

Research Article

Conjunction Selection Errors in the Speech of a Three-Year-Old Child

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Abstract.

This study used a grammatical cohesion device to identify the conjunction selection errors in the speech of a 3-year-old girl named Noura Inayah. The research identified how children choose the most appropriate conjunctions to improve literacy, particularly in a three-year-old. A descriptive-qualitative method was used as the research approach. The words used by the child when narrating or telling stories were recorded. Besides accuracy errors, the child also made conjunction selection errors. This is consistent with Gleason's theory that at the developmental stage, a child can combine two sentences into one, but conjunction selection errors would be frequent. Parents are expected to have an essential role in developing their children's language, such as by using reading and writing activities for early childhood.

Keywords: Grammatical Cohesion, Conjunction, Emergent Literacy

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1. Introduction

Language is used in all life aspects. Language is a means of communication to convey the speaker's messages and goals in everyday life. There are four language aspects consisting of listening, speaking, reading, and writing (Bromley, 1992) which are essential for communication. A person's language can express thoughts and feelings for communication. A child's language development certainly passes through some stages. At the age of three, a child can continuously improve his or her access to wider social networks through his or her activities, deeply enhance his/her cognitive aspects, start thinking conceptually, categorize various objects, people, and events, as well as solve his/her physical problems (Erisa Kurniati, 2017). Gleason also said that at the age of 3 and 4 years old, a child starts combining two events into one, yet erratically arranged and not in accordance with the chronology (J. Berko. Gleason & Ratner, 1998). It can be concluded that at the age of 3 and 4 years old, a child can conceptually think and

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unify events, yet erratically arranged in his/her spoken language activities. According to Wardhana (2013), a three-year-old child can tell his or her routine morning activities.

Narrative activities are frequently made by three-year-old children to develop their language. According to McCabe (1991) in Gleason, narration usually deal with either the true or false memories of a happening event, and mostly in past tense (J. B. N. B. Ratner. Gleason, 1998). Narration frequently contains a series of chronological events, yet some narration contains only one event. One important element in oral narrative speech is using cohesive devices. According to Halliday and Hassan (1976), the cohesive elements are divided into lexical and grammatical elements. Grammatical cohesion is cohesive devices or markers involving the use of language rules' elements. The lexical cohesion device is the coherence between forms and words (Nahnu Robid Jiwandono, 2018b). A conjunction is an explicit relationship of a sentence or clause with the other (Cook, 1989). The conducted research entitled "Errors Analysis on the Use of Cohesive Devices in the Form of Conjunctions found in the Students' Arguments" written by Nahnu Robid Jiwandono, related to the use of cohesive devices. Conjunction is one incorrectly-used cohesive device. Thus, the researchers tried to see the students' ability to use conjunctions as a cohesive device necessary in texts or essays. In this case, the researchers used the data sources in the form of argumentative essays written by the students (Nahnu Robid Jiwandono, 2018a).

In this research, a grammatical cohesion device in the form of conjunctions was used. Thus, conjunction selection errors were found in the narrative speech made by a 3-year-old girl named Noura Inayah. Appropriate conjunction selection is expected to improve the literacy of children, particularly those aged less than three years old. Literacy is an ability related to the processes of listening, speaking, reading, and writing as aspects to develop the language of early childhood (Astuti, 2014). Introducing literacy to children since early age can grow a child's literate soul. Literacy can be acquired since early age and exemplified by parents. to avoid a child's potential gap to the target curriculum at elementary schools, literacy skills are needed and must be introduced since early childhood to obtain more knowledge in the future (Whitehurst. G. J. and Lonigan. C. J., 1998). Literacy in early childhood is called "emergent literacy" covering knowledge and abilities related to the alphabetical letters, phonological awareness, symbol representation, and communication (Rohde, 2015). Thus, it is concluded that the accuracy of conjunctions can affect the emergent literacy skills.

2. Methods

This research used a descriptive-qualitative method. Descriptive-qualitative research is research which data were presented in the form of words, images, or diagrams instead of numbers (Moeleong, 2010). A three-year-old girl named Noura Inayah narrated or talked about the experienced events. At the age of 3 years old, Noura Inayah has begun to be able to pronounce words and compose simple sentences, even though the sequences and pronunciations had not been correct yet. This descriptive method was used to describe the results of data collected by the researchers through interviews (parents and children) and direct observations on the oral narrative speech.

3. Results and Discussion

According to Brockhaus, a conjunction is a word form functioning to connect one sentence to the others. Conjunctions can be divided into two forms: conjunctions connecting a main clause with a main clause (paratactic conjunction) and conjunctions connecting a main clause with a subordinate clause (hypotactic conjunction) (Brockhaus, 1988). There are two cohesion types: grammatical and lexical cohesion. These two cohesion types are found in a text (Halliday, 1976). Grammatical cohesion is a form of syntactic integration consisting of four aspects: reference, substitution, ellipsis, and conjunction (J. B. N. B. Ratner. Gleason, 1998). The fourth aspect of grammatical cohesion is conjunctions which connect one element to the other in a discourse assisted by conjunctions. In Indonesian, conjunctions are divided into two categories: inter-sentence and intra-sentence conjunctions. Based on function, conjunctions are divided into two types: coordinating conjunctions (compound sentences) and subordinating conjunctions (complex sentences). The details of coordinating conjunctions are as follows:

1. Conjunctions combining the common forms: *dan* [and], *dengan* [with], and *serta* [and].
2. Conjunctions combining options: *atau* [or]
3. Conjunctions combining contradictions: *tetapi* [but], *namun* [yet], *sedangkan* [while], and *sebaliknya* [conversely].
4. Conjunctions combining limits: *kecuali* [except], *hanya* [just/only]
5. Conjunctions combining orders: *lalu* [then], *kenudian* [next], *selanjutnya* [after that]

6. Conjunctions combining equations: *yaitu* [that is], *yakni* [namely], *adalah* [is/am/are/was/were] *ialah* [is/am/are/was/were]
7. Conjunctions combining conclusions: *jadi* [so], *karena itu* [Thus], *oleh sebab itu* [therefore]
8. conjunctions combining corrections: *melainkan* [but]
9. Conjunctions combining assertion: *bahkan malah (malahan)* [instead], *lagi pula* [moreover], *apalagi* [furthermore], *Jangankan* [let alone]

In addition to conjunctions used in compound sentences, coordinating conjunctions are the connectors in compound sentences. The details of subordinating conjunctions are as follows:

1. Conjunctions expressing Cause-and-effect: *sebab* [cause] and *karena* [because]
2. Conjunctions expressing conditions: *kalau* [if], *jikalau* [in case], *jika* [If], *bila* [when], *apalagi* [moreover], *asal* [providing that]"
3. Conjunctions expressing targets: *untuk* [to], *guna* [for]
4. Conjunctions expressing comparison: *seperti* [like], *sebagai* [as], *laksana* [as if]
5. conjunctions expressing goals: *agar* [to], *supaya* [in order to]
6. Conjunctions expressing time: *ketika* [when], *sewaktu* [at the time], *sebelum* [before], *sesudah* [after], and *tatkala* [when/while].
7. Conjunctions expressing effects: *sampai* [until], *hingga* [up to], *sehingga* [so that]

The types of conjunctions above are based on their functions. Based on types, conjunctions are divided into intra-sentence and inter-sentence conjunctions. Intra-sentence conjunctions are conjunctions used within a sentence context (as exemplified above), while inter-sentence conjunctions are conjunctions used between one sentence and the others, or between one paragraph and the others. Inter-sentence conjunctions are located in the front most position and considered as the sentence starters or guardians. Inter-sentence conjunctions commonly use the following words: *oleh karena itu* [therefore], *dengan demikian* [thus], *biarpun begitu* [even so], *kemudian* [then], *sesudah itu* [after that], *selain itu* [besides], *sebaliknya* [conversely], *sesungguhnya* [actually], *bahkan* [even], *tetapi* [but], *kecuali itu* [except that], *sebelum itu* [before that], *setelah itu* [after that], etc.

TABLE 1: Analysis Results.

Narration	Conjunction	Conjunction Type	Correction
Noura: <i>Rasa nutela itu coklat tetapi manis dan enak</i> [Nutella has chocolate-like taste, but sweet and delicious]. <i>Mami sering membuat roti bakar nutela</i> [Mom often makes Nutella toast].	<i>Tetapi</i> [But]	Conjunctions combining contradictions: <i>tetapi</i> [but], <i>namun</i> [yet], <i>sedangkan</i> [while], <i>sebaliknya</i> [conversely].	Because The conjunction should actually combine conclusions, such as <i>jadi</i> [so], <i>karena itu</i> [thus], <i>oleh sebab itu</i> [therefore].
Noura: <i>Noy suka makanan enak tetapi Noy suka sayur bayam favorit Noy</i> [Noy likes eating delicious food, but Noy likes eating spinach, Noy's favourite].	<i>Tetapi</i> [But]	Conjunctions combining conclusions: <i>jadi</i> [so], <i>karena itu</i> [thus], <i>oleh sebab itu</i> [therefore].	So, The conjunction should combine conclusions, such as <i>jadi</i> [so], <i>karena itu</i> [thus], <i>oleh sebab itu</i> [therefore].
Noura: <i>Suka buah strawberry yang pernah dipetik karena sangat enak kuat atau sehat</i> [Noura likes the previously-picked strawberries because they are very tasty, strong, or healthy].	<i>Atau</i> [Or]	Conjunctions combining options: <i>atau</i> [or].	Conjunctions combining the common forms: <i>dan</i> [and], <i>dengan</i> [with], <i>serta</i> [as well as].
Noura: <i>Bangun tidur lalu mandi dan sikat gigi pakai odol Cinderella terus pakai baju princes terus pakai sepatu adalah rapi</i> [Noura wakes up, takes a shower and brushes teeth using Cinderella toothpaste, and then wears princess dress, and then puts on shoes is neat].	<i>Terus</i> [Then] <i>Adalah</i> [is/are,was/were]	Conjunctions combining orders: <i>kemudian</i> [then], <i>selanjutnya</i> [next]. Conjunctions combining equations: <i>yakni</i> [namely], <i>bahwa</i> [that], <i>adalah</i> [is/are/was/were], <i>ialah</i> [is/are/was/were].	<i>Lalu</i> [then], <i>kemudian</i> [next], <i>selanjutnya</i> [after that] <i>Agar</i> [so that]

In Narration 1, Noura (a three-year-old girl) made an error in choosing the conjunction "tetapi [but] ", a conjunction combining contradictions. "Rasa nutela itu coklat tetapi manis dan enak [Nutella has a chocolate-like taste, but sweet and delicious] and "Mami sering membuat roti bakar nutela [Mom often makes Nutella toast], should be improved into "Rasa nutela itu coklat karena manis dan enak. Mami sering membuat roti bakar nutela [Nutella has a chocolate flavor because it is sweet and delicious." Meanwhile, Mom often makes Nutella toast. "Karena [Because]" is a conjunction expressing cause and effect.

In Narration 2, Noura (a three-year-old girl) made an error in choosing the conjunction "tetapi [but]", a conjunction combining contradiction. "Noy suka makanan enak tetapi Noy suka sayur bayam favorit Noy [Noy likes delicious food, but Noy likes spinach, Noy's favorite]." This sentence should be improved into "Noy suka makanan enak jadi Noy suka sayur bayam favorit Noy [Noy likes delicious food, so Noy likes spinach, Noy's favorite]". The conjunction "so", is a conjunction combining conclusions.

In Narration 3, Noura (a three-year-old girl) made a mistake in selecting a conjunction combining options. "Suka buah strawberry yang pernah dipetik karena sangat enak kuat atau sehat [Noy likes the previously-picked strawberries because they are very tasty, strong, or healthy]", should be improved into: "Suka buah strawberry yang pernah dipetik karena sangat enak kuat dan sehat [Noy likes the previously-picked strawberries because they are very tasty, strong, and healthy]". The conjunction "dan [and]" combines the common forms.

In Narration 4, Noura (a three-year-old girl) made an error in choosing a conjunction combining orders, such as *kemudian* [then], *selanjutnya* [next], and a conjunction combining equations. "Bangun tidur lalu mandi dan sikat gigi pakai odol Cinderella terus pakai baju princes terus pakai sepatu adalah rapi [Noy wakes up, takes a shower, brushes teeth using a Cinderella toothpaste, wears a princess dress, and puts on shoes is neat]." The sentence should be improved into "Bangun tidur lalu mandi dan sikat gigi pakai odol Cinderella kemudian pakai baju princes selanjutnya pakai sepatu agar rapi [Noy wakes up, takes a shower and brushes teeth with a Cinderella toothpaste, wears a princess dress and puts on shoes in order to become neat]". *Kemudian* [then] and *selanjutnya* [next] are conjunctions combining orders.

There were some errors made by a three-year-old girl in choosing conjunctions, although some conjunctions were appropriately used during the oral narration. This was consistent with the Gleason's theory mentioning that, at the developmental stage of three-year-old children in narration, they could place two events into one, although the conjunctions were erratically used. It is expected that parents have their roles to develop their children's language and cognitive aspects, so that children can relate concepts more systematically, logically and rationally resulted from the dialogues with their mentors, who are considered more mature living around children (Boeriswati, 2011). Emergent literacy should be first introduced for reading and writing activities to early childhood, so that there will be no literacy potential gap in children, while literacy

culture in family, especially parents who have important roles to gradually develop their children's language.

4. Conclusions

Based on the analysis results on the data obtained from Noura Inayah, a 3-year-old girl, there were conjunction selection errors in her oral narrative speech, such as in conjunctions combining choices or contradictions: *tetapi* [but], *namun* [yet]; *sedangkan* [while]; and *sebaliknya* [conversely]; Conjunctions combining sequences: *lalu* [then], *kemudian* [next], and *selanjutnya* [after that]; as well as conjunctions combining equations: *yaitu* [that is], *yakni* [namely], *adalah* [is/am/are/was/were], *ialah* [is/am/are/was/were] which were not appropriate in the oral narrative speech. Such errors can be reduced along with a child's language development by introducing the emergent literacy as the main process before reading and writing activities. Literacy is an ability related to listening, speaking, reading, and writing skills along with the language development of early childhood.

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