IMPROVING STUDENTS' SPEAKING SKILL BY USING VIDEO IN EXPRESSSING IDENTITY TO THE FIFTH GRADE STUDENTS OF SDN 032 TAMBUSAI UTARA

Pipit Rahayu[2,]

[2]English department, University Pasir Pengaraian, Rokan Hulu, ✉ (e-mail)
darariau2010@gmail.com

Eripuddin[3],

[3]English department, University Pasir Pengaraian, Rokan Hulu, ✉ (e-mail)
eripudding85@gmail.com

Intan Permata Sari[4]

[4]English department, University Pasir Pengaraian, Rokan Hulu, ✉ (e-mail)
enythoriroh@gmail.com

Azi Nurazima Juhastri[1],

[1]English department, University Pasir Pengaraian, Rokan Hulu, ✉ (e-mail)
azijuhastri@gmail.com

ABSTRACT

This research is about the errors analysis of using conjunctions in the thesis abstracts of mechanical engineering students at Pasir Pengaraian University. The purpose of this research is to find out whether there are four types of conjunction usage errors in the thesis abstracts of mechanical engineering students at Pasir Pengaraian University. This research was conducted using descriptive qualitative research. This research was conducted at Pasir Pengaraian University, with the research focus being mechanical engineering students there. The data was collected from 36 abstract data sets of mechanical engineering students. The results showed that there were errors in the use of conjunctions in the thesis abstracts of mechanical engineering student's class of 2020-2023. In the abstracts of mechanical engineering students, there are three types of conjunction usage errors, namely (addition) extra conjunctions not needed in the abstract. Secondly (omission) the omission of conjunctions that are needed in the sentence in the abstract. Third (misformation) incorrect conjunctions used in the abstract. From the three types, the most dominant error is omission.

Keywords : *Conjunction. Abstract. Error Conjunction*

INTRODUCTION

Writing is one of the essential language skills alongside speaking, listening, and reading. As highlighted by Habiburrahman and Trisno (2022), writing is a crucial linguistic ability that allows students to articulate their ideas, thoughts, and opinions effectively. Unlike speaking, writing conveys these ideas through written forms, necessitating accurate grammar to ensure clarity and understanding.

One significant form of writing is the thesis, a scientific document that represents

a student's research under the guidance of a supervisor. Typically, a thesis comprises five chapters: the introduction, literature review, research methodology, findings and discussion, and conclusions and recommendations. An abstract, positioned at the beginning of the thesis, offers a concise summary of the research, including the problem background, theoretical framework, methodology, and key findings (Simanungkalit et al., 2023; Mahmudi in Fitriani.

An effective abstract is characterized by coherence and clarity, relying heavily on the proper use of conjunctions. Conjunctions are vital for linking ideas, sentences, and paragraphs, ensuring that the writing is coherent and cohesive. A conjunction serves as a linguistic tool that links words, phrases, clauses, or sentences in both spoken and written communication (Unubi, 2019). Rockowitz (2024) describes conjunctions as essential sentence elements that connect various parts of a sentence, including words, phrases, or clauses. Additionally, (Chaer in Sari et al., 2020) explains that conjunctions function to join syntactic components, linking phrases, clauses, and sentences to each other. Misuse of conjunctions can lead to unclear or disjointed writing, which impedes the reader's understanding. Errors in conjunction usage can disrupt clarity and coherence, impacting the effectiveness of written communication (Munslich Mansnur in Munthe et al., 2022; Nahdah Satrin Fa Zholimah, 2010).

Previous research has identified various errors in conjunction usage across different text types and educational levels. For instance, Fa Zholimah (2010) highlighted frequent omission errors in narrative texts among English education students. Melyane and Kurniasih (2014) found similar errors in recount texts, while Kurniawan (2019) explored errors in subordinate conjunctions in recount texts, revealing addition errors as most prevalent. These studies emphasize the need for further examination of conjunction errors, particularly in academic writing contexts like thesis abstracts.

This research aims to investigate the types of conjunction errors in thesis abstracts written by Mechanical Engineering students at Pasir Pengaraian University. This research will analyze whether common errors such as omission, addition, misformation, and misordering in these abstracts, given that these abstracts are written in both Indonesian and English. These findings are expected to improve academic communication and inform

teaching strategies for conjunction usage in thesis writing.

METHOD (LEVEL 1)

This study employed a descriptive qualitative research design to explore the use of conjunctions in thesis abstracts written by mechanical engineering students at Pasir Pengaraian University. Descriptive qualitative research, as defined by Creswell (2010), focuses on providing an in-depth and detailed description of phenomena by analyzing textual and behavioral data. This approach is suitable for examining the specific errors in conjunction usage within the abstracts.

The research was conducted at Pasir Pengaraian University, focusing on abstracts from mechanical engineering students who graduated between 2020 and 2023. The population for this study comprised 110 thesis abstracts. A random sampling method was utilized to select 36 abstracts, representing approximately 33% of the population, to ensure a manageable and representative sample for analysis.

Data collection involved retrieving and reviewing the abstracts to identify and classify errors in conjunction usage. An observation checklist was used as the primary instrument for collecting data. This tool facilitated systematic documentation of

errors and ensured a thorough and organized approach to data gathering.

For data analysis, the study followed the error analysis procedure outlined by Ellis (2020). The process included collecting the data, identifying errors by marking problematic instances in the abstracts, and classifying these errors according to Dulay, Burt, and Krashen's (1982) taxonomy of surface strategy. This taxonomy categorizes errors into omission, addition, misformation, and misordering, providing a structured framework for understanding the types and frequencies of errors present in the students' writing.

FINDINGS (LEVEL 1)

The results of the analysis show that conjunction usage errors were present in the thesis abstracts of Mechanical Engineering students from the class of 2020-2023 at Pasir Pengaraian University. The errors were categorized into three types: addition, omission, and misformation. Addition errors involved unnecessary conjunctions that cluttered the abstracts. Omission errors occurred when essential conjunctions were missing, leading to incomplete or unclear sentences. Misformation errors were identified when incorrect conjunctions were used, resulting in ambiguous or incorrect sentence structures. Among these, omission

errors were the most prevalent, indicating a significant area for improvement in the students' writing.

DISCUSSION (Level 1)

The analysis of the thesis abstracts of Mechanical Engineering students from the class of 2020-2023 at Pasir Pengaraian University revealed several conjunction usage errors. These errors align with Dulay's taxonomy of surface structure, which includes omission, addition, misordering, and misformation. Specifically, the study identified three main types of conjunction errors: addition, misformation, and omission.

Addition errors involved the use of unnecessary conjunctions, such as the word "while" in the sentence, "while the rubber fruit shell can be used for briquettes and, essentially, as a lubricant mold." Misformation errors were observed when incorrect conjunctions were used, such as "where" and "so that" in the sentence, "A boiler is an enclosed steam boiler where the combustion process is in the water, so that water becomes hot steam or steam." Omission errors occurred when essential conjunctions were missing, leading to incomplete or unclear sentences.

The prevalence of these errors indicates a need for students to improve their understanding and application of conjunctions in academic writing, emphasizing the importance of using appropriate conjunctions to enhance clarity and coherence in their work

CONCLUSION (Level 1)

The study concluded that Mechanical Engineering students at Pasir Pengaraian University commonly make errors in using conjunctions in their thesis abstracts. The analysis, based on Dulay's taxonomy of surface structures, identified four types of errors: omission, addition, misordering, and misformation.

Specifically, the research found that students from the class of 2020-2023 often added unnecessary conjunctions, such as "while" in "while the rubber fruit shell can be used for briquettes and, essentially, as a lubricant mold." Misformation errors were also common, with incorrect use of conjunctions like "where" and "so that" in "A boiler is an enclosed steam boiler where the combustion process is in the water, so that water becomes hot steam or steam." Additionally, omission errors were identified, where essential conjunctions were missing from sentences.

These findings highlight the need for improved instruction on conjunction usage

to enhance the clarity and quality of
students' academic writing.

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