreover, Raimes (1998) explained, conjunction *and, but,* and *or* can connect words with others. Then when there are only two structures to connect, no comma is used, but when three or more structures are listed in series, a comma should be used before the final conjunction. Therefore, according to Richard (1974), when there is learner doing error that indicated by they did not apply certain conjunction in the text that should be, it was caused by she incomplete application of rule.

The same problem was also found in the learner number 8. She omitted conjunction *so* in the sentence that should be applied. She wrote, “*I went to my sister’s house in Purwodadi. The travel took approximately 1 hour. I leave at 5 am until there at 6 am*”. Conjunction *so* was needed to apply in the third sentence between the two clauses because it had cause-effect relationship. It was in line with Davis et al (2007) that stated *so* is used to link clauses that contain cause-effect

relationship. So it should be, "I left at 5a.m *so* until there at 6 a.m. The error that happened in the learner number 8 caused by the incomplete of the rule application of conjunction *so*.

E. CONCLUSION

This current study highlights four types of conjunction error which occurred in the tenth grade EFL learners of SMK Muhammadiyah Berbah in writing personal recount text. The types of error were omission, misuse, unnecessary addition and redundant repetition. The result of this research showed 55,81% of EFL learners conducting error because the EFL learners did not use conjunction that was expected in the text (omission). 18,60% of EFL learners conducting error because the EFL learners used a particular conjunction in the text wrongly then a correct form should be used to replace the wrong one (misuse). 23,25 % of EFL learners conducting error because the EFL learners used a particular conjunction unnecessary in the text (unnecessary addition). The last, 2,32% of EFL learners conducting error because the EFL learners used the same conjunction more than once in the sentence (redundant repetition).

Besides, based on the result of this research, there were two causes of error which influenced the EFL learners in using conjunction error in writing personal recount text. The causes of error were ignorance of rule restriction and incomplete application of rule. The result of this research showed that error of misuse, unnecessary addition and redundant repetition could occur because the EFL learners did not understand the usage restriction of the conjunction so they used certain conjunction where it should not apply in the sentence. Then, error of omission could occur because the EFL learners did not fully understand how to applied certain conjunction in the text then finally they did not apply certain conjunction in the text that should be applied to produce an acceptable utterance. Indeed, for further researchers, this research can be used as the reference or consideration to conduct an error analysis which oriented in writing skill. The further researchers is suggested to not only analyze the conjunction error but also to analyze the other grammatical aspect for example the error analysis in using punctuation, tenses or word order, because the researchers found some EFL learners still did errors in using tense, punctuation, and word order. Beside that, the researchers also suggested to use other genre of text such narrative, report and the others.

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