

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

By Mei Hartati Telaumbanua

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IN 2023/2024**

UNDERGRADUATE THESIS



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CHAPTER I INTRODUCTION

1.1 Background of the Research

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

Focuses on the education field, studying the four skills – reading, listening, writing, and speaking are substantial for students particularly on oral communication tool. Nunan (2001:29) conveys that speaking is in fact the activity of giving speeches and talk; the way someone presenting information in stories, describing things, instructing, comparing, and evaluating as well as giving explanation, making a justification, predicting, coming to a decision, and making interview. Furthermore, in the act of speaking, the students can share in personal experience through direct participation in giving and taking of conversation, discussion and express the idea in real time. This explanation brings onto engaging the students' ability and intelligence to gain information through reciprocal interaction between the speaker and listener to get the information effective toward the speaking mastery as in Rivers (1970:162).

The capacity to express one's thoughts, opinion and feelings is shown on the ability of speaking someone has. Consequently, someone who wants to express his or her thoughts, opinion or feelings orally needs have good speaking ability to achieve this goal. The students who are expected to have good speaking ability in expressing like and dislike will always need practice, which is supported by Harmer (2001:123) who

proposes that speaking is an active productive skill that needs practicing continuously. Currently in the 21st century, speaking skill is essential thing that should be mastered in order to build good communication with other people in the world.

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

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

In conducting the research is supported by the latest related research, they are: According to Yuliati (2018), errors in using correlative conjunctions often occur among students in writing English. This is due to a lack of understanding about the function and usage of correlative conjunctions in a sentence. Therefore, research is needed to identify the

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

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

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

uses inductive thinking. Inductive thinking begins with specific details or facts and progresses to a general principle as conclusion.

Regarding to the explanation above, the researcher will investigate the eighth grade' speaking ability in performing a dialogue of expressing like and dislike by using descriptive qualitative research entitled "An Error Analysis on Using Correlative Conjunctions in Expressing Like and Dislike at The Eighth Grade of SMP Negeri 3 Sitolu Ori in 2022/2023".

1.2 Focus of the Research

The focusses of the research are to identify and analyze the students' error and the factors that affect the students' speaking ability in using correlative conjunction at the eighth grade of SMP Negeri 3 Sitolu Ori in 2022/2023.

1.3 Formulation of the Problem

The formulations of the problem are

1. What are the students' error in using correlative conjunction?
2. What are the factors that affect the students use the inappropriate correlative conjunction in speaking?

1.4 Objective of the Research

The objective of the research is to describe the students' speaking ability on performing dialogue of expressing like and dislike by using correlative conjunction at the eighth grade of SMP Negeri 3 Sitolu Ori in 2022/2023.

1.1 The Significances of the Study

The significances of the research are:

1. Theoretically
Theoretically, the study extends the English speaking materials and the result is expected to be a reference in teaching speaking subject.
2. Practically
 - a. For the researcher, as a tool, knowledge and experience in analyzing the students' ability and factor that affect their ability of expressing like and dislike by using correlative conjunction.

- b. For the students, the study shows the students' ability so they are able to reflect and minimize their mistakes of expressing like and dislike by using correlative conjunction.
- c. For the teachers, it increases the teachers' knowledge and ability to find the most appropriate teaching speaking aspects such as strategy, material, or media in the class to improve students speaking ability of expressing like and dislike by using correlative conjunction.
- d. For other researchers, this study is a reference and a source of information for improvement in research of the same field subsequently.
- e. For the University of Nias campus:
 - 1. As a reference for the development of curriculum and teaching methods in the English Education program.
 - 2. Provide an overview of students' mastery level in using correlative conjunctions to express likes and dislikes, so it can be used as an evaluation material for teachers in teaching.
 - 3. Provide an overview of the types of errors commonly made by students in using correlative conjunctions, so it can assist teachers in improving their teaching methods.
 - 4. Provide input for researchers and students in developing further research related to the use of correlative conjunctions in English.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

2.1.1 Speaking

a. Definition of Speaking

Speaking is one of two productive skills in a language teaching. It is defined as a process of building and sharing meaning using verbal or orally form. Speaking can be defined as an activity in conveying information, message, idea, announcement, news and etc. Ronald(2001:36) argues indirectly that speaking is a language involves using the components correctly-making the right sounds, choosing the right words, and getting constructions grammatically correct.

Furthermore, Nunan (2001:29) writes,

Speaking is the way of presenting information to tell story, describing something, giving a set of instruction, making a comparison and those that are evaluated, giving explanation, making a justification, predicting, coming to decisions, and making interview.

Based on the definition above, it can be concluded that speaking is the verbal use of language to communicate with others in expressing personal identity, and information with the right words and correct grammatical.

b. The Purpose of Speaking

Speaking is a productive skill in the orally mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words and has various purposes. According to Richard (2008:201), Speaking is used for many different purposes and each purpose involves different skills when we use casual conversation. Furthermore, Harmer (2001:154) state that the purpose of teaching

speaking is communicative efficiency. That's why we can say that speaking can be used to seek or express opinions, to describe things, to complain about people, and others. Students should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, vocabulary to observe the social and cultural rules that apply in each communication situation.

Based on the theory above, it can be concluded that the purpose of speaking is to communicate with the other people to present information, to tell about something, to express feeling, to give a set instruction, to make a comparison and those that evaluated, to give explanations, to make a justification predicting, coming to a decisions and making interview.

c. Types of Speaking

According to Brown (2001: 271) there are six types with the obvious connection between listening and speaking, six similar categories apply to the kinds of orally production that students are expected to carry out in the classroom, namely:

1) Imitative

A very limited portion of classroom speaking time may legitimately be spent generating human tape recorded speed, where, for example, learned practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2) Intensive

Intensive speaking goes one step beyond imitative to included any performance that designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self initiated or it can even form part of some pair work activity, where learners are going over certain forms of language.

3) Responsive

A good deal of the students' speech in the classroom is responsive, short replies to teacher or students initiated question or comments. Such speech can be meaningful and authentic.

4) Transactional (conversation)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language

5) Interpersonal

The other form of conversation mentioned in the previous chapter was interpersonal conversation, carried out more for the maintaining social relationships than for the transmission of facts and information.

6) Extensive

Finally, students at intermediated to advanced levels are called on to give extended monologue in the form of orally reports, summaries, or perhaps short speeches.

Moreover according to Allison (1999:25), there are three types of speaking, namely:

1) Interactive

- a) Face-to-face conversation
- b) Telephone calls
- c) We are alternately listening and speaking
- d) Chance asks for clarification, repetition, or slower speech from our conversation partner.

2) Partially Interactive

- a) Giving a speech to a live audience, where the conversation is that the audience does not speak.
- b) The speaker checks comprehension from the audience's faces.

3) Non-Interactive

- a) When recording a speech for a radio broadcast.

- b) Performing in a play
- c) Reciting a poem
- d) Singing

Based on the types above, someone that has speaking's competence will be able to accept the information easily through listening and assist someone to submit or to produce the good information through speaking.

d. Elements of Speaking

According to Harmer in Hogan (2016:89), the ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language on the spot.

1) Language features

Among the element necessary for spoken production are the following:

a) Connected speech

Effective speaker of English need to be able not only to produce the individual phonemes of English (as in saying I would have gone) but also to

use fluently connected speech (as in "I'd gone"). In connected speech, sounds are modified (assimilation), omitted (elision), edit (linking) or weakened (through construction and stress patterning).

b) Expressive devise

Native speakers of English change the pitch and stress of particularly part of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face to face interaction). The use of this devise contributes to the ability to conveyed meanings; they allow the extra expressions of emotion of intensity. Student should be able to deploy at least some of such suppresser mental and devise in the same way if they are be fully effective communicators.

c) Lexis and Grammar

Spontaneous speech is marked by the use of the number of common lexical phrases, especially in the performance of certain language functions. Teacher should therefore apply a variety of phrases for different function such as agreeing or disagreeing, expressing surprise, shock, or approval. Where the students are involved in specific speaking contexts such as job interviews, we can prime them in a same way, which certain useful phrases, which they produce at various.

d) Negotiation Language

Effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying. We often need to ask for clarification when we are listening to someone talk. For students this is especially crucial.

e) Mental/social processing

Success of speaking also depended upon the rapid processing skills that talking necessitates.

f) Language processing

Effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also conveyed the meanings that are intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriated sequences. One of the main reasons for including speaking activities is to help students develop automatic and rapid language processing in English.

g) Interacting with others

Most speaking involves interaction either one or more participants. This means that effective speaking also

involves a good deal of listening, and understanding of how the other participants are feeling and a knowledge of how linguistically to take turns or allow other to do so.

h) On the spot (information processing)

Quite apart from our responses to others' feelings we also need to be able to process information they tell us the moment we get it.

e. **Speaking Strategy**

According to Harmer in Hogan (2016:110), there are six strategies for overcoming anxiety and reluctance to speak, namely:

- 1) The first strategy was to lengthen the amount of time between asking a question and nomination someone to respond.
- 2) The second strategy was to improve questioning techniques.
- 3) Third strategy, by teachers was to accept a variety of answers.
- 4) The fourth strategy was to give learners an opportunity to rehearse their responses in small groups or pairs before being asked to speak up in front of the whole class.
- 5) The fifth strategy, reported as effective was to focus on content rather than form.
- 6) The sixth strategy, identified by the teacher was to establish good relationships with the students.

Based on the theory above, it can be concluded that it is the key to encourage the students to communicate well.

f. **Teaching Speaking**

According to Burns and Joyce (2014: 97), teaching speaking is to teach ESL learners to:

- 1) Produce the English speech sounds and sound patterns.
- 2) Use word and sentence stress, intonation patterns and the rhythm of the second language.
- 3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- 4) Organize their thoughts in a meaningful and logical sequence.

- 5) Use language as a means of expressing values and judgments.
- 6) Use the language quickly and confidently with few unnatural pauses, which are called as fluency.

Based on the previous statements above, it is concluded that address for the teachers as their skill and target in teaching speaking and assist student in learning speaking easily.

g. Principles for Teaching Speaking

According to Nunan (2001:42), there are five principles for teaching speaking, namely.

- 1) Be aware of the differences between second language and foreign language learning context.
- 2) Give students practice with both fluency and accuracy.
- 3) Provide opportunities for students to talk by using group work or pair work and limiting teacher talk.
- 4) Plan speaking tasks that involve negotiation for meaning.
- 5) Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

Based on the principles above it is concluded that these five principles for planning speaking lesson in language classroom can be used to help language learners gain practice in speaking of the target language.

h. Factors Affecting Speaking Skill

Some of the learner centered factors affecting students' speaking skills (Latha, Madhavi et al. (2012:2) as following:

1. Learner inhibition

The most common problem encountered by the learner in the language acquisition process is learner inhibition. They may also be worried about making mistakes, being criticized or losing face in front of the rest of the class. This results in their performance where either they make a lot of mistakes.

2. Lack of motivation

Lower motivation levels or lack of motivation is another reason for hindering the learners from active participation in speaking activities.

3. Lack of proper vocabulary

This is because of lack of exposure to a variety of vocabulary. This also leads to failing in communicating fluently in English Language, which again leads to losing confidence and lack of motivation to speak.

4. Lack of confidence

A constant practice and patience are necessary to learn English Language. Learners believe that it is not possible to achieve fluency or master the language. This lack of confidence prevents them from learning the speaking skills.

5. Poor non-verbal communication

Lack of knowledge of the nonverbal communication system of the target language usually results in the inability to pick up non verbal cues by the ESL learners, which often results in misunderstanding.

6. Lack of proper orientation

They must understand how words are segmented into various sounds, how sentences are stressed in particular ways. Grammatical competence enables speakers to use and understand the structure of English-language accurately and unhesitatingly, which contributes to their fluency.

7. Building confidence

This will encourage the slow learners to participate in the activity and boost their morale. Instead of correcting the mistakes, the teacher can go for peer correction which would encourage them to come out of inhibition. The teacher should be a guide, mentor and facilitator.

2.1.2 Expressing like and dislike

a. Definition of Expressing like and dislike

Expressing like and dislike is phrase or sentence that states like or dislike to something. Expressing like and dislike is a sentence which expressing like and dislike or argument to other people to satisfaction.

b. Examples of Expressing like and dislike

1) Expressing like

I Like Playing Football
She Like Chocolate
Nadia Really Love Dancing
I Loke Doraemon

2) Expressing dislike

She does not like coffee
I dislike doing exercise
Tommy hates Math
I don't like spicy food
I dislike playing badminton

c. Correlative Conjunctions

1) The definition of Correlative Conjunctions

Correlative Conjunction are pairs of conjunctions that connect words or phrases that are the same part of speech or serve the same function within a sentence.

2) The example of Correlative Conjunctions

Here are a few examples of correlative conjunctions, as follow:

a) Either/or

My brother likes either working upstairs or slacking off downstairs.

b) Neither/nor

I will **neither** like the show nor read the book.

c) Both/and

I like spicy food, **both** spicy fried rice **and** spicy chicken

d) Whether/or

I can't decide **whether** I like coffee **or** tea more.

e) Not only/but also

I **do not only** like banana **but** also mango

f) Rather/than

I would **rather** have coffee **than** tea.

g) Such/that

She has **such** a beautiful voice **that** everyone likes to listen to her singing.

3) The conversation of using Correlative Conjunctions

Here is the sample of short dialogue which include correlative conjunctions in it:

Yuji : So, Raul, I heard you join courses too after the online school, is it true?

Raul : Well, yeah, Yuji, I do join the courses. Language course, didn't you like one too?

Yuji : I did. I liked two, both are Asian languages for my study, Japanese and Mandarin. How about you?

Raul : I was suggested to take them too by my mom, but I am not so keen on Mandarin. I prefer Russian instead, which she thinks it's useless because it's not as famous as French. I do not fancy

it either. So, we came to a compromise, either I take Russian and Mandarin or French and Japanese.

Yuji : Wait, I thought you have been fluent in French. Your father is half French-Arabian, right?

Raul : True, but we often speak in Arabic instead of French, at home, whereas with my mom, I mainly speak Spanish.

Yuji : Ah, I see. So, which do you like anyway?

Raul : I like neither, as my father weighed in and he let me pick any language I like, so I end up taking Russian and Japanese.

Yuji: Good for you, mate.

2.2 The Latest Related Research

In conducting this research, the researcher is inspired by some of the earlier researches related to this research. The researches are explained below.

Santika Novalia (2018), searched about “Students’ Grammatical Error in Using Correlative Conjunction at the first Semester of the Eighth Grade of SMPN 1 Abung Tengah in Academic Year of 2017/2028.” The focus of the research was to find out the description of students’ error in using correlative conjunction, the proportions of error made by the students. The samples were the eighth-grade students in 2017/2018.

The second research was Nina Martini (2021), searched about “Increasing the Students’ Learning Result and Motivation on Conjunction by using CRH (Course, Review, and Horay) Method at the Ninth Grade of SMP 30 Semarang in 2020/2021.” The focus of the research was to find out the students’ learning result and motivation by using CRH Method which focused on the students’ speaking skill errors in the English subject, particularly in the classroom.

Based on the both researchers above, it can be clarified there are some similarities and differences of the research. It can be analyzed that the similarities with Santika Novalia’s research are eight grade students of junior high school, strategy used is error analysis, and material as subject iscorrelative conjunctions.

Meanwhile, the differences showed of Nina Martini's research, which is the object of research is ninth grade students of junior high school, the method of research of Nina Martini was use CRH (Course, Review, and Horay). Moreover, the important differences stand out of result and percentage of students scores and all the research purposes is achieved and answered.

Therefore, based on the previous research, the researcher convince that the aims of this research also will be achieved. However, the researcher searches about the students' error on using correlative conjunction in expressing like and dislike. The subject of this research is eighth grade of SMP Negeri 3 Sitolu Ori.

2.3 Conceptual Framework

In this research, the researcher begins the process of arranging the forms of instruction for speaking performance and also list the interview guidelines. Aligning the cooperation with the location of the research was also initiated. In collecting the data, the researcher instructed the students to follow the speaking instructions, where the students selected one topic and then arranged their dialogue of expressing like and dislike. Furthermore, the students were asked to perform their dialogue in front of the classroom while the researcher recorded their performances. After that, the researcher conducts the interview with the teacher and students regarding the factors that affect their speaking ability.

The primary data is the transcription of the students' speaking performance. These data are scored based on the speaking rubric to reveal the level and description of proficiency the students obtained. The secondary data are obtained from the transcription of the interviews with the teacher and students. The analysis of both data are interpreted descriptively to answer the focus of the research.

The researcher conducts the research by using the following concept:

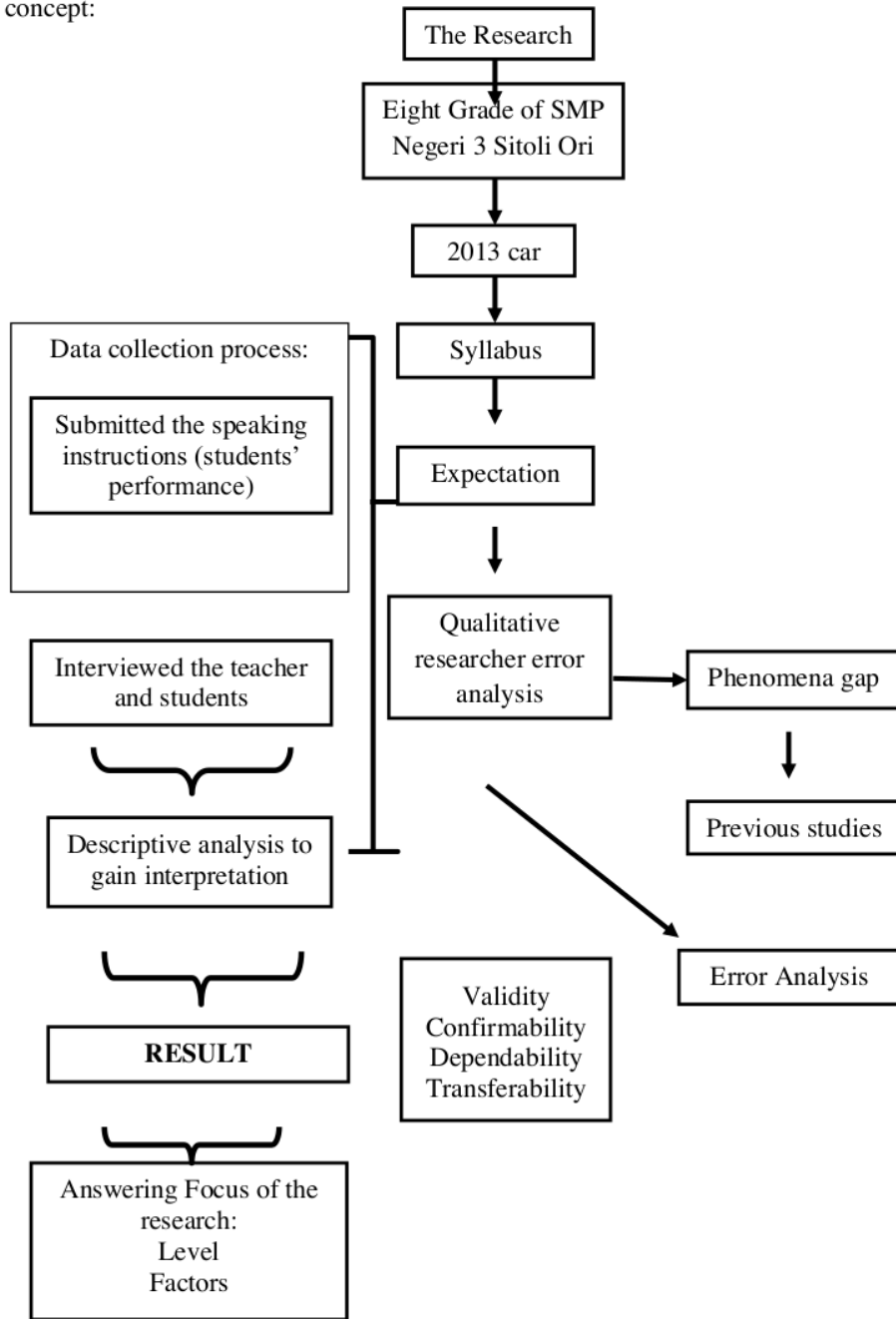


Figure1. The Conceptual Framework of the Research

CHAPTER III

RESEARCH METHOD

3.1 Approach and Type of the Research

The researcher will use the inductive approach aims on finding the focus of the research. Thomas (2018:238) says that the inductive approach is a systematic procedure for analyzing qualitative data in which the analysis is likely to be guided by specific evaluation objectives which allows research findings to emerge from the frequent, dominant or significant themes inherent in raw data.

The instruments for collecting data were divided into two kinds. The first was the students' performances (audio-video) which were obtained through asking the students to arrange and perform simple dialogue based on selected topic and record them. These records were transcribed and analyzed based on the Surface Taxonomy Strategy. The second was the interview guidelines where the researcher conducted the interview with the English teacher and students regarding the performance they had, which the researcher also analyzed. The purpose was to obtain the reasons/factors that affect of the students' speaking ability.

3.2 Variables of the Research

A variable is a characteristic or attribute of an individual or an organization that researchers can measure or observe and varies among individuals or organizations studied. Measurement means that the researcher records information from individuals by asking them to answer questions.

Creswell (2012:112) in Basir (2020:20) say that when variables range, it means that scores will assume different values depending on the type of the variable was being measured. In this research, the variables were used the dependent variable and the independent variable. An independent variable is an attribute or characteristic that influences an outcome or dependent variable. The independent variable is the cause of the other

variable. Based on the definition above, the independent variable of this research was correlative conjunction.

The dependent variable is an attribute or characteristic that depends on or is influenced by the independent variable. It is the effect of the independent variable. This variable was not manipulated by the researcher, but it was affected by the independent variable. The dependent variable of this research was students' errors.

3.3 Setting and Schedule of the Research

The location of the study is SMP Negeri 3 Sitolu Ori located in North Nias regency. There are 32 teachers in this school, and 3 of them are the English teachers. This school consists of 10 classes, which 5 classes are the eighth grade and total numbers of the eighth grade are 151 students.

This study will be conducted from June 2022. The time allocation refers to the academic calendar of SMP Negeri 3 Sitolu Ori in 2023/2024.

3.4 Source of Data

The data of the research indicated the types of data that should be collected and analyzed by the researcher. According to Hatch (2002:53), the qualitative data for the study are video recorder of classroom activity, participation observation, field notes, notes from informal interviews, transcripts of formal taped interviews, and unobtrusive data such as school records, reports, program descriptions, material from children's cumulative folders, photographs, and teacher and student-made artifacts. In other words, the data and informant are selected purposefully that will help the researcher to understand the problem and the research focus that have been formulated.

Hence, the data sources are the transcription of the students' speaking performance of expressing like and dislike by using correlative conjunction (audio-video), and the transcription of the structured interview with the teacher. The researcher chooses 20 students of class VIII-A of SMP Negeri 3 Sitolu Ori as the informant. The researcher chooses this class due on the observation and interview handled in the preliminary research before.

3.5 Instrument of the Research

In conducting this study, the researcher uses the Descriptive Qualitative Technique. Gay and Airasian (2018:11) say:

Descriptive research used to describe, investigate and study cause effect. Descriptive research is the research involves collecting data in order to answer questions about the current status of the subject or topic of study and it can also measure what already exists.

According to Khotari (2004:2-3), the major purpose of descriptive research is description of the state of affairs as it exists at present. The main characteristic of this method was that the researcher had no control over the variables; he could only report what has happened or what is happening.

As well as, Moleong (2003:3) adds that a qualitative research deals with a kind of research which does not use statistic procedures in analyzing the data. In a qualitative research, the researcher tends to prior in accurate explanation to analyze and present what have been found. In other words, qualitative is a research design where the researcher will collect and present the data with using description and accurate explanation. The procedures of descriptive qualitative are collecting data, arranging data and interpreting the data.

3.6 Data Collecting Technique

Creswell (2014:239) states:

The data collection of qualitative research consists of some procedures as follows: identify the purposefully selected sites or individuals for the proposed study, a related topic would be the number of sites and participants to be involved in your study, indicate the types of data to be collected, collecting information through unstructured or semi structured observations and interviews, documents, and visual materials, as well as establishing the protocol for recording information.

As the theory suggests and related to the focus of the research, the research arranges the instruction of requesting the students to select a topic and arrange their dialogue of expressing like and dislike. Next, the students will ask to perform their dialogue and the researcher records their performance (audio-visual). Furthermore, after the students performed, the researcher conducts the structure interviews with the English teacher and students to gain the information of factors that affected the students' speaking ability in performing a dialogue of expressing like and dislike by using correlative conjunction.

3.7 Data Analysis Technique

The technique of data analysis which used by the researcher in the research was qualitative analysis technique which function is to describe and interpret the result of qualitative data. In analyzing data, the researcher will use Surface Taxonomy Strategy.

James (2016:9) proposes that the learners' erroneous version is different from the presumed target version. This highlights the ways surface structures are altered. The students may omit necessary items or add unnecessary one, they may mis form the items or disorder them. Errors can be classified into four types: omission, addition, misformation and misordering. Then, it adds blend error as the category of surface strategy taxonomy. Identification of errors, it requires the determination of elements in the sample of the students' writing which deviate from the target in some way.

a) Omission

When a learner is leaving off necessary items that must emerge in a well-performed utterance, that learner is doing omission error¹¹. As an example we know that morpheme or words can be distinguished into two classes: content word (e.g. noun, verb, adjective, and adverb) and grammatical word such as noun and verb inflection (-s, -ed, -ing), the article (a, an, the), verb auxiliaries (is, am, are, will, can, must etc), preposition (in, on, at, etc). language learners generally omit grammatical

morpheme much more frequently than content word such as in *John new student, He speak English well, and she eating dinner.*

b) Addition

Addition errors, which are the contrary of omission, are characterized by the presence of items that should otherwise not appear in a well-performed utterance. Generally, it occurs in second language acquisition of the learner. Regularizations, double markings, and simple addition are kind of addition error which have been examined in the speech of both first language and second language learner.

c) Misformation

Misformation, are the error that characterized by the use if the wrong form of a structure or morpheme. There are three type of misformation namely, regularization error (neglecting exception and dissemination rules to domain where the learner don't use the rules transformation of verb and countable or uncountable noun, for instance *fallen, Runned, womans, phenomenons, critorions, etc*) archi-form (selection of one member of a class of form to represent other on the class,

d) Misordering

Misordering errors are characterized by the incorrect placement of a morpheme in an utterance. They come about systematically for both first and second language learning in construction that already been acquired. For instance: *He is all the time late .all the time* is misordered.

e) Blending

James asserts blend error is sometimes called the contamination or cross-association or hybridization error.¹⁴ It is also called as combining or mixing (a substance) with another so that the component parts undistinguishable from one to the other. The characteristic of blending is when two alternative grammatical forms combine each other to produce ungrammatical blend. For example; *According to Erica and in Erica's opinion.*

Therefore, the researcher uses the steps in combining the data from both instruments' students' performance and interview. Firstly, the researcher explains the errors made by the students as the result from the students' speaking in expressing like and dislike by using correlative conjunction. Second, the researcher explains and classifies the causes of errors made by the students in using correlative conjunction in their speaking based on the data from interview work. The result can be concluded by comparing and integrating each other through interpretation.

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

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

Notes: P: Percentage

F: Frequency

N: Number of cases (total of frequency)

a. Analyzing the Secondary Data

The researcher continues to analyze the secondary data obtained from the transcripts of interviews. Gay *et al* (2012:467) say that one way to proceed with analysis is to follow three iterative, or repeating, steps: reading/memorizing, describing what is going on in the setting, and classifying research data. The explanation as follows:

1) Reading and Memoing

This step focuses on becoming familiar with the data and identifying potential themes. The researcher will read and write memos about observation sheets and the transcripts of interviews to get an initial sense of the data and identifying the themes.

2) Describing

This step focuses on examining the data deeply to provide detailed descriptions of the setting, participants, and activity. In this step, the researcher will analyze

comprehensive descriptions of the participants, the setting, and the phenomenon studied to convey the rich complexity of the research. The aim of this step is to provide a narrative picture of the setting and events that take place in it.

3) Classifying

This step focuses on categorizing and coding pieces of data and grouping them into themes. In this step, the researcher will categorize all of the collected data into some classifications or categories. The researcher will examine and compare all data, one to another to categorize them.

CHAPTER IV DATA AND DISCUSSION

A. The Research Finding

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

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

Based on the study that was conducted at SMP Negeri 3 Sitolu Ori class VIII-A, the researcher found some results of students' errors in using correlative conjunctions in expressing like and dislike. After collecting and identifying the data, the researcher explained them in detail. The researcher identified and then classified type of errors according by James (1982 :106-110), error of omission, addition, misformation andmisordering.

After identifying and describe of error, the researcher counted the errors by using the table and calculating the number of each error. Next, the researcher proces the calculation of the result of the speaking task by using the formula which has been mentioned in the previous chapter.

Table 4.1 The Recapitulation of Identification and Description of Students' Types of Error

No	Types of Error			
	Omission	Addition	Misformation	Misordering
1	1	4	-	5
2	1	4	-	-
3	4	5	1	6
4	5	3	-	5
5	2	2	2	2
6	1	2	1	1
7	3	6	-	1
8	5	6	-	1
9	-	1	1	-
10	-	1	-	1
11	-	2	1	-

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

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

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

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

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

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

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

Table 4.2 The Recapitulation of Frequency and Percentage of Students' Types of Error

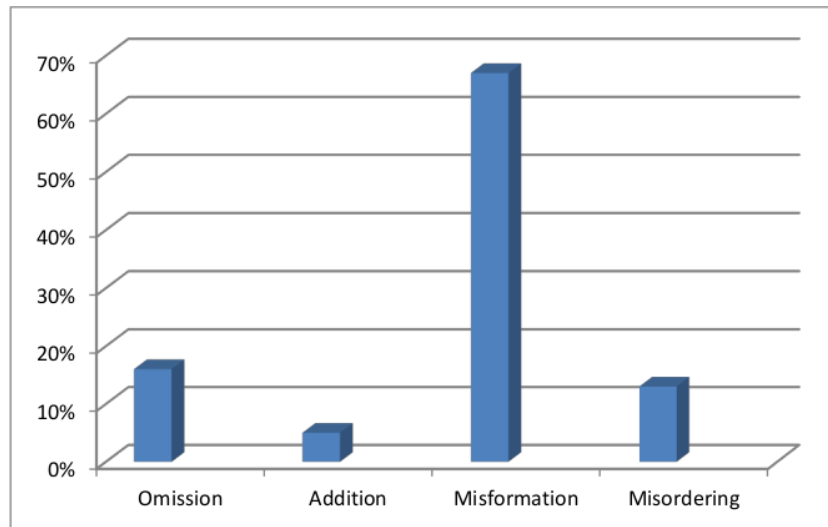
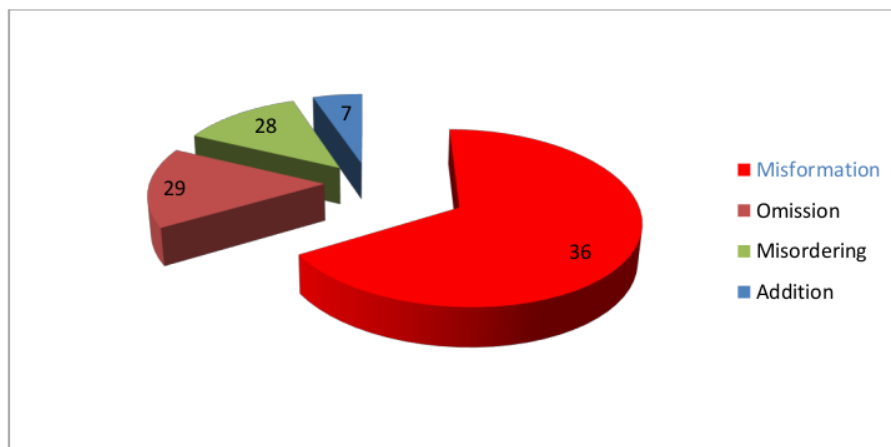


Chart 1: The Percentage of Students' Types of Error

Clearly, the frequency of the types of error can be shown in graphic 2 below:



Graphic 2.
The Frequency of Types of Error

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

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

1. Omission

After analyzing the students' speaking products based on surface strategy taxonomy. In their speaking products, the researcher found 88 errors of omission.

Suggested corrections:

- a. my mother or my father cooked this very delicious food for breakfast to day i really like it
- b. Marvel chris will sing this song to night I really like listening to it
- c. either you nor I have finished this homework and the teacher doesn't like students like that
- d. Neither Aluna her brother mentioned where they moved because they liked the new house.
- e. I like fried rice, fried banana and grilled fish
- f. Rina's mother likes white clothes, trousers and red dresses
- g. I can't decide I like fried rice white rice
- h. she can't decide he likes to daydream sleep
- i. I do not like durians but also bananas
- j. I do not only like bicycles but motorbikes
- k. I would have shoes than tea

Errors made by student:

- a) Either my mother or my father cooked this very delicious food for breakfast to day I really like it

- b) Marvel or chris will sing this song to night I really like listening to it
- c) Neither you nor I have finished this homework and the teacher doesn't like students like that
- d) Neither Aluna nor her brother mentioned where they moved because they liked the new house.
- e) I like fried rice, both fried banana and grilled fish
- f) Rina's mother likes white clothes, trousers and red dresses
- g) I can't decide whether I like fried rice or white rice
- h) she can't decide whether he likes to daydream or sleep
- i) I do not only like durians but also bananas
- j) I do not only like bicycles but also motorbikes

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

2. Addition

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

Suggested corrections:

- a. Oth parents and teachers are all responsible for educating teenagers and teenagers like goodways of educating
- b. My mother is very good at cookingoth indonesian and regional and my father doesn't like it
- c. Either students nor teachers turn on cameras during online classes and students love learning online
- d. I don't like -drinking our smoking
- e. I like traveling, swimming and aso riding a motorbike

- f. Rina has to read books, bot blue and red, and Rina likes to read purple books
- g. Rinto does all the housework, oth cleaning the house and cooking for the family. He also likes to cook cakes
- h. My father can't decide hether my father likes sports or listening to music my sister can't decide hether
- i. My sister likes sewing or cooking
- j. I do not only like bags but also blue wallets
- k. She does ot only like coffee but also cold tea

Errors made by student:

- a. Both parents and teachers are all responsible for educating teenagers and teenagers like goodways of educating
- b. My mother is very good at cooking both indonesian and regional and my father doesn't like it
- c. Neither students nor teachers turn on cameras during online classes and students love learning online
- d. I don't like -drinking or smoking
- e. I like traveling, swimming and also riding a motorbike
- f. Rina has to read books, both blue and red, and Rina likes to read purple books
- g. Rinto does all the housework, both cleaning the house and cooking for the family. He also likes to cook cakes
- h. My father can't decide whether my father likes sports or listening to music
- i. My sister can't decide whether my sister likes sewing or cooking
- j. I do not only like bags but also blue wallets
- k. She does not only like coffee but also cold tea

The examples above represented the other examples of student errors in using correlative conjunction in expressing like and dislike. Addition happened when the learners used the unwanted items.the students add to be after using verb and modal auxiliary verb, adding to-infinitive after modal auxiliary verb, and applying the double marking items. These errors happened since they had obtained inadequate rules of English. Thus, they just applied the rules that they had already known in writing the sentences by using present tense.

Thus, they only knew that to be (is, am, and are) was necessary, but they did not know when it was required. Therefore, they had to learn more about the English rule in order to minimize those errors.

3. Misformation

Suggested corrections:

- a. Whether it's rania our dinda who cooks our food i like the taste
- b. I think either tito our tyo turned of the lights i dont like having the lights turned of because it's dark
- c. Ither Pipo nor Stop like playing football
- d. Anta is neither ugly nurr stupid and I like his good nature
- e. Rinto does all the housework, both cleaning the house and cooking for the family. He also likes to cook cakes
- f. I have done everything, both studying hard and practicing my skills. I like it that way
- g. The dog can't decide whuther the dog likes to sleep on the mattress or the floor
- h. I can't decide wuther I like red hair and or black hair
- i. He does not only like coffee bat also cold tea
- j. He does not only spicy fried rice bat also spicy chicken
- k. I would ruther have a bag than sandals

Errors made by student:

- a. Whether it's rania or dinda who cooks our food i like the taste
- b. I think either tito or tyo turned of the lights i dont like having the lights turned of because it's dark
- c. Ither Pipo nor Stop like playing football
- d. anta is neither ugly nor stupid and I like his good nature
- e. Rinto does all the housework, both cleaning the house and cooking for the family. He also likes to cook cakes
- f. I have done everything, both studying hard and practicing my skills. I like it that way
- g. the dog can't decide whether the dog likes to sleep on the mattress or the floor
- h. I can't decide whether I like red hair and or black hair
- i. he does not only like coffee but also cold tea
- j. he does not only spicy fried rice but also spicy chicken
- k. I would rather have a bag than sandals

Based on the examples above, misformation errors occurred when the learners used wrong to be (is, am, and are), pronoun, auxiliary verb (have or has). Most of the students were still difficult to use the right to be (is, am, and are).

4. Misordering

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

The example errors made by students :

Suggested corrections:

- a). Teachers like to take student assignments online and offline and parents like that way of learning
- b). I like to walk to work or take the bus
- c). Neither the scissors the cutting knife are in the box because I like the color of the scissors
- d). my brother nor my parents use an iPhone but I like to use it
- e). I have done everything, studying hard and practicing my skills. I like it that way
- f). My little brother has to bring the bananas, and raw both ripe bananas because my mother likes to fry them
- g). I can't decide i like ice cream or water
- h). he can't decide whether he likes black eyes slanted eyes
- i) I do not like cold drinks or but fizzy drinks
- j). my sister do not only dance but sing
- k). I would have pretty clothes and he likes round faces

Errors made by student

- a). Teachers like to take student assignments both online and offline and parents like that way of learning
- b). I like to walk to work or take the bus
- c). Neither the scissors nor the cutting knife are in the box because I like the color of the scissors

- d). Neither my brother nor my parents use an iPhone but I like to use it
- e). I have done everything, both studying hard and practicing my skills. I like it that way
- f). My little brother has to bring the bananas, both raw and ripe bananas because my mother likes to fry them
- g). I can't decide whether i like ice cream or water
- h). he can't decide whether he likes black eyes or slanted eyes
- i) I do not only like cold drinks or fizzy drinks
- j). my sister do not only dance but also sing
- k). I would rather have pretty clothes and he likes round faces

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

2. Findings from Students' Questionnaire

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

Table 4.3. Factors causing students' errors in using present tense in expressing like and dislike

Questionnaires	Options	F	Percentages	Total Percentages
1. Speaking a descriptive text is easy	a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree	4 23 0 0	15 % 85 % 0% 0%	100%
2. Correlative conjunctions is the easiest tense to learn	a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree	19 8 0 0	70% 30% 0% 0%	100%
3. But correlative conjunctions is difficult to be used in expressing like and dislike	a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree	0 4 16 7	0% 15% 60% 25%	100%
4. When I use present the tense in speaking the descriptive text I always confused in :				
a. Adding 's/es' for the plural nouns and the subject she, he and it.	a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree	2 10 7 8	7% 37% 26% 25%	100%
b. Using the right to be (is, am are) based on the subject	a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree	3 11 9 4	11% 41% 33% 15%	100%
c. Frequently I write English based on Indonesian structured	a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree	4 18 1 4	15% 67% 3% 15%	100%
5. When I write the descriptive text by using present tense, the errors always appear because of :		12	45%	100%

a. The influence of Indonesian structure	a. Strongly Agree	10	37%	100%
	b. Agree	3	11%	
	c. Disagree	2	7%	
	d. Strongly Disagree	5	18%	
b. Just translate the word from Indonesian to English	a. Strongly Agree	12	45%	100%
	b. Agree	6	22%	
	c. Disagree	4	15%	
	d. Strongly Disagree	1	4%	
c. The sentence pattern is same both in Indonesian and English	a. Strongly Agree	4	15%	
	b. Agree	12	44%	
	c. Disagree	10	37%	
	d. Strongly Disagree	1	4%	

B. Methods of Data Analysis

In this investigation, the researcher analyzes the data by using qualitative and quantitative methods. Furthermore, the whole data in this research will be described in a descriptive way and analyzed by using percentage formula.

1. Students' Speaking Products

The researcher analyzes the data from students' speaking products based on surface strategy taxonomy, which will identify and classify the errors into omission, addition, misordering and misformation (Dulay et al., 1982). Firstly, the researcher read and checked the sentences one by one whether the students used the correlative conjunctions correctly or not. The following step is labelling the errors by using some codes based on surface strategy taxonomy, such as omission, addition, misordering, and misformation. Then, the researcher classified and counted the errors from 27 students' speaking products into four types which based on surface taxonomy strategy; omission, addition, misordering and misformation. Then, the researcher listed the number of errors in the form of table. Moreover, the researcher provided the table as well as based on those four the errors' types. Then, the researcher summarizes the sentences in the form of table based on the four types of error. Additionally, the researcher also writes the suggested correction in the same table in

order to show the correct sentences and to avoid students to do the same errors in the other task . In this way, the researcher continues to identify the most dominant students' errors in using present tense in expressing like and dislike by calculating all of the errors in the percentage form.

2. Questionnaire

Moreover, the purpose of questionnaire in this research is to find out the factors causing the students' errors in using correlative conjunctions in expressing like and dislike. This questionnaire supports the data which is obtained from the students' writing products. The researcher will analyze the questionnaire based on students' answers in order to identify the most common students' errors and to describe the factors causing students' errors in using present tense in expressing like and dislike. The students' answers in the questionnaire will be calculated in percentage form. Moreover, the students' answers also will be written in the form of table. Furthermore, to analyze the questionnaire, the researcher will use a percentage formula as follows Sudjono(2010:4)

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

P = Percentage

F = Frequency

N = Number of Students

100 = Constant Value

C. Discussion

After analyzing the data collection; student speaking products in using present simple tense in expressing like and dislike and questionnaire were necessary to discuss the result of this study. The purposes of this study were to find out the answer of the research questions. Furthermore, the aims of this study were to identify the most dominant errors and to describe the factors causing the students' errors in using correlative conjunctions in expressing like and dislike. Thus, first research question was "What are the most dominant errors made by the second grade students in using correlative conjunctions in

expressing like and dislike?”. Thus, first discussion would focus on the analysis of students’ speaking products in using correlative conjunctions in expressing like and dislike. This stage was to find out the types of error and identified the most dominant students’ errors in using correlative conjunctions in expressing like and dislike based on surface strategy(omission, addition, misformation and misordering).

In this study, the researcher analyzed the 27 student speaking result in using correlative conjunctions in expressing like and dislike. In this section, the researcher would classify the errors from the students’ writing products into four types (omission, addition, misordering and misformation). It support by Dulay, 1982 : 38. Omission was identified by the absence of an item or a morpheme that must appear in a well-formed utterance. And also sated by Liasari 2011 students made this error when they want to add sor es. Thus, In this research was found 88 (29%) errors of omission.

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

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

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

Indonesian word order. Meant, the students were still familiar with the Indonesian word order.

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

1. Analysis and Interpretation of the Research Finding

Researcher found various kinds of errors in speaking to students at SMP Negeri 3 Sitolu Ori in Class VIII. Firstly, students are not able to speak English to other students, and this is the cause of students' learning difficulties in learning good speaking skills. Even students also ignore or do not want to know clearly how to speak English and students also do not dare to appear alone in front of the class. Speaking skills come from self-motivation factors, irregular study habits, mental attitude, not being too curious, even minimal or insufficient vocabulary , inadequate learning media and interaction between students and students. The most dominant factor causing students' learning difficulties is mental attitude, female students lack confidence in conveying the ideas they have, students feel afraid that what they convey is wrong, which makes students choose to remain silent and not provide responses or solutions and feel embarrassed, also a lack of good and correct grammar.

a. data analysis techniques using interviews with teachers.

The first step taken by the researcher was an interview with the English teacher, this interview was carried out using regular interviews. Researchers interviewed one (1) English teacher at SMP Negeri 3 Sitolu Ori. From the results of interviews conducted by researchers, researchers found teacher responses. The data obtained by researchers is as follows:

The teacher invites students to be more communicative in class by taking attendance and students responding. The teacher asks questions and students respond. From the teacher's efforts to make students speak, the teacher has implemented good, correct and communicative speaking with students. The need for efficient communication is essential to achieving individual or group success. If someone has good speaking skills, their speech will be more easily understood by listeners (Simarmata & Sulastri, 2021) in building student communication. Teachers usually ask questions and also give students the opportunity to ask questions, provide responses or solutions. Then the teacher appreciates every answer that the students have answered confidently. Communication has become part of the routine. In this case, it will automatically have direct implications for a person's communication during habituation.

The teacher's difficulty in building student communication in speaking is the lack of interest or ability of students in learning English. Sometimes teachers teach carelessly and do not pay attention to their students in the English learning process, especially in using good speaking communication. This means that there is no thorough preparation regarding the material that will be taught to students. Most teachers do not have sufficient competence to

teach students in speaking communication. The teacher explains students' speaking communication education by providing questions and answers to students from the material that has been explained by the teacher to establish good communication so that students are able to speak well.

Then ask students to create conversations in English, communication can occur in the form of providing responses, presentations, reading out the results of the conversations they created and presented in front of the class as well as ideas (Safitri, 2019). This means that teachers need to provide opportunities for students to give opinions so that they are actively involved in the learning process and they will be more confident, students can show their curiosity while also building speaking communication between students and teachers.

Based on the results of the researcher's interview, the researcher concluded that the English teacher at SMP Negeri 3 Sitolu Ori made efforts to build good and correct student speaking communication with students when learning English. Teachers have ways to build speaking communication with each student, starting from learning, starting with prayer to build students' religious values, reviewing previous learning and asking questions to build students' activeness and make students communicative in class, providing opportunities for students to build feelings students want to know, giving assignments which are handed in right away, brings the dictionary as an obligation to build disciplinary values.

The teacher's difficulty in building student communication in speaking is the student's lack of interest in learning English. Sometimes teachers teach carelessly. This means that there is no thorough preparation regarding the

material to be taught. The teacher applies speaking communication education to students by providing questions and answers to students from the material that has been explained by the teacher to establish communication between the teacher and students. Then ask students to look for foreign vocabulary and look up the meaning in an English dictionary. Communication can occur in the form of expressing opinions, presentations and conveying ideas (Safitri, 2019). This means that teachers need to provide opportunities for students to express their opinions so that they can be actively involved. In this way, students can show their curiosity and confidence in asking questions, which also builds student-teacher communication.

The teacher assesses the results of speaking communication for students who actively answer or ask questions to the teacher, showing that students are active and communicative in class and orderly when learning begins. Learning is a process carried out by a person to change behavior which is characterized by improving cognitive, affective and psychomotor aspects (Supriyanto et al., 2021). According to Intan and Gunawan (2019), learning is basically an interaction activity carried out between students and teachers that uses mental and psychological knowledge to produce sustainable and long-lasting changes in knowledge.

The active learning process is characterized by students frequently asking questions, expressing ideas, and being able to think critically (Ningsih et al., 2018).

2. Factor Affecting using Inappropriate Correlative Conjunction in Expressing Like and Dislike.

The factors that influence the inappropriate use of correlative conjunctions in expressing likes and dislikes are the use of grammar or words and sentences. According to (Tarigan 2011:303) states that there are two factors in language errors, namely: (1) Errors are language errors resulting from speakers breaking grammar rules or rules (breaks of code). This error occurs because the speaker already has grammatical rules that are different from the grammar of other languages, so it has an impact on the speaker's imperfection or incompetence. (2) misstage is a language error resulting from the speaker not choosing words or expressions correctly for a particular situation.

Students are not able to speak well due to language errors. The elements required by students are the intention to learn well from everyone, including parents, friends and being influenced by the surrounding environment. According to Agus Salim (2008 , 164), the family is the smallest educational institution where life begins. Education in the family is a process of transferring and forming the life that exists within the father and mother.

3. Research Results versus Latest Research

First, research was conducted by Stefani Ana Anggia. This research was entitled "Different Strategies in Expressing Likes and Dislikes in English by EFL Students at SMAN 7 Kupang". This research was conducted to find answers to two questions: (1) What strategies do EFL students use at SMAN 7 Kupang in expressing their likes and dislikes? (2) Which strategy is most often used by

students at SMAN 7 Kupang in expressing likes and dislikes? The method used in this research is qualitative method. The research subjects were students of SMAN 7 Kupang. The participants were 15 selected students. They were asked to respond to 24 different situations using formal and informal strategies. The instrument used by the author to collect data is the DCT (Discourse Completion Test) which is given to students for answers and content. Researchers copy the data obtained after collecting DCT, then researchers classify and analyze the data. In this study, the researcher found that there were 2 strategies in Redeker's theory, namely formal and informal, which were used by participants to express their likes and dislikes based on 24 situations given by the researcher.

These two studies were conducted by Haikal Riza. This research focuses on analyzing comments contained in one Instagram post from a football account, namely the FC Bayern Munchen Instagram account @fcbayern. The background to this research emerged based on various kinds of comments on social media. This is also related to the comments on the object of this research. Then this research has two problem formulations. The first formulation concerns the function of comments that express likes and dislikes. The second problem formulation is the purpose of the comments that appear in the FC Bayern München Instagram comments column. In helping to analyze this research, researchers used several supporting theories such as pragmatics theory, speech act, expressive speech act, context, and spoken and written language. This study uses a qualitative method. The conclusions of this research are as follows. First, the types of functions and purposes of likes and dislikes in comments in the FC Bayern Munich comments column vary greatly.

Second, there are six functions of expressing like, and four functions of expressing dislike. Then, there are three types of goals for expressing like and dislike each. First, to express the writer's feelings, second, to express psychological conditions and finally to communicate the personal thoughts of like.

Teachers at SMP Negeri 3 Sitolu Ori, especially class VIII, the teacher builds speaking communication with students through students' curiosity about grammar likes and dislikes by giving students the opportunity to ask questions related to the learning material that has been explained by the teacher so that students are free to ask questions. towards teachers. Their doubts or curiosity regarding the learning lessons being carried out. Meanwhile, the research put forward by " Stefani Ana Anggia " is about the first formulation of the problem, namely regarding the function of comments that express likes and dislikes, the problem formulation which has several supporting theories such as pragmatic theory, speech acts, expressive speech acts, context, as well as spoken language and writing, and according to "Haikal Riza" expresses the author's feelings, and expresses conditions and communicates personal thoughts that are liked, which is the result of comparing the differences between the research of experts and researchers.

4. Research Results versus Theory

The available data results are compared with theory. Firstly (Lickona in Heriansyah, 2018) said that teaching using the cooperative learning model is very suitable for speaking education because it allows teachers to be able to

teach. For example, teachers assign students to discuss a certain topic or solve a problem/case. Another thing is that ¹⁷ teachers can also ask students to work on a project (i.e. a survey about the difficulties students face in learning English) and then report the results and automatically build students' communication scores in class. Meanwhile, in the research data that researchers found, Sitolu Ori State Middle School teachers taught students by reviewing previous lessons or asking students questions, indirectly teaching students communication and confidence which made students free ⁷ to answer the teacher's questions.

Second, according to Suriassumantri in Ningrum (2019), knowledge starts from curiosity. ⁴ Curiosity occurs because students assume that something they are learning is something new that must be known to answer their ignorance. Meanwhile, according to Silmi in Ningrum (2019) ⁴ curiosity is a natural emotion that exists in humans where there is a desire to investigate and find out more about the things they are learning. Curiosity will make students continue to find out what they don't know, by finding out students will get a lot of new information and knowledge and increase their insight. Teachers at Sitolu Ori State Middle School, especially class VIII-A, build communication of curiosity with students by giving students the opportunity to ask questions related to subjects that have been explained by the teacher, so that students ²³ are free to ask questions from the teacher. their doubts or curiosity about the learning lesson.

5. Implications of Research Results

The research results reveal implications for teachers' efforts in developing students' speaking communication in English language learning. English is a

¹⁹ foreign language that has an important role in the world of education and is taught from elementary schools to universities. ¹⁴ This is because the ability to communicate in English, both verbally and in writing, is needed to understand and express information, thoughts, feelings, as well as develop science, technology and culture. In accordance with current curriculum demands, learning English at school ⁴ is expected to not only be able to increase students' competence in communicating using English fluently and accurately, but also be useful for instilling and shaping student communication. Therefore, ⁷ teachers are expected to be able to incorporate speaking communication into learning so that students not only succeed in obtaining competency targets, but also have personalities that match the communication being taught.

6. Limitations of Research Results

There are several limitations experienced by researchers based on ¹⁰ direct experience in the research process, and are several factors that must be considered by future researchers. These factors are of concern ¹⁰ to future researchers in perfecting their research further, because this research itself is ¹⁰ certainly not perfect, and of course has shortcomings that need to be corrected in further research. Some of the limitations are as follows:

- a. The researcher realized that the research process carried out was not good, there were still many shortcomings in conducting this research because the researcher was still a beginner, so the researcher could not carry out this research perfectly. From the results of student data collection. Based on the finding of student speaking products in using correlative conjunction in

expressing like and dislike. It showed that students made a total of 299 errors which consisted of 88 (29%) errors of omission, 109 (36%) errors of addition, 20 (7%) errors of misformation and 83 (28%) errors of misordering. Thus, the omission was the most dominant student error in using correlative conjunctions in expressing like and dislike.

- b. Researcher have limited knowledge in using qualitative analysis, as well as limited experience in tracing teachers' efforts to build student character in learning English.
- c. Apart from that, researchers experience limitations in conducting research because teachers have other duties to prepare students for exams. So researchers carry out research in a very urgent time. Therefore, researchers realize that the results of this research are still far from perfect.

1 CHAPTER V

CONCLUSION AND SUGGESTION

After conducting the research, doing the analysis and presenting the result. Moreover, this chapter provides the conclusion and the suggestion of this study. This chapter is divided into two parts; conclusion about the students' errors in using correlative conjunctions in expressing like and dislike and suggestion for the students, teachers and further researchers in related topic.

A. Conclusion

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

B. Recommendation

Based on the result and conclusion of this study, the researcher would suggest:

1. The teacher should give more exercise in applying the correlative conjunctions in expressing like and dislike. After the teacher checked the errors in their speaking, the teacher should return the tasks with some notes. Thus, they would not repeat the same errors in the further speaking tasks.
2. Since in expressing like and dislike focused on correlative conjunctions, the teacher should concern more to teach the student how to say the dialogue by using the proper tense.
3. The weakness of this study was highlighted as implicit recommendations for the next research. The aims of this research were to identify the most common errors made by the second grade students and to describe the

factors causing students' errors in using correlative conjunctions in expressing like and dislike. However, the findings of this research focus only on the four types; omission, addition, misformation and misordering. Therefore, this study would provide the chances to the other researchers to conduct research which categorized the errors in other types.

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

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