

TYPES AND APPROPRIATENESS: STUDENTS USAGE OF CONJUNCTIONS IN ACADEMIC WRITING

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Abstract

Generally, to finish a bachelor's degree in Indonesia, undergraduate students are required to compose a research article as a form of academic writing. One of the distinctive features of academic writing is explicitness, which shows the connection between the texts by using conjunctions to help the reader understand how the various parts of the text are related and how well they understand the ideas being presented. This paper aimed to explore the conjunction usage in the research articles written by nine students from three higher educational institutions in West Borneo. Using a content analysis sheet, this qualitative research was done by interpreting the context of the conjunctions used in students' research articles and evaluating their compatibility with each purpose of the conjunctions by adopting the misuse pattern of conjunctions theory. The research procedure consisted of coding each sentence that contained a conjunction, categorizing the conjunctions based on the types, analyzing the conjunction, and classifying the conjunctions found into two categories, which are appropriate and inappropriate. The findings showed that the most frequent conjunctions used by the students are "because they tend to add information in order to elaborate on the ideas of the sentences." The result shows that the students employed a range of conjunction types, encompassing coordinating, subordinating, correlative, and compound conjunctions. Nevertheless, in their thesis articles, students predominantly favored the use of coordinating conjunctions, with "and" emerging as the most frequently utilized conjunction. Regarding the appropriateness of conjunction usage in the articles, there are 34 conjunctions misused out of 737 conjunctions. However, it is considered appropriate since the conjunctions appropriately used are much more dominant than the misuse committed.

Keywords: conjunctions, misuse of conjunctions, research articles

INTRODUCTION

Academic writing has been used for academic purposes and can often be found in educational books, journal articles, research papers, and conference papers. The primary outcome of academic writing is to develop findings or arguments that contribute to the academic aspect. According to a study conducted by Fatimah (2018), academic writing has

some characteristics, such as well-structured, formal, and objective patterns; also, the language used is often abstract and complex. Ong (2011) contends that those learning English as a foreign language face a difficulty writing English text. For this reason, creating an environment conducive to improved writing should be prioritized, and various methods, techniques, and strategies should be implemented as needed.

As one of the eight parts of speech in English –noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection– the conjunction has a crucial role in linking other parts of speech, as stated by Malmkjær (1991, as cited in Unubi, 2016), since it constitutes one element that allows constructing cohesion. In addition, Bailey (2015) remarks that explicitness is one of the distinctive features of academic writing. Explicitness shows the connection between the texts by using conjunctions to help the reader understand how the text's various parts are related. Mohammed (2015, p. 75) explained, "Cohesion is a relationship between elements in a discourse, whereby the interpretation of an element is dependent on that of another." In simple terms, how sentences and paragraphs move from one to another will influence how well a reader understands the ideas being presented.

Concerning academic writing, Hamed (2014) conveyed that university students need the ability to construct grammatical sentences and cohesive text using conjunctions. Elements of cohesion, coherence, and the student's ability to use the tools of cohesion play an essential role in the qualities of a good text (Karadeniz, 2017; Afiani, 2018). Generally, undergraduate students in Indonesia must compose a research article to finish their bachelor's degree. Research articles are written based on final research that consists of a title and abstract, an introduction, a methodology, results, a discussion, and references. The research starts with raw data that was analyzed and ends with conclusions drawn from the results.

Fatimah (2018) stated that the most common conjunctions that were found in students' research articles are coordinate conjunction (and, but, so), which has the role in linking parts of the sentence, and subordinating conjunction (since, in order to, that, than), that has the role to join independent clause with a dependent clause or subordinate clause. However, Purba & Pulungan (2017) remarked that there were also some misuses of conjunctions in the students' research articles. This fact illustrates students' understanding of the effectiveness of academic writing, where these types of conjunctions are frequently misused throughout the thesis writing process. Further research is required to indicate the most common conjunctions misuse, the results of which may be utilized to identify various conjunctions uses and misuses.

From previous descriptions, the research problems that can be summarized are as follows:

1. What types of conjunctions are mostly used by students in their research articles?
2. How appropriate is the conjunction used by students in their research articles?

This research is expected to give useful information for readers to write complex sentences that convey interesting and compelling messages, as well as for future researchers who will conduct research related to research articles and conjunction.

LITERATURE REVIEW

Academic Writing

Academic writing, also known as scientific papers, can be encountered in various forms. According to Haeri (2016, as cited in Salam et al., 2018), academic writing can be in the form of "textbooks, book reviews, research proposals, research reports, and scientific articles." Yuvayapan and Bilginer (2020, p. 595) defined academic writing as "a tool to get credibility in the academic community, a representation of disciplinary-based academic knowledge and interaction with readers." Moreover, academic writing can be used to express ideas and significantly impact socializing students in the discourse of subjects. Nevertheless, those ideas must be carefully elaborated, well supported, logically sequenced, and rigorously reasoned. Since the academic written text has more clauses, long sequences of prepositional phrases, attributive adjectives, and passives form, Zhang (2013) concluded that written language tends to apply longer and more complex sentences compared to spoken language.

Conjunction

Conjunction, according to Malmkjær (1991, as cited in Unubi, 2016), is a part of speech that connects two words, sentences, phrases, or clauses. The word conjunction literally means join (con-) together (junc). Conjunctions are considered invariable grammar particles since the form never changes in both the singular and plural. Moreover, not all conjunctions can stand between the words they conjoin. Some of the conjunctions are used at the beginning of the subordinate clause.

According to Murthy (2007, as cited in Unubi, 2016), conjunctions can be classified into four types: coordinating conjunction, subordinating conjunction, correlative conjunction, and compound conjunction.

1. Coordinating Conjunction

Bernard (1993, as cited in Syafitri et al., 2017) states that coordinating conjunction is a single word that can be applied to connect part of the sentence, such as combining the same part of a sentence (nouns with nouns, adjectives with adjectives, phrases with phrases and clauses with clauses). A comma is required when coordinating conjunction joins two independent clauses (either complete thoughts or sentences). Coordinating conjunctions include for, and, nor, but, or, yet, and so. Here are some examples of coordination conjunction usage:

- (1) I bought a bottle of shampoo **and** facial wash. (*noun with noun*)

I	bought	a bottle of	shampoo	and	facial wash
<i>S</i>	<i>V</i>	<i>Quantifier</i>	<i>N</i>	Coord. Conj.	<i>N</i>

- (2) Nick is a young **and** rich entrepreneur. (*adjective with adjective*)

Nick	is	a	young	and	rich	entrepreneur
<i>S</i>	<i>V</i>	<i>Det.</i>	<i>Adj.</i>	Coord. Conj.	<i>Adj.</i>	<i>N</i>

- (3) The babies cry **and** laugh at the same time. (*verb with verb*)

The babies	cry	and	laugh	at the same time
<i>S</i>	<i>V</i>	Coord. Conj.	<i>V</i>	<i>Adv.</i>

2. Subordinating Conjunction

Unubi (2016) stated that subordinating conjunctions are used to combine a dependent clause with an independent clause. Subordinating conjunctions modify the independent clause and provide a cause, reason, result, or purpose. A comma is required if the subordinating conjunction and dependent clause are at the beginning of a sentence. Otherwise, the comma is not required. Subordinating conjunctions include: *though, although, till, before, unless, as, when, where, while, before, whether, after, once, though, whenever, wherever, whereas, supposing, in case, since*, etc. Here are some examples of subordinating conjunction usage:

- (4) My teacher does not receive phone calls during class **unless** it is urgent.

My teacher does not receive phone calls during class	unless	it is urgent
	<i>Subor. Conj.</i>	
<i>independent/main clause</i>	<i>dependent/subordinating clause</i>	

- (5) **Although** he has been working there for five years, he is still learning and experiencing new things.

Although	he has been working there	he is still learning and
Subor. Conj.	for five years,	experiencing new things.
<i>dependent/subordinating clause</i>		<i>independent clause</i>

- (6) Kevin exercises **whenever** he has free time.

Kevin exercises	whenever	he has free time
	Subor. Conj.	
<i>independent clause</i>	<i>dependent/subordinating clause</i>	

3. Correlative Conjunction

According to Sahebkhair and Aidinlou (2014), correlative conjunctions are link words that connect balanced grammatical elements. “Correlative conjunctions are more similar to coordinating conjunctions in that the sentence fragments they connect are fairly equal” (Syafitri et al., 2017), and Lester (1990) added that Correlative conjunctions always work in pairs. Checking the words after each conjunction and ensuring that they are similarly structured is important since correlative conjunctions need parallel construction. Correlative conjunctions include *either...or*, *neither...nor*, *both...and*, *such...that*, *so...that*, *rather...than*, *hardly...when*, etc. Here are some examples of correlative conjunction:

- (7) **Neither** Eric **nor** Jacob’s team wins the game.
- (8) He looks good with **both** blonde **and** dark hair.
- (9) Jerry would **rather** give **than** receive gifts.

4. Compound Conjunction

A compound conjunction is a phrase used to connect two words or phrases within a sentence. This type contrasts with other types of conjunction that consist of only a single word. Sometimes single word conjunctions, for example, ‘and,’ indicate the relationship between the clauses. In some groups of words, ‘that’ is required as a compulsory, for example: so that, in condition that, except that, etc. while the others do not, for example, now (that), considering (that), seeing (that), etc. Compound conjunctions are applied similarly, though it does not have to connect two particular types of clauses or phrases. Compound conjunctions include *as well as*, *as if*, *as soon as*, *in as much as*, *also* and *yet*. Here are some examples of compound conjunction:

- (10) Anna took a dress from Elsa’s wardrobe **as if** it was hers.
- (11) **As soon as** the lecturer arrives, they start the class.

- (12) I will let you borrow the console game *on condition that* you return it to me tomorrow.

Misuse Patterns of Conjunction

In a study proposed by Patriana et al. (2016), types of error in conjunctions usage are divided into six types: Non-Equivalent Exchange, Connective Overuse, Surface Logicality, Wrong Relation, and Mistranslation. The table below explains the some misuse patterns of conjunction that might happen.

Table 1. Misuse Patterns of Conjunction

Types of Error	Definition
Non-equivalent exchange	The use of conjunctions that express the same textual relation in an interchangeable manner when they do not.
Connective overuse	The use of conjunctions with high density in short texts.
Surface logicality	The use of conjunctive items to connect two supposedly related sentences when there is no deep logicality in texts.
Wrong relation	The use of conjunctions to express certain textual relations that it does not express.
Mistranslation	The conjunctions applied are obtained from an Indonesian-English word-for-word translation, which does not correspond to the intended meaning in English.

1. Non-equivalent Exchange

Non-equivalent exchange is the most frequently encountered issue in the participants' compositions, as the following example:

- (13) *These days, you can do almost everything from the internet, from banking to dating **and** smartphones are getting more advanced.*

The sentence committed a non-equivalent exchange, since the subjects of the two sentences are not the same.

2. Connective Overuse

Overusing conjunctions can cause writing issues. When overused as clause-combining tools, a sentence may become a collection of thoughts and facts, which lack order or structure.

- (14) *Although I waited for her for too long, **but** I enjoyed hanging out with her.*

On the sentence above, there are two types of conjunctions used, *although* as subordinating conjunction and *but* as a coordinate conjunction. To form a proper sentence *but* should be removed, since *although* is more suitable in this sentence for it means ‘in spite of’.

3. Surface Logicality

Surface logic problem is when conjunctions are used in a sentence to impose logic on text or to bridge the gap between propositions where there is no relationship between words.

- (15) *In contrast, the Philippines has 18 administrative regions. **Therefore**, Students from Philippine Women's University and Southern Baptist College in North Cotabato were used to create a convenience sample of 139 participants.*

The main clause refers to the number of Philippine administrative areas, whereas the complement clause refers to the data collecting. Both phrases are joined by ‘therefore’ to connect the two phrases, but it does not convey the relation.

4. Wrong Relation

Wrong relationship is a problem when the conjunction represents a relationship that does not relate between phrases.

- (16) *Taman Lampion is the highlight of Batu Night Spectacular. **Actually**, Taman Lampion is a great place for a family outing or a romantic date.*

To emphasize the first sentence, ***Especially*** is the most suitable conjunction to join both sentences, because the following sentence is talking about the merit of Taman Lampion.

5. Mistranslation

Mistranslation happens when a text is transferred from the writing patterns of the source language to the target language (Riadi, Gisella, & Angelina, 2020). This may happen due to the lack of awareness and instruction in the use of conjunctions.

- (17) *Yuwono and Harborn argue that motivations for entering the profession influence how Indonesian teachers design their professional development. **On the other side**, teachers' reward does not significantly influence teachers' professionalism.*

On the other side, is an Indonesian-English word-for-word translation of ‘*di sisi lain*’. The intended meaning is **On the other hand**, but due to the lack of vocabulary and practice, the phrase is translated into **On the other side** instead of **On the other hand**.

METHODOLOGY

Research Design

For this study, the researchers employed content analysis. As stated by Flick (2009, cited in Cohen et al., 2018), content analysis is frequently used to examine a large number of texts and can be applied to any written material. The goal of qualitative content analysis, according to Gläser and Laudel (2013, p. 13), is to "deliberately move away from the original text and towards analysis of the information extracted from it," with an emphasis on the meanings of texts and their constituent parts.

Object of Research

Cohen et al. (2018) stated, when a population is large and widely dispersed, obtaining a simple random sample can be difficult. The researchers focused on three different higher educational institutions that have a Business Major, where English is not compulsory. However, the research articles, serving as the final product of the thesis, were required to be written in English. There are a total of 127 students from three higher institutions in Pontianak (Politeknik Tonggak Equator, Universitas Widya Dharma, and Sekolah Tinggi Bahasa Asing) in the academic year of 2017. In this study, the researchers selected students' research articles, which can be classified into three subjects: Customer Behavior, Human Resources Management, and Marketing. Due to the significant amount of population dispersion, the researchers employed a cluster sampling method where the population is divided into smaller groups. Therefore, the criteria that the researchers set to collect the data and information are as follows:

1. Students' research articles in the academic year of 2017 who wrote about Customer Behavior, Human Resources Management, and Marketing. The researchers randomly chose three articles of each topic with the purpose that all the possible characteristics of the conjunctions application can be found in each cluster.
2. Thesis articles that were conducted using qualitative approach, as the data produced in quantitative approach are always numerical and analyzed using statistical methods, which may lessen the likelihood of conjunctions utilization.

The researchers only collected the data (conjunctions) by focusing on two parts of the articles, which are Research Background and Findings and Discussion, because those parts mostly were composed by the students, and have the highest probability of inaccuracy compared to the other parts of the article..

Instruments

According to Flick (2009, as cited in Cohen et al., 2018), content analysis can be undertaken with any written material and is often used to analyze large quantities of texts. Gläser and Laudel (2013, p. 13) stated that “the purpose of qualitative content analysis is to deliberately move away from the original text and toward analysis of the information extracted from it”, concentrating on the meanings of texts and their constituent parts.

In this research, in order to collect the data, the researchers created a content analysis sheet. All of the conjunctions found in nine articles written by Politeknik Tonggak Equator students were inputted on the table and analyzed according to the context of use, types of conjunction, also the appropriateness based on the misused pattern theory as conducted in a study by Patriana et al. (2016).

Procedures

First, the researchers looked for the research articles title list of Politeknik Tonggak Equator students in the class of 2017 and checked each Business Management article that used a qualitative approach and chose three articles of each subject (Customer Behavior, Human Resources Management, and Marketing) as a representative. Next, the researchers contacted the author of chosen articles directly and asked for permission to use them as a sample. After getting permission, the researchers started the research by finding every conjunction in the articles. Finally, all of the data collected were inputted into a content analysis sheet, which were subjected for further analysis.

Data analysis

In this research, the researchers used content analysis as a technique to analyze the data. Content analysis is used to evaluate patterns within a piece of content or across multiple pieces of content or sources of communication. Content analysis approach was used to describe and categorize conjunctions found in the articles, as content analysis tends to concentrate on a very specific timeline and does not take into account what happened before or after that timeline.

1. Data Reduction

According to Gläser and Laudel (2013), data reduction means extracting the most important aspects of a complex phenomenon from its complexity without compromising the integrity of the findings, capturing the essence of an issue or a situation, and enabling the researchers to identify. The researchers had removed unnecessary features, such as the other part of speech on the articles and only focused on the conjunction.

2. Coding

Cohen et al. (2018) pointed out that codes can be used to denote a text, passage, or fact, and they can also be used to build data networks. Coding is the process of breaking down segments of text data into smaller units, comparing and categorizing the data after each unit has been examined, compared, conceptualized, and classified. The researchers coded the data based on which article, who the author, which part (Introduction or Finding and discussion), also which paragraph and sentence the conjunction was found. The researchers divided the data using code “CB” for Customer Behavior-themed research articles, “HR” for Human Resource-themed research articles, and “MK” for Marketing-themed research articles. Followed with two letters of the author’s initial, continued with the part where conjunction found; “RB” for Research Background, “FD” for Findings and Discussion”. Lastly, the code ended with the number of paragraph and sentence of the conjunction found (e.g. CB-NF-RB-1-1).

3. Data Classification

Data classification is the process of analyzing structured or unstructured data and categorizing it into groups based on file type, contents, and other metadata. Based on the conjunctions found, the researchers classified each of the data to conjunction types that are consist of coordinating conjunction, subordinating conjunction, correlative conjunction, and compound conjunction. Furthermore, the researchers classified the context and the appropriateness of conjunctions found.

4. Data Display

The data analysis ended with data display. The researchers displayed the data in an organized and orderly manner after all of the data found had been grouped and classified into various forms based on the types, context, and appropriateness based on the types of conjunctions misuse proposed by Patriana et al. (2016) in Table 2.1 as an indicator.

FINDINGS AND DISCUSSION

The researchers found that there is a total of 147 sentences in three Customer Behavior-themed articles, 166 sentences in three Human Resources-themed articles, and 134 sentences in three Marketing-themed articles that contain conjunctions. The findings are divided into two sections; (1) conjunctions and the context of use, and (2) appropriateness of conjunctions usage.

Conjunctions and the Context of Use

Based on the result of data analysis, all of the articles used the various conjunctions, but the most used conjunction is coordinating conjunction *and*. The researchers provided the following table to show the elaboration of conjunction usage frequency.

Table 2. Conjunctions Usage Frequency

Type of Conjunction	Conjunction	Frequency
Coordinating Conjunction	And	417
	But	19
	Or	62
	So	11
Subordinating Conjunction	After	18
	Although	1
	Because	84
	Before	5
	Even Though	4
	If	23
	In order to	3
	While	7
	When	13
	Where	17
	Whether	2
Correlative Conjunction	Both .. and ..	3
	Not only .. but also ..	3
	Whether .. or ..	8
Compound Conjunction	As long as	3
	As well as	3
	So that	32

The table above revealed that undergraduate students dominantly use coordinating conjunctions in their thesis article and the most-used conjunction is *and*. The details of the conjunction found are served on the following tables.

a. Customer Behavior Articles

The researchers found that there is a total of 158 coordinating conjunction, 96 subordinating conjunction, 4 correlative conjunction, and 14 compound conjunction used in customer behavior-themed research articles.

Table 3. Conjunctions and Context of Use of Customer Behavior Articles

Type	Conjunction	Context of Use	Frequency
Coordinating Conjunction	And	used to connect the same part of speech	129
	But	used to connect contrasting ideas	3
	Or	used to connect alternative word	21
	So	used to introduce clause of result	5
Subordinating Conjunction	After	used to connect the clause that happened after the main clause	11
	Because	used to show the reason why it is described in a particular way.	53
	Before	used to refer to the order of actions in a sentence	4
	Even though	used to connect contrasting ideas	1
	If	used to introduce possible situation that might happen	6
	When	used to introduce adverbial clause of time	6
	Where	used to introduce a certain situation	15
Correlative Conjunction	Not only .. but also..	used to emphasize and connect two phrases	1
	Whether .. or ..	used to connects two possible actions of a subject	3
Compound Conjunction	As long as	used to express a condition	1
	As well as	used to connect additional information	1
	So that	used to show purpose	12

The researchers provided an example of as follows:

- (1) *“The purpose of an electronic payment system is to provide benefits to consumers in terms of convenience **and** lower transaction costs, **as well as** ease of use **because** consumers can access **and** manage transactions remotely.”* (CB-NF-RB-5-1)

There are three types of conjunction that are found in sample (1), which are coordinating conjunction *and*, compound conjunction *as well as*, and subordinating conjunction *because*. The author used coordinating conjunction *and* to connect the same part of speech in the sentence. As can be seen, the conjunction *and* is used twice. The first one is used to connect adjectives, while the other one is used to connect verbs.

<i>..in terms of</i>	<i>convenience</i>	<i>and</i>	<i>lower</i>	<i>transaction cost</i>
Phr.	Adj.	Coord. Conj.	Adj.	Phr.

<i>..consumers</i>	<i>can</i>	<i>access</i>	<i>and</i>	<i>manage</i>	<i>transaction</i>
S	Modal	V	Coord. Conj.	V	N

On the other hand, the compound conjunction *as well as* is used to connect additional information. The author wanted to imply that there are some benefits by using electronic payment, not only is it convenient and economical, but also easy to be used.

Furthermore, the subordinating conjunction *because* is used to show the reason why it is described in a particular way. This means, since consumers can access and manage the payment flexibly anytime and anywhere, electronic payment is considered practical for the users.

... in terms of convenience ... as well as ease of use	<i>because</i>	consumers can access and manage...
	Subor. Conj.	
independent clause	dependent/subordinating clause	

b. Human Resource Articles

The researchers found that there is a total of 186 coordinating conjunction, 51 subordinating conjunction, 8 correlative conjunction, and 10 compound conjunction used in human resource-themed research articles. The details of the conjunction found are served on the following table.

Table 4. Conjunctions and Context of Use of Human Resource Articles

Type	Conjunction	Context of Use	Frequency
Coordinating Conjunction	And	used to connect the same part of speech	144
	But	used to connect contrasting ideas	12
	Or	used to connect alternative word	29
	So	used to introduce clause of result	1
Subordinating Conjunction	After	used to connect the clause that happened after the main clause	7
	Although	used to connect contrasting ideas	1
	Because	used to show the reason why it is described in a particular way.	12
	Before	used to refer to the order of actions in a sentence	1
	Even though	used to connect contrasting ideas	3
	If	used to introduce possible situation that might happen	11
	In order to	used to express the purpose of something	2
	When	used to introduce adverbial clause of time	7
	Where	used to introduce a certain situation	1
	Whether	used to expresses an indirect question involving two implied possibilities or alternatives	2
	While	used to comparing things, situations, or people and showing how they are different	4
	Both .. and ..	used to emphasize two grammatically equal elements in a sentence	2
	Not only .. but also..	used to emphasize and connect two phrases	1
	Whether .. or ..	used to connects two possible actions of a subject	5
Correlative Conjunction			

Compound	As long as	used to express a condition	2	10
Conjunction	So that	used to show purpose	8	

The table above shows the type of conjunction, conjunction, context of use, and the frequency of conjunctions that were used by three authors of human resource research articles. The researchers provided an example as follows:

- (2) “*The selection process must be carried out carefully, honestly **and** objectively **so that** employees who are accepted are truly qualified.*” (HR-LS-RB-11-3)

There are two types of conjunction that are found in the sentence above, which are coordinating conjunction *and* and compound conjunction *so that*. The coordinating conjunction *and* is used to connect the same part of speech, namely adverbs.

<i>carefully,</i>	<i>honestly,</i>	<i>and</i>	<i>objectively</i>
Adv.	Adv.	Coord. Conj.	Adv.

On the other hand, compound conjunction *so that* is used to tell the purpose or reason why something is done. Therefore, this sentence is implying the reason why the company selection process has to be carried out carefully, honestly, and objectively.

c. Marketing Articles

The researchers found that there is a total of 165 coordinating conjunction, 30 subordinating conjunction, 1 correlative conjunction, and 14 compound conjunction used in marketing-themed research articles. The details of the conjunction found are served on the following table.

Table 5. Conjunctions and Context of Use of Marketing Articles

Type	Conjunction	Context of Use	Frequency	
Coordinating Conjunction	And	used to connect the same part of speech	144	165
	But	used to connect contrasting ideas	4	
	Or	used to connect alternative word	12	
	So	used to introduce clause of result	5	
Subordinating Conjunction	Because	used to show the reason why it is described in a particular way.	19	30
	If	used to introduce possible situation that might happen	6	
	In order to	used to express the purpose of something	1	
	Where	used to introduce a certain situation	1	
	While	used to comparing things, situations, or people and showing how they are different	3	
Correlative Conjunction	Not only .. but also..	used to emphasize and connect two phrases	1	1
Compound Conjunction	As well as	used to connect additional information	2	14
	So that	used to show purpose	12	

Table 5 shows the type of conjunction, examples of conjunction, context of use, and the frequency of conjunctions that were used by three authors of marketing research articles. The researchers provided an example as follows:

- (3) *“Over time, smartphone accessories have also become a part of fashion, so it is only natural that many users have more than one smartphone accessory to support their dressing needs.”*(MK-VM-RB-4-3)

In this sentence, the author used coordinating conjunction *so* to indicate the clause of result. Therefore, the conjunction is used to indicate that as smartphone accessories become a part of fashion, it is not uncommon to see most people have more than one smartphone accessory.

Appropriateness of Conjunctions Usage

The researchers found some misuse of conjunction committed in the articles. The details of the conjunction misuse is served in the table below.

Table 6. Inappropriate Conjunctions Usage

Type of Misuse	Frequency
Non-equivalent exchange	-
Connective overuse	7
Surface logicity	-
Wrong relation	22
Mistranslation	5

The results of this research underscored prevalent instances of conjunction misuse within the analyzed articles, with two primary manifestations identified: wrong relation and connective overuse. While these findings shed light on common issues, it is crucial to acknowledge the potential existence of other specific errors, such as non-equivalent exchange and surface logicity, which might elude detection through the applied theoretical frameworks. Similar to what Ong (2011) and Fatimah (2018) found, it is noteworthy that the identified number of errors, while not extensive, may vary with the adoption of more comprehensive and expansive conceptual frameworks, suggesting the importance of a nuanced and context-specific analysis.

In terms of conjunction misuse leading to wrong relation expression, the study unveiled instances where authors failed to employ suitable conjunctions to convey specific

textual relationships effectively. This situation is in accordance with the previous study conducted by Purba and Pulungan (2017) where conjunctions such as 'and,' 'but,' 'so that,' and 'where' were frequently misapplied, serving merely to link segments without due consideration for the coherence and cohesion of the content. This observed phenomenon could be attributed to a lack of understanding regarding the nuanced functions of each conjunction, highlighting a potential area for targeted linguistic education.

Moreover, the overuse of conjunctions emerged as a noteworthy issue, potentially stemming from the authors' assumptions about reader comprehension. Authors may presume that readers will intuitively grasp the intended explanations, leading to an indiscriminate use of conjunctions. Drawing on Kao and Chen's insights (2011, as cited in Patriana et al., 2016), conjunction usage qualifies as excessive when multiple instances occur consecutively, featuring more than two conjunctions in a sentence, rendering them unnecessary. This overuse not only renders sentences devoid of meaning but also impedes the effective delivery of implied ideas, accentuating the significance of judicious conjunction application in preserving textual clarity.

In conclusion, this research serves as a valuable exploration of conjunction misuse in academic writing, highlighting specific areas of concern and signaling the need for enhanced linguistic awareness among authors. The findings underscore the importance of considering a broader spectrum of potential errors and adopting comprehensive frameworks to ensure a thorough examination of linguistic nuances within scholarly discourse.

CONCLUSION AND SUGGESTION

Based on the findings and discussion, the researchers concluded that there are various conjunctions that were used by the undergraduate students of Politeknik Tonggak Equator in writing their research articles. The most frequent type of conjunctions used is coordinating conjunction with *and* as the item that has the highest frequency of occurrence, which is 417 times. By using *and*, the authors have the tendency to add information in order to elaborate the ideas of the sentences.

Regarding the appropriateness of conjunctions usage in the articles, the researchers found there are three types of misuse that were committed in 34 conjunctions out of 737 conjunctions in this research, namely non- overuse, wrong relation, and mistranslation. Overall, the researchers considered most of the conjunctions used are appropriate, since the conjunctions that used properly are much more dominant than the misuse committed.

There is a strong relationship between conjunctions and the quality of writing because conjunctions give impact on the easy understanding of the topic and the flow of ideas in a flexible manner. Moreover, conjunctions are the keys to enhance cohesion and coherence in writing. When conjunctions are misused or overused, the ideas that the author wants to deliver can be impacted negatively and affect the quality of writing. Such condition might occur due to the lack of awareness, including insufficient source of learning around the students' learning environment in West Borneo (Riadi & Wartu, 2021).

After this research was conducted, the researchers suggests the future researchers use more comprehensive theory, as there might be another type of conjunction misuse that cannot be covered in this research. Moreover, the future researchers need to read each sentence attentively to completely identify the context of use of the conjunctions found and analyze the appropriateness of conjunction usage in each sentence. Another suggestion for students, the researchers suggests to read more references to enrich the research article and build a stronger argument, as well as increase their understanding about the function of each conjunction and how to apply it effectively in order to improve the quality of the writing.

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