

Errors in The Use of Conjunctions in News Texts by Seventh Grade Students at Colomadu Public Junior High School 3

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Abstract

This study aims to describe the types of errors in the use of conjunctions in news texts written by seventh-grade students at Colomadu Public Junior Hingh School 3. This study uses a qualitative descriptive approach with research data in the form of sentences in news texts written by seventh-grade students that show errors in the use of conjunctions. Data were collected through observation, documentation, and listening-note-taking techniques, then analyzed using the agih (distribution) method with the BUL (Direct Element Distribution) technique and the ganti (replacement) technique. The results showed that out of 10 news texts written by students, there were 14 sentences containing errors in the use of conjunctions, namely 4 sentences containing the coordinating addition conjunction "dan" (and) and 1 sentence contradiction "tetapi" (but). There were 3 sentences with subordinate conjunctions of time, such as "sejak" (since) "setelah," (after) "selanjutnya" (next) and "habis" (after); 1 sentence with the cause conjunction "karena" (because); 1 sentence with the purpose conjunction "agar" (so that) ; 1 sentence with the explanatory conjunction "seperti" (like); 1 senteces with comparative conjunction "yaitu" (namely); 1 sentence with the result conjunction "sehingga." (so that). In addition, there are 1 sentence with the inter-sentence conjunction "sementara itu" (meanwhile).

Keywords: conjunctions, news texts, junior high school students

Introduction

Text-based learning in Indonesian language subjects plays an important role, especially for students in oral and written communication. According to (Karisna, 2020; Mayandri et al., 2021), the language skills acquired through Indonesian language learning are applied by students in various daily needs, even in workplace communication, science, and literature. In line with the opinions of (Cahyaningsih & Karunia Assidik, 2021; Matilda et al., 2023), who state that Indonesian language learning is not just about lesson material, but also the process of understanding and producing information, ideas, feelings, messages, and knowledge. Based on this opinion, the purpose of Indonesian language learning is to develop students' appreciation for a work and to foster a critical attitude toward understanding in composing texts. According to (Putri, et al., 2023), through writing skills, students can express their feelings.

Writing is an important part of the learning process, because through this activity students are trained to organize their ideas coherently, use effective language, and convey information clearly. Writing skills are an important aspect that students must master because they involve the ability to produce texts through writing activities. According to Tarigan (2018:3), writing is an expressive and productive learning process, enabling writers to express their ideas, thoughts, and feelings in written form based on events experienced by others or themselves. Writing is not just an activity of recording or stringing words together, but a process of thinking to create the ability to group ideas so that they can be understood by others (Keraf, 2010). This is in line with the opinion of Zikra and Rasyid (2020:21) who emphasize that writing functions as a means of indirect communication to convey messages effectively to readers. Thus, writing skills play an important role in the process of conveying accurate and structured information.

In everyday life, information is an important necessity for society because everyone needs the latest news to keep abreast of developments around them. One form of information delivery that is often used is news text. According to (Ermanto, 2017:23) News is a report on the latest facts and ideas selected by the daily editorial team to be published. Similar to the opinion of (Assegaf, 1991:24) that news is a report containing current facts or ideas and includes cause and effect, and is important to readers because it covers aspects of human interest, namely emotions, humor, and tension. Thus, news texts can be understood as a form of information delivery that is compiled based on facts presented systematically and uses effective language to ensure that the message is well understood by the public. As part of written language skills, writing news texts requires the ability to convey accurate and clearly structured information so that the message conveyed can be well understood by readers.

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In relation to the concept of writing as a medium for conveying information, at the junior high school level, there are basic competencies that students must master, namely writing skills. This competency includes the ability to compose various types of texts, including news texts. According to (Somantari, et al., 2022), Indonesian language learning on news text material begins in seventh grade. Students must be able to write news texts well, so that they have the ability to develop their talents, interests, and needs in writing. In the 2013 curriculum, news text writing is a genre that requires mastery of content as well as the accurate application of linguistic rules, including the use of conjunctions as an important element in forming text cohesion.

The need for accurate use of conjunctions is in line with the understanding that conjunctions are connecting words that serve to link words, phrases, clauses, sentences, and paragraphs so that the structure of information in the text becomes coherent (Haning, 2016: 11). According to (Sheng et al., 2018), the presence of conjunctions can form coherent and clear sentences so that readers can easily understand the meaning conveyed. In establishing relationships between sentences, conjunctions play an important role in creating continuous information in news texts.

The study of conjunctions is directly related to the construction of sentences according to their meaning. This is because the role of conjunctions in stringing words together is so important in order to form coherent sentences. By therefore, language error analysis must be carried out as an effort to assess students' writing skills. According to Crystal (Gantamitrek, 2016), language error analysis is a tool for identifying and interpreting errors made by students in line with theories and procedures related to language. Lennon (Mantasiah & Yusri, 2020: 2) adds that language error analysis should not only be avoided but also viewed as an event that can be learned from by both teachers and students. Therefore, the errors made by students provide a general picture for teachers, so that the results of the analysis can be useful as a form of solution in preventing and overcoming them. (Cahyani., et al. 2021).

This study is not the first to discuss the use of conjunctions in student news texts. Several previous studies, such as those by Qanitah et al. (2023), Naniman (2024), Anggelina et al. (2025), and Azizah and Faizi (2025), have found various errors in the use of conjunctions, such as errors in coordinating conjunctions, causal conjunctions in school students' texts. These studies are similar to this study in that they both describe the types of conjunction errors in school students' texts. However, the difference between this study and the previous studies lies in the grade level, the type of text studied, and the depth of analysis. In addition to identifying the types of conjunction errors, this study also examines the reasons why students make errors. Thus, this study expands on the findings of previous studies.

Previous studies have identified various forms of conjunction errors, but there are still several gaps that have not been widely studied. One of these is the difference in conjunction errors at different grade levels and an explanation of the causes of these errors. This study aims to fill this gap by examining conditions in different schools and further analyzing the causes of these errors. This confirms that this study provides additional information that has not been discussed in detail in previous studies.

This study has several limitations. First, the amount of data analyzed is relatively limited, namely only 10 news texts. Second, this study only took samples from one school, so the findings obtained may not fully represent the conditions of other schools with different characteristics. Third, this study only focused on conjunction errors. Given these limitations, future studies are recommended to expand the sample size to include several schools and different grade levels, as well as to consider a broader analysis of errors.

Based on the author's observation of news texts written by seventh-grade students at Colomadu Public Junior High School 3, it was found that many students still do not use conjunctions correctly. These errors include using conjunctions that do not match their functions, repeating conjunctions, and omitting conjunctions with punctuation marks. These errors indicate that students do not yet fully understand the function of conjunctions. Therefore, further research is needed to examine the types of errors that are often found in the use of conjunctions.

This study aims to describe errors in the use of conjunctions in news texts written by class VII C students at Colomadu Public Junior High School 3. This study is expected to assist teachers, particularly in teaching news writing, to improve the quality of texts and students' understanding of the importance of using appropriate conjunctions for clearer information delivery. This study is also expected to assist other researchers in further examining linguistic aspects, particularly conjunctions.

Method

This study is classified as qualitative descriptive research. Adlini et al. (2022: 976) state that qualitative descriptive research is a method that uses an inductive approach to gain an in-depth understanding of a real situation. This research is descriptive in nature because it produces data from individuals or observed behavior, in the form of written or spoken words. (Bogdan and Taylor in Moleong, 2015:4).

This research was conducted at Colomadu Public Junior High School 3, Colomadu District, Karanganyar Regency. The subjects of this study were students of class VII C at Colomadu Public Junior High School 3. Meanwhile, the objects in this study consisted of material and formal objects. The material objects were news texts written by students of class VII C at Colomadu Public Junior High School 3. These texts were the result of Indonesian language assignments that had been collected and assessed by the teacher. These texts became the main material for analysis. The formal object in this study was the incorrect use of conjunctions in the news articles written by seventh grade students in class C.

The data in this study consists of sentences in news articles written by VII C students that show errors in the use of conjunctions. The data source in this study is news articles written by VII C students. The data in this study was collected using observation, documentation, and listening and note-taking techniques. The researcher conducted observation by visiting the school directly to obtain news articles written by VII C students from the Indonesian language teacher. The researcher then saved and copied the news texts for analysis. Next, the researcher conducted a listening technique by carefully observing the use of conjunctions in each student news text and noting sentences that showed errors.

Data analysis in this study uses the agih (distribution) method. According to Sudaryanto (2015), the agih (distribution) method is a method for analyzing data in research whose determining tool is from the relevant language section. The analysis was conducted using two techniques, namely the BUL (Direct Element Distribution) technique and the ganti (replacement) technique. Both techniques in the agih (distribution) method are suitable because they enable systematic analysis of language structure and are able to reveal types of conjunction errors clearly, measurably, and in accordance with research needs.

Mastoyo (2007:55) states that the BUL (Direct Element Distribution) technique is a technique for analyzing data by dividing constructions into several elements that directly form a construction. This technique is used to break down the structure of students' sentences into their constituent elements so that the position of conjunctions can be clearly seen. Next, the replacement technique is used. The replacement technique involves replacing linguistic elements in the research data (Sudaryanto, 1993:48). This technique is carried out by replacing incorrect conjunctions with other forms to improve the clarity and accuracy of the sentence.

The steps taken by the researcher were as follows. First, the researcher identified sentences in 10 student news texts that contained errors in the use of conjunctions. Second, the researcher grouped the sentences that contained errors in the use of conjunctions. Third, the researcher analyzed the sentence structure using the BUL (Direct Element Distribution) technique and revealed the causes of the errors in order to correct the sentences using the ganti (replacement) technique.

Results and Discussion

Analysis of Conjunction Errors in News Texts by Class VII C

1. Coordinating Conjunctions

Coordinating conjunctions are connecting words that serve to join words, phrases, or clauses of equal rank. In the news articles written by students in class VII C at Colomadu Public Junior High School 3, five sentences were found to contain errors in the use of coordinating conjunctions of addition and contrast.

1.1. Addition Conjunction

Additive coordinating conjunctions are used when two or more linguistic elements are combined to add to or complete the previous information simultaneously.

- [1] "RT 01 sangat senang ketika panitia telah mengumumkan juara. Warga RT 01 maju kedepan untuk mengambil piala **dan** penghargaan seperti piagam **dan** uang tunai sebesar 1.500.000." (AP .S., 06)
- [2] "Guru **dan** murid baris **dan** sikap senam di halaman Estico." (MNA, 21)
- [3] "Hanya saja pengendara harus mengganti ban baru. **Dan** perjalanan yang ia lalui terpaksa diundur." (KEN., 16)
- [4] "Berikut beberapa harga ikan yang sering mengalami kenaikan: ikan Nila, ikan Gabus, ikan Mujair." (SKP.P, 27)

The conjunction "*dan*" (*and*) is used to connect words of equal rank. In sentence [1], the word "*dan*" (*and*) is used twice for similar terms "*piala, piagam, dan uang tunai*" (*the award, the trophy, and the cash prize*), which should be "*piala serta penghargaan berupa piagam dan uang tunai*" (*the trophy and the award in the form of a certificate and cash prize*). In sentence [2], the second "*dan*" (*and*) indicates the purpose of lining up on the Estico page during the gymnastics activity. In sentence [3], the word "*dan*" (*and*) is used to indicate the consequence of the previous event, that the driver needs to buy new tires. In addition, in this sentence, the word "*dan*" (*and*) is used in an inappropriate context. Furthermore, in sentence [4], the colon (:) cannot replace a coordinating conjunction in a news text. In this sentence, there is a list of fish names, but they are not connected by the conjunction "*dan*" (*and*). To make the sentence clearer and easier to read, the excessive use of "*dan*" (*and*) should be replaced with "*serta*" (*as well as*), "*untuk*" (*in order to*), "*sehingga*" (*so that*), and "*yaitu*" (*namely*).

- [1a] "Warga RT 01 maju ke depan untuk mengambil piala **serta** penghargaan berupa piagam dan uang tunai sebesar Rp1.500.000."
- [2a] "Guru dan murid berbaris **untuk** melakukan sikap senam di halaman Estico."
- [3a] "Hanya saja pengendara harus mengganti ban baru. **Sehingga** perjalanan yang ia lalui terpaksa diundur."
- [4a] "Berikut beberapa jenis ikan yang sering mengalami kenaikan harga, **yaitu** ikan nila, ikan gabus, **dan** ikan mujair."

1.2. Contradiction Conjunction

Coordinative conjunctions of contrast are used to connect two elements that are parallel in sentence structure but have opposite meanings.

- [5] "*Guru dan murid melakukan senam yang sama **tetapi** dengan iringan musik yang agak keras. Setelah mengulangi senam itu senampun selesai guru dan murid pun masuk ke kelas masing-masing.*" (MNA, 21)

Sentence [5] shows an error in the use of the conjunction "*tetapi*" (*but*). The conjunction "*tetapi*" (*but*) is used to connect two clauses with opposing ideas or to indicate a contrast. However, in "*dengan iringan musik yang agak keras*" (*with rather loud music playing*), it is a phrase that explains the manner and the relationship is one of explanation rather than opposition. The sentence can be corrected by removing "*tetapi*" (*but*)

- [5a] "*Guru dan murid melakukan senam yang sama **dengan** iringan musik yang agak keras. Setelah senam selesai, keduanya masuk ke kelas masing-masing.*"

2. Subordinating Conjunctions Subordinating conjunctions are connecting words that link two clauses that are not parallel in position. In the news text written by students class VII C at Colomadu Public Junior High School 3, there are a total of eight sentences that contain errors in the use of subordinating conjunctions.

2.1. Conjunctions of Time

According to Moeliono et al. (2017), subordinate conjunctions of time serve to indicate events from the beginning to the duration of an event based on the accompanying events.

- [6] "*Rencananya cfd akan diadakan di ruas Jl. Adi Sucipto **sejak** kawasan perempatan colomadu hingga simpang Hotel Alana*" (RAS., 25)
- [7] "*Gerakan inti dengan menggerakkan seluruh badan **setelah** melakukan gerakan inti **selanjutnya** melakukan gerakan Pendinginan.*" (MNA, 21)
- [8] "*Dimulai pada jam 20.00 WIB **habis** bada Isyak pertandingan final ini berlangsung sangat seru dan ketat pengawasan panitia.*" (APS., 06)

In sentence [6], the word "*sejak*" (*since*) is used to connect two places, namely the Colomadu intersection and the Hotel Alana intersection. The correct conjunction to indicate the location boundary is "*dari*." (*from*) In sentence [7], the conjunctions "*setelah*" (*after*) and "*selanjutnya*" (*next*) are used. The word "*setelah*" (*after*) is used to mark the sequence of exercise activities, namely core movements and cooling down movements. In addition, the word "*selanjutnya*" (*next*) appears in the middle of the sentence without a pause or punctuation mark separating it, making the relationship between the activities unclear. Sentence [8], the conjunction "*habis*" (*after*) is not standard, and in the phrase "*ketat pengawasan panitia*" (*strict supervision by the committee*) the element connecting the actor with the action is missing. The time relationship after the Isha prayer should be expressed with the conjunction "*setelah*" (*after*).

- [6a] "*Rencananya CFD akan diadakan di ruas Jl. Adi Sucipto **dari** kawasan perempatan Colomadu hingga simpang Hotel Alana.*"
- [7a] "*Gerakan inti dilakukan dengan menggerakkan seluruh badan. **Setelah** melakukan gerakan inti, **selanjutnya** peserta melakukan gerakan pendinginan.*"
- [8a] "*Pertandingan final ini dimulai pada pukul 20.00 WIB **setelah** salat Isya dan berlangsung sangat seru dengan pengawasan ketat oleh panitia.*"

2.2. Cause Conjunction

The subordinate conjunction "*karena*" (*because*) is a connecting word used to indicate a causal relationship between events or clauses.

- [9] "*Berikut faktor penyebab terjadinya harga ikan yang berubah-ubah : **karena** tergantung pada akibat cuaca, terjadi kekurangan air, kelangkaan ikan.*" (SK P.P., 27)

Sentence [9] shows incorrect use of the conjunction "*karena*" (*because*). In addition, in the above sentence, "*karena*" (*because*) appears after a colon (:) and is not connected to the main clause. The conjunction "*karena*" (*because*) should be used to connect words, clauses, or sentences that state a cause. Therefore, the correction is made by removing "*karena*" (*because*).

- [9a] "*Berikut faktor penyebab terjadinya perubahan harga ikan: perubahan kondisi cuaca, kekurangan air, dan kelangkaan ikan.*"

2.3. Purpose Conjunction

A subordinate conjunction of purpose is a connecting word that serves to connect the main clause and the subordinate clause that indicates the purpose of an event or action.

- [10] "*Awalan pada senam Indonesia hebat dengan melakukan gerak pemanasan **agar** menghindari cedera.*" (MN.A, 21)

There is an error in the use of the conjunction "*agar*" (*so that*) in this sentence. The conjunction "*agar*" (*so that*) is used to express purpose and occupies the position at the beginning of the subordinate clause in a subordinate compound

sentence. However, the word “*agar*” (*so that*) in this sentence is used without a main clause that has a clear subject and predicate. In “*Awalan pada Senam Agung Indonesia dengan melakukan gerakan pemanasan*” (*Beginning of the Indonesian Grand Gymnastics with warm-up movements*), there is no main predicate. In addition, “*dengan melakukan gerakan pemanasan*” (*with warm-up movements*) is also inaccurate, because the phrase does not indicate the action or who the main actor is. The correction was made by improving the sentence structure so that the use of “*agar*” (*so that*) is correct.

[10a] “*Awalan pada senam Indonesia Hebat dilakukan dengan gerakan pemanasan agar terhindar dari cedera.*”

2.4. Explanatory Conjunction

An explanatory subordinate conjunction is a connecting word that provides further explanation about the main clause.

[11] “*Keadaan di perumahan puri dirgantara yaitu jalan terdapat genangan air yang diakibatkan karena beberapa jalan yang berlubang.*” (ON, 22)

This sentence incorrectly uses the conjunction “*yaitu*” (*namely*). This word should be used to directly explain the preceding element. However, “*yaitu*” (*namely*) is followed by the word “*jalan*” (road), which has its own subject and predicate, so it is not parallel to the element being explained. The correction is made by improving the sentence structure so that the use of “*yaitu*” (*namely*) is correct.

[11a] “*Keadaan di Perumahan Puri Dirgantara menunjukkan adanya permasalahan, yaitu adanya genangan air di jalan kompleks perumahan.*”

2.5. Comparative Conjunction

A type of conjunction known as a comparative subordinate conjunction is a word that connects two comparative clauses.

[12] “*RT 01 sangat senang ketika panitia telah mengumumkan juara. Warga RT 01 maju kedepan untuk mengambil piala dan penghargaan seperti piagam dan uang tunai sebesar 1.500.000.*” (AP .S., 06)

Conjunctions such as function as linguistic markers of subordinate conjunctions of comparison, so “*seperti*” (*such as*) is usually used to give examples or compare two similar things. However, certificates and cash are not examples of awards, but rather the types of awards received by RT 01 residents. Therefore, “*seperti*” (*such as*) is replaced with “*berupa*” (*in the form of*)

[12a] “*Warga RT 01 maju ke depan untuk mengambil piala serta penghargaan berupa piagam dan uang tunai sebesar Rp1.500.000.*”

2.6. Result Conjunction

The resultative subordinate conjunction indicates that one clause is the result or consequence of the previous clause.

[13] “*Pantai Sadranan dikenal dengan keindahan laut yang biru dan indah sehingga pengunjung dapat tertarik untuk datang ke pantai Sadranan tersebut*” (AN .R., 04)

In this sentence, the conjunction “*sehingga*” (*so that*) is not used correctly. The word “*sehingga*” (*so that*) should be used to explain an event that occurs because of another event or thing. However, in “*Pantai Sadranan dikenal dengan keindahan laut yang biru dan indah*” (*Pantai Sadranan is known for its beautiful blue sea*) in this sentence, it is only the result of that thing, not the cause. In addition, the word “*indah*” (*beautiful*) appears twice, causing repetition of meaning. The correction is made by improving the sentence structure so that the use of “*sehingga*” (*so that*) is appropriate.

[13a] “*Pantai Sadranan memiliki laut yang biru dan menawan sehingga banyak pengunjung yang tertarik untuk datang ke sana.*”

3. Inter-sentence Conjunctions

Inter-sentence conjunctions are connecting words that link one sentence to another within a paragraph. In the news text written by students class VII C at Colomadu Public Junior High School 3, there are a 1 sentences that contain errors in the use of inter-sentence conjunctions.

[14] “*Ada beberapa jenis sayuran yang dibudidayakan KWT ini, diantaranya selada hidroponik, sawi hidroponik, terong, tomat, seledri, dan cabai. Sementara itu lele dan bebek menjadi komoditas dternakkan.*” (AS .A. , 05)

The error in the sentence is the use of the conjunction “*sementara itu*” (*meanwhile*). The first sentence discusses the vegetable commodities cultivated by KWT, and the second sentence discusses additional activities, namely duck and catfish farming. Although the two activities complement each other, the use of “*sementara itu*” (*meanwhile*) gives the impression that they are opposed to each other. The correction can be made by using the conjunction “*selain itu*” (*in addition*).

[14a] “*Ada beberapa jenis sayuran yang dibudidayakan KWT ini, di antaranya selada hidroponik, sawi hidroponik, terong, tomat, seledri, dan cabai. Selain itu, lele dan bebek menjadi komoditas yang dternakkan.*”

Factors Causing Conjunction Errors in News Texts by Class VII C

These findings show that there are still errors in the use of conjunctions in the news texts written by class VII C, including the coordinating addition conjunction "*dan*" (*and*) and the contradiction conjunction "*tetapi*" (*but*). Subordinating conjunctions of time such as "*sejak*" (*since*), "*setelah*" (*after*), "*selanjutnya*" (*next*), and "*habis*" (*after*), cause conjunction "*karena*" (*because*) purpose conjunction "*agar*" (*so that*), explanatory conjunction "*yaitu*" (*namely*), comparative conjunction "*seperti*" (*like*), and result conjunction "*sehingga*" (*so that*). In addition, there are inter-sentence conjunctions such as "*sementara itu*" (*meanwhile*).

The factors causing these errors are, first, because seventh-grade students are still in the early stages of developing their writing skills. Second, the influence of their first language, which results in unstandardized sentences, such as the word "*habis*" (*after*). Third, some students do not yet understand the different functions of each conjunction, such as the conjunctions "*dan*" (*and*) and "*sementara itu*" (*meanwhile*), which are used without regard to the context of the sentence. Fourth, students also still have difficulty applying the use of cause-and-effect conjunctions, namely "*karena*" (*because*) and "*sehingga*" (*so that*). Fifth, students lack awareness that the use of punctuation marks (:) cannot replace conjunctions. Sixth, students are unable to distinguish between conjunctions that express contrast, such as "*tetapi*" (*but*), purpose, such as "*agar*" (*so that*), and conjunctions that provide time information, such as "*sejak*" (*since*), "*setelah*" (*after*), "*selanjutnya*" (*next*) and "*habis*" (*after*). Of these six factors, the solution that can be implemented is to strengthen the learning of conjunctions through more structured and easy to understand material, accompanied by examples of correct usage in various types of sentences.

These findings also imply that schools need to improve the quality of teaching materials and provide training for teachers, as well as provide mentoring or remedial programs for students. In addition, further research could examine in greater depth the effectiveness of the conjunction learning model and the development of students' writing skills at various levels to enrich theoretical understanding and learning practices in schools.

The results of this study have similarities and differences with previous studies. Like the study conducted by Putri (2022) showed that conjunction errors in observation reports were the omission and excessive use of the conjunction "*dan*" (*and*). However, in this study, there was a replacement of conjunctions with punctuation marks. The study by Qanitah et al. (2023) also found that errors in the use of conjunctions in students' short stories were dominated by errors in the additive coordinating conjunction "*dan*" (*and*). The study by Angelina et al. (2025) also found that students often placed the conjunction "*dan*" (*and*) at the beginning of a sentence.

The research by Ayu et al. (2023) is similar to this study in that both found coordinative and subordinative conjunctions. However, in this study found more subordinative conjunctions, while Ayu's research found more coordinative conjunctions. Azizah and Faizi's (2025) research both found errors in the use of conjunctions that connect cause and effect and conjunctions that indicate contradiction or comparison. However, Azizah and Faizi's research also found errors in the use of copulative conjunctions that were not found in this study. Furthermore, Naniman's (2024) study is similar to this study because both found 11 cases of errors in the use of the conjunction "*dan*," (*and*) while this study found 4 errors in the use of "*dan*" (*and*).

This study also shows differences from previous studies. For example, research conducted by Afifah (2019) found 33 errors in the use of coordinating conjunctions in junior high school students' news texts. However, Afifah's research only focused on coordinating conjunctions. Depi & Abdurahman's (2023) research found that there were conjunction errors in students' writing, especially in causal and chronological conjunctions. However, this study only focused on conjunctions, while Depi and Abdurahman's research was broader and included diction. The research by Agustina et al. (2025) showed two errors in the use of the conjunctions "*dan*" (*and*) and "*sementara*" (*while*). However, Agustina's research was more comprehensive because it included a study of morphological, syntactic, and semantic errors.

Conclusion

Based on the analysis of 10 news text written by seventh-grade students at Colomadu Public Junior High School 3, it can be concluded that there were 14 sentences containing errors in the use of conjunctions. These errors included the coordinating conjunction 4 sentences containing the coordinating addition conjunction "*dan*" (*and*) and 1 sentence contradiction "*tetapi*" (*but*). There were 3 sentences with subordinate conjunctions of time, such as "*sejak*" (*since*) "*setelah*," (*after*) "*selanjutnya*" (*next*) and "*habis*" (*after*); 1 sentence with the cause conjunction "*karena*" (*because*); 1 sentence with the purpose conjunction "*agar*" (*so that*) ; 1 sentence with the explanatory conjunction "*seperti*" (*like*); 1 sentences with comparative conjunction "*yaitu*" (*namely*); 1 sentence with the result conjunction "*sehingga*." (*so that*). In addition, there are 1 sentence with the inter-sentence conjunction "*sementara itu*" (*meanwhile*). Thus, the inappropriate use of conjunctions in the news articles written by the seventh-grade students shows that their understanding of the functions of conjunctions still needs to be strengthened through gradual practice, consistent guidance, and more systematic learning strategies.

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