

Analysis of Conjunction Usage Errors in Narrative Writing of Grade IV Students of SDN Cikande Permai as an Alternative for Making Teaching Materials for Narrative Text Learning in Elementary Schools

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Abstract

This research is motivated by things that are often forgotten in a learning process, especially in the process of making essays, namely not paying attention to conjunctions. The purpose of this study is to determine the mastery of conjunctions in students' narrative essays and to obtain appropriate teaching materials to overcome conjunction usage errors. The approach used in this research is synchronic, for research methods researchers use language error analysis methods where in collecting data researchers use techniques, namely document analysis techniques. The data analysis technique uses the modified results according to Tarigan, namely (1) collecting data, (2) identifying and classifying errors, (3) ranking errors, (4) explaining errors, (5) predicting or predicting vulnerable areas or vulnerable language items, and (6) overcoming errors: correcting errors. The research results found in this study are as follows. The researcher found 2 conjunctive errors, namely coordinative conjunctions and inter-sentence conjunctions. From the research analysis of the students' essay results, there were 257 conjunction errors in the use of conjunctions consisting of 32 errors in coordinative conjunctions and 221 errors in inter-sentence conjunctions. Then make learning materials in the form of handouts, this teaching material is a type of printed teaching material.

Keywords: Conjunction Misuse, Learning Materials.

A. INTRODUCTION

Human life is inseparable from language because language is essentially a means of expressing one's thoughts and feelings both orally and in writing, so language cannot be separated from human life (Haerudin, et.al., 2021). Based on the Youth Pledge of October 28, 1928, Indonesian is designated as the National Language. This is related to the function of language as a means of connecting and as a language of instruction in the world of national education, according to Law No. Indonesian must be used as the language of instruction in national education, according to article 29 paragraph 1 of Law No. Constitution 2009. Therefore, language skills are a necessity for everyone. The four components of language skills are usually listening, speaking, reading, and writing.

Bloomfield (Sumarsono, 18) asserts that language is an arbitrary system of sound symbols used by members of society to communicate and interact. Language is a system, meaning that it is composed of a number of components that are harmonized and can be assumed to form language (Mulyati, 2015: 2). When people speak, they use a series of sounds to build a certain structure. The sounds are symbols that have meaning.

The four language skills of listening, speaking, reading, and writing are covered in the components of language skills and literary skills of Indonesian language subjects (Amaliah & Maulana, 2025). Students are instructed to be able to communicate in written language by expressing their ideas or concepts coherently with appropriate content and context-appropriate structures. Writing essays is one of the writing skills that grade IV

students must master. Composing into coherent, complete, and easy-to-understand sentences so that they can be conveyed to readers is a process of composition.

Writing essays requires creative thinking and writing skills on the part of students. This is due to an essay is a written language composed of a series of words that form sentences, paragraphs, and then discourse that readers read and understand (Keraf, 2007). Narrative text is one type of essay text that requires students to be able to write and express themselves. In this case, students need to be creative in arranging words and making sentences so that a narrative text follows the sequence of events over time.

Apparently, writing is not an easy thing. Writing skills can only be developed through practice and teaching (Mustofa, Maulana, & Wardana, 2024). Consequently, writing ability develops through practice. Learning grammar or writing theory alone is not enough to acquire writing skills; instead, one must develop through training (Mulyanah, Maulana, & Wardana, 2024). Narrative essay is one type of essay that can be written by high grade students. The type of essay called a narrative essay is suitable for grade IV students to learn. Keraf (2010) defines narrative as a form of discourse that focuses on actions that are woven and assembled into one event that occurs in one period of time. Narrative writing is a skill that students must master because it allows them to think critically and creatively, communicate with readers, and improve their understanding. In writing activities many things must be considered, such as the use of conjunctions, spelling, word selection, sentence construction, and paragraph creation.

(1) The use of conjunctors is one aspect of writing that needs attention, especially in writing narrative texts. Since the discourse is already cohesive, proper use of conjunctors can reduce misunderstanding. Ideally, an event is not presented in a random order. The description of events can be organized with the help of conjunctors. However, despite the fact that the function of conjunctors is important, many students do not observe it, resulting in the improper use of conjunctors from time to time. For example, (Before we go home, we have to read the prayer first and then after we go home, I go straight to school.) In the sentence, there is a word that is italicized, which is an error in the writing of the conjunctor between sentences, which should be changed to then.

Conjunctors in the Indonesian language have a high level of complexity. One of the most common grammatical errors in writing is conjunctions, both in academic writing and popular scientific essays published in newspapers and magazines. There is a high level of misuse of conjunctions.

B. METHODS

In conducting the research, the researcher used the method of language error analysis (anakes), which is a series of activities in collecting, identifying, classifying, explaining, and evaluating language errors. This research is also included in qualitative research, because the research studied has the aim of conducting a deeper understanding of the data obtained by the researcher. Qualitative research is a research step that results in descriptive data about spoken words or a literary stroke or human behavior that is being deepened (Sugihastuti, 2016). So that the problems raised by this research really need qualitative, so that the results obtained can be described verbally which can then become a deepening result that helps teachers in conducting learning better than before (Afrizal, 2014).

Language error analysis is a series of activities in collecting, identifying, classifying, explaining, and evaluating language errors. According to Tarigan and Sulistiyansih (in

Setiawati, 2010: 18) revealed that language error analysis is a work procedure commonly used by language researchers or teachers, including: activities to collect language error samples, identify errors contained in language error samples, explain these errors, classify errors based on their categories, and evaluate the seriousness of the errors themselves.

Respondents in this study were fourth grade students of SDN Cikande Permai, Serang Regency. In obtaining data, researchers made direct observations at the school. The researcher gave the task of making students' daily essays and then collected them to the researcher.

The instrument used in the implementation of this research is the researcher himself, because this investigation uses qualitative research with data collection techniques obtained from grade IV elementary school students. The data obtained was then collected and then identified and analyzed by the researcher.

There are 3 data analysis procedures carried out including the prefix stage, the implementation stage, and the conclusion drawing stage. In the prefix stage, researchers carry out licensing to schools.

There are 3 data analysis procedures carried out including the initial stage, the implementation stage, and the conclusion drawing stage. In the prefix stage, researchers carried out licensing to schools to be able to obtain the data needed in the study and see the syllabus used by the school. Then at the implementation stage, the researcher analyzes the data findings by first reducing the data and then presenting it in tabular form. And finally in the conclusion stage, the researcher draws conclusions and then makes learning materials based on the results of the research that has been analyzed.

C. RESULT AND DISCUSSION

In this excavation, researchers obtained data findings that were analyzed as a whole from SDN Cikande Permai, Cikande Village, Cikande District, Serang Regency. Based on the data collected, namely short story essays by grade IV elementary school students. Researchers obtained 36 short story essays by students

In analyzing the data findings in the form of short story essays, researchers used document analysis, According to Edi Subroto (1992:42) data search activities using written sources that reflect the use of synchronic language. Because in this activity the researcher not only records the important contents of the document, but also understands carefully, thoroughly, and critically, the implications of the document. Furthermore, the written sources were read carefully and then the relevant utterances were selected as the analyzed data. The data that has been collected is then matched according to the problem formulation to be analyzed. There are also conjunctive usage errors in students' short story essays as the focus of research, because the data obtained from grade IV elementary school students, the conjunctive usage errors used include only coordinative conjunctors and inter-sentence conjunctors. Then the researcher has managed to collect 257 errors in the use of conjunctors which consist of 32 errors of coordinative conjunctors and 221 errors of inter-sentence conjunctors. After the researcher collected the findings data obtained from the students, then the researcher conducted document analysis. In the document analysis, the researcher presented it in the form of a table. In this activity, the researcher not only recorded the important contents of the documents, but also understood carefully, thoroughly, and critically, the implications of the documents. Furthermore, the written sources were read carefully and then the relevant utterances were selected as the analyzed data. The data that has been collected is then matched according to the problem formulation to be analyzed. The

data of the students' story essays were typed in the left table in the data presentation and the left table was the result of the analysis.

Then the author also designs teaching materials in the form of handouts made using the Canva application, which aims to make it easier for the author to be creative for students and teachers in the learning process. The learning materials that will be designed in this study will have an Indonesian language connection in grade IV Elementary School.

Membaca

Bacalah teks di bawah ini dengan nyaring!
Lakukan secara bergantian dengan teman kalian.

Batik Besurek

Batik besurek adalah kain khas dari Provinsi Bengkulu. Besurek berasal dari kata "bersura" yang diucapkan dalam dialek Bengkulu. Disebut demikian karena motifnya adalah kaligrafi huruf Arab gundul yang merupakan potongan ayat suci Al Quran. Oleh karena itu, batik besurek dulu tidak boleh dipakai sembarangan.

Batik besurek menunjukkan besarnya pengaruh kebudayaan Islam terhadap seni budaya di Bengkulu. Sebagian ahli memperkirakan batik besurek sudah ada sejak abad ke-16 atau 17 seiring dengan datangnya pedagang Arab dan pekerja dari India yang beragama Islam. Sebagian ahli lainnya meyakini bahwa

Gambar 7.1. Contoh Motif Batik Besurek
Sumber: Batik Heritage

batik besurek diperkenalkan oleh para saudagar dan seniman batik dari Demak. Namun, ada pula yang berpendapat bahwa masyarakat Bengkulu mengenali motif batik dari hijrahnya Sentot Ali Basyah, panglima perang Pangeran Diponegoro, dari Jawa ke Bengkulu. Saat itu Sentot Ali Basyah ditemani oleh anak buah dan keluarganya diasingkan Belanda ke Bengkulu. Keturunannya inilah yang mula-mula mengenakan kain batik dengan motif "sura".

Dulu batik besurek hanya digunakan pada upacara adat seperti pernikahan. Misalnya, dijadikan sampiran di kamar pengantin atau dijadikan penutup kepala pengantin pria. Selain itu, batik besurek juga digunakan sebagai kain penutup Al-Qur'an.

Dalam perkembangannya, motif batik besurek dipadukan dengan motif khas Bengkulu, yaitu bunga rafflesia. Di samping itu, motif huruf Arab atau mirip huruf Arab yang dipakai pun tak lagi memiliki makna ayat suci. Karenanya, kini batik besurek dapat digunakan sehari-hari.

Dianalisis oleh Dan Kristanto dari berbagai sumber

dapat mengenali konjungsi antarkalimat dengan tepat

AYO BERLATIH!!

Carilah kata penghubung antar kalimat pada teks "Batik Besurek" dan catat di buku kalian. Temukan kalimat pertama, kalimat kedua, dan fungsi kata penghubung dalam kalimat tersebut. catat di buku kalian seperti di bawah ini.

1. Kalimat pertama:
Kalimat kedua:
Fungsi:

2. Kalimat pertama:
Kalimat kedua:
Fungsi:

3. dst.

AYO BERKELOMPOK!

Buatlah kelompok yang terdiri atas 4-5 siswa. Lalu, lakukan kegiatan berikut ini.

1. Bacalah kembali teks "Batik Besurek". Catat kata-kata yang belum kalian ketahui artinya di buku tulis masing-masing.
2. Periksa daftar kata yang belum ditulis oleh teman sekelompok kalian. Kalian dapat berdiskusi dan bertukar informasi mengenai makna kata-kata tersebut. Jika ada kata yang sudah kalian ketahui artinya, catatlah.
3. tulis di selembar kertas kata-kata yang sama-sama belum kalian ketahui.
4. Kemudian, secara bergiliran setiap kelompok membacakan kata-kata yang belum diketahui kelompok itu. (pagi.)

Kemudian (Setelah mandi saya makan kemudian saya berangkat sekolah pada pukul 07.00)

Hore! Sekarang aku sudah mengetahui 2 jenis konjungsi dengan tepat.

Nah sekarang yuk kita mengenal bagaimana penulisan konjungsi yang benar dan salah!

1. Konjungsi Koordinatif
Kalimat salah: Terus aku shalat magrib sama ku nonton tv dan ku shalat isha
Kalimat benar: Setelah aku shalat magrib dan nonton tv, lalu aku shalat isha.

2. Konjungsi Antarkalimat
Kalimat salah: Dan abis itu aku makan makanan yang sehat pukul 12.00.
Kalimat benar: Setelah itu aku makan makanan yang sehat pukul 12.00.

Teks Narasi

Teks narasi adalah kumpulan cerita tentang peristiwa atau kejadian yang disusun secara kronologis sesuai dengan waktu terjadinya.

Langkah-langkah dalam membuat teks narasi itu apa saja ya?

Langkah-langkah membuat teks narasi

- Mencari dan menentukan tema serta amanat yang ingin disampaikan.
- Menentukan sasaran pembaca.
- Membuat rancangan mengenai peristiwa utama dan membentuk alur yang sesuai pada skema yang ingin ditampilkan.
- Merangkai urutan peristiwa utama menjadi beberapa bagian seperti pembukaan, perkembangan, dan akhir cerita.

NEXT ➔

- Membuat rincian dan penjelasan mengenai kejadian-kejadian utama secara detail untuk mendukung cerita.
- Menyusun skema tokoh, watak, alur, latar, dan sudut pandang.
- Memahami dan mengerti bagaimana aturan tanda baca setiap kalimat yang ada di dalam cerita.

Findings data

Then the researcher will describe the data findings and analyze the data findings based on Tarigan's data analysis techniques (2011), with the analysis process including:

1. Collecting data; in the form of language errors made by students, for example, test results, essays, or conversations.
2. Identifying and classifying errors; recognizing and sorting out errors based on linguistic categories.
3. Ranking errors; ranking the location of errors, causes of errors, and giving correct examples of errors encountered.
4. Explaining errors; describing the location of errors, causes of errors, and giving correct examples of errors encountered.
5. Predicting error-prone areas; predicting the level of language learned that has the potential to cause errors.
6. Correcting errors; correcting and if possible eliminating errors through the preparation of appropriate materials, good handbooks, and suitable teaching techniques.

From the 6 stages of the analysis process described above, examples of data findings that have been found by researchers can be taken, namely: In student essay 30, the first sentence of the first paragraph in the sentence On Thursday I woke up at 05.30 and then I took ablution and immediately prayed at dawn, after the morning prayer I took a shower and then at 06.00 I changed my clothes. it can be seen that the error in using this coordinative conjunctive is the same. Then through the first paragraph in the sentence At 05.30 in the morning I woke up and then I prayed and then I had breakfast and showered with others. shows that the same is a coordinating conjunctive error. In line with the opinion of Alwi et al. (2003: 297) which states that a coordinating conjunction is a conjunction that combines two or more elements that have the same significance or status. So it can be concluded that coordinating conjunctions are used to make equivalent compound sentences. There are various kinds of coordinating conjunctions, including, and, as well as, or, but, but, whereas, and whereas.

In student essay 1, the first sentence of the first paragraph On one day I woke up after waking up I prayed Fajr and after Fajr prayer took a shower, after taking a shower I prepared to wear clothes to go to school. it can be seen that the error in the use of conjunctors between these sentences is discharged. Then through the first paragraph of the first paragraph On Thursday I got up to do the prayer after prayer I got ready for school. shows that discharged is an inter-sentence conjunctive error. In line with the opinion of Alwi et al. (2003: 300), inter-sentence conjunctors function as bridges between sentences. As a result, the first letter of this conjunction is always capitalized and always begins with a new phrase. So it can be concluded that each sentence is an independent unit, the inter-sentence conjunctors combine two sentences into one. These conjuncts are: even so/so, even so/so, even so/so, even so/so, even so/so, even so/so, then, then, after/after that, furthermore, additionally, moreover, besides that, on the contrary, actually, that, even, (will) but, however, except that, thus, therefore, therefore, therefore, and before that.

D. CONCLUSION

Based on the results of the research that has been conducted by researchers in analyzing conjunctive usage errors in the essays of fourth grade students of SDN Cikande Permai as an alternative to making narrative text learning materials in elementary schools, it has been carried out in accordance with the formulation of the problem and the objectives of this study.

In the essays of fourth grade students of SDN Cikande Permai, there are various kinds of conjunctive usage errors in each student. Conjunctive errors found in each student's essay are in the form of errors in coordinative conjunctives and inter-sentence conjunctives. as for the results of the analysis of conjunctive errors in grade IV students of SDN Cikande Permai, among others, are as follows. The researcher found 257 errors in the use of conjunctives which consisted of 32 errors of coordinative conjunctives and 221 errors of inter-sentence conjunctives.

From the results of the analysis of conjunctive errors in the essays of grade IV students of SDN Cikande Permai, the data obtained can be utilized as teaching materials for instructions for writing narrative texts with the correct use of conjunctives in grade IV SD in the form of handouts made using the Canva application, which aims to make it easier for writers to be creative so as to produce teaching material designs that are more attractive to students and teachers in the learning process.

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