

## **ABSTRACT**

### **ANALYSIS OF STUDENTS' ERRORS IN USING CORRELATIVE CONJUNCTION AT THE THIRD YEAR STUDENTS OF SMP KARYA BAKTI GADINGREJO**

**By**

**HARITS SETYAWAN**

This research is conducted to achieve three main objectives: (1) to find out whether or not the third year students of SMP Karya Bakti Gadingrejo make errors in using correlative conjunction, (2) to find out types of errors that the students make in using correlative conjunction based on surface strategy and communicative effect taxonomies, and (3) to find out the percentage of the students' errors in using correlative conjunction.

In this research, descriptive analysis is used. It is a method that simply looks at phenomena with intense accuracy and precisely describes what the writer finds. The subject of the research is the third year students of SMP Karya Bakti Gadingrejo class IX. C. The data of the research are collected by using grammar elicitation task. The data are then analyzed by using surface strategy and communicative effect taxonomies and put on percentage.

Based on data analysis, it was found that based on surface strategy taxonomy, errors that the students make in using correlative conjunction vary from omission, addition, misformation, to misordering and based on communicative effect taxonomy, errors that the students make in using correlative conjunction are in global errors and local errors. On students' errors based on surface strategy taxonomy, omission error places higher position than the others, whereas students' errors based on communicative effect taxonomy, global error places higher position than local error.

After analyzing data, it can be concluded that: (1) The third year students made errors in using correlative conjunction, (2) The students' errors in using correlative conjunction based on surface strategy taxonomy vary from omission, addition, misformation, to misordering and based on communicative effect taxonomy vary from global to local errors, (3) The percentage of the students' errors in using correlative conjunction based surface strategy taxonomy is 42, 83% omission error, 6, 33% addition error, 2, 16% misformation error, and 22, 33% misordering error and based on communicative effect taxonomy is 17, 50% global error and 56, 16% local error. The percentage of overall error is 73, 66% and the percentage of correct answer is 26, 33%.

The percentage of the students' errors shows that their mastery of correlative conjunction is 26, 34%. Therefore, the writer suggests: (1) When teaching correlative conjunction, the English teachers should make sure that their students understand it. It can be done through routinely giving task, home work, and test, (2) After teaching correlative conjunction, the English teachers should encourage the students to practice correlative conjunction not only inside school but also outside school. Therefore, correlative conjunction that has been taught sticks steadily on the students' minds, (3) The students should be confident in using correlative conjunction because making errors in using correlative conjunction normally happen in the process of studying, 4) The students should practice using correlative

conjunction not only at school but also outside school in order what they have got sticks steadily in their minds.