ADVERSATIVE CONJUNCTIONS IN INDONESIAN EFL TEACHERS' ACADEMIC WRITING

A THESIS

BY:

CONNIE TANONE, S.Pd.

ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY
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BY:

CONNIE TANONE, S.Pd.
8212711003

ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY
SURABAYA
2013

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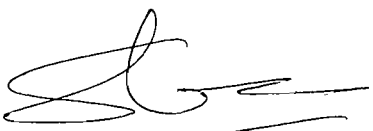
This Thesis entitled Adversative Conjunctions in Indonesian EFL Teachers' Academic Writing prepared and submitted by Connie Tanone, S.Pd. (8212711003) has been approved to be examined by the Thesis Board of Examiners for Acquiring the Master Degree in Teaching English as a Foreign Language by the following advisor:



Prof. Dr. Agustinus Ngadiman
Thesis Advisor

APPROVAL SHEET

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This Thesis entitled Adversative Conjunctions in Indonesian EFL Teachers' Academic Writing prepared and submitted by Connie Tanone, S.Pd. (8212711003) was examined and approved by the following Board of Examiners on oral examination with a grade of _____ on Friday, 23 November 2012:

Dr. Ignatius Harjanto
Chairman

Prof. Dr. Agustinus Ngadiman
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Aprroved by:

Prof. Anita Lie, Ed.D
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STATEMENT OF AUTHENTICITY

I declare that this thesis is my own writing, and it is true and coreect that I didi not take any scholarly ideas or work from others dishonestly. That all the cited works were quoted in accordance with the ethical code of academic writing.

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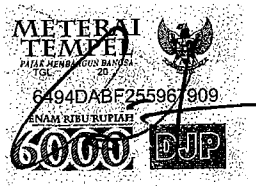

Connie Tanone, S.Pd.
8212711003

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The Writer

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Abstract

In the context of academic field, lecturers hence teachers, have responsibilities attached to their status as educators in the higher level of education. One of the tasks is to make intellectual contribution in the form of academic writing. One of the indicators of academic discourse is the critical thoughts. To present the critical thoughts, the writer argues contrastive ideas from the experts which are expected to find the truth. Besides, a writer needs to show the significance, this can be done in the introduction part. In introduction, the writer shows the gap that he wants to solve. In indicating the gap, he needs to make use of the adversative conjunctions correctly. In this research, the writer would like to focus on adversative conjunctions because of three reasons. First, in academic articles, contrasting ideas and theories is one of the characteristics of a good academic article. Second, adversative conjunctions are more difficult to use by non-native learners. Third, this study focuses on adversative conjunctions in Indonesian learners setting.

The data for this study is twenty introduction part of academic writing written by Indonesian EFL teachers taken from published journal in 2002 – 2011. The instrument of this study was the writer herself. The data were analyzed based on the categorization of adversative conjunction by Murcia and Freeman (1999).

In data analysis, it is found out that adversative conjunctions have different functions that might be not realized by many writers. This fact is based on the finding that 85% of the writers misused the adversative conjunctions in their papers. The errors happened because of two possible causes: (1) false-concept of hypothesis and (2) the interference of the L1.

Because of the limitation of time, the writer focused only on one type of conjunctions - the adversative conjunctions and one part of the academic writing – the introduction part. Further studies can investigate other classes of conjunction in other parts of the academic writing.

Keywords: academic writing, adversative conjunctions, error

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